

Kingdom of Saudi Arabia
Majmaah University
COLLEGE OF SCIENCE IN AL-ZULFI



**ACADEMIC ADVISING
HANDBOOK**



The Dean's letter

Praise be to Allah, peace and blessings be upon the noblest of His prophets and messengers, the Prophet Muhammad, his family and his companions.

Recently the College of Science in Al-Zulfi of Majamaah University; has been the theater of an intense dynamical activities to bring itself in an excellence position in view of the quality global strategies of the university and to achieve the national and international accreditation requirements if God willing .

The advising process handbook appears as one of the tools needed to develop the college and is one of an important number of tasks in preparation and the College has fixed as its goals.

The student has to be viewed as the principal actor of the learning process and so, the principal objective of the present handbook is to serve him as a source of guidance and advising handbook . It will be taken as a reference for the

The student is the basis of the educational process and so we offer him this guide to help him to understand the rules and regulations governing its life within the faculty with better use and understanding lead him to reach success and excellence in his quest for knowledge. Through this handbook; he will be able calculate his partial and cumulative average. Thought the present manual, he will understand that among other academic advisor roles is the treatment of its potential problems that will risk hampering his learning and teaching process by helping him to solve them by his own. In the other hand, the academic advisor helps the student to develop his awareness on the importance of its academic responsibility .

We cannot forget that one of the roles of the academic advisor is to encourage students to make more efforts to overcome academic and personal problems that prevent achieving the educational objectives

The direction of the faculty to meet these pressing needs had the initiative to set up a specialized unit that is THE ADVISING UNIT and edited the present handbook to serve the success of the student and then our mission.

I pray God to donate success to all; students and to whole the advising team.

The Dean of The COLLEGE
Dr Muhhamed Salah Aboodi

Introduction

As anybody knows, the academic advising process is an important and a very hard mission seen the complexity and diversity of the related problems. Since this mission is the same where you are, we decided to use any related work on the subject without any change so we can then directly pass to the application of process. In this case we seen that we not only reach the goals but in a very short time avoiding to make a study which has been done by many institutions. The present handbook is then an assembly of many papers and works on academic advising process. Sometimes we have adapted some parts to the needs of our college and to the specificity of our country and students.

However, we think that the present handbook does not cover all the aspects of the mission but we are assigned to continuously improve it by our ideas and yours.

Dear Advisor:

This College Academic Advising Handbook has been developed from many works on the subject to assist you to perform your skills in your role as an advisor. It will furnish you useful and pertinent information to be a good advisor.

This handbook is divided into three sections.

- The first section contains some new research studies concerning academic advising. Included are definitions of advising, roles and functions of academic advisors, behavioral objectives, and limitations of academic advising.
- Section Two is devoted to collect various lists, resource materials, and articles that you may use in advising process. They subdivided into four categories:
 - 1. The Advising Process,
 - 2. Responsibilities of the Advisor,
 - 3. Responsibilities of Advisees, and
 - 4. Advisee Problems.

This section should help you to well understand all your tasks to reach your veritable role as a faculty advisor and to make you conscious of your importance in the total educational goals of the Faculty.

- The third section contains information pertaining to the college of Science in Al- Zulfi and to Majmaah University regulations. Specifically included is a set of "Advisor Contacts and Responsibilities," which should be very helpful to you in directing your term by term advising activities. It is imperative that you become familiar with this section.

To be a good advisor we encourage you to read the present handbook very carefully, to refer to it often, and to always utilize it as you advise your students. Make your role as an advisor more than a signature on a registration process form. You can make your advisees' educational experiences more meaningful and significant.

*Wishing you a success in your mission,
the Academic Advising Unit Team.*

ACADEMIC ADVISEMENT

"ONE OF THE MAIN RESPONSIBILITIES OF ANY INSTITUTION OF HIGHER EDUCATION INVOLVES ACADEMIC ADVISEMENT OF STUDENTS"

INTRODUCTION

In most institutions of higher education, faculty members are required to assume the role of academic advisor. Until recently, faculty advising had received relatively little or no attention in the literature or on individual campuses even though systems of academic advising involve of thousands of students, faculty, and paraprofessionals. In addition, multiplied millions of Riyals in both faculty time and physical facilities are required to support and conduct the activity known as academic advising. Greater interest in advising has developed because of the growing complexity of higher education institutions, because of the ever increasing threat of declining enrollment, and because of the diversity of the students enrolling in the universities. Once viewed as a

set of scheduling procedures, academic advising programs have been established to assist students in the development of their human potential.

ASSUMPTIONS

Universal practice in higher education has students assigned to faculty members in the disciplines in which the students are majoring. Too frequently, however, faculty advisors must work with students who are undecided about a major. The general assumption is that faculty advisors will be able to guide their advisees toward each advisee's collegiate goal to be graduated within the normal span of four or five academic years.

Academic advising systems utilizing the college faculty are based on several assumptions:

1. Faculty members are interested in one-to-one situations with students.
2. Faculty members are the most appropriate persons to guide students in course selections.
3. Faculty members are knowledgeable enough to help students to evolve through the maze of academic requirements.
4. Utilizing faculty members is the most financially feasible way of providing academic advising.
5. Students want advice from faculty members concerning each student's specific academic program .

DEFINITIONS

It is obvious from perusing the five basic assumptions previously stated that faculty members in the role of academic advisors are essential components for any successful academic advisement program. Perhaps at this point the question should be asked, "What is a faculty advisor?" Usually it has stated that an advisor is "A member of the college staff (usually a member of the instructional faculty) assigned to assist a student with academic planning" (Definitions of Terms for Admissions and Records).

Labeling the faculty advisor the "University Adviser," or the "University Advisor," the Committee on Advising and Counseling at College of Sciences at AL-Zulfi asserts that:

The College Advisor is the student's principal faculty advisor. His prime concern with the student, and the student's with him, is the identification of the student's aims and plans, his interest and abilities, and the planning of a coherent education that builds upon the student's interest and allows him perspective on and awareness of both his limitations and his strengths. The adviser does not plan for the student but helps the student to plan for himself .

Some important universities among the world define the advisor as "...the student's academic advocate, the particular educator who agrees to concern himself with his advisee's best education." In the Committee's view, "The Adviser is not to be interested merely in obedience to regulations but is to pursue with the student the education that best serves and develops that student" . Every student, regardless of the type and size of higher education institution, has occasion to be seen in a counseling relationship by a faculty member, known as the faculty advisor, specifically qualified to assist in decisions concerning academic majors and courses of study. The faculty advisor needs to be aware of the general programs of the institution and, more specifically, the courses within his academic division. However many academic advising committees among the world emphasize that "an academic advisor does more than offer advice on academic program planning." they continue that "an academic advisor is that representative of an academic department or program to whom a student can turn for the personal assistance that often accompanies the central activity of the university instruction". The definition for faculty advisor at some prestigious Colleges indicate that: every faculty member and professional administrator...assume counseling responsibilities for a group of eight to twelve students. Each advisor is expected to deal with academic, career, and emotional problems, and he has training to qualify him to do so. For example, the faculty advisor serves as a coordinator of the advisee's educational experience. The advisor needs the ability to help students define and develop realistic goals, to perceive their needs accurately, and to match these needs with appropriate institutional resources. A caring and trusting relationship is essential.

It has been stated that the faculty advisor is more than an information and traffic- control officer. The advisor "conveys to the student a philosophy of contemporary education, a rational base for the consideration of problems, and suggests plans of action on which he may move". The faculty advisor is a faculty member who gives advice to the student, usually on matters directly concerned with course work and academic programs .

