



Umm Al-Qura University
COLLEGE OF ENGINEERING & ISLAMIC ARCHITECTURE
Department of Islamic Architecture

ACADEMIC ADVISING HANDBOOK



14**36**/14**37**

Academic Advising Academic Advising Academic Advising

جامعة أم القرى
كلية الهندسة والمعمارة الإسلامية
قسم العمارة الإسلامية

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



ACADEMIC ADVISING HANDBOOK

Dean's letter

Praise be to Allah, the Lord of all worlds, and may peace and blessings be upon our prophet Muhammad, who was sent as a mercy to mankind, and upon his family and companions

The government of the Custodian of the two Holy Mosques constantly strives to guarantee the comfort of Saudi citizens and place them among the culturally advanced and civilized countries. To that end, the government exerts strenuous efforts to make developmental plans for the prosperity of the Kingdom and to meet the needs of citizens and provide them with means of comfort and with education and decent job opportunities all over the vast area of the Kingdom.

In this context, educational institutions, with the Kingdom's universities on top of the list, have assumed the responsibility of developing generations who are competent in the various fields of science and technology and who can cater for the needs of developmental plans and match the comprehensive rise that is currently witnessed by our beloved Kingdom. On its part, Umm Al-Qura University sensed the immense responsibility it bears, by virtue of its location within the purest spot on earth; Holy Makkah, to participate in this comprehensive rise by producing generations who can be relied on to develop, build, handle various technologies, and address engineering and construction problems in the Kingdom in general, and those pertaining to Holy Makkah, the holy shrines, and the surrounding areas in particular.

The Department of Islamic Architecture was the first department in the college of Engineering and one of its ambitious departments, which participates in developing human resources qualified to construct our nation. The department focuses on teaching the art and science of forming the constructional environment that contributes to the prosperity and welfare of human life. This takes place in compliance with the teachings of the Qur'an and Sunnah regarding all constructional aspects, and that is THE BASIS OF all curricula and subjects of the department. In addition, the Department of Islamic Architecture seeks to achieve the following objectives: Qualifying a generation of architects and planners who are fully aware of the teachings of the Islamic Sharee'ah in such a way that enables this generation to undertake the mission of designing cities and buildings fit for Muslim communities. Promoting the profession of construction and planning in Islamic countries by adopting the call for applying and reviving the principles and objectives of Islamic architecture. Encouraging activities of writing, translation, and academic research on Islamic heritage and modern problems.

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. 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. Through 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

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

**Dr. Hamza A. Ghulman
Dean of College of Engineering
and Islamic Architecture**



Head of Department'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.

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 department 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 Department 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.

- 1- The first section contains some research studies concerning academic advising. Included are definitions of advising, roles and functions of academic advisors, behavioral objectives, and limitations of academic advising.
- 2- Section Two is devoted to collect various lists, resource materials, and articles that you may use in advising process. They subdivided into some categories:
" The Advising Process, Responsibilities of the Advisor, Responsibilities of Advisees, Advisee Problems, Strategies of Advisement "
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.
- 3- The third section contains information pertaining to the department of Islamic architecture - Umm Al-Qura 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.

Hopefully this report will achieve the benefit contemplated for all. Guidance is sought from Allah. Wishing you a success in your mission,

Dr. Jameel Alsafafi
Head of Islamic Architecture Department
College of Engineering
and Islamic Architecture



1

SECTION ONE ACADEMIC ADVISEMENT

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



ACADEMIC ADVISEMENT

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1- 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 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.

2- Assumption:

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:

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

3- 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," or "Academic advisor" the Committee on Advising and Counseling at Department of Islamic Architecture

The College Advisor is the student's principal faculty advisor or academic 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 or academic 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 .

4- The faculty advisor or Academic advisor's Role:

The 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:

- a. The advisor will assist the student in effecting a program of study consonant with the latter's interests and competencies.
- b. The advisor will assist the student in periodic evaluation of his academic progress.
- c. The advisor will assist the student in initial exploration of long range occupational and professional plans, referring him to sources for specialized assistance.

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

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

These studies also contend that 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.

5- Functions of the Faculty advisors

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:

- a. 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.
- b. 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.
- c. 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.



- d. The academic 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).
- e. The department advisor serves as a "department 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 academic 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 :

- (i) Referring the student to the counseling center for possible vocational testing and guidance and by;
- (ii) 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 academic 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 academic advisor engages in the following three types of activities:
 - Aids the advisee in the selection of a pattern of educational experiences which may result in better personal integration;
 - Assembles, organizes, channels, and centralizes all information, observations, and reports from every source relative to his advisee's progress, needs, abilities, and plans;
 - 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;

- a- the academic 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.
- b- The academic 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.
- c- The academic 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.
- d- Likewise, the department 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.
- e- The academic advisor serves as a "department 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- Limitations of academic 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 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 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.

