

Prince Mohammad Bin Fahd University

✦ **PMU STUDENT SUPPORT SERVICES** ✦

PREFACE

This *PMU Student Support Services* volume describes the vision, mission, goals and strategies for activities dealing with campus life, students health, academic advising, and career planning.

As an operational document, the *PMU Student Support Services* volume guides PMU leaders in organizing these activities and housing them in facilities on the PMU campus.

The student services presented in this volume include all important aspects of a fulfilling university educational experience that prepares students for their future.

The Division of Student Affairs offer extra-curricular activities and services to PMU students in order to assist them in their academic pursuits. It also helps students achieve leadership skills, encourage community involvement, foster enhanced socialization, promote teamwork and lifelong learning as attributes necessary to compete in the global community of the 21st century. At the same time the division assist students with their choice for careers and participation in activities designed to promote mental, spiritual and physical well-being. In conjunction with classroom learning, the division assist PMU graduates in becoming leaders in the Kingdom of Saudi Arabia (KSA).

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**PMU STUDENT SUPPORT SERVICES
FINAL REPORT**

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PMU STUDENT SUPPORT SERVICES – FINAL REPORT

I. EXECUTIVE SUMMARY

This report PMU Student Support Services defines, describes, and develops student services at the Prince Mohammad Bin Fahd University (PMU). The report of the Division of Student Affairs describes the administrative structure, goals, objectives, program activities, staffing requirements, and facilities needed for an organization with three principal components: Student Activities, Career Services, and Student Health and Counseling. The report further describes the structure and functions of Academic Advising Services, which is organizationally located under the jurisdiction of the Learning Resources Center.

The Division of Student Affairs is physically located in several possible sites across the campus. A centralized location, possibly in a second floor addition to the student cafeteria, appropriate, given the need for serving both male and female students in a gender separated environment. A centralized location reduce the need to duplicate structures and positions. However, services also are spread throughout the campus and located in surplus space that is anticipated in the College of Business buildings on each side of the campus.

The organizing principles for the Division of Student Affairs are:

- **Vision** — a statement of the strategic considerations underlying planning for the Division of Student Affairs that is consistent with the university's defining characteristics. To be revised from https://www.pmu.edu.sa/about/about_student_affairs
- **Mission** — a statement of the role of the Division of Student Affairs in support of the overall mission of the PMU. To be revised from https://www.pmu.edu.sa/about/about_student_affairs
- **Goals** — a statement of the services and resources the Division of Student Affairs provide to ensure that the mission is accomplished To be revised from https://www.pmu.edu.sa/about/about_student_affairs
- **Strategies** — the methods the each of the departments employ to implement the services and supply the resources to support the goals.

II. OVERVIEW OF THE DIVISION OF STUDENT AFFAIRS

A. VISION, MISSION, AND GOALS

1. Vision

The Division of Student Affairs plays a supportive role in assisting PMU to develop as a learning-centered university. It develops co-curricular activities for students designed to assist in their mastery of the six distinctive PMU competencies. It provides services in counseling, health care, and career services in order to promote student success. The division also encourage students to play a major role in developing activities and organizations and strive to engage students in other ways to enhance critical thinking, problem solving, and teamwork.

2. Mission

The mission of the Office of Student Affairs is to foster student learning and development by providing highest quality programs and services that enhance students' educational experiences and that prepare students to be contributing members of a global community.

3. Goals

- Seek ways to engage students in university programs and activities.
- Develop programs and strategies that support classroom learning and foster students' attainment of the six core competencies: communication, technological competence, critical thinking and problem solving, professional competence, leadership and teamwork.
- Provide various venues that help the PMU achieve its goal of transforming the student into a “whole person,” with respect for the Saudi culture and values, as well as respect for himself/herself and others.
- Develop partnerships with Saudi Arabian businesses and agencies in order to provide mentoring to students as they enter the university, as well as to create internships, works/study positions and eventually professional positions for PMU graduates.
- Work diligently to assure that PMU students receive good minimal health care, and are encouraged to maintain mental and physical wellness, which are positive traits for professionals who contribute greatly the KSA.

B. ORGANIZATIONAL STRUCTURE AND ADMINISTRATION

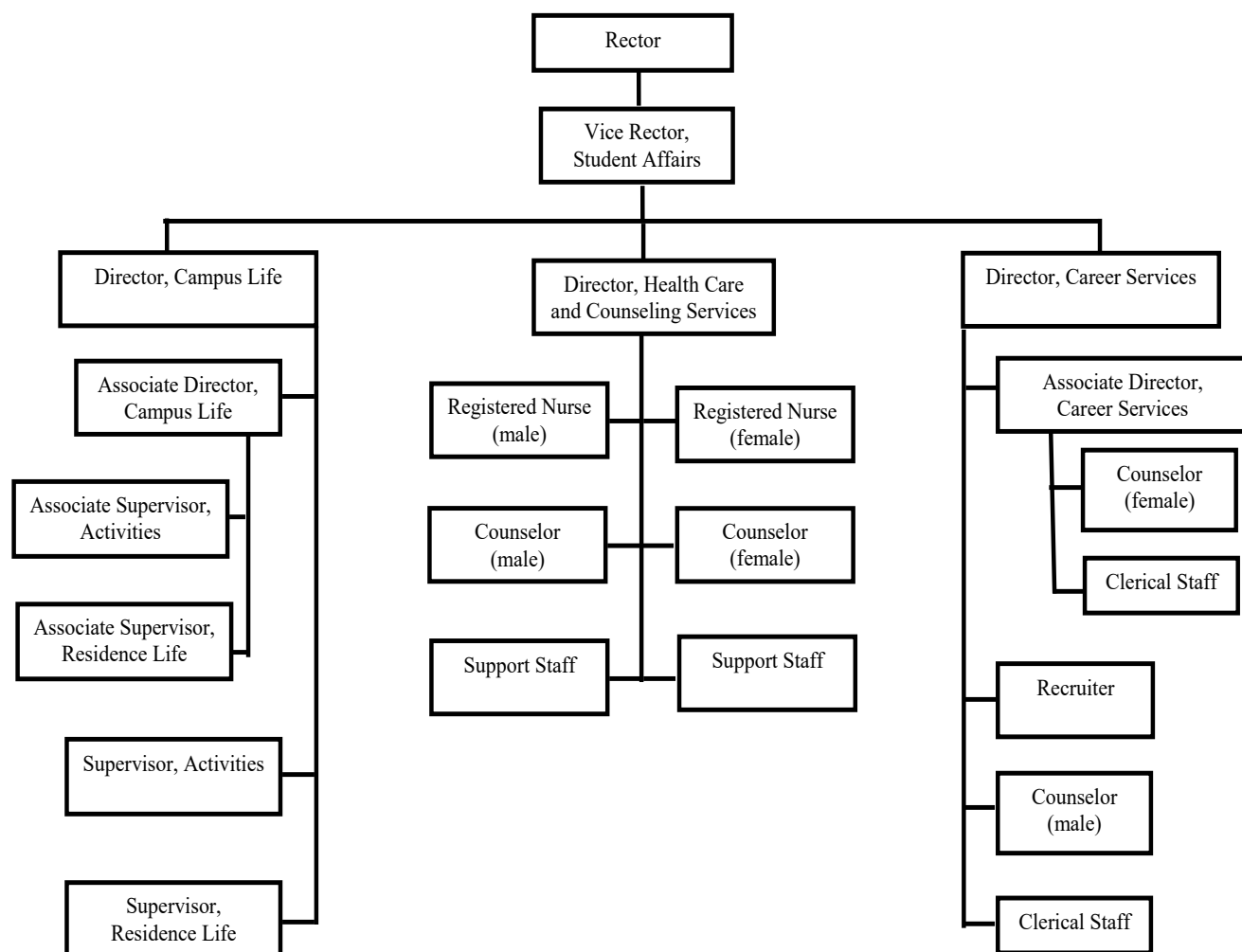
1. Three Departments Deliver Services

The Division of Student Affairs at the PMU is under the jurisdiction of the Vice-Rector for Student Affairs who report to the Rector of the university. The division include three departments:

- Student Life provide programs designed to complement and enhance the student's classroom learning experiences through on- and off-campus activities.
- Career Services assist students with the transition from education to work and graduates who need assistance in job transitions.
- Health and Counseling Services provide care and treatment in mental and physical health, respond to emergencies, and educate students toward wellness.