THE FACULTY ADVISOR'S ROLE

The faculty advisor is generally a member of the faculty who has been assigned to the role or who has responded favorably to an invitation to serve as an advisor. The role of the faculty advisor can be defined in the following ways:

1. The advisor will assist the student in effecting a program of study consonant with the latter's interests and competencies.
2. The advisor will assist the student in periodic evaluation of his academic progress.
3. The advisor will assist the student in initial exploration of long range occupational and professional plans, referring him to sources for specialized assistance.
4. The advisor will serve as coordinator of the learning experiences of the student, assisting in the integration of the various kinds of assistance rendered, health and psychological aids, remedial work, the panoply of all services available to the students.

To facilitate the foregoing role descriptions, the advisor should have considerable knowledge of the institution's combined educational offerings, including the total available classes, extra classes, special topics classes, independent study classes, laboratories, clinics, and field experiences. It is essential for the faculty advisor to have a comprehensive knowledge of the curriculum. In addition, the advisor should be familiar with the college campus in its many structural parts; should recognize the prevailing learning climate on campus; and should have acquired, or be in the process of

acquiring, adequate skills for communicating with various students in authentic, appropriate and meaningful ways.

Agreeing with many studies on the subject which assert that the role of academic advisor has many facets. Advisors must be knowledgeable and up-to-date on matters concerning

- 1- curriculum; requirements in the student's majors, as well as general education and graduation requirements of the university and of the college;
- 2- registration procedures;
- 3- student personnel services--medical, counseling, housing, placement, social, recreational, etc.;
- 4- job market and employment information.

These studies also contend that faculty advisors must know the mechanics of adding and dropping classes; changing majors; transferring from one university, college, or department to another; evaluating transfer credit or courses; petitioning for grade changes; interpreting grade point average computations; and keeping accurate records of each student's progress.

The advisor's role includes being the student's academic navigator. Since the advisor is the advisee's primary link to the academic programs of the university, the advisor should be "the person to whom the student should want to turn for serious, considered advice on academic questions." The advisor and advisee are in actuality "co-navigators" because many basic decisions about an academic program must be made by the student, utilizing input from the advisor. The role as academic navigator involves offering suggestions, questions, criticisms, praise, direction, and any other comments which will help each advisee define and achieve educational goals .

In addition, it often happens that advisees and advisors become so closely acquainted that the advisor knows advisees intellectually, emotionally, and sometimes socially as well. These are products of a productive, equally shared advisor-advisee relationship. Of course, it is not the advisor's duty to act as pal or psychological confidant, but at times the advisee may come to the advisor seeking other kinds of counsel besides the purely academic. The alert advisor should anticipate such "probes" and be prepared to respond to them because the student's academic life can flourish only if it is relatively healthy in other ways, as well as academic.

FUNCTIONS OF THE FACULTY ADVISOR

Faculty advisors are selected to provide educational counseling for college students. To be effective, the advisor must recognize that each student has different abilities, interests, aspirations, needs, experiences, and problems. Academic advising cannot, therefore, be a mechanical, routine matter. The faculty advisor's primary responsibility is to help individual advisees plan the program of study that will satisfy college requirements and at the same time meet each student's specific needs. To accomplish this goal, the faculty advisor must urge the student to give ample thought to the matter of education; he must direct the student in examining all significant facets of education while making necessary decisions .

Although the functions of the faculty advisor vary for different students, the general advising duties are normally as follows:

1. The faculty advisor explains to the student the program of general or basic education as it relates to the first year of college, to the major of the student, and to preparation for life pursuits generally.
2. The faculty advisor helps the student examine the course offerings in his major, relate these to other possible majors, and understand the graduation requirements for the curriculum leading to an appropriate degree.
3. The faculty advisor helps the student explore the career fields for which his major provides training and obtain related vocational information and survey job opportunities.
4. The faculty advisor serves as a link between the student and the administration by counseling the student on his scholastic problems (course scheduling, course adjustment, and academic progress and by making appropriate referral to other assistance units).
5. The faculty advisor serves as a "faculty friend" to the student by demonstrating a personal interest in him and in his adjustment to college;

by serving as a central contact person in obtaining information that can be used to help the student; and by allowing the student freedom to make his own choices after the limitations, alternatives, and consequences involved in a decision are pointed out .

The faculty advisors assigned to advise students who are undecided about a major or majors have somewhat different responsibilities. Instead of helping each student explore the selected major, the advisor assists the student's investigation of potential majors by

(1) referring the student to the counseling center for possible vocational testing and guidance and by;

(2) referring the student to special activities wherein interests may be explored and experiences gained. Once an undecided student has elected a major, it may be necessary to transfer him to a faculty advisor in his newly found major department. Some studies on academic advising subject indicate that in helping the student emerge as a better integrated person, the faculty advisor engages in the following three types of activities:

1. aids the advisee in the selection of a pattern of educational experiences which may result in better personal integration;
2. assembles, organizes, channels, and centralizes all information, observations, and reports from every source relative to his advisee's progress, needs, abilities, and plans;
3. assists the advisee at regular intervals to make adequate self-evaluation

These studies also suggests that while it is likely that the function of the faculty members serving as advisors may vary among institutions, colleges, and departments, their duties may be similar to the following;

- 1- the faculty adviser explains to the student the program of general or basic education as it relates to the first year of college, to the major of the student (if he has expressed interest in a major), and to preparation for life pursuits generally.
- 2- The faculty adviser plans with the student a schedule of courses with a consideration of the over-all term's work. This may be accomplished through a consideration of the offerings set forth in the various publications of the institution, by considering the student's strengths and needs as revealed by a college entrance tests, by personal interview, and by judgments as to his ability contributed by secondary school principals and teachers.

- 3- The faculty adviser assists the student in exploring his major field. To accomplish this, he will interpret the various departmental publications of the university; in addition, he may refer the student to a special consultant in the field or to the counselors in the vocational guidance office. Finally, he may recommend particular extra class or part-time work activities for the student.
- 4- Likewise, the faculty advisor assists the "undecided" student in exploring a major field. This is accomplished by referring him to experts in several fields of specialty, to counselors in the vocational guidance office, to the bureau of testing (if any) for supplementary testing, and to various extra class activities wherein interests may be explored and experiences gained.
- 5- The faculty advisor serves as a "faculty friend" to the student by demonstrating a personal interest in him and in his adjustment to college; by serving as a central contact person in obtaining suggestions, which can be used to help the student, from teacher, or department head; in giving suggestions concerning the student to teacher, or department head; and by allowing the student freedom to make his own choices after the limitations, alternatives, and consequences involved in a decision are pointed out.
- 6- The faculty advisor serves as a link between the student and the administration by counseling the student on matters of failure, on the procedures for dropping and adding courses, on eligibility for the various exemption examinations in general education, and on admittance to special remedial classes.

LIMITATIONS OF FACULTY ADVISORS/ADVISING

Some studies on advising process indicate that faculty advisors cannot be all things to all advisees because of the vast differences among students. Faculty advisors must recognize their limitations as counselors. Some of the restrictions impeding the effectiveness of college advisors are:

1. A college advisor cannot make decisions for an advisee but he can be a sympathetic listener and even offer various possible solutions to the student's problem.
2. A college advisor cannot increase the native ability of an advisee but he can encourage the maximum use of the ability that the student has.

3. A faculty advisor cannot reduce the academic or employment load of a floundering advisee, but he can make recommendations that such adjustments be made.
4. A faculty advisor should not criticize a fellow faculty member to a student, but he can make a friendly approach to any teacher if that teacher is involved in the student's problem.
5. A faculty advisor should not tell an advisee his raw scores on psychological tests, but he can indicate areas in which the student seems weak or strong by discussing gentiles derived from local norms.
6. A faculty advisor should not betray a student's confidence on matters of a personal nature, but he can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems .
7. A faculty advisor should not attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students adjudged reasonably normal. When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, faculty should refer students to professional personnel through the Dean or the Students Office .