7- Conclusion Students 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.



2

SECTION TWO ADVISING PROCESS



1- Academic 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

2- 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"?



3- 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
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.



4- 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.

5- Responsibilities of the Advisor:

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

What is the 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.



3

SECTION THREE ADVISING PROCESS IN THE DEPARTMENT OF ISLAMIC ARCHITECTURE



قسم العمارة الإسلامية



First section: Principle of the academic advising process

1- Introduction:

The unit orientation can be seen as one of the most important units that were formed at the department of Islamic Architecture at the Faculty of Engineering 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 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.

2- 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.

3- 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

4- The Academic Advising Unit Goals:

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) .

5- 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

- 1- 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.
- 2- Advance the bi annual 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 .



- 3- Create a program taking into account during the registration procedure, the weakness of the cumulative average of the student and letting him on probation.
- 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
- 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
- 7 - 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.
- 8 - 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.
- 9 - 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.
- 10 - 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:
 - Calendar for early registration.
 - Editing a university rules and regulations handbook.
 - Editing a calendar of the Academic Assessment.
 - Editing an academic advising Unit handbook.
 - Advising handbook.
 - Advice and instructions for new students.
- 11 - 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.
- 12 - 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 .
- 13 - 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.



6- 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.
 - a - Each student has the right to obtain all services provided by the unit.
 - b - Treatment records and related information for students is in all confidentiality is within the requirements of the situation.
 - c - 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 .



Academic advising unit

**The Location of Academic advising unit
at the campus of Abdeiah - Makkah**



7- 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.

8- 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.



9-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.

10- 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.



Second section: 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.

Third section: 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 :

– 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.

- 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.

- 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.

- 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.

- 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.

- 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.



- 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.

- 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

The functions of the academic advisor for the student:

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

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:

- a - student's data .
- b - A list of the courses that lead to the student's graduation (from the department)
- c - Registration forms or notice of acceptance.
- d - A modern version of the academic records (transcript).
- e- Other administrative documents that arise , according to academic movements (any necessary form, the deletion and or adding decisions).
- f- 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 is 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 (165) credit hours for a bachelor's degree, distributed as follows :

- The completion of the mandatory requirements of the university .
- Completion of the college requirements of compulsory and optional .
- Completion of the requirements of the compulsory and optional specialization .
- Completion of the free choice courses.
- 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 Calculating the Average Cumulative:

The GPA semester average is calculated as follows:

The following table shows the grand total of points (for all semesters that have been studied) .The grand total of credit hours (for all semesters that have been studied).The cumulative average is calculated according to the following equation:

$$\text{GPA} = \frac{\text{Grand Total of Point}}{\text{Grand Total of Credit hours}}$$

:

5 - scores and appreciation for each course :

The courses are assessed within the framework of the University's regulations: (students must attain 60% in mid-term exams and other activities and 40% in the final exam).

Indirect assessment, through surveys and interviews, for example, asks students to reflect on their own learning in the classroom and the studio.

The assessment outcomes noted above are discussed in detail using the following specifications:

- Course syllabi.
- Course report samples for each of the courses taught at DIA Department.

Students are required to achieve a minimum Grade Point Average (GPA) of 1.0 at each level in each course (out of a possible 4.0); if they fail to achieve this level, they do not pass and must retake the course. The GPA is determined by dividing the total number of points from all the courses the student has attended by the number of units in the student's schedule. Further to evaluate students' learning and experiences, the Department gather data by conducting a course evaluation survey, alumni surveys and a student experience survey. A student's GPA is determined by dividing the cumulative point value of all courses attempted by the number of units in the student's semester schedule. The cumulative grade point average is translated in.