Each department is led by a director who report to the Vice-Rector for Student Affairs.

The structure of the Division of Student Affairs is represented by the organizational chart on the following page.



2. **Student Advising Part of Academic Organizations**

In some universities, student academic advising is associated with student services organizations. In addition, one of the goals of the PMU is to create a student-centered learning environment. Consequently, student academic advising is assigned to be part of this report, *PMU Student Support Services*, to ensure that academic advising is aligned with programs that directly address the personal and developmental needs of students. However, as this report was developed, it became clear that the need to emphasize the academic character of student advising would receive the full importance it deserves only as a part of the academic structure of the university.

It is, therefore, the recommendation of this report that the student academic advising is placed administratively under the jurisdiction of the Director of the Learning Resources Center (LRC) and operated in conjunction with the university's academic departments.

[Note: a full description of the operation of advising programs is included in this report in Section VII, Academic Advising Services. this section is repeated as an appendix to the final report *PMU Learning Resources Center Design*.]

The structure of this department is presented in an organizational chart in this report in Section VI.B.1, Place in the University Structure. It also is included as part of the LRC organizational chart in the report *PMU Learning Resources Center Design*.

3. **Fees for Student Services**

PMU fund its student services by including the cost of these services with its tuition fees, or it assess students for some services separately. care is taken to ensure that services are adequately funded in order to provide a wide range of services and to maintain a high level of quality.

The PMU elects a student committee (Student Council) which consults with the administration on the establishment of fees. committee would have an advisory role only, but its participation help students build skills in problem solving, teamwork, and leadership, which are among the competencies that the university to instill in its graduates. It also provide students with an introduction to a business environment and to the structure and function of an organization.

III. STUDENT AFFAIRS FACILITIES AND OFFICES

Aside from the Vice Rector for Student Affairs, whose offices account for 54 square meters, the entire division is allocated only 170 square meters. The architects' program gave the Department of Campus Life 38 square meters, the Department of Career Services 32 square meters, and the Department of Health and Counseling Services 100 square meters. (See the Final Space Program Report, May 10, 2004).

It is recommended to allocate a total of 846 square meters for the Division of Student Affairs. A complete description of the space recommended, allocated by department and gender, is presented in Appendix A, Space Requirements, Division of Student Affairs. The sizes of offices and other spaces are consistent with academic space requirements presented in the November 19, 2004 memo *PMU Academic Space Program*. The sizes of meeting rooms and other common space are consistent with best practices for student services facilities at U.S. universities. These facilities are proposed to meet the needs of the PMU at full enrollment of 5,500 students.

Furthermore, most functions of the division are located in the Administration Building, a location that is accessed with difficulty by female students and not convenient for male students as it is at one end of the campus. Male and female academic complexes contain small areas designated as "Student Center," but no other space outside the Administration Building appears to be specifically allocated for student services. (See the architectural plans: 30% Submittal, August 2004, Zuhair Fayez Architects).

By contrast, the goals of the division to provide outside-of-class activities that prepare students to work cooperatively and engage in activities that promote socialization and the development of healthy personal relationships are most effectively and easily achieved when students have common arenas in which to meet and socialize.

Such facilities would most appropriately be located at the center of the campus and designed in a manner similar to the Learning Resources Center (LRC) and the cafeteria, which provide separate access for male and female students from their respective sides of the university. It possible at a future date to accommodate such a shared Student Center in the area now designated as parking to the east of the LRC. It also possible to accommodate a shared facility in the vicinity of the university's athletic fields.

A. OPTIONS FOR STUDENT SERVICES SPACE

This report recommends that the PMU consider below options for providing Student Affairs programs and offices.

1. Locate Student Affairs programs and office in excess space that is anticipated in the College of Business buildings. In the male business building, 891 square meters are available. In the female business building, 666 square meters are available.

For an analysis of academic needs in these buildings and the resulting excess space in the current architectural plans, see Table 4, Business Space Analysis — Male Campus, and Table 5, Business Space Requirements Analysis — Female Campus, in the November 19, 2004 memo *PMU Academic Space Program*.

2. Build a second story on the single story cafeteria in order to accommodate those student services that benefit most from a central location, and provide other student services in the College of Business buildings. Approximately 900 square meters are available over the central food preparation, storage, and serving areas of this building.

A statement concerning the feasibility of this option by the chair of the TIEC Architectural Liaison Team is attached to this report as Appendix B.

B. ADVANTAGES AND DISADVANTAGES OF THE OPTIONS

Aside from space considerations, a number of other factors exist that can and should influence the location of the department. These include:

- **Advantages of Business Buildings Space**
 - Student services accommodated with no additional construction. Existing interior spaces need only be rearranged.
 - Gender separation is simplified, with male and female students served on their own sections of the campus.
 - Space available is more than adequate to include all Student Service offices and functions
- **Disadvantages of Business Buildings Space**
 - It difficult to bring all students together in a building designated for College of Business majors. Networking among students in the various disciplines not occur spontaneously.
 - Duplication of functions between male and female offices more costly than a centrally-shared location.

- **Advantages of Combined Business and Cafeteria Space**

- Functions provided in a centrally located building divided between the male and female sections.
- A second story over the cafeteria can enable gender specific activities that all students can easily access, thereby increasing the likelihood of participation.
- Networking of students occur more easily, bringing together students of diverse majors and interest for club meetings and activities.
- Though the space available above the cafeteria likely too small by itself for all Student Affairs functions, utilizing the business buildings ensure more than adequate space.
- The Division of Student Affairs have the flexibility to locate services in the most appropriate location, either centrally over the cafeteria or in an academic building.
- Certain functions, such as clerical, shared between male and female sections.

- **Disadvantages of Combined Business and Cafeteria Space**

- Adding a second story to the cafeteria incur additional construction costs and changes to the architects' plans.
- Separating the division's offices between the cafeteria and the business buildings may not be desirable.

For either option, the male and female dining halls on the ground floor of the cafeteria can and used for meetings and other activities before and after meal service. These areas will, in fact, be available most of the day and all evening for meetings and special events.

IV. DEPARTMENT OF CAMPUS LIFE

A. OVERVIEW OF CAMPUS LIFE

The Department of Campus Life offer a variety of programs and services that are intentionally designed to complement and enhance the student's educational experience at the PMU. While students sharpen their intellectual skills in the classroom, programs in campus life are design to complement classroom learning through experiences, group work, and activities. These programs also provide a variety of opportunities for PMU students to develop additional skills in their six core competencies.

The primary goals of the Department of Campus Life, therefore, include providing programs to orient new students to the university, providing opportunities for student involvement and leadership, developing programs to develop lifelong recreational skills, providing a safe, orderly and positive campus climate, and eventually developing a safe and supportive residential community.

