

**Ministry of Higher Education
King Fahd University of Petroleum & Minerals**

DAMMAM COMMUNITY COLLEGE

Academic Advising & Counseling Handbook

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A. Introduction

The purpose of this academic advising and counseling handbook is to assist academic advisors, counselor, as well as students in promoting effective academic advising/counseling practice that assists students to enhance and enrich their educational experience. The handbook highlights the academic advising/counseling mission, values, objectives, competencies, conduct, and responsibilities of both advisors and students. In addition, it provides information about the counselor unit and it provides a collection of various tools and resources for advising-related issues.

Academic advisors and students are encouraged to read the handbook to take their active role in academic advising/counseling practice.

B. Definition of Academic Advisor

Academic advisor is a faculty member assigned to a group of students to provide guidance for developing and achieving meaningful educational, professional, and personal goals.

C. Academic Advising Mission Statement

King Fahd University of Petroleum and Minerals (KFUPM) recognizes academic advising as a vital component of its students' educational experience. The university strives for the personal and professional success of its students and is committed to graduating highly skilled leaders.

D. Core Values of Academic Advising

- **Empowerment:** Academic advisors motivate, encourage, and support students to recognize their potential, meet their challenges, and respect individuality.
- **Caring:** Academic advisors mindfully care for students by building respectful relationships through empathetic listening and compassion.

- **Commitment:** Academic advisors are committed to students' success through assessment, scholarly inquiry, and professional development.
- **Professionalism:** Academic advisors act in harmony with the university's values and the advising profession for the benefit of students and other advisors.
- **Respect:** Academic advisors show respect by recognizing the views and the rights of the students, maintaining a student-centered approach and mindset; and treating students with fairness.
- **Integrity:** Academic advisors adhere to ethical behavior, and value honesty, transparency, and accountability to the student, institution, and the advising profession.
- **Inclusivity:** Academic advisors support a multi-cultural environment and help students with different backgrounds to develop and reinforce self-perception, acceptance, and equity.

E. Core Competencies for Academic Advising

Well-trained and knowledgeable advisors add significant value to overall students' success. To effectively assist students to develop and achieve their educational, professional, and personal goals, academic advisors need to develop a set of professional skills and knowledge. Academic advisors are therefore strongly encouraged to participate in academic advising workshops and seminars organized by the University or Departments, and utilize the online resources and other learning opportunities to attain the competencies required for effective advising:

1. Conceptual component:

This element includes understanding of the following:

- The history and role of academic advising in higher education.
- The university core values of academic advising.
- Related theories to academic advising and its objectives, methods, and strategies, as well as learning and students' success.

- Expected outcomes of academic advising.
- The ethical issues in academic advising.

2. Informational component:

This element includes the knowledge of:

- KFUPM history, mission, vision, and values.
- Academic policies, regulations, and registration procedures at KFUPM.
- The related degree programs, structure and purposes of curricula, and other academic requirements and options.
- The pathways that support institutional connections within campus: faculty, admissions, registrar, financial aid, learning and ability/disability services.

3. Relational component:

The focus of this training component is for the advisor to convey effectively the understanding and knowledge obtained from the other components by establishing a personal relationship with advisees through demonstrating appropriate advising behaviors. The academic advisor should be able to:

- Establish relationships using core relational skills (empathy, encouraging, constructive feedback, and empowering).
- Communicate in an inclusive, culturally attentive, and respectful manner.
- Promote student's understanding of the academic policies and purposes of the related programs and curricula.
- Help students to plan, set their academic goals and facilitate decision making
- Intervene, refer, and advocate as necessary.

4. Technology component:

This element includes:

- The use of Information technologies applicable to relevant advising roles.
- Effective use of student systems and emerging technologies to engage, inform students and track their performance and progress.

- Utilization of data from a variety of sources at the university be able to conduct advising analytics (i.e., evaluating and assessing students; understanding how students plan and make decisions).

5. Personal component:

As many new advisors are burdened with questions related to their own adequacy as advisors and the personal challenges that accompany their new job, regular analysis and self-assessment are significant in relation to promoting advisor effectiveness. This includes being able to:

- Articulate a personal philosophy of academic advising and try various approaches and regularly reflect on one's practice.
- Engage in on-going assessment and development of the advising practice.
- Seek and accept constructive feedback on advising practice from others (especially students) and use it to improve performance.

F. Academic Advising Conduct

Academic advisors & Students confront many ethical issues during the advisor/advisee engagements and hence there is a need for having a system of ethical principles for their benefit. Such principles should be credible and philosophically defensible. These principles should be intended to be useful in training academic advisors but should not be intended to a code of ethics for advising.