The Average and cumulative GPA are calculated every semester for all students automatically by the system. To know how to calculate the averages, you should follow the following steps: Calculating the Semester Average: The GPA is calculated considering the following points:

1. Knowing the number of hours of the courses.
2. Knowing the mark obtained in each course.
3. Knowing the corresponding grade of each mark.
4. Knowing the value of each grade.
5. Knowing the points = number of hours of the course \times value of the grade.
6. Determining the total points obtained in all courses of the semester.
7. Determining the total number of hours registered in the semester.
8. The average is calculated every semester according to the following equation:

The percentage of marks, grade and value obtained by the student in each course, which is used to calculate the points:

Grade Letter	Grade Description	Mark m	Points
A+	Excellent -- High	$95\% \leq m \leq 100\%$	4.00
A	Excellent	$90\% \leq m < 95\%$	3.75
B+	Very Good -- High	$85\% \leq m < 90\%$	3.50
B	Very Good	$80\% \leq m < 85\%$	3.00
C+	Good -- High	$75\% \leq m < 80\%$	2.50
C	Good	$70\% \leq m < 75\%$	2.00
D+	Pass -- High	$65\% \leq m < 70\%$	1.50
D	Pass	$60\% \leq m < 65\%$	1.00
F	Fail	$< 60\%$	0.00
IP	In Progress	--	--
IC	Incomplete	--	--
DE	Debarred	--	0.00
NP	No Grade -- Pass	--	--
NF	No Grade -- Fail	--	--
W	Withdrawn	--	--
WP	Withdraw with Pass	--	--
WF	Withdrawn with Fail	--	0.00

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

- Excellent: The accumulative average is between 3.5 - 4
 Very Good: The accumulative average is between 2.75 – less than 3.5/4.
 Good: The accumulative average is between 1.75 – less than 2.75/4
 Satisfactory: The accumulative average is between 1.0 – less than 1.75/4.



An example of how to calculate the grades above:

Calculating the grade:

First Semester

Course	Cr Hrs	%	Grade	GPA (/4)	Quality Points
	2	85	B+	3.50	7
	3	70	C	2.00	6
	3	92	A	3.75	11.25
	4	80	B	3.00	12
TOTAL	12				36.25

$$GPA = \frac{\text{Grand Total of Point}}{\text{Grand Total of Credit hours}} = \frac{36.25}{12} = 3.02$$

Second Semester

Course	Cr Hrs	%	Grade	GPA (/4)	Quality Points
	2	96	A+	4	8
	3	83	B	3	9
	4	71	C	2	8
	3	81	B	3	9
TOTAL	12				34

Second Semester GPA=

$$GPA = \frac{\text{Grand Total of Point}}{\text{Grand Total of Credit hours}} = \frac{34}{12} = 2.83$$

To calculate the average cumulative:

$$GPA = \frac{\text{Total of Point}}{\text{Total hours of semesters}} = \frac{70.25}{24} = 2.93$$



Fourth Section: Registration Procedure

Students follow the academic levels system, which comprises a minimum of eight academic levels. The duration of each academic level equals one regular semester, where the student gradually progresses from one academic level to another in accordance with the approved promotion rules. Students are responsible for knowing and following the academic rules and regulations including the requirements for graduation. Academic advisors assist students in planning their academic programs, but their academic advising activities do not relieve students of this responsibility. Therefore every student should be thoroughly familiar with all the academic regulations and the degree conferral system and remain informed about them throughout his career at the University. A student may seek the assistance of his academic advisor or the department chairman in this respect.

The department assigns an academic advisor (a faculty member of the department) to each student to assist him in matters relating to his academic progress such as:

Course Load

Course Load

A course load is defined as the number of credit-hours for which a student is registered in a regular semester or a summer session. There striations on the course load are:

The Minimum and Maximum Course Load Limit in a Regular Semester:

The minimum course load limit is 12 credit hours during a regular semester, provided that the total number of credit hours registered by a student in any two consecutive semesters is not less than 28. This condition is relaxed in the last semester before graduation. The maximum course load is 19 credit hours. However, a student is permitted to register for 21 credit hours with the approval of his department chairman, if the student has maintained a minimum cumulative GPA of 3.00 out of 4.00 in all work undertaken during the preceding terms in which he earned his last 28 credit hours.

Minimum and Maximum Course Load in a Summer Session:

The minimum course load in a summer session is 1 credit hour and the maximum is 8 credit hours.

Minimum & Maximum Course Load for a Student on Academic Warning or Probation:

The minimum course load in such cases is 12 credit hours; the maximum is 13 credit hours in each regular semester and 7 credit hours in a summer session.

Minimum & Maximum Course Load for a Student in his Last Term before Graduation:

The minimum course load at this level is 1 credit hour and the maximum is 20 credit hours during a regular semester and 9 in the summer session, provided the student's cumulative GPA of all work undertaken during the preceding terms in which he earned his last 28 credit hours is not less than 2.00 out of 4.00.

Early Registration

Early Registration is required for all college-level students (undergraduate as well as graduate) who intend to continue their studies during the following term(s). Early Registration is done through the Web on the pre-announced dates.