Even though they must recognize their limitations as counselors, faculty members, may have to add a basic competence in counseling and advising to their professional skills. Such competence may be gained in much the same way as other skills: by learning through study or instruction or practice. Little skill is gained unless faculty members accept the responsibility, give attention to its details, and intelligently engage in doing it.


there are also some other additional factors that hamper the effectiveness of academic advising and will make it difficult for universities to cope adequately with the expected rise in emotional and psychological instabilities of students. Colleges and college faculty members must strive to increase, augment, develop, and improve academic advising effectiveness. If they do less, they will be failing in their obligation not only to their students but to themselves.

CONCLUSION/STUDENT BENEFITS

One of the major emphasis at our college has been person-to-person education. The University has advertised and is committed to the concept that the student is of utmost importance on the university campus. This concept magnifies the significance of the faculty advisor's role and functions.

When the faculty member accepts the challenge and assumes the responsibility of being an advisor and when other university professional personnel support the faculty member in the advising role, a number of positive student benefits occur. Some of these benefits include the following:

- 1- The student will know at least one member of the faculty in another than classroom acquaintanceship.
- 2- The student will have an opportunity to discuss with a faculty member one area of occupational or professional specialty.
- 3- The student will have a "lifeline" to the administration through his advisor, a member of the academic community. (In the current era of dissent and press for administrative change, the faculty member can become a strong ally, a trustworthy advisor and evaluator of political action, a teacher of the art and science of campus communication.)
- 4- The student will have a role model close at hand. The accessibility of an adult who is sought and admired is a powerful stabilizing force in the life of the student learner.



**ONE OF THE MAIN
RESPONSIBILITIES OF
ANY INSTITUTION OF
HIGHER EDUCATION**

SECTION TWO
ADVISING PROCESS

THE ADVISING PROCESS

- 1. Exploration of Life Goals**
- 2. Exploration of Career/Educational Goals**
- 3. Selection of Educational Program**
- 4. Selection of Courses**
- 5. Scheduling of Classes**

“Happiness is the only good.
The place to be happy is here. The
time to be happy is now. The way to
be happy is to help make others so”.

THE DO'S OF ACADEMIC ADVISING

- 1- Appreciate the emotion behind your advisee's words (voice intonation and body language).
- 2- Constantly try to check your understanding of what you hear (not hear what you want to hear).
- 3- Do not interrupt your advisee's sentences. Let him tell his story first.
- 4- Fight off external distractions.
- 5- Constantly check to see if your advisee wants to comment or respond to what you have previously said.
- 6- RELAX - try not to give the impression you want to jump right in and talk.
- 7- Establish good eye contact.
- 8- Use affirmative head nods and appropriate facial expressions.
- 9- Avoid nervous or bored gestures.
- 10- Intermittently respond to your advisee with "uh, huh," "yes-s-s," "I see," etc.
- 11- Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they're saying).
- 12- Face your advisee squarely. It says that "I'm available to you."
- 13- Maintain an "open" posture. This is a sign that the helper is open to what the advisee has to say. It is a non-defensive position.
- 14- Lean towards the other, another indication of availability or involvement.
- 15- Recognize the advisee's non-verbal behavior. Examples are bodily movements, gestures, facial expressions. Also recognize the para-linguistic behavior. Examples are tone of voice, inflections, spacing of words, emphases and pauses. This will enable you to respond to the advisee's total message and not just words.
- 16- Recognize verbal behavior of the advisee. Be an active listener and listen for feelings and content behind the words, not just the words. Try to recognize if the feeling of the advisee is anger, happiness, frustration, or irritation and see if this conflicts with the words the advisee uses. This will enable you to respond accurately and effectively to the advisee in full perspective.
- 17- Offer reflections on what the student is feeling, based on the advisor's observations. Example: "I sense you are kind of tense about this." Self-disclosure which can support the student's experience. Example: "I remember

how nervous I was the first time I went in to see an advisor."

- 18- Offer reflections on what the student is saying. Example: "I hear you saying that you aren't completely sure this is the right major for you."
- 19- Indirect leads allow the student to choose the direction of the discussion. Example: "What would you like to talk about today?"
- 20- Direct leads help the student to further explore a specific area. Example: "Can you tell me more about your thoughts on changing your major?"
- 21- Focusing helps the student zoom in on a particular issue after many issues have been presented. Example: "We're talking about a lot of things here, which one is most important for you to work on now?"
- 22- Asking questions using "what" or "how" can help the student give more than "yes," "no," "because," or "I don't know" answers. Example: "What do you like about this major and what don't you like"?

THE DON'TS OF ACADEMIC ADVISING

1. **TALKING.** You can't listen while you are talking.
2. **NOT EMPATHIZING WITH THE OTHER PERSON.** Try to put yourself in his place so that you can see what he is trying to get at.
3. **NOT ASKING QUESTIONS.** When you don't understand, when you need further clarification, when you want him to like you, when you want to show that you are listening. But don't ask questions that will embarrass him or show him up.
4. **GIVING UP TOO SOON.** Don't interrupt the other person; give him time to say what he has to say.
5. **NOT CONCENTRATING ON WHAT HE IS SAYING.** Actively focus your attention on his words, ideas, and feelings related to the subject.
6. **NOT LOOKING AT THE OTHER PERSON.** His face, mouth, eyes, hands, will all help him to communicate with you. They will help you concentrate, too. Make him feel that you are listening.
7. **SMILING AND GRUNTING INAPPROPRIATELY.** Don't overdo it.
8. **SHOWING YOUR EMOTIONS.** Try to push your worries, your fears, your problems outside the meeting room. They may prevent you from listening well.
9. **NOT CONTROLLING YOUR ANGER.** Try not to get angry at what he is saying; your anger may prevent you from understanding his words or meaning.
10. **USING DISTRACTIONS.** Put down any papers, pencils, etc. you may have in your hands; they may distract your attention.
11. **MISSING THE MAIN POINTS.** Concentrate on the main ideas and not the illustrative material; examples, stories, statistics, etc. are important but are usually not the main points. Examine them only to see if they prove, support and define the main ideas.
12. **REACTING TO THE PERSON.** Don't let your reactions to the person influence your interpretation of what he says. His ideas may be good even if you don't like him as a person or the way he looks.
13. **NOT SHARING RESPONSIBILITY FOR COMMUNICATION.** Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand. If you don't, ask for clarification.

14. **ARGUING MENTALLY.** When you are trying to understand the other person, it is a handicap to argue with him mentally as he is speaking. This sets up a barrier between you and the speaker.
15. **NOT USING THE DIFFERENCE IN RATE.** You can listen faster than he can talk. Use this rate difference to your advantage by trying to stay on the right track, anticipating what he is going to say, thinking back over what he has said, evaluating his development, etc. Rate difference: Speech rate is about 100 to 150 words per minute; think rate is about 250 to 500 words per minute.
16. **NOT LISTENING FOR WHAT IS NOT SAID.** Sometimes you can learn just as much by determining what the other person leaves out or avoids in his talking as you can be listening to what he says.
17. **NOT LISTENING TO HOW SOMETHING IS SAID.** We frequently concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to what is said. A person's attitude and emotional reactions may be more important than what he says in so many words.
18. **ANTAGONIZING THE SPEAKER.** You may cause the other person to conceal his ideas, emotions, and attitudes by antagonizing him in any of a number of ways: Arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to him. Ask for feedback on your behavior.
19. **NOT LISTENING FOR THE STUDENT'S PERSONALITY.** One of the best ways to find out information about a person is to listen to him talk. As he talks, you can begin to find out what he likes and dislikes, what his motivations are, what his value system is, what he thinks about everything and anything that makes him tick.