1. Organizational Structure and Administration

The department is run by the Director of Campus Life, who report to the Vice Rector for Student Affairs. The director manages a Supervisor of Activities, who direct programs, clubs, and other activities for male students. Once the university builds residence halls, the director also manage a Supervisor of Residence Life, who responsible for all aspects of life in residence halls for male students, from assigning rooms to students to supervising student residential advisors and other staff for the dormitories.

Also on the departmental staff and under the supervision of the director is an Associate Director of Campus Life, who run parallel programs for female students and who manage an Associate Supervisor of Activities and an Associate Supervisor of Residential Life.

2. The Value of Campus Life

The value of providing opportunities for students to organize co-curricular and extracurricular groups cannot be overstated. The opportunity to lead a group, manage its activities, formulate a budget, work as a team, and resolve individual differences are exactly the experiences students need to develop the six core competencies distinctive of the PMU education. The experience of managing an event from concept through implementation provides an enormous sense of accomplishment and PMU students afforded these leadership opportunities. Appropriate scheduling, funding, and priority for Campus Life programs established from the inception of PMU.

3. **Scheduling Activities**

Campus Life programs are challenging to schedule at the PMU with its predominantly daytime classes and absence at the outset of residence halls. However, because the array of Campus Life activities is important to students' success, a plan to provide times during the day for these activities is critical.

One alternative is to declare a specific time around the lunch hour as a break period when no classes are scheduled (for example: 11:30 a.m. to 1:00 p.m. or 12:00 p.m. to 1:30 p.m.) to allow for special programs. Scheduling such an activity period two days of the week allows for flexible scheduling and more student alternatives. For example, one activity period determined as a day for student organization meetings and the other activity period for special all-school programs and recreation or issues forums. Student groups could meet in alternating weeks so that students might participate in more than one organization, even though there is only one defined meeting day each week. Recreational activities factored into the activity period during certain timeframes, as well.

Scheduling time during the day for other types of special programs is important since students are unlikely to return to campus most nights. These scheduled activity periods also allow faculty and staff to take part more readily in campus issues-related discussions and entertainment programs.

4. **Funding Activities**

Funding for Campus Life activities is achieved through the assessment to all students of a special fee added to tuition at the time of enrollment. These funds are apportioned using student or student/faculty committees that consider requests made by student organizations and clubs. These funds can also be used to subsidize field trips or occasional activities off campus.

B. GOALS AND SUPPORTING STRATEGIES

1. **Orientation**

Goal:

Provide a series of activities designed to aid the student's transition to university life, to increase student retention, and to enhance the student's overall experience.

Strategies:

- Acquaint PMU students with university rules (including sequence of studies, degree program options, and grade policies)

- Provide students information about important academic issues (including academic integrity, class attendance, and collaboration)
- Acquaint students with information about co-curricular and extracurricular activities (including academic and social organizations, and recreational opportunities)
- Provide students with information about support mechanisms available to students (including the Learning Resources Center and Career Services)
- Provide opportunities for students to be advised and to register for classes.

Advising and registering new PMU students is an important part of orientation. Advisors from the academic programs would aid faculty and staff from the Preparation Year Program in conducting these advising sessions.

The orientation program also is an important tool in retaining PMU students because it prepares students to understand the policies of the university and the resources available to them. Ideally, the initial program would allow new students to become acquainted with each other. This is followed by sessions conducted by faculty members and Campus Life staff that cover various aspects of university life.

Orientation process is the appropriate time for students to learn about the history and culture of the university, as well as the social expectations. As residence halls are built, orientation is the time for students coming from other regions in and around Saudi Arabia to be introduced to residence hall life and rules. All incoming students should go through an orientation process, without differentiation concerning their course of study. Students who are business majors meet (and learn from and about) students who engineering majors.

The orientation program is usually scheduled in one-day sessions before school starts or, senior students being engaged to conduct sessions about transition issues, family concerns, or other topics from their own experience.

Orientation is the end of the recruitment process and the beginning of the retention process. It is a time for helping students to learn how to be successful at PMU.

2. Student Organizations and Activities

Goal:

Provide activities and programs that complement the academic mission and provide leadership, social, cultural, and intellectual opportunities for student participants.

Strategies:

- Organize and develop student organizations that correspond directly with PMU academic programs and that provide speakers, workshops and other activities which further define the field of study.
- Organize and develop student organizations that represent special interests or hobbies among PMU students.
- Develop a student program board to design and implement programs that educate students about issues relevant to living and working in today's world and entertain students in music, art, drama, or other presentations.
- Provide opportunities for students to develop skills enabling them to be contributing world citizens.

Student organizations and activities is the heart of campus life at PMU. Until a residence hall facility is established, commuting students especially need a way to connect to the institution and to each other. This is most easily accomplished by academic and special interest organizations and activities. Faculty support of these groups is critical. Rewarding faculty for involvement outside the classroom with students is essential.

Initiating student organizations linked to the academic programs likely be is the first step at the PMU, as students recognize the value of hearing speakers, discussing issues, or hosting competitions related to their course of study. As students, faculty members and staff get to know each other, they discover areas of common interest such as music, books, or travel, and groups can form around these special interests. Others students interested in hosting cultural or entertainment events, and a program board was established to host, for example, an event each month during the activity period.

A PMU education includes the competency in critical thinking and problem solving. While students develop these skills in the classroom, the opportunity to discuss issues and ideas is vitally important in the university environment. Each month a forum, discussion, or debate on an important issue to the school, the region, the KSA, or the world held during the activity period. These exchanges might involve experts both on and off the

campus, but they also should invite the opinions of students, faculty and staff. These forums should represent a broad diversity of viewpoints.

To extend further the PMU student's education, opportunities to volunteer were be developed. Individual or student groups are regularly involved in a volunteer program, which help PMU students understand that as educated citizens, they have an obligation to contribute to society. Likewise, training available to those PMU students who want to develop leadership skills. By coupling their skills with opportunities in the Campus Life program to hold leadership positions, skilled PMU student leaders come skilled citizens.

3. Recreational Sports

Goal:

Provide a variety of recreational activities and events to meet the physical fitness needs and desires of students and to develop a lifelong habit of fitness.

Strategies:

- Plan and implement opportunities for PMU students to participate with other students in friendly competitions in individual and team sports.
- Develop awareness and programs for physical fitness.
- In conjunction with the Health and Counseling Center and Campus Life, develop programs to increase PMU students' awareness of wellness as part of their lives physically, spiritually, emotionally, socially, and intellectually.

There are many reasons that an ambitious recreational program is important for PMU students. Such a program is especially important for female students, who have fewer opportunities than males to participate in competitive and even noncompetitive sports.

Foremost among the reasons for establishing a fitness program and classes is the need to develop a habit of physical fitness in the daily routine. This habit is practiced in a variety of programs and settings, and the university makes this complete variety available. Examples include free weights, aerobic machines, group exercise classes, individual sports and team sports. As residence halls are developed, recreational space was included in the planning for these facilities.

Students also discover that participation in recreational programs is a wonderful way to reduce stress in their lives. PMU students learn through the wellness initiatives how their physical well-being relates to their total well-being and ability to function effectively as a student.

Additionally, the camaraderie that results from team participation and competition strengthens relationships with other students and with the university. Because other Saudi universities host biannual athletic competitions, it is important for PMU students to have opportunities to compete in these events.

4. Student Conduct

Goal:

Provide a just, orderly and positive campus climate through regulations and processes governing campus conduct.