Since this activity provides a basis for finalizing courses to be offered, number of sections to be opened for each course, schedule of classes, manpower requirements, etc. for the term that follows, it is mandatory for every student to register early. Academic departments are therefore advised to ask their faculty members to stress the importance of Early Registration to the students enrolled in their classes.

Early Registration for spring semester is held during the 11th week of the fall semester, and Early Registration for summer session and the following fall semester is held during the 11th week of the spring semester.

Formal Registration

Formal registration is held at the beginning of each semester or summer session as indicated in the academic calendar. Each student must personally register himself. Registration by proxy or mail is not permitted.

Late Registration

The students, who have not completed the formal registration process on the fixed date, may register late during the period specified in the academic calendar.

Adding and Dropping Courses

A student may change his registration by adding or dropping some courses during the registration period determined by Deanship of Admissions & Registration. A student may drop courses during the first two weeks of classes in a regular semester (the first week of classes in a summer session). Courses so dropped will not appear on the student's transcript. In addition, the following conditions apply for dropping/adding courses.

Models and forms

- Form of Registration to modules and or courses.
- Form of Adding or Deleting a given course.
- Withdraw Form. .
- Form of Special Advising Orientation.
- Form of Advisor's Actions Report.



- Form of Registration to modules and or courses.

الموضوع:
بشأن رغبة القسم في فتح مقرر دراسي غير مدرج في
الجدول الدراسي للفصل .

جامعة أم القرى
عمادة القبول والتسجيل
وكالة العمادة لشئون التسجيل



” نموذج فتح مقرر غير مدرج في الجدول “

البيانات الأساسية للمقرر

		عنوان المقرر:	
بيانات المقرر	رقم المقرر:	بيانات المدرس	رقم المنسوب:
	عدد الوحدات:		
	رقم الشعبة (نظري):		
	رقم الشعبة (عملي):		
	سقف الشعبة:		
داخل العبء:	نعم	احتساب	

مواعيد المقرر

المواعيد	النشاط	الأحد	الاثنين	الثلاثاء	الأربعاء	الخميس	القاعة
	نظري						
	عملي						

الطلبية المتوقع تسجيلهم في الشعبة

#	رقم الطالب	اسم الطالب	#	رقم الطالب	اسم الطالب
١			٢١		
٢			٢٢		
٣			٢٣		
٤			٢٤		
٥			٢٥		
٦			٢٦		
٧			٢٧		
٨			٢٨		
٩			٢٩		
١٠			٣٠		
١١			٣١		
١٢			٣٢		
١٣			٣٣		
١٤			٣٤		
١٥			٣٥		
١٦			٣٦		
١٧			٣٧		
١٨			٣٨		
١٩			٣٩		
٢٠			٤٠		

ختم القسم المقدم للمقرر	موافقة رئيس القسم الاسم: _____ التوقيع: _____
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للحصول على المزيد من المعلومات، الرجاء مراجعة موقع عمادة القبول والتسجيل
<http://admission.uqu.edu.sa>



- Form of Adding or Deleting a given course.

الموضوع:
بشأن رغبة الطالب في إضافة مقرر دراسي غير مسجل له
بعد الحصول على موافقة القسم الذي ينتمي إليه الطالب
والقسم المقدم للمقرر الدراسي.

**جامعة أم القرى
عمادة القبول والتسجيل
وكالتة العمادة لشئون التسجيل**



”نموذج إضافة مقرر دراسي“

يُعبأ هذا الجزء من قبل الطالب:

رقم الطالب:	اسم الطالب:		
رقم المقرر:	عنوان المقرر:		
القسم الذي ينتمي إليه الطالب:	رقم الشعبة (نظري):	الملاحظات:	
القسم المقدم للمقرر:	رقم الشعبة (عملي):		

يُعبأ هذا الجزء من قبل القسم الذي ينتمي إليه الطالب:

لا مانع من تجاوز عبء الطالب	لا مانع من تسجيل المقرر حيث أن المقرر معادل مسبقاً في الخطة
توقيع وختم القسم الذي ينتمي إليه الطالب	توقيع وختم القسم الذي ينتمي إليه الطالب

يُعبأ هذا الجزء من قبل القسم المقدم للمقرر:

لا مانع من تجاوز سقف الشعبة بموافقة مدرس المقرر	لا مانع من تسجيل المقرر في حال عدم اجتياز الطالب للمتطلب السابق	لا مانع من تسجيل المقرر في حال أن الشعبة متاحة واجتياز المتطلب السابق
توقيع مدرس المقرر	توقيع وختم القسم المقدم للمقرر	توقيع وختم القسم المقدم للمقرر