20. **JUMPING TO ASSUMPTIONS.** They can get you into trouble in trying to understand the other person. Don't assume that he uses words in the same way you do; that he didn't say what he meant; that he is avoiding looking you in the eyes because he is telling a lie; that he is trying to embarrass you by looking you in the eye; that he is distorting the truth because what he says doesn't agree with what you think; that he is lying because he has interpreted the facts differently from you; that he is unethical because he is trying to win you over to his point of view; that he is angry because he is enthusiastic in presenting his views. Assumptions like these may turn out to be true, but more often they just get in the way of your understanding.
21. **CLASSIFYING THE SPEAKER.** It has some value, but beware. Too frequently we classify a person as one type of person and then try to fit everything he says into what makes sense coming from that type of person. He is a Bad student. Therefore, our perceptions of what he says or means are all shaded by whether we like or dislike bad students. At times it helps us to understand people to know their position, their social conditions, their jobs, etc., but people have the trait of being unpredictable and not fitting into their classifications.
22. **MAKING HASTY JUDGMENTS.** Wait until all the facts are in before making any judgments.
23. **DO NOT ALLOW YOUR OWN PREJUDICE TO AFFECT YOUR REAL JUDGMENT.** Be conscious of your own feelings towards the speaker, the subject, the opportunity, etc.. and take them in account of these prejudgments.
24. **DO NOT TRY TO LISTEN AND ANALYSE AT THE SAME TIME.** Frequently it is difficult to sort out good and faulty reasoning when you are listening. Nevertheless, it is so important to a job that a listener should lend every effort to learn to spot faulty reasoning when he hears it.
25. **NOT EVALUATING FACTS AND EVIDENCE.** As you listen, try to identify not only the significance of the facts and evidence, but also their relatedness to the argument.

STRATEGIES OF ADVISEMENT

Emphasized below are basic strategies of advisement used to assist in individual student development. Please review them carefully.

A. Try to know about so many aspects as possible of the advisee

Getting to know the advisees outside the formality of the office when possible, and not only during class scheduling or unusual circumstances, can be extremely valuable. Knowing the academic abilities and background of the advisee is also important. Having good documentation (the advising folder) such as high school courses with grades, rank in graduating class, ACT or SAT scores, transfer courses and grades from other universities, and present academic status is essential when assessing a student's ability and future direction.

B. Explore the objectives, interests, and motivations of the advisee.

The advisee's actual certainty of future objectives and goals is difficult to ascertain. When the advisor has some knowledge of the advisee's non-academic background -- such as home influence, hobbies, and friends -- a more thorough type of advisement is possible.

C. Develop rapport with advisees.

If the student knows the advisor as a professional person who has a genuine interest in students, the advisement process becomes much more beneficial for both advisor and advisee.

The student should be encouraged to become acquainted with other faculty members in the department, for multiple contacts can be useful to the student who is attempting to assess his personal goals.

D. Become continuously informed on all university rules, policies, regulations, and procedures that affect academic programs and activity.

Every advisor must be well informed regarding current academic policies and procedures for these are the foundations on which all advisement efforts will be built. Review of prior policies and study of new policy changes should be a regular activity of each advisor before beginning each registration period.

Familiarity with courses generally taken by advisees, the characteristics of teachers of the courses, and how the courses have been appraised by prior students can make the advisement process smoother and more successful.

Suggestions for student involvement in campus activities is often the key to retention in school.

E. Analyze and evaluate student motivation.

Enhancing a student's motivation by capitalizing on good academic planning can be a very helpful strategy. While lack of motivation is generally recognized as the most common cause of poor academic performance, no clear cut methods to help a student achieve maximum motivation have been developed. Suggested strategies might include:

1. Matching courses early in the program to the student's academic strengths, interests, and background.
2. Helping the student, when possible, have a chance to build on success rather than failure.
3. Challenging capable students to continue their efforts toward academic excellence.
4. Explaining the rewards of a strong academic program and associated good grades.

F. Be aware of the limitations of your responsibility and skills in the advisement process.

Obviously, an advisor cannot make decisions for an advisee, but can be a sympathetic listener and offer various alternatives for the advisee's consideration. Advisors cannot increase the ability of a student, but can encourage the maximum use of that ability. While advisors cannot change some aspects of class schedules or employment loads, the students can be referred to the proper offices for such adjustments when desirable.

G. Make a meticulous study to determine the level and the fields of advisement appropriate for your own comfort and training.

Generally, advisors should not attempt to personally handle complex problems concerning financial aid, mental or physical health, personal or social counseling. When these situations do arise, the faculty advisor should refer students to professional personnel who are specially trained and knowledgeable about dealing with such problems.

WHAT IS A STUDENT?

A **STUDENT** is the most important person in any educational institution.

A **STUDENT** is not dependent on us. We are dependent on him.

A **STUDENT** is not an interruption of our work. He is the purpose of it.

A **STUDENT** does us a favor when he enrolls. We are not doing him a favor by serving him.

A **STUDENT** is a part of our work--not an outsider.

A **STUDENT** is not just a statistic. He is a flesh and blood human being with feelings and emotions like us.

A **STUDENT** is a person who comes to us with his needs or wants. It is our job to fill them.

A **STUDENT** is deserving of the most courteous and attentive treatment we can give him.

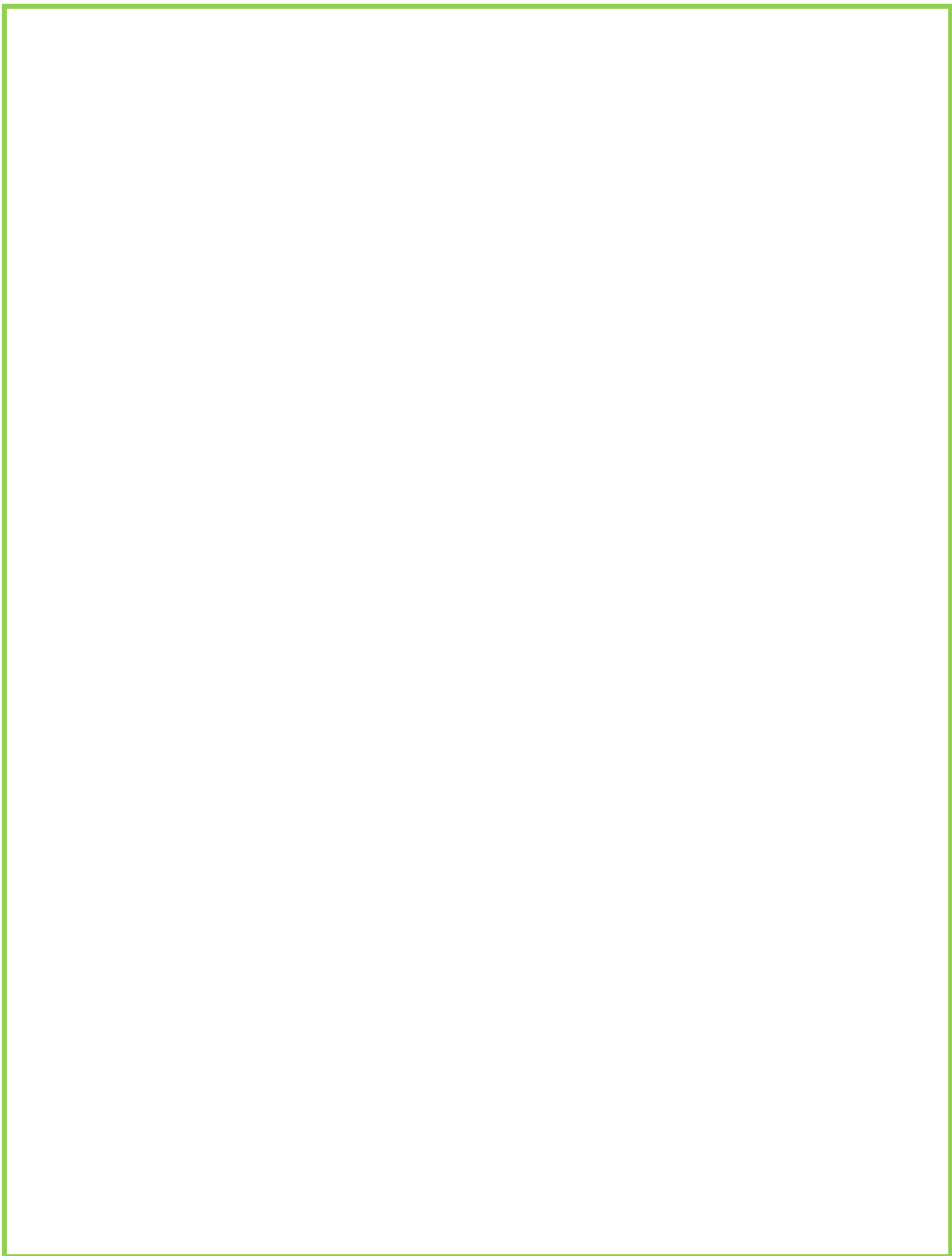
A **STUDENT** is the life blood of this and every other educational institution.