Strategies:

- Develop a campus code of conduct for PMU students and establish processes to adjudicate violations of the code.
- Provide a system that allows students to express grievances concerning rules and decisions implemented at the PMU campus.
- Establish a PMU Council of Students to gather input on issues and concerns that impact students who attend the university.

Like other universities, PMU is a community of scholars and as such, all members have responsibility to each other to support the values and ideals of a learning community. As such, rules that govern behavior of PMU students in the community established along with processes that delineate steps to follow when a student is in violation of these rules. Appropriate sanctions for violations listed as part of the rules and distributed to students during orientation.

Further, a system was established that provides opportunities for PMU students to register concerns or grievances about individual or collective decisions at the university. This systematic way of addressing student concerns provides students an orderly and appropriate mechanism for redress.

To further support the community, a Council of Students was established to provide administrators and faculty a representative group of PMU students to consult on policy issues and other matters in that the student perspective valuable. This council might also bring matters of concern to the attention of faculty and administrators.

5. Residence Halls

Goal:

Provide safe, well-maintained facilities for students so they might live, study, learn, and grow in a community of learners committed to civility and respect.

Strategies:

- Design facilities that provide attractive and appropriate living quarters and study space for PMU students.
- Design facilities that provide community space for students to meet, socialize, and study in small and medium-sized groups.
- Develop recreational space for physical fitness and sports in conjunctions with residence halls.
- To the extent possible, allow PMU student residents to determine the policies that govern their living conditions
- Provide a senior student or young faculty member as a live-in mentor for PMU students living in residence halls, along with some peer mentors or advisors.

Developing a residence community is an important step in the evolution of the PMU as a community of scholars. Students who live together more readily collaborate and support each other toward the goal of earning a degree. In fact, various academic support elements are located from time to time in the residence halls for the convenience of students.

PMU residence halls provide appropriate and safe living quarters convenient to the campus so students do not have to spend undue time and energy searching for housing and negotiating rental-related issues. Residence halls is connected to the PMU's computing resources and it provide access to electronic mail and discussions. Including community space for social interaction or study groups is important along with rooms and equipment devoted to physical fitness. Programs and activities are arranged more readily at night or on weekends when PMU students live in residence halls and have more discretionary time in the community. Senior live-in students can provide support and guidance on a variety of matters, as well as tutoring to newer students and can serve as positive examples of achievement.

6. Staffing Requirements

a. Administrator Responsibilities

The Director and Associate Director of Campus Life, the Supervisor and Associate Supervisor of Activities, and the Supervisor and Associate Supervisor of Residence Life each must have skills and experience to effectively oversee programs and activities that serve and involve students.

Among the important skills required in these positions include organizational skills, decision-making skills, facility and program management skills, excellent communication skills, and business management skills. Each position requires a person who can relate well to students and who knows how to resolve student differences. These administrators able to assess student needs and programs and develop and adapt activities to meet student need.

b. Administrator Degrees and Experience

The Director and Associate Director of Campus Life should hold a Master's degree in student affairs, counseling or related field. Supervisors and Associate Supervisors in Activities and Residence Life hold a Bachelor's degree or, preferably, a Master's degree in student affairs, counseling, or related field.

These administrators have records of service in progressively responsible positions and experience in student activities, residence life, or related student affairs programs. Each should have experience in managing human and budgetary resources and in working effectively with individual and student groups.

7. Space Needs

The Department of Student Life have certain space requirements if it is to meet its functional goals. see Section III. Student Affairs Facilities and Offices)

The Director and Associate Director of Campus Life along with the Supervisor and Associate Supervisor of Activities each need office space on the main PMU campus. A reception area adequate for students to meet and socialize is required along with space for a clerical staff member. A large workspace is provided where the department can store general supplies for student groups and where student organizations can have desks and meeting space. Conference room space in the complex optimal, as well. These needs are detailed in Appendix A.

The Supervisor and Associate Supervisor of Residence Life are housed in the PMU residence life complex, so office space for them and the appropriate support staff are planned in that setting.

V. DEPARTMENT OF CAREER SERVICES

A. OVERVIEW OF CAREER SERVICES

The Department of Career Services exists primarily to assist students with the transition from education to work. Secondarily, the department works with graduates who need assistance in job transitions.

1. Functions On and Off Campus

In order to create the optimal setting to provide contacts and networking opportunities, the Career Services staff develop relationships on and off campus — with students, faculty and staff, along with employers and community resources. Through these relationships, Career Services staff serve their constituents and establish the liaisons essential for effective service. Setting up Career Services as a distinct and separate function on campus set PMU apart from the majority of other local university options.

2. Organizational Structure and Administration

The department is run by the Director of Career Services, who report to the Vice Rector for Student Affairs. The director manages a counselor, who meet with male students to advise them on career opportunities, and a Recruiter, who work with businesses and industries in the region to locate career opportunities for both male and female students. The supervisor also manages clerical staff who handle the large amounts of paperwork and online information that the department generate, and who make appointments with counselors and serve the general informational needs of male students.

Also on the departmental staff and under the supervision of the director is an Associate Director of Career Services, who run parallel programs for female students and who manage a counselor and clerical staff who work with female students.

B. GOALS AND SUPPORTING STRATEGIES

1. Placement and Job Search Assistance

Goal:

This service provides students with any needed assistance in preparing to find work, whether in internships, part-time, or full-time positions.

This assistance begins by collecting and providing electronic and hard copy examples of appropriate resumes, curriculum vitae, and portfolios. It determines and publicize standards of interview behavior. It makes employers aware that job listings shared with the university.

Strategies:

In the department's daily interactions with students and graduates, the following placement functions are key:

- Resume Writing — Knowing that the first impression someone makes on an employer is often the resume, it is critical for Career Services staff to assist students and graduates in creating the most effective document possible. Factors to be considered when helping students and graduates include:
 - Knowing the appropriate resume style for the type of employer that receiving the resume.
 - Understanding the impact of wording and presentation.
 - Providing information on minute details such as fonts, spacing, layout, and choice of paper.
- Interviewing Preparation — The best resume does not help students or graduates find a job if he or she is not well prepared for the job interview. Whether interviewing with a known family friend or with an unknown employer, preparation is the key to a smooth, organized interview. Career Services staff coach students and graduates in:
 - The proper methods of responding to interview questions.
 - Proper etiquette during the interview.
 - Proper interview attire (when there are varying standards of dress).
 - Proper follow-up methods after an interview.

Any different standards for each gender incorporated in the coaching.

“Mock interviews” are offered for students and graduates to practice their interview skills. These interviews being conducted by Career Services staff, by employed graduates, or by employers who want to help the job seekers improve their skills. When provided by Career Services staff, mock interviews may also be audio- or video-taped and reviewed with the student or graduate.

When mock interviews are conducted by graduates and employers, location make a difference in whether the interviews taped. Graduates and employers who come to campus to conduct mock interviews are more willing to allow the interviews to be taped and then reviewed with the “interviewee” than they would if the interviews are conducted at the graduate's or employer's work locations. Specific permission for taping a mock interview granted by the parties involved before any such taping occurs.

Issues involving gender separation for conducting mock interviews being solved by holding the mock interviews in the appropriate part of the campus for each gender, or by utilizing closed circuit television.