As an academic advisor:

- Always bring about as much well-being as you can among your students, and avoid the harmful actions that may have a long-term effect on them.
- Treat all advisees fairly or equitably in rights or privileges.
- Grant appropriate respect to all advisees.
- Respect the confidentiality of communication with advisees.
- Be accurate with advisees about policies, procedures, and regulations. If you do not know, refer them properly.
- Maintain the credibility of the academic advising program.
- Advocate for the advisee with other centers/units/offices.

G. Academic advising Student Learning Outcomes (SLOs)

Through the advising experience at King Fahd University of Petroleum and Minerals, students will be able to:

- Make effective decisions concerning their degree and career goals.
- Select courses towards the fulfillment of their degree plan.
- Interpret and follow the University academic policies, regulations, and procedures.
- Monitor their academic progress and enhance their skills.
- Identify and utilize the resources and services on campus.
- Seek referral to appropriate supporting units.

H. The Advisor Expectations and/or Responsibilities

The academic advisors are assumed to meet the following expectations and responsibilities:

- Have current knowledge of the academic programs and their curricula as well as the university policies, regulations, and registration procedures.
- Shall attend awareness and training workshops and seminars organized by the university and/or department
- Be able to communicate the curricula, graduation requirements, and university policies and procedures to the students to allow appropriate choices for their degree programs.
- Closely monitor progress and offer support toward developing and achieving realistic academic plans and career goals.
- Promote proactive advising and help students to an appropriate response or recovery plan to address obstacles encountered in their academic life.
- Meet frequently enough with advisees via multiple channels of communication and interaction (face one-to-one, group meeting, and email) and maintain a respectful and confidential opportunity for the students to discuss their questions and concerns.
- Refer the students to the appropriate supporting offices or units and help them in identifying and utilizing on and off-campus resources.

- Assist students in acquiring planning, decision-making, self-awareness, and self-regulation skills and in assuming responsibility for their academic plans and achievements.
- Discuss the responsibilities of the advising process with advisees.
- Create a safe, positive environment for advisees to easily explore ideas, aspirations, concerns, and interests regarding personal, academic, and career goals.

I. The Student Expectations and/or Responsibilities

As an advisee, you have clear expectations and responsibilities in the advising partnership in order to be successful. So, as an advisee, you are expected to:

- Be responsible for knowing your degree requirements, rules, policies, and deadlines. Make note of important dates in the academic year (i.e.: add/ deadlines).
- Develop an educational plan, including long-term and short-term goals, that takes into account your interests, personal and/or career goals, values and abilities while ensuring timely academic progress toward your degree.
- Contact advisor when first experiencing difficulty (i.e. academic, personal, financial) and be courteous to attend the advising appointments you have scheduled on time or reschedule them.
- Take an active role in your advising session by coming prepared with questions, take notes during the advising meetings, and keep written records of the sessions.
- Become familiar with campus resources and know how to access, use and check your college e-mail on a regular basis and be aware of important dates & deadlines
- Accept responsibility for your decisions and actions (or inactions) which affect your educational progress and goals.
- Demonstrate academic integrity and ethical behavior, being honest and open minded at all times.

J. Types of Academic Advising

There are three different types of academic advising

1. **Volunteer**, A student who feels a need for clarification on any academic issue goes to his academic advisor by his will and discuss his concerned academic issue
2. **Mandatory**, this is a scheduled activity during weeks 4 and 9, where all students get messages from their academic advisors and goes to discuss their academic issues with them.
3. **Forced**, this activity initiated by the college counselor based on the report of midterm (students with poor academic performance and/or attendance sent to their academic advisor to seek help on how to overcome this/these poor performance)

K. Advising Process Student Side

1. Student visit the [college webpage](#) and click on the [Find Advisor](#) tab



The following page will appear to you



2. Enter your Student ID and click find. Your supervisor name with full contact information will appear to you as follows

Student Information System

Find Advisor

StudentID :

Name : ALRAHMA, AHMED ADEL HASSAN

STUDENTID	ADVISOR	MAJOR	PHONE	ROOM	EMAIL
202010184	AZIZ, T.	Computer & Information Technology	877	273-1	taziz@dcc.kfupm.edu.sa

DCC - All Rights Reserved
For comments and concerns please e-mail at: sis@dcc.kfupm.edu.sa

3. Contact/Visit your Advisor and discuss your academic issues with him Student overall satisfaction on the academic advising and counseling services is collected through the program evaluation survey, that is conduct every year for the graduating students.