RESPONSIBILITIES OF THE ADVISOR

- * Helps Student to Define and Develop Realistic Goals**
- * Identifies the Student's Special Needs**
- * Matches Student to Available Resources**
- * Assists Student to Plan Program Consistent with Abilities and Interests**
- * Monitors Progress Toward Educational/Career Goals**
- * Discusses Linkage Between Academic Preparation and World-of-Work**

S E C T I O N T H R E E
ADVISING PROCESS IN ZULFI
SCIENCES COLLEGE

**The Advising Process in the
College of Science in Al-Zulfi**



First section: Principle of the academic advising process

Introduction:

The unit orientation can be seen as one of the most important units that were formed at the Faculty of Science to help students to well define their goals and take the appropriate decisions. Therefore, it aims to simplify administrative procedures and to provide the best services to students according to the global quality standards sought by the college. To make its powerful action a suitable and adequate spaces have been allocated to the unit and appointed by a qualified personnel to serve as academic advisors.

to get this goal the unit has developed and defined guidelines and mechanisms to provide effective support necessary for students throughout their academic career and get their graduations it on time.

To strengthen an independent self-confidence, he was more than vital to support the student through an advisor from among its teachers who also would advise a group of students, and to be at their listening and responding to their need for help in order to fulfill the requirements for a bachelor's degree and meet the requirements for success in the curriculum and cultivate in them the skills necessary for good training. He will also be responsible to advise and assist in solving problems they may encounter.

Vision:

The academic advising unit must be an outstanding and a leader guidance and advising unit of the students in the College and provides them an academic counseling and guidance

process and creating an adequate and interactive advising environment between the student and the college in particular and between the student and the university in general. The unit has to bring responses to the academic needs of the student beginning at the registration stage until his graduation in view to reach the peak of creativity and scientific excellence.

Mission

The primary mission of the unit is to provide the student with a set of recommendations, scientific assistance and both social and behavioral orientation. Among other missions, it has to guide them to develop their personality, their professional interests and creative abilities. To get there, she worked on finding the best way of guidance and direction to bring the student to excellence. It accompanies students to face various difficulties that may impede their scientific progress. It will guide the student through a judicious exploration to increase his awareness of his true ways to overcome academic and personal problems. It will work to increase the scientific and intellectual potential of the student to reach in the future a successful career by developing their academic and social potential

The Academic Advising Unit Goals:

1- The academic advising unit aims to give students advice to solve the difficulties linked to their academic life and to help them clearly identify and understand their problems and to help them to ensure their solution. This will bring the ability to provide to the civil society a set of generations of young graduates with good scientific knowledge and good decision makers and effective managers. This will be done through the following objectives

1- Provide academic support to students and guide them in the choice of teaching units during their university studies to get their degrees in a timely manner and help them overcome their academic potential and human problems.

2 - Provide students with the necessary information on everything related to the faculty, the university and all programs of various university courses and programs as well provided for

excellence and for failed students and an overview of the different resources used by the institution in that direction.

3 - Accurately determine and resolve problems that hinder the ability of the student to assimilate scientific knowledge and good interaction with the demands of their university life.

4-Providing all means of support for students by increasing their awareness of their academic responsibilities and encourage them to make more effort in solving their academic and personal problems that prevent the achievement of their educational goals .

5-Provide students with various academic skills that increase their knowledge to achieve higher rates.

6-Discuss with the students their scientific ambitions and develop their scientific and academic compatibility to reach the highest possible level.

7-Help students overcome academic and personal problems .

8-Motivate the student to provide his best abilities and talents with a highest quality .

9- Increase students' awareness of the importance of optimal use of resources and important equipment available in the college.

10-Define the instructions ,the programs and the rules needed to facilitate the academic advising process.

11-Develop a coordination mechanism between the unit and the departments of the college and their different committees to ensure the existence of an integrated academic advising concept.

12-Follow developments in the rules and regulations emanating from the Deans and the competent departments and relevant with the academic advising in the University and inform the advisors and student by any news through workshops .

13-Introduce internet in the academic advising process .

14-Activating the academic status by the creation of homepage of the advisor which can link him directly with his students and serves to ensure a proper monitoring (through a commitment to the academic schedule , marks transcripts , study plans , university rules and regulations) .

Mechanisms to be implemented to realize the objectives of the unit :

To achieve the above objectives the administrative board of the unit and its director have defined necessary measures to achieve the objectives decided. In particular, they decided to

- For the registration action of the students, connect all the study plans through an effective information system in collaboration with the center Information Technology of the university such that any student cannot enroll in modules other than those contained in its curriculum and so we can minimize errors usually founded during the manual data entry. This action while increasing the speed of the operations relating to the academic status of student and avoid the negative aspects of administrative routine and reduce the workload of both the advisor, the admissions department and the Dean of admission and registration.

- Advance the biannual enrollment period in order to relieve the pressure on the intake unit of admission and registration and then allow a judicious choice of study plane by the student fact that would surely be an effective index of a real evaluation of the different programs course .

- Create a program taking into account during the registration procedure, the weakness of the cumulative average of the student and letting him on probation (probation where it is not allowed the student to enroll at a maximum 12 credit hours per semester).

4- Create for each advisor an advising homepage linking directly and on line, the advisor to his students under his charge in the advising action. To reach a effective monitoring, the adviser should have:

- The commitment of the each student to implement its school calendar
- the marks transcript of the student to properly identify his state academic
- All the different programs and any data related to the modules and courses,
- the different texts, laws and rules of the university

-a clear timetable for the action of academic assessment (to remind to the advisor, different major advisor appointment).

5- Use all advertising media available in the College as billboards to remind students of the major events (registration, adding, deleting in all its forms, departure to another institution, etc ...

6 - The organization and implementation of programs and competitions that can help encourage students and motivate them to increase their skills and their performance levels. Creating incentive prizes for outstanding students in the different departments of the Faculty

8 - constant interaction with faculty members through the organization of workshops and awareness programs that address a variety of topics of interest to students and aims to raise awareness and provide information that help protect them from falling into the difficulties and obstacles.

9 - educating students about the importance of unity and its role in helping to advance the best way in their studies, and encourage them to use the unit to seek all necessary assistance to them would solve the difficulties they may encounter.

10 - Providing continuous service on consulting and training to students to educate them on the importance of academic difficulties they may encounter and skills to raise their level of education in keeping with their personalities.

11 - Design brochures, posters and pamphlets on the action of the academic orientation and make available to all employees of all students and faculty members who are primarily focus on:

- o Calendar for early registration.