- Job Listings — One of the main features of a Career Services office is the job list that the staff cultivates for its students and graduates. Maintaining job listings handled in many ways. However, in every case, the staff must differentiate listings by types (such as full-time, part-time, or internship and by business, such as IT, engineering, or interior design); set standards for the types of listings that publicized; establish a system for review so that outdated job listings are removed; create a job listing form; and appoint someone to oversee the process.
 - *In differentiating listings*, the types of notices most frequently received may ultimately help decide which categories to use. In the beginning, a breakdown of job listings by school is most efficient. As students advance through the university, it is most efficient to add the subcategories of intern, part-time, and then full-time.
 - The job listings that Career Services decides to make available impact student expectations for the office. Therefore, the department's standards should include rules governing whether or not employers given access to any online job listing service. This is important because such services typically include direct access to students' and graduates' resumes. Because the resumes are a valuable resource, and because part of the staff's responsibility is to share resumes with legitimate employers, creating basic standards to exclude questionable employers is necessary. Standards should also include the amount of time the Career Services office hold old job listings. A possible standard is one year from the date of receipt of the listing. In all areas, standards established at the opening of the university can and modified as the Career Services staff gains more experience with job listings and the employer community.
 - *Weeding job listings* is handled easily by computerized systems that set to stop publicizing a listing on a given date. While some job listings contain a deadline date for receiving applications to the job, it is not unusual for a Career Services office to receive job listings that give no indication of a deadline. Even these listings, however, are removed at some point, and Career Services should set up a timeframe for removal. If hard copies of job listings are maintained, someone from Career Services regularly review the listings and remove outdated positions.

- *Creating a job listing form* is helpful for those employers who do not have access to the Career Services online job listing services. A form should collect all the pertinent information that enable students and graduates to pursue the employment opportunity. A sample form that used for collecting this information is attached to this report as Appendix C.

Ideally, the form should follow a layout that make it easy for Career Services staff to enter the information into the department's online system. Employers who enter their own data into the online system benefit from a printed form as a means to organize the information they want to include in their listings.

- *Appointing a staff person* (ideally, the Recruiting Coordinator) to oversee job listings helps keep the system manageable. According to the standards set, the staff person can ensure that hard copies and online information are organized in a fashion that students and graduates can recognize and access easily. This staff person can also serve as the authority governing the online database, offering access to legitimate employers and referring questionable employers and jobs to the Director for decisions on access and posting.

The PMU Department of Career Services use both hard copy and online systems at the beginning, then review how essential the hard copies are for student use.

- *Maintaining old job listings* also an issue. The value to old listings is in the marketing potential — an employer who has sent a job listing in the past is a good contact for job listings in the future. Also, when coaching students concerning which employers offer particular types of jobs, old job listings help identify companies that have hired graduates for that position previously. Because hard copies take a lot of space, maintaining them beyond a year serves little purpose if the same listing is also available in the online system. The online systems offer archiving capabilities that make maintenance an easy option. As with any computer system, these job listings backed up periodically. The possibility always exists that the vendor's server might go down for a brief period or that a change in vendors might lose data during migration.
- *Programs and Workshops* are effective methods of sharing information with large number of students and graduates is via programs and workshops. These are led by Career Services staff, may feature guest speakers on job search topics, or hosted by graduates.

The department should offer workshops covering resume writing, interview techniques, and networking in which students have the opportunity to practice the skills they learn during the workshop. The content of workshops should reflect the cultural and employment norms of KSA, while educating students on the finer points of each topic.

Programs offered as available or as needed. They should include presentations by employers on their companies and the types of positions available for students and graduates.

2. **Employer Relations**

Goal:

While students and graduates are a primary focus for Career Services, employers are another major group of customers for the department.

Strategies:

- Staff must maintain a balance of service between the on-campus customer (students and faculty) and the off-campus customer (employer) that seeks to simultaneously meet the needs of both groups. If conflicts between the two groups arise, however, the office always lean slightly more toward the student.

- Active outreach to employers is essential in building networks for student to use, in developing job opportunities, and in establishing the Career Services office's reputation as a reliable source of applicants for jobs.

Career Services hosts events and programs such as job fairs and on-campus interviews that give students and graduates broad access to employers. Given the on-going nature of employer interactions, it also makes sense that the university's co-operative and internship programs incorporate contacts and resources cultivated by the Department of Career Services. Each of these areas is discussed in detail below.

3. **Marketing and Job Development**

Goal:

The Department of Career Services can establish contacts with the employer community via one-on-one interaction, marketing campaigns, and involvement in professional organizations.

Strategies:

Because employer relations time-consuming, it best to divide responsibility for outreach among all Career Services staff, with the director assuming the most significant role in the professional organizations and one-on-one interactions with the most influential employers.

- Meeting with Employers — One-on-one interactions consist of visits to employer sites as well as employer visits to the university. They also include telephone conversations and electronic communications during which one Career Services staff person takes the lead in interacting with an employer representative. Such personal level of involvement often yields the best leads for employment opportunities.
- Marketing PMU Services —Marketing campaigns give the department a way to target as well as to communicate information to broad groups of employers (for example: inviting employers to a job fair or other campus event). A new Career Services office must immediately create marketing pieces including brochures and fliers, note cards, and Web pages containing information on the students and majors offered at the university along with services available to employers. These marketing pieces is used in one-on-one contacts and is mailed to specific employment sectors in order to generate and increase awareness of students as potential employees. Identifying target employers and establishing contact with them is a high priority for the new Department of Career Services.

- Professional Networking — Involvement in related professional organizations is immensely helpful to Career Services staff as an efficient way to inform many potential employers about the university and its students. Industry-specific groups, chambers of commerce, governmental advisory groups, and human resources or employment groups are all good sources of employment leads for students and graduates. In planning its professional involvement, however, the department careful to balance the need for its staff to interact with employers with the need to make its staff available to students.

4. Job Fairs

Goal:

Whether the job fair is specific to a school or major or it is intended to be of value to the entire campus community, gathering employers in one place to interact with students increases awareness for both student and employer constituents.

Strategies:

- Job Fairs for Male and Female Students — In order to maintain gender separation, determining locations and dates for job fairs is a major consideration. Job fairs may need to run for two days in different locations each day if there is no central location that is accessible to both genders, in order for both male and female students to have access to employers. Finding a central location that opened to male students one day and to female students the other day the best solution. Otherwise, some employers need to tear down a display and move it to another campus location from one day to the next. An open space in the middle of a student affairs center with access from both sides of campus, or some central space in the cafeteria that blocked differently from one day to the next the most ideal solutions that easy for employers. If that type of central space is unavailable, an open area in each side of campus the alternative. Open spaces work well in facilitating the circulation of students among employers.
- Targeting Special Needs — Specialized fairs may also be offered. Examples might include fairs that showcase internship and cooperative employment opportunities or events in which employers and employed PMU graduates share information on career options and career paths.

5. On-Campus Interviews

Goal:

One of the most visible services offered by Career Services is the on-campus interview. While the number of employment offers made to students and graduates through other sources is usually higher than through on-campus interviews, the impact of employers visiting the campus to interview prospective employees is considerable.

Strategies:

Space for the interviews dedicated during the period of highest interview activity and it is necessary for the Director of Career Services to determine the most likely months for campus interviews at the PMU campus. In the U.S., most on-campus interviews tend to be during the months of September to November and February to April. Employers who utilize on-campus interviews tend to fall into two categories, those hiring in advance and those hiring as needed. The process is much the same for both, though one group has more time for publicity than the other.