يُعبأ هذا الجزء من قبل مدخل البيانات:

تمت الاضافة <input type="checkbox"/>			
الشعبة مغلقة <input type="checkbox"/>	لم يدرس المتطلب <input type="checkbox"/>	العبء لا يسمح <input type="checkbox"/>	أخرى: <input type="checkbox"/>

ضوابط تنفيذ نموذج الاضافة

- الحصول على موافقة القسم الذي ينتمي إليه الطالب والقسم المقدم للمقرر وفقاً لما هو مدون أعلاه.
- تسليم النموذج إلى سعادة منسق الكلية المقدمة للمقرر في موعد أقصاه نهاية أسبوع تعديل التسجيل.
- في حال أن المقرر معادل في الخطة، يجب على الطالب إرفاق نموذج معادلة داخلية معتمد بتوقيع وختم القسم المقدم للمقرر.

ضوابط الانسحاب من مقرر دراسي

- لا يحق للطالب المتترم بالخطة الانسحاب من أي مقرر دراسي.
- يجوز للطالب الانسحاب من مقرر دراسي أو أكثر وفق الشروط التالية:
 - أن يكون الطالب مواظباً على حضور المحاضرات، فالغياب ليس عذراً للانسحاب.
 - تنفيذ طلب الانسحاب عن طريق الخدمات الالكترونية بموقع الجامعة خلال في التقويم الزمني من الفصل الدراسي.
 - أن لا يكون المقرر المراد الانسحاب منه في مستوى الطالب أو في مستوى أدنى من مستواه الحالي.
 - أن لا يقل جدول الطالب بعد الانسحاب عن ١٢ ساعة.
- يرصد للطالب تقدير منسحب بعذر (ع) (W) في حالة تنفيذ طلبه.



- Withdraw Form.

الموضوع:
بشأن رغبة الطالب في الانسحاب من مقرر دراسي
بعد الحصول على موافقة القسم الذي ينتمي إليه الطالب
خلال فترة الانسحاب من الاسبوع الخامس الى نهاية
الاسبوع السابع

جامعة أم القرى
عمادة القبول والتسجيل
وكالة العمادة لشئون التسجيل

”نموذج انسحاب من مقرر دراسي“

يُعبأ هذا الجزء من قبل الطالب:

رقم الطالب:	اسم الطالب:
رقم المقرر:	عنوان المقرر:
القسم الذي ينتمي إليه الطالب:	رقم الشعبة (نظري):
القسم المقدم للمقرر:	رقم الشعبة (عملي):
الملاحظات:	

يُعبأ هذا الجزء من قبل القسم الذي ينتمي إليه الطالب:

أسباب الانسحاب وتاريخه	لامانع من انسحاب الطالب من المقرر
توقيع وختم القسم الذي ينتمي إليه الطالب	توقيع وختم القسم الذي ينتمي إليه الطالب

يُعبأ هذا الجزء من قبل القسم :

مجموع الساعات قبل الانسحاب	مجموع الساعات بعد الانسحاب	تاريخ الانسحاب
توقيع وختم القسم الذي ينتمي إليه الطالب	توقيع وختم القسم الذي ينتمي إليه الطالب	توقيع مدرس المقرر

يُعبأ هذا الجزء من قبل مُدخِل البيانات:

تم الانسحاب <input type="checkbox"/>			
المقرر في مستوى الطالب	المقرر أدنى من المستوى	العبء لا يسمح	أخرى: <input type="checkbox"/>

ضوابط الانسحاب من مقرر دراسي

- لا يحق للطالب المتترم بالخطبة الانسحاب من أي مقرر دراسي.
- يجوز للطالب الانسحاب من مقرر دراسي أو أكثر وفق الشروط التالية:
 - أن يكون الطالب مواظبا على حضور المحاضرات، فالغياب ليس عذرا للانسحاب.
 - تنفيذ طلب الانسحاب عن طريق الخدمات الالكترونية بموقع الجامعة خلال في التقويم الزمني من الفصل الدراسي.
 - أن لا يكون المقرر المراد الانسحاب منه في مستوى الطالب أو في مستوى أدنى من مستواه الحالي.
 - أن لا يقل جدول الطالب بعد الانسحاب عن ١٢ ساعة.
- يرصد للطالب تقدير منسحب بعذر (ع) (W) في حالة تنفيذ طلبه.