- o editing a university rules and regulations handbook.

- o editing a calendar of the Academic Assessment.

- o editing an academic advising Unit handbook.

o Advising handbook.

o advice and instructions for new students.

12 - Encourage research on issues related to education and to adapt to the student 's academic and continuous improvement of the contribution of orientation and activities of the unit school counselor.

13 - Coordination with the unit the student for cooperation in managing data on students or other debilitating issue of college student or its interaction with the academic community report .

14 - Coordination with the admission and registration services for data of university students and registration issues and support with regard to students with special education needs and requires a solution adequate academic and in strict accordance with the framework of the rules and regulations of the university.

How to request the intervention of the unit:

1 - contact directly the academic advising unit or to come to his headquarters to discuss the aid provided .

2 - fill out some forms needed to open a personal file of the student before being placed in the care of a consultant.

3 - attend a preliminary interview as a first contact with the school board to establish an action plan and target real needs and procedures that should be followed in the advising process.

1 - each student has the right to obtain all services provided by the unit.

2 - treatment records and related information for students is in all confidentiality is within the requirements of the situation.

3 - every student has the right to know all the procedures to provide guidance services he understood that the unit expects full cooperation by providing relevant information that the service requires .

The terms most commonly used in the action of the academic advising:

The term	The explanation
The academic year	Consists of two semesters to which may be added a third semester in which students are not required to register, and called the (summer semester)
Academic term	Period of time not less than fifteen weeks during which the module is programmed, not including the registration and final evaluation periods.
The summer term	Period of time not exceeding eight weeks, not including the registration and the final evaluation periods. The weekly workload is doubled for each course.
The identification Number	Number indicating the academic year, the semester during which the student began his studies in addition, the serial number assigned during initial registration to the student and the given semester.
The module program	field study of a given in accordance with the study plan approved in each discipline (program) level. A number, a code and a name are assigned to each module and a detailed description of the vocabulary used which differ in terms of content and level from the other modules. Un special file dedicated to him and held by the department concerned for the purpose of monitoring, evaluation and development. , Some modules may have one or more prerequisites
Academic student booklet	booklet showing the different courses taken by the student and the order of the curriculum including grades and cumulative averages acquired as well as cumulative term average.
The university requirements	A set of course modules decided by the university to be taught to all students in line with its global education strategy

The College requirements	A set of course modules decided by the College to be taught to all students each according to his specialization to build a base of culture and knowledge.
The specialization requirements	A set of course modules belonging to a given field among the fields both scientific knowledge and human and which are parts of the specialization of the student.
The academic level	it indicates the level of the program of the studies and the number of levels required for graduation is eight levels or more, in accordance with the program plans approved program plans.
The teaching unit	The weekly lecture that cannot less than 50 minutes or the practical or in industrial environment course and that cannot be less 100 minutes.
Announce of the registration	Is an notice delivered to the student directly after the registration indicating the units for which the student has made the registration.
The academic advisor	Is an academic staff member choose by the academic department in the college the advise and guide the student in the registration process in each term and he must follows the evolution of the advisee studies until his graduation.
Deleting and adding	It is the action to delete, to add, to change the section or the dates of a given course. This action can be made only during the first week of every the given term.
Marks of intermediate assessments	The marks attributed to the student during a term for the examinations, quizzes, research, presentation and any activity with a direct relation with the course program.
Final assessment	An examination on a course taking place only once at the end of a term.
Final marks	Is the sum of the marks of the student obtained for his final and midterm examinations for a given course. at the end of the term. This average is calculated on one hundred.
Average	Is the average on one hundred of the sum of the marks of the student obtained for his final and midterm examinations for a given course. This average can be represented by letters (

	A+,A,...D,F).
Mention not accomplished	Mention written in the academic student's file for any course for which the student has not accomplished the requirements in imparted time. The mention on the student file will be indicated by NA.
Mention continuous	Mention written temporary in the academic student's file for any course that cannot be accomplished in one term. The mention on the student file will be indicated by C.
Semester average	Is the quotient of the sum of all the marks obtained by the student by the sum of all the credit hours of the studied courses during a given term.
Cumulative average	Is the quotient of the sum of all the marks obtained by the student by the sum of all the credit hours of the studied courses during the accomplished studies.
General average	Description of the level reached by the student during his studies in the university.
Minimal workload	The minimal number of credit hours for which the student must register in accordance with his Cumulative average and the university council decisions.

The organizational structure of the unit :

The administrative council of the unit consists of its director, the teaching staff and their assistants which represent all the college's academic departments. The council takes its meetings at the request of the director of the unit one at the beginning of each academic year to determine the strategy to be followed and allocate tasks to different advisors, during the academic year; two or more times to investigate services provided to students in this framework and approve and take the necessary decisions on the issues that remain unresolved and one meeting at the end of the academic year to analyze the realized actions and future actions to be taken. A report will be submitted for approbation to the Dean of the College.

Prerogatives of the Board of the unit:

the administrative council of the unit is an autonomous authority in terms of managing its own affairs, it develops policies and strategies enabling it to achieve the objectives of the unit on the basis of regulations and rules and its prerogatives are:

- 1 the adoption of internal rules to regulate the functioning of the unit and determine its specialization and which are not in accordance with inconsistent with the provisions regulating the action of orientation at the university.
- 2 - Provide educational and advising information to students and increase their awareness of the mission of the university, its objectives and regulations.
- 3 -identify problems and personal obstacles of the student which prevent him to achieve his objectives and work to change negative attitudes towards university and cultivate in them more positive thoughts.
- 4 - diagnosing weak points observed in the basic skills that impede student success.

The concept of the advising action :

- the action orientation is the cornerstone primordial in the university education system and consists to bring an objective answer to solve both the social, economic and human issues related to the philosophical perception of education. In addition it consists to providing a response to the needs of the student to communicate with higher education and is a necessary factor to achieve the requirements in the operation of human innovation and excellence .

- the academic advising process revolves around in one side; the institution and in the second ; the student and is enhanced by providing the advisor throughout all the academic year. This process will find a real impact once all parts involved are aware of its importance to consciously academic orientation and understanding of all parts of the importance of advising process : To guide the student in the most appropriate way to choose the best means to achieve the desired success and adapt to the environment of the university. This is achieved by providing students with diverse academic skills and discuss scientific ambitions , also it includes the training of students on regulations and laws of the university, and a variety of consulting services.

One of the goals of the Academic Advising is to simplify and facilitate the administrative procedures in order to provide the best services and access to them in record time, according to a comprehensive of the quality standards sought by the college in light of the increase in the means of the investing in educational projects , intellectual and scientific research.

Philosophy of the Academic Advising :

The philosophy of academic guidance is based on social, economic, cultural , humanitarian and cognitive aspects to achieve some of the characteristics associated as flexibility , adaptability and

decision and solve the individual needs to ensure the success of the educational process and achieve the best scientific output of students by helping them to choose the best alternatives in each semester according to the study plan, their academic capacities, their social conditions and personal circumstances .

Academic Advising axes :

The principal axes of Academic Advising are:

1 - The student :

A student is considered the center of the academic process . In absence of an organized academic guidance, the student will be submitted to the responsibility to be familiar with systems and regulations of the university immediately after his registration to the university. As a result of individual differences among students on knowledge of the rules and regulations some students arrive to know these rules and adapt themselves to them. In the other hand many students unaware of many of these rules and regulations , which signed them in many academic problems as the weakness of their average, repetition and finally to their exclusion, etc... problems which bears the responsibility of the Ignorance of systems and the lack of effectiveness of the academic Advising .

2 - The educational institution :

Constituted by:

- **the academic advisor :**

The role of the academic advisor (faculty members and their assistants) is to help student to make good decisions that will help him to effectively success in his academic career.