- Fall Interview Schedule —Employers who recruit several months prior to the starting employment date typically comprise most of the fall interview schedule. They produce employment offers by early spring and employment start dates in the May-September timeframe. In the U.S., these employers usually include accounting and consulting firms, internationally based businesses, and other large businesses that can project future hiring needs. On-campus interviews for this group are generally scheduled several weeks or months prior to the interview date.
- As Needed Interviewing —Employers who recruit on an as-needed basis typically have a very short time-frame for scheduling their interviews. Their schedule compresses the process and typically results in immediate job offers.
- Managing the Interview Process — The process for managing the on-campus interviews handled electronically by the same database that manages job listings and student resumes. Employers may have open interview schedules in which any interested student who meets qualifications can immediately sign up for an interview time. Alternatively, employers might opt to have a “pre-select” interview schedule in which they review the resumes of all interested applicants and select the job seekers they wish to interview. Using an electronic program, applicants can select interview times online.

Experience and *Monster* both offer an on-campus interview module and the ability to allow for open interview schedules and pre-select interview schedules. The advantages of utilizing one of the electronic models far outweigh the licensing cost, as it relieves the office of managing the interview process by

hand. Electronic management ensures fair access to open schedules and eliminates the need for a lottery or other process that required when the staff manages the interview process.

6. **Co-Operative and Internship Programs**

Goal:

As a method of gaining professional experience and exploring career options, internships and cooperative programs serve both students and employers.

Strategies:

- **Required Programs** — All undergraduate programs at the PMU either require internships, provide them as electives, or strongly urge students to undertake summer employment related to the major. The College of Business Administration requires all students to engage in an internship as part of its capstone series (as described in the report Undergraduate Business Curriculum Designs). The Department of Interior Design requires an internship during Senior year or the summer between Junior and Senior years (as described in the report Undergraduate Interior Design Curriculum). The College of Information Technology provides an elective titled Practical Training (as described in the report Undergraduate Information Technology and Computer Science Programs.) The College of Engineering recommends but does not require two summer internships for its students and may offer an extensive co-operative program once the college is at full operation (as described in the report Undergraduate Engineering Curriculum Designs).
- **Coordinating Efforts** — Offering these programs, however, requires a number of parties to work together. Faculty establish the courses, oversee the academic process, and provide a grade. Employers provide the experience, on-site supervision of the student, and feedback on how the student fared in the work environment. Students must produce reports as part of the course to receive a final grade.
- **Creating Job Leads**— Career Services provides most of the leads to cooperative and intern positions and serves as the clearinghouse for the extensive paperwork involved in the process. Many such programs are created through written contracts from employers. Students must also contract with the university to participate in the program. Copies of all documentation stored for a period of time (five years recommended).

7. Career Counseling and Advising

Goal:

In addition to assisting job seekers in finding work, Career Services assists students and sometimes graduates who are uncertain they have selected an appropriate career path or major.

Strategies:

- Help with Majors —Due to family expectations many students declare majors or start careers in areas that may or may not suit their capabilities or personalities. Career counseling helps them either find a career or major that is more appropriate, or it assists students and graduates in managing difficulties when the career or major cannot be changed.
- Personal Life — Issues relating to balancing work and personal life also are appropriate topics for career counselors.
- Student Meetings — Career counseling is offered individually to students and possibly in group settings as needed.
- Fees — Career counseling is a time-intensive process as compared to job search assistance. However, it is an important step in the university's mission to both develop the whole person and to produce graduates who contribute to the advancement of the Eastern Province and the KSA. The PMU should aim, therefore, to provide these services to both its undergraduates and its graduates at no additional cost.

8. Assessment

Goal:

Because many students and graduates often identify issues as problems with little knowledge of the underlying causes of concern, it is essential that some staff be trained to provide assessment.

Strategies:

Various tools are available to assess the career needs of students and graduates. Finding the tools that are most applicable to the cultural norms of KSA is important. The book, *A Counselor's Guide to Career Assessment Instruments* (Jerome T. Kapes and Edwin A. Whitfield, editors, ISBN 1-885333-07-2) available from the National Career Development Association (www.ncda.org), reviews a variety of the assessment tools and incorporates information on norming and usage that is helpful in evaluating the usefulness of the tools. The Myers-Briggs Type Indicator seems to hold up for multicultural use, making it one of the recommended assessment tools. Other commonly used assessments in the U.S. are the Strong Interest Inventory and the Self-Directed Search. One important point about assessments is that a student should never receive an assessment without a counselor interpreting the results for the student. Students tend to focus on one aspect of the results

without balancing that information with the remainder of what the assessment says.

- One-on-One and Group Interactions — While many career counseling sessions conducted one-on-one, there are times when a group session might prove valuable. Group sessions almost always be focused on assessments and group interpretation of the assessment, thus providing a time-efficient manner of evaluation a number of job seekers.
- Online Program — When Career Services staff need an online system to help students with career discovery and planning, one of the available self-directed career guidance systems is DISCOVER. One drawback to the system is that it is oriented toward U.S. employers and options. If the staff deems this appropriate for students and employment in the KSA, however, this system would allow job seekers to research career information online. DISCOVER is a product of ACT, and further details found at www.act.org/discover.

An online program dedicated to the job market in the KSA is the Career Oasis program being developed at King Fahd University of Petroleum and Minerals (KFUPM). The PMU Department of Career Services should inquire of their counterparts at KFUPM to determine whether this program available for purchase or sharing.

- Personal Counseling versus Career Counseling — Due to the overlapping nature of student concerns, questions arise concerning whether a student should meet with a personal counselor rather than a career counselor. Determining which office offer which services is crucial to maintaining a good working relationship between the two divisions of the Division of Student Affairs. From a career counseling perspective, offering career testing and interpretation along with assistance with balancing work and personal life is primarily a Career Services function, as long as staff members are trained to offer these services. When the concerns are more personal, students are referred to the Health Care and Counseling Center for assistance. At times, both the Career Services and the Health Care and Counseling Center work together as the student addresses both career issues and any underlying concerns that blocking career development.

9. On-Campus Student Employment

Goal:

Even before students begin to utilize Career Services in their Junior and Senior years for seeking off-campus employment such as internships or permanent employment after graduation, the office should work collaboratively with the Department of Human Resources to list part-time on-campus positions that students might fill. These would include work-study positions on campus that arranged with the Office of Financial Aid.

Strategies:

University employment is a valuable tool in student retention, as it offers students the opportunity to meet financial demands while remaining on campus. It also valuable in the development of PMU competencies. All on campus positions is created with the PMU competencies in mind.

- Work on Campus — On-campus part-time or work-study jobs of interest, particularly to those students needing additional income beyond any scholarship or stipend they receive. Career Services can handle these positions in the same manner as it handles off-campus job listings. However, the office might want to create a form especially for students to use in applying for campus positions. These forms copied and shared with university departments seeking student employees. Typical student positions on U.S. campuses are office and clerical work, library assistants, laboratory aides, cafeteria aides, teaching assistants and instructional aides, and research assistants. Additional options available in the residence halls, such as resident assistant or program director, once the residences open. Some of these positions may not be appealing to students because of the menial nature of the work, although some have fairly high levels of responsibility.

Separating work locations so that male and female students can work within their own campus areas is essential. However, the office should strive to create equity in the availability of similar types of opportunities for both genders.

- Eligibility — Requirements / stipulations for employment established in order to ensure that no student who needs financial assistance is abandoned, or that a student sacrifices academic quality for financial gain. The levels of positions on campus may determine which students are eligible to apply for them. Again, equity in the availability of upper level positions for both male and female students is desirable. Some of the more basic positions available to lower level students, who then can move up into higher positions as they progress through the university.