Help and Support for my Learning

	Strongly Agree	Agree	True Sometimes	Disagree	Strongly Disagree	Answers	Individuals	Participant Reachs	Reachs
1. Adequate academic and career counseling was available for me throughout the program.	57.14% (12)	28.57% (6)	14.29% (3)	0% (0)	0% (0)	21	21	21	100%

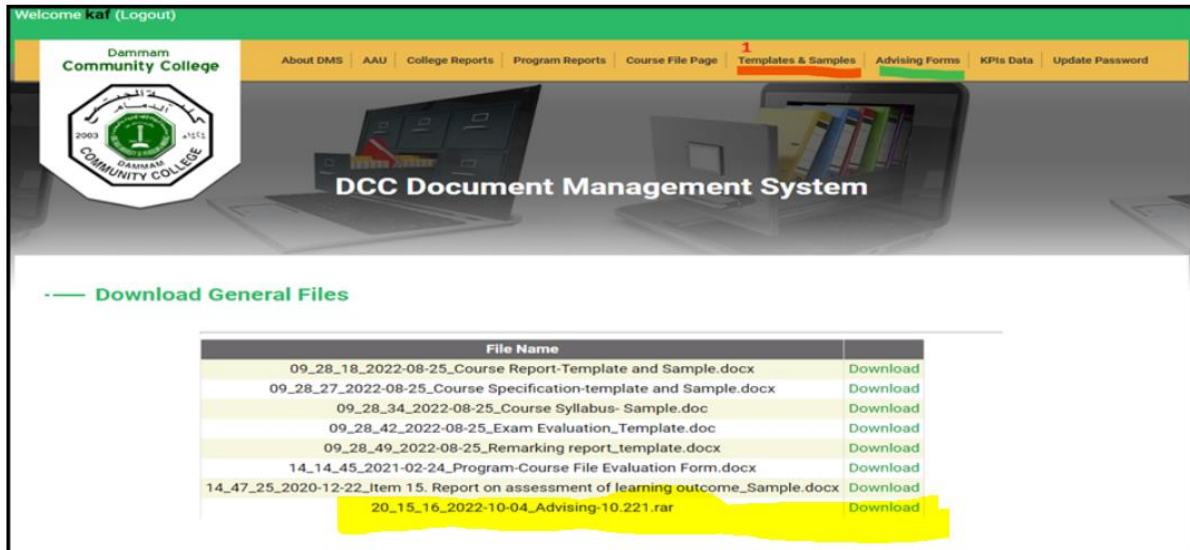
L. Advising Process Faculty Side

The University considers student advising by faculty as an important teaching-related activity. A faculty member is expected to advise students in planning their academic programs during early registration, registration and throughout the academic year whenever a student seeks his advisor's input in academic matters. It is also the duty of an academic advisor to assist his advisees in interpreting and understanding the academic regulations, in choosing the required and the elective courses in the desired sequence, in verifying the degree requirements for graduation, and in improving academic performance.

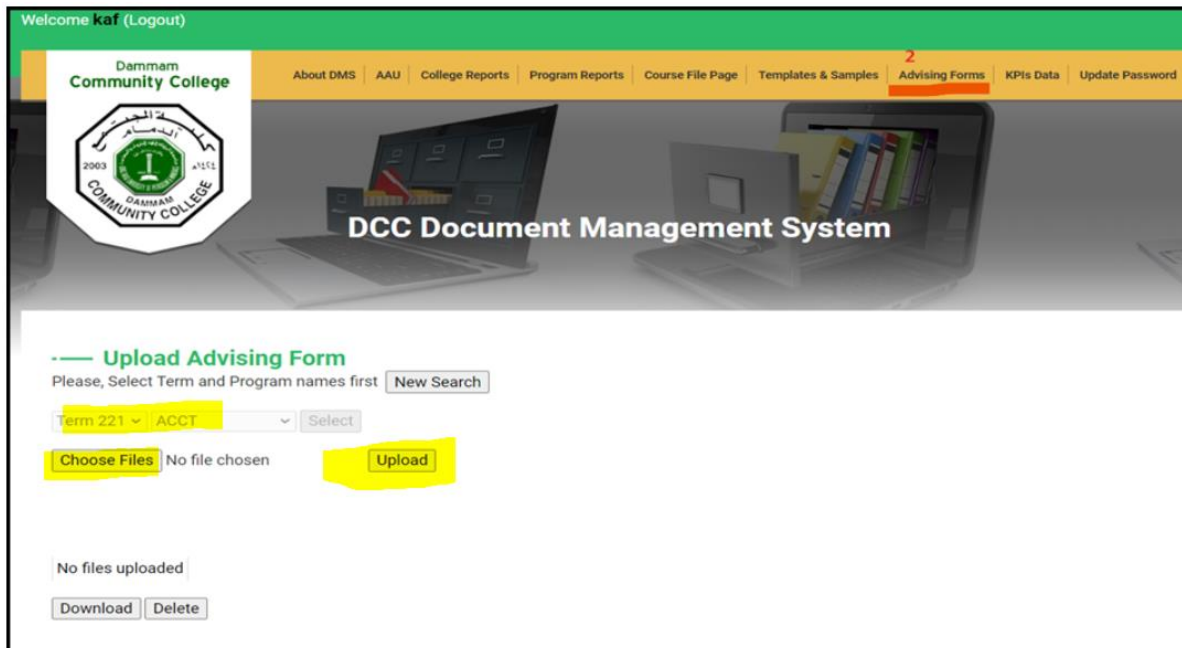
The advising process for the faculty starts at the beginning of the semester to help in guiding students selecting the right courses during the registration period and continued through the whole semester. Two possible advising approaches are in practice; the first is when a student visited the faculty seeking