- **Admission and Registration Deanship :**

The role of the admission and registration deanship is to insure the registration of the student to the courses in accordance with the opinion of the academic advisor on signature on the registration forms and follow-up monitoring student grades and academic record as well as the application of the rules and regulations of the university and the college according to the specialty of the student.

- **College:**

It is the entity which defines the course programs for every specialty and appoint the academic advisor for every student.

- The impact of the renew and the change on the university rules and regulations. It happens that sometimes the change on the rules and regulations in the university affects negatively the efficiency and the regularity of the student.

Programs Academic Advising :

The programs in academic advising process consist on follows:

- orientation programs for new students to bring to them the necessary information on the academic system, mainly , examination and achieve the necessary adjustment with university study and inform them on their rights and duties.

- outreach programs to help students with special needs , during their studies in the university , to realize the highest level of academic achievement, according to which their abilities permit, and study their problems and resolve them

- guidance programs for the student in failure to assist them in overcoming the missteps and achieve the desired success , and help them overcome the obstacles and to face problems.

- guidance programs for outstanding students to help them to continue to excel, encouraging them and motivating the other students .
- guidance programs for applicants to university and help them to surmount what they can meet as obstacles..
- guidance programs organized for all the students to help them to improve their grades and academic achievement.

All the programs will be implemented through the academic, where the unit will define an operational plan in accordance with the general plan of the advising process in the university. The unit performs any improvement and its implementation after drawn by the deanship. The different reports will be necessary to built a general and effective plan to reach a high level and the international standards.

Skills of the Academic Advising

The successful advisor is the person who can effectively communicate with his students, who is able to determine exactly their needs, who is attentive and listens to them. He don't attack them or make fun of them , but must work with them and associates them in the planning of their studies. In this process he will fruit their skills and their abilities . Then they will be able to treat their obstacles by their own person. From these remarks, we can identify some of the skills that the advisor should have in order to contribute to achieving the goals set for them. The most important of these skills are :

1 – leader's skills :

Represented in the foundation of positive relationships with the students to have an impact on them and help them achieve their goals.

2 - Cultivate the sympathy :

To share feelings and emotions of the students to understand them better allows weave a good relation with the academic advisor and so to make a success of the process of advice and guidance.

3 - planning skills :

The ability of the advisor to help students set a realistic goals , and to transform them into achievable actions and help them to choose the appropriate specialization to achieve the objectives related to their future career, and help them in the preparation of a plan to raise their cumulative average.

4– regulation skills:

It means the ability of the advisor to organize the advising tasks and arrange them to insure their success and efficiency. The action consists on filing the students , the registration tasks, deletions and other acts of academic advisor.

5 - listening skill :

It is important to be a good listener, to recognize the students opinions, their ideas , and suggestions and the problems they face. These attitude enhances their self-confidence and strengthens the relationship between them and their advisor and can therefore lend a helping to them.

6- the skill of making decisions and solving problems:

These skills are necessary to any academic advisor when he listens to the views of students and dialoguing with them to identify the problems they face. They learn how to identify the problem and to develop hypotheses to solve them and so he helps them to make the right decisions necessary to resolve their problems.

7 - Skill collective guidance :

This skill specializes by treating a group of students implied for a given question, for example the ignorance of rules, weak-performance, absenteeism, low cumulative average...

This practice allows to treat a whole collective and allows a saving of time by reaching the expected goals.

8 - Skill management and investment of time :

This important skill includes scheduling and coordination of the advisor tasks and determine the timetable for all the action of the advisor, which includes registration dates , deletions and additions, scheduling and organizing office hours.

The functions of the academic advising unit director for the College.

The functions of the academic advising unit director of the College are as follows:

- 1 - general supervision of academic advisors and follow-up the cases that are meted in the advising process,
- 2 - reception of new students and their welcoming on the first day of their studies and initiate them to the university system and the university environment.
- 3 - Distribution of students equitably by specialization among faculty advisor members,
- 4 - reception of cases sent to him by the different advisors and solving their problems or filed these cases to the Vice Dean of Academic Affairs or the Dean of the college if needed.

The functions of the academic advisor for the student.

The functions of the academic advisor for the student as follows:

First, the technical tasks :

1 - Preparation of the student's file :

The academic advisor have to prepare a file for each of the students which are assigned to him for advising. The file will be made as:

1 – student's data .

2 - A list of the courses that lead to the student's graduation

(from the department)

3 - Registration forms or notice of acceptance.

4 - A modern version of the academic records (transcript).

5 - Other administrative documents that arise , according to academic movements (any necessary form, the deletion and or adding decisions).

6 – To direct the student to the person or the service which is able to respond to his inquiries and to treat with him the following topics :

- **Courses registration process:**

The academic advisor studies the student's file in his specialty and fill the registration form for each student before the date of registration.

o Course choose:

To advisor can use of a list of the major courses during the help of the student to choose his courses for each term. He will be sure of the following:

- o The student must success with the mention at least (D) in all required courses and prerequisites to each course, since it will not allow the student to register the course where he did not succeed in one or more of its prerequisites.

- o know the minimum and maximum number of credit hours which allows the student to register to them (academic load for a student).

2 - scheduling:

The advisor must be sure that the student knows the time and place of his different lectures and that there is no conflicts in the student's academic schedule.

3 - Explain graduation requirements :

The student must successfully pass (128) credit hours for a bachelor's degree, distributed as follows :

- o the completion of the mandatory requirements of the university .

- o completion of the college requirements of compulsory and optional .

- o completion of the requirements of the compulsory and optional specialization .

- o completion of the free choice courses.

- o the completion of all required courses with at least 2,0 as a cumulative average.

The academic advisor must assist the student in the preparation of his timetable and plan to complete graduation requirements , in the required time ; no more than the maximum number of years allowed.

4 – Explanation of the notions of cumulative and biannual averages:

Student performance is measured biannual and cumulative through the calculation of the averages estimated biannual and cumulative. It is calculated using the equation of each of the following calculations :

$$\text{average (cumulative, biannual)} = \frac{\text{Points appreciation} \times \text{number of hours for the decision}}{\text{Total credit hours accomplished}}$$

5 - scores and appreciation for each course :

Weight estimate of (5) symbol estimate the percentage appreciation class.

Cumulative Appreciation	Letter Appreciation	Level Appreciation	Marks
5.00	A ⁺	High Excellent	95-100
4.75	A	Excellent	90 to less than 95
4.50	B ⁺	High very good	85 to less than 90
4.00	B	very good	80 to less than 85
3.50	C ⁺	good High	75 to less than 80
3:00	C	good	70 to less than 75
2.50	D ⁺	acceptable high	65 to less than 70
2.00	D	acceptable	60 to less than 65

The general appreciation of the cumulative rate at graduation based on cumulative average as follows:

(Excellent) : If the cumulative average is of at least between 4.50 and 5.00.

(Very good) if the cumulative average is between 3.75 and 4.50

(Good) if the cumulative average is between 2.75 and 3.75

(Satisfactory) if the cumulative average is between 2.00 and 2.75

Fourth Section: Models and forms

- Form to Invite a student to meet a member of the academic advising unit.
- Form of Registration to modules and or courses.
- Form of Adding or Deleting a given course.
- Withdraw Form.
- Form of Follow-up of an Excellent student.
- Form of Follow-up of The students in Difficulties.
- Form of Special Advising Orientation.
- Form of Advisor's Actions Report.

نموذج دعوة طالب للاجتماع مع وحدة التوجيه والإرشاد الطلابي
الفصل الدراسي للعام الجامعي 143 / 143 هـ

أولاً: البيانات الشخصية للطالب

اسم الطالب :
الرقم الجامعي :
المستوى :
الفصل الدراسي:.....
القسم :
رقم هاتف الطالب:.....