For instance, a position as a teaching assistant or a research assistant reserved for a senior level student. Even within the office and clerical areas, some positions more managerial and may require an upper level student.

Ideally, no students would seek employment prior to completing the first semester of the freshman year. However, this suggestion may need to be modified, based on the actual experience of the financial concerns of students. The number of hours to be worked each week is limited to a maximum of 20. The ideal 10 to 12 hours per week for each student position. Because students must maintain their academic records, the suggested maximum may need to be reduced after the impact of work on the students' academic progress is evaluated.

10. Library of Career Resources

Goal:

While many career resources might have made available to all students online, there an advantage to setting up a career library or resource room to offer information and resources for in-depth research.

Strategies:

Due to the needs for gender separation, duplicate facilities would need to be maintained. However, certain expensive resources kept in the PMU Learning Resources Center to be accessible by both genders as needed.

- Selecting Materials — Books, videos, online resources including information on specific companies are all usually included in career libraries or resource rooms. The books cover information on careers available to the majors offered at the PMU as well as general job search information. Publications covering the types of careers available in different industries may serve the students well. If possible, the staff should acquire publications that explore industries and jobs in the KSA. If such publications are not available, the PMU might consider the VGM “Great Jobs” series of career information books published by McGraw Hill. These materials are evaluated for usefulness in the KSA before they are acquired.
- Additional Tools — Handouts about networking and interviewing along with samples of resumes, cover letters, thank-you letters, and follow-up letters need to be made available to students, both electronically and as hard copies.

11. Miscellaneous

Additional challenges of the Career Services office include:

- Mentors — Building a career network of graduates to serve as mentors and information sources to students. Because this not be possible until the university has graduated a number of classes, the university also should create an Advisory Board composed of business and government representatives and based on the PMU Founding Committee. This board can provide input and feedback to the Career Services office about employment and can serve as networking contacts as needed.
- Faculty — Reaching out to faculty to inform them about the services available to both students and faculty. This step must have taken immediately, with the creation of a small handbook or brochure to distribute to faculty as a helpful first project. The services that Career Services can offer to faculty include guest lecturing when the faculty member must miss a class, providing a lecture on any job search topic, providing a career assessment and interpretation to a class, and providing major-specific career information and job leads as available. The Career Services staff must know which faculty provide co-operative or intern grades so it can help smooth the process. Drawing upon faculty contacts with potential employers also be an important part of finding work for students, as reminding faculty to consider student employees for campus positions.
- Reaching Students — Marketing services to students is a never-ending responsibility because new students arrive on campus each year. Students tend to seek out services when they need them rather than thinking about them in advance, so Career Services offices face the challenge of repeating the same message in a variety of ways to get students' attention. Being creative about where and how the messages about services are delivered is essential. The office must establish a budget for this task, and consider providing small give-away items to remind students about the service. The office also should periodically locate services or information booths in highly visible locations. For example, it may offer on-the-spot resume critiques in the middle of a busy traffic area such as the Learning Resources Center.
- Coordination and Cooperation — Other university departments overlap with some of the responsibilities in Career Services, particularly the office of alumni affairs and the development functions of the Vice Rector of Institutional Affairs, due to the interactions each office has with the same constituents. Career Services should work together with these other university functions to ensure that each office is productive. Career Services and the alumni office can work together to offer graduates a variety of ways to be involved with the university. Career Services and the development office can coordinate

marketing to employers to offer a number of ways to support the university.

- Alumni Office — Establishing an Office of Alumni Affairs premature in the early years of the PMU, but within five years such a function is essential. Such an office is responsible for maintaining contact with graduates of the university and for supporting an active Alumni Association, which is governed by former students. Both the Office of Alumni Affairs and the Alumni Association used to assist with fund-raising; utilizing alumni networks in the corporate world; identifying former students who able to assist current students with internships and summer work programs; and working with Career Services to assist graduating students with job placement.
- Tracking — Maintaining statistics and tracking graduates is an ongoing function that is critical to the success of Career Services. Correlating the use of services to the success of students difficult, but it is a worthwhile venture in justifying the value of the service and in helping adjust services as needed. Statistical information gathered in a number of ways. The office can track students who use the service (whether in person or online); ask students to complete evaluation forms after using services, and survey students at commencement to determine where they are going to work or what kind of work they are seeking. The office can ask employers for feedback on the on-campus interview process, about job fairs, and about any other events in which they participate. Career Services should tabulate the results and share them with all relevant departments on campus.

Cultural needs within the KSA impact many of the services offered. Specific issues include:

- Opportunities for Women — While the educational opportunity exists for women at the university, the opportunities for employment may ultimately impact the recruiting and retention of female students. It is therefore imperative to identify professional opportunities that already exist and to establish ties with those employers. It also is important to help female students get experience while still in school in order to increase their marketability after graduation. Career Services should work with the Community Design Resource Center (as described in the report Undergraduate Interior Design Curriculum) and the Community Technology Resource Center (as described in the report Undergraduate Information Technology and Computer Science Programs) to build employment networks that can assist female graduates. Another possible solution is to set up programs and workshops for women on establishing their own businesses.

- Issues Affecting Expatriates — Although the majority of PMU students are expected to be Saudi nationals, a fair number of expatriates also attend the university. Anticipating the issues and concerns of these students, particularly when they seek assistance in finding employment, is important. These students need modified career coaching on how to approach the local job market that addresses the points relevant to expatriates. The impact of Saudization policies also need to be considered for this group.

12. Space Needs

Regardless of where the Division of Student Affairs is located (for a discussion of options, see Section III. Student Affairs Facilities and Offices) the Department of Career Services have certain space requirements if it is to meet its functional goals. Specific space needs are presented in Appendix A.

If a central location is unavailable, the director is located in the male portion of campus and the associate director is located in the female portion of the campus. Each should have an office, and each office complex should have a reception where students can wait for their appointments with counselors and receive general information about careers and employment. The male and female career counselors have offices near the director and associate director.

Both the male and female office areas require clerical staff. The typical Career Center receives a large volume of telephone calls due to the variety of groups with whom the office interacts. The clerical staff also schedule appointments for the directors and counselors.

Both male and female office areas also require a resource library where the department can store books, brochures, videos and other materials that provide employment information and assistance to students.

The department require four to six interview rooms for use during the on-campus interview season. They located either in a central facility (such as a second story of the cafeteria), the LRC, or the college.

A space for job fairs would also be needed. If in a central facility, it accessible by both male and female students at different times or different days. Space for job fairs also provided in college buildings on the male and female sides of the campus.

Accommodating 40 employers at a job fair, each of whom uses a two-meter-long table, could easily fill a space that is 18 meters by 12 meters, since circulation space also provided.

VI. DEPARTMENT OF HEALTH CARE AND COUNSELING SERVICES

A. OVERVIEW OF SERVICES

The Department of Health Care and Counseling Services provide compassionate care, promotes each student's ability to seek appropriate care and treatment in both mental and physical health, respond to emergencies, and educates students toward balanced physical and mental health and wellness.

The department maintain a Health Care and Counseling Center that provide an environment designed to help students reach their potential as persons, by encouraging their spiritual, academic, social growth.

Space needs for the department are presented in Appendix A.

1. Functions of the Department

The Health Care and Counseling Center will:

- Respond to health care need efficiently and effectively.
- Provide care and treatment for acute and minor illnesses, with limited prescription medication available, and referrals to off-campus clinics, when appropriate.
- Offer counseling services to students in need.
- Offer its services in a respectful, caring and confidential manner.
- Promote healthful lifestyles for students and the wider university community.
- Provide educational materials dealing with physical and mental health topics, both in printed versions, as well as electronically through links with other agencies and programs.
- Collaborate with other university staff and faculty to develop community-wide partnerships.