his input voluntarily, and the second is when the faculty call the student for an advising session in weeks 4 and 9 and also it is advised to be in week 1 for weak students. For both situations the faculty can use the student advising forms and the data base of the advisees from the course filer page as follows:

1. Download the updated Advising form from the Course file under "**Templates & Samples**"



2. Select the "Advising Forms" and upload all PDF files.



The advising forms are automatically generated when the excel advising software downloaded in step 1 used. A video on using the excel sheet is linked here <https://youtu.be/9UrpnzTrj1s>

During the week 4 and week 9 advising periods all advisees must be contacted and met with. Furthermore, no low-performing student (GPA < 2.0) should be permitted to avoid this obligation; if they do not respond, the Student Counselor should be advised and he and/or Student Affairs will follow up by contacting the student concerned. Also, all new advisees, that is, all those in their first semester, must be met with and, again, the student counselor should be notified if any have not responded.

M. Student Counseling Office

Mission Statement:

The Student Counseling Office at Dammam Community College is committed to providing students with the support they need to develop and thrive as they pursue their academic goals. This support may be in relation to any academic, vocational, social or personal issue. The SCO is committed to helping students to meet their personal and academic challenges through:

1. The development of an enhanced awareness of self and others,
2. The cultivation of a positive attitude and
3. The development of productive life skills.

The SCO is also committed to establishing strong links with all stakeholders involved in the academic and personal development of DCC students.

Office commitment:

- To treat every student with equity and respect.
- To listen to students' concerns and respond in an empathetic and appropriate manner.
- To offer support, guidance and advice – where appropriate – to help students realize their potential for living meaningful, enjoyable and productive lives, both as individuals and as members of the community.

Guiding Principles:

The activities of the SCO counselor will be informed by the following three guiding principles:

a. **Best interests of the client**

The SCO counselor undertakes not to abuse or exploit the relationship he has with his clients, current or past, for any purpose.

b. **Diversity**

The SCO counselor undertakes to actively consider issues of diversity and equality, as these affect all aspects of his work, and not allow any form of prejudice about a client to adversely affect the way he relates to him.

c. **Confidentiality:**

The SCO counselor will respect, protect and preserve the confidentiality of his clients.

N. Access to Student Counseling services

Students can access the counseling services either through self-referral or referral by faculty or staff

a. **Self-referral**

Students may contact the SCO directly to arrange an appointment to discuss any issue they might have. It is hoped that members of staff and faculty will actively and frequently encourage students to make use of the services offered by the SCO.

b. **Referral by Faculty or Staff**

If a member of staff or faculty feels that a student could benefit from speaking to the Student Counselor, he may either (1) advise the student to do so, or (2) refer the student to the SCO formally, after informing the student of his intention to do so. The SCO will then contact the student (e.g. by SMS) to arrange an appointment.

In some cases, seeing the Student Counselor may be made a requirement that needs to be fulfilled before a student can continue with normal classes. This course of action should be managed in consultation with the coordinator of the department concerned.

O. Ethos of the SCO

It is important that the referral of a student to the SCO should not be viewed negatively, nor should it be seen as an act of last resort. Counseling should provide a developmental, preventive and remedial function rather than being crisis-oriented. This requires a proactive approach on the part of staff and faculty. It is therefore crucial for the success of the student **counseling** program that staff and faculty contribute their views on what services are needed by students at DCC and how these can be provided most effectively.