عليك الحضور إلي مكتب وحدة التوجيه والإرشاد الطلابي وذلك في تمام

الساعة ----- من يوم ----- الموافق ----- لمناقشة الأمور التالية:

1. ضعف الأداء الأكاديمي.
2. مراجعة التقدم في المواد .
3. مراجعة وتقييم المواظبة والحضور .
4. مراجعة الطالب بخصوص الغياب عن امتحانات .
5. حذف مادة – حذف فصل
6. أخرى (.....) .

ثانياً هو موضوع الاجتماع:

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.....
.....

ثالثاً: توصية المرشد الأكاديمي

.....
.....
.....
.....

منسق وحدة التوجيه والإرشاد الطلابي:

الاسم:

التوقيع:

التاريخ:

استهارة تسجيل مقررات

البيانات الشخصية للطالب

اسم الطالب : الرقم الجامعي: العام الجامعي:

الفصل الدراسي: المستوى: القسم:

بيان بالمقررات المطلوب تسجيلها

توقيع القسم المختص	الدروس العملية		المحاضرات النظرية		عدد الوحدات	اسم المقرر	كود ورقم المقرر
	اليوم	الساعة	اليوم	الساعة			

اسم وتوقيع المرشد الأكاديمي

اسم وتوقيع الطالب

الاسم :

الاسم :

التوقيع:

التوقيع:

توقيع موظف الحاسب

توقيع المراجع

توقيع المستلم

.....

.....

.....

حرر في : / / 14

استهارة إضافة أو حذف مقرر دراسي

البيانات الشخصية للطالب:

اسم الطالب: الرقم الجامعي: العام الجامعي:
الفصل الدراسي: المستوى: القسم:
رجاء اتوافقة علي (حذف / اضافة) المقررات التالية:

نوع المقررات	اسم المقرر، ورمزه	المحاضرات النظرية		الدروس العملية	
		اليوم	الساعة	اليوم	الساعة
مقررات مطلوب الاتسحاب عنها					
مقررات مطلوب إضافتها					

الأسباب:

- لا يعتبر هذا النموذج موافقة على الإضافة أو الحذف إلا بعد اعتماد سعادة عميد الكلية ودخوله للنظام وعلى الطالب طباعة الجدول في خلال 48 ساعة على الأكثر من تقديمه النموذج.
- على الطالب مراجعة الكلية فور اكتشافه أي خطأ خلال الفترة سابقة الذكر و إلا اعتبر موافق على ما تم من إجراء.

رأي المرشد الأكاديمي:

موافق

غير موافق

رأي الكلية:

موافق

غير موافق

اسم وتوقيع الطالب

اسم وتوقيع المرشد الأكاديمي

الاسم :

الاسم :

التوقيع:

التوقيع:

عميد الكلية

د/ محمد بن صالح العبودي

التوقيع

حرر في : / / 14

استمارة انسحاب من مقرر دراسي

البيانات الشخصية للطلاب:

اسم الطالب: الرقم الجامعي: العام الجامعي:

الفصل الدراسي: المستوى: القسم:

رجاء الموافقة علي إنسحابي من المقررات التالية:

توقيع القسم المختص	الدروس العملية		المحاضرات النظرية		عدد الوحدات	اسم المقرر	كود ورقم المقرر
	الساعة	اليوم	الساعة	اليوم			

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- على الطالب مراجعة الكلية فور اكتشافه أي خطأ خلال الفترة سابقة الذكر و إلا اعتبر موافق على ما تم من إجراء.

غير موافق

موافق

رأي المرشد الأكاديمي:

غير موافق

موافق

رأي الكلية:

اسم وتوقيع المرشد الأكاديمي

اسم وتوقيع الطالب

الاسم :

الاسم :

التوقيع:

التوقيع:

عميد الكلية

د/ محمد بن صالح العبودي

التوقيع

حرر في : / / 14

نموذج رعاية الطالب المتفوق دراسياً

أولاً: البيانات الشخصية للطالب

اسم الطالب : الرقم الجامعي : العام الجامعي:
المستوى : الفصل الدراسي: القسم :
عنوان الطالب:رقم هاتف الطالب:عدد الانجازات :
ولي امر الطالب:رقم هاتف ولي الامر:المعدل التراكمي:
تانياً، مستوى الطالب خلال العام الجامعي 143 / 143:

المواد: التقدير تحسن ثبات تراجع

ثالثاً - الخدمات الإرشادية المقدمة للطالب:

تمت متابعته ومناقشته علمياً:

تم تكليفه بعمل بحوث متطورة:

تم تكريمه في حفل:

تم منحه شهادة تفوق:

الحث على مساعدة زملائه:

أشياء أخرى:

رابعاً: ملاحظات منسق وحدة الإرشاد والتوجيه الطلابي:

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منسق وحدة التوجيه والإرشاد الطلابي:

الاسم:

التوقيع:

التاريخ:

نموذج رعاية طالب متعثر دراسياً

أولاً: البيانات الشخصية للطالب

اسم الطالب : الرقم الجامعي : العام الجامعي:.....
المستوى : الفصل الدراسي: القسم.....
عنوان الطالب:..... رقم هاتف الطالب:..... عدد الانجازات :.....
ولي أمر الطالب:..... رقم هاتف ولي الامر:..... المعدل التراكمي:.....

ثانياً: بيانات التحصيل الدراسي وعدد أيام الغياب:

العام الجامعي: 143 / 143 هـ

1- التحصيل الدراسي

المواد: التقدير تحسن ثبات تراجع
2- عدد أيام الغياب بغير بدون عذر

ش 1

ش 2

ش 3

ش 4

المجموع

ثالثاً - الخدمات الإرشادية المقدمة للطالب: التاريخ

تم تنظيم الوقت خارج الكلية:

متابعة الحضور:

متابعة المذاكرة:

إعطاء جدول لتنظيم الوقت:

الحث نفسياً على أهمية الدراسة:

تعديل معاملة الأسرة له:

أشياء أخرى:

ملاحظات المرشد الأكاديمي:

المرشد الأكاديمي المختص

حفظكم الله

سعادة الاستاذ الدكتور /

بعد التحية.....

نرجو من سعادتكم متابعة حالة الطالب الآتي ببياناته وإرسال تقرير متابعة شهري بما تم
معه ومدى استجابته للنصح والإرشاد:
البيانات الشخصية للطالب

اسم الطالب :	الرقم الجامعي :
العام الجامعي:	القسم :
الفصل الدراسي:	المستوى :
التخصص :	عدد الساعات المسجلة :
عدد الانجازات :	المعدل التراكمي:

توصيات وحدة الارشاد والتوجيه الطلابي:

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مدير وحدة الارشاد والتوجيه الطلابي

الاسم :

التوقيع:

تمودج للتقرير الختامي لإجازات المرشد الأكاديمي خلال
الفصل الدراسي للعام الجامعي 143 / 143

بيانات المرشد الأكاديمي:

الوظيفة:

الأسم :

أسماء طلاب الأرشاد الأكاديمي:

المستوي:

الأسم :

- 1-.....
2-.....
3-.....

الاجتماعات الجمعة:

تاريخ الاجتماع:..... عدد الحضور:.....

الموضوعات التي نوقشت

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الاجتماعات الفردية:

اسم الطالب:..... تاريخ الاجتماع:.....
الموضوع:.....
في حالة الموضوعات الشخصية يذكر فقط أن الموضوع شخصي:.....
تقييم المرشد الشخصي للبرنامج:.....
نقاط القوة:.....
نقاط الضعف:.....
اقتراحات التحسين:.....

يسلم لمدير وحدة التوجيه والإرشاد في مطروف مغلق با سم المرشد الأكاديمي.

توقيع المرشد الأكاديمي:

حرر في : / / 14