2. Organizational Structure and Administration

As described above, the Department of Health Care and Counseling Services fulfill distinct but related functions. This is especially true for the department's health education functions. It is possible, therefore, to structure the department as a single unit or as two units. For simplicity of operation and cost savings, however, it is the recommendation of this report that the department be structured as a single unit. Within this unit, it is entirely possible to clearly distinguish between the functions of the health care staff and the counseling staff.

If the university wishes, it may choose to divide the Department of Health Care and Counseling services into two units at some future date. This come desirable when the university establishes residential housing for students. However, due to the PMU's anticipated large population of commuter students who likely receive health services off campus, the department is never envisioned as large. Even at the full operating size of the university, the department is expected to be approximately the same size as the Division of Campus Life and the Division of Career Services. For a graphical comparison of the three departments and their administrative structures, see the organization chart in Section II.B.1, Three Departments Deliver Services, of this report.

It is therefore recommended that the department be administered by a director who supervise both health care and counseling functions. Hiring two director-level professionals to oversee separate and small health and counseling functions is considered to be an unnecessary expense.

The Student Health Clinic staff consist of two registered nurses, one of whom provide care for male students, the other of whom care for female students. Both nurses report to the Director of Student Health and Counseling. In addition, student assistants employed to provide rudimentary health services under the supervision of the director and registered nurses.

The Counseling Center staff consist of two counselors, one for male students and the other for female students. Both counselors report to the Director of Student Health and Counseling. The Counseling Center may also employ student assistants or interns to assist in the office.

A clerical staff position provide support for both a Student Health Clinic and a Counseling Center.

B. GOALS AND SUPPORTING STRATEGIES

1. Counseling and Health Care Services

Goal:

Enhance student health and academic success through increased visibility of Counseling and Health Care services offered to PMU students.

Strategies:

- Work with faculty to identify students who having difficulty coping academically as a possible sign of mental stress or other issues in the student's life.

- Develop an outreach program for introducing services to students. Venues include the orientation program for new students and presentations on campus.
- Collaborate with faculty and staff to offer programs about services offered in the center. Student clubs are usually targeted for such programs. Faculty who might have to miss a class because of illness or other professional responsibilities, encouraged to allow a representative from the center to offer a program during the class.
- Conduct special topics campaigns designed for specific purposes. Topics might include: “Quit Smoking,” “Good Nutrition and Weight Management,” “Eating Disorders,” and others designed to encourage students toward a more healthful lifestyle and promote the services provided by Counseling and Health Care services.

Goal:

Promote good health and healthful lifestyles for students, recognizing that they benefit as students, as well as in their future roles as leaders.

Strategies:

- Collaborate with the Director of Campus Life to develop of student activities, sports, exercises, and recreation that promote a healthful lifestyle.
- Provide a promotional and educational campaign to encourage students to become engaged and involved in wellness activities.
- Offer free physical check-ups to students who have chosen to participate in a wellness program and provide on-going group counseling designed to reinforce the healthful lifestyle.
- Enlist selected faculty and staff to serve as mentors in the campus wellness program.
- Promote good physical and mental health as a lifetime choice with a library of books and brochures dealing with health issues and healthful living.
- Develop a Web site provides electronic access for PMU students to wellness-related links that appropriate and available in Saudi Arabia. A list of such links typically provided by U.S. universities is listed in Appendix D.

Goal:

Develop a program of response to student emergencies and crises that may occur on the PMU campus.

Strategies:

- Work collaboratively with local health officials to develop appropriate emergency responses.
- Consider purchase of has an emergency health care vehicle for transport of patients facing emergencies.
- Collaborate with the Director of Campus Life to provide emergency personnel during sports and recreation activities.
- When residence halls are constructed and occupied, develop an emergency response system for resident students.
- Create a university-wide crisis response team, including physical plant staff, administrators, counseling center staff, and local and campus health care providers

Goal:

Recognizing that the Saudi Ministry of Education Fosters Saudi culture and Islamic values as part of the education program, the Department of Health Care and Counseling Services promote a campus climate that encourages a spiritual commitment and enhances mental wellness.

Strategies:

- Provide individual and group counseling to students on topics such as “Dealing with Depression,” “How to recognize Depression,” “Panic Attacks and How to Cope,” “Healthy Relationships,” “Perfectionism and Its Accompanying Issues,” and “Sleep Disorders.”
- Offer training to staff and faculty on how to recognize and assist students in distress.
- When appropriate, provide program to parents that detail the types of issues their sons and daughters may encounter as university students.
- In collaboration with the university’s academic program, develop and require attendance at a series of programs for new students that assist in their transition to university life and studies. Sample topics may include “Time Management,” “Testing Taking Techniques,” “Developing Effective Study Habits,” “Recognizing and Dealing with Test Anxiety,” and others.
- In cooperation with the faculty of Islamic Studies, the counselors plan co-curricular programs that support the Islamic courses required in the Core Curriculum.

- Collaborating with the Department of Campus Life and the faculty of Islamic Studies, the counselors develop a student organization (or identify individual students) to assist in mentoring new students in Islamic culture and religion.

Goal:

Recognizing PMU's commitment to developing leaders, collaborate with selected academic areas and the Department of Campus Life to promote leadership attributes and provide skills training to students.

Strategies:

- In collaboration with the academic colleges, the Learning Resources Center and the Department of Campus Life, develop a program of student mentors and peer educators who work with their fellow students to promote academic and social success. Training customized so that these mentors and peer educators to taught to recognize behaviors that can result in academic failure such as class absences, withdrawal from friends, or excessive mood swings.
- Customize training programs for student leaders such as resident assistants, club officers, and potential leaders on topics such as assertiveness training, leadership traits, building better self esteem, meeting people and developing personal ease in social settings, dealing with divergent opinions and views, and conflict resolution.
- Collaborating with the Director of Campus Life, develop partnerships with off-campus groups and business leaders who may serve as mentors for PMU student.

VII. ACADEMIC ADVISING SERVICES

A. OVERVIEW OF ACADEMIC ADVISING SERVICES

Accurate academic advising is of the utmost importance to the success of every student desiring to complete a degree. The professional staff and faculty who serve as advisors, therefore, bear considerable responsibility.

The student and the advisor can establish an important relationship as the student progresses through his or her academic program. An effective and knowledgeable advisor can also provide solutions for students who have academic problems and can offer valuable suggestions to students who need help with classroom activities, such as note-taking and test-taking. The rapport between an advisor and a student often can be the factor that enhances the student's progress toward success.

Academic advising at the PMU is critical because the curricula of the various degrees are rigid. Students have the option of selecting a certain number of electives, and advisors must be well-trained in order to assist them in making wise decisions. However, within their majors, students follow prescribed programs of study. These highly structured programs provide little opportunity for students to change their majors outside of their colleges. In some cases, even changes within a college can create the need for students to take extra courses. From the beginning of a student's university career, advisors therefore must be able to distinguish between the subtleties of the majors and be able to explain the flexibility and inflexibility of programs. In order to assist students fully, advisors must be readily available for meetings and consultation.

Academic advisors are responsible for many students whose backgrounds and abilities may be quite diverse. Therefore, the advisor must be able to adjust to each student's needs, recommend the proper balance of courses, suggest techniques for success, and track those students who are showing signs of academic weakness, and evidenced by poor grades and weak study habits.