P. Referring Students to Counselor Office

Faculty can refer students to the counselor office whenever it is needed. Here are some possible cases where a referral to the Student Counseling Office might be warranted.

- A student presents a problem or requests information that is outside their range of knowledge.
- Personality differences between them and the student might interfere with their ability to help the student.
- They feel uncomfortable dealing with the issue or problem.
- A student seems hesitant to discuss a problem with them.
- They do not feel that their attempts to help the student have been effective.
- They lack adequate time to listen effectively to the student's concerns.

Q. Process of referring students to the counselor

Faculty may refer a student for counseling by clicking on the 'Refer to Counselor' button on the SISWEB main menu and follow the process as it is shown below.

Student Information System

Main Menu [Sign Out](#)

[Recharge your Strip](#)

Welcome **RAILTON, J.**

20201	Get Class Roster
20201	Registration
20201	Absences
20201	Mid Term Warning
	Get Schedule
20201	Grades
	Teachers' Evaluation
	Contact Information
	Refer to Counselor

Student Information System

Main Menu

Refer to Counselor

Sign Out

Refresh List

No	Transcript	Name	Status	View	New	Total Refers	Referral Status
1	201920278	AL-SAYARI, KHALID SALIMIN AWAD	RG	View	Refer	0	-
2	201920280	ABO SHAHEEN, RAKAN KHALID HUSSAIN	DROP	View	Refer	0	-
3	201920289	ALYAMI , MOHAMMED MARZOOQ MABKOOT	RG	View	Refer	0	-
4	201920303	ALSHABNAN, ABDULRAHMAN SAEED MOHAMMED	RG	View	Refer	0	-
5	201920306	ALBISHI, MOHAMMED ALI MOHAMMED	DROP	View	Refer	0	-
6	201920316	ALBENAYYAN, AHMAD ESA EID	DROP	View	Refer	0	-
7	202010137	AL SHALI, MOHAMMED MOHSEN ABDRABALRASOOL	RG	View	Refer	0	-
8	202010182	ALMAMOON , ABDULLAH MOHEESEN MOHAMMED	RG	View	Refer	0	-
9	202010190	ALSALMAN, YAQOUB YOUSEF SULAIMAN	RG	View	Refer	0	-
10	202010224	ALQAHTANI, ALI ABDULLAH ALI	RG	View	Refer	0	-
11	202010240	ALNEMER, ALI ABDULHAKIM ALI	RG	View	Refer	0	-
12	202010293	AL FARDAN, ABBAS FADEL MOHAMMED	RG	View	Refer	0	-
13	202010411	ALSINAN, AHMED HUSSEIN ALI	DROP	View	Refer	0	-
14	202010432	ALNASSER, SALMAN AHMED SALMAN	RG	View	Refer	0	-
15	202010482	ALZAKAN, ABDULRAHMAN SALEH ABDULRAHMAN	RG	View	Refer	0	-
16	202010491	AL HERZ, MOHMMED HASSAN AHMED	RG	View	Refer	0	-
17	202010524	ALSHEHRI, OSAMA MOHAMED MOED	RG	View	Refer	0	-
18	202010526	ALTREBI, YAZAN HUSSAIN ALI	RG	View	Refer	0	-
19	202010532	ALGHAMDI, RAYAN ALI MUTAWA	RG	View	Refer	0	-
20	202010533	ALGUGHAYMAN , ABDULLATEF ABDULLAH ABDULLATEF	RG	View	Refer	0	-
21	202010559	ALDHUFAIRI, ABDULLAH YOUSIF GHAZI	RG	View	Refer	0	-
22	202010566	ALQASSIM, FAHAD ABDULRAHMAN FAHAD	RG	View	Refer	0	-
23	202010601	AL Zahrani, AHMED MOHAMMED AHMED	RG	View	Refer	0	-
24	202010606	ALATAA , ABDULLA IBRAHIM SALEH	RG	View	Refer	0	-
25	202010619	ALNAKLAWI, PASHAR YASIR A	RG	View	Refer	0	-
26	202010639	TALAQIF, ALI KHALID ALI	RG	View	Refer	0	-

Untitled Page - Google Chrome
 dcc.kfupm.edu.sa/sisweb/frmCouncil_Refer.aspx?RID=201920278

Student Counseling Referral form	
StudentID	201920278
Name	AL-SAYARI, KHALID SALIMIN AWAD
Please add one or more from the following and briefly describe the issue in the remarks section below.	
Concern(s)	Assessment Performance <input type="button" value="Add"/> <input type="button" value="Clear All"/>
Referrer's remarks:	
<input checked="" type="checkbox"/> Email Counselor <input type="button" value="Submit"/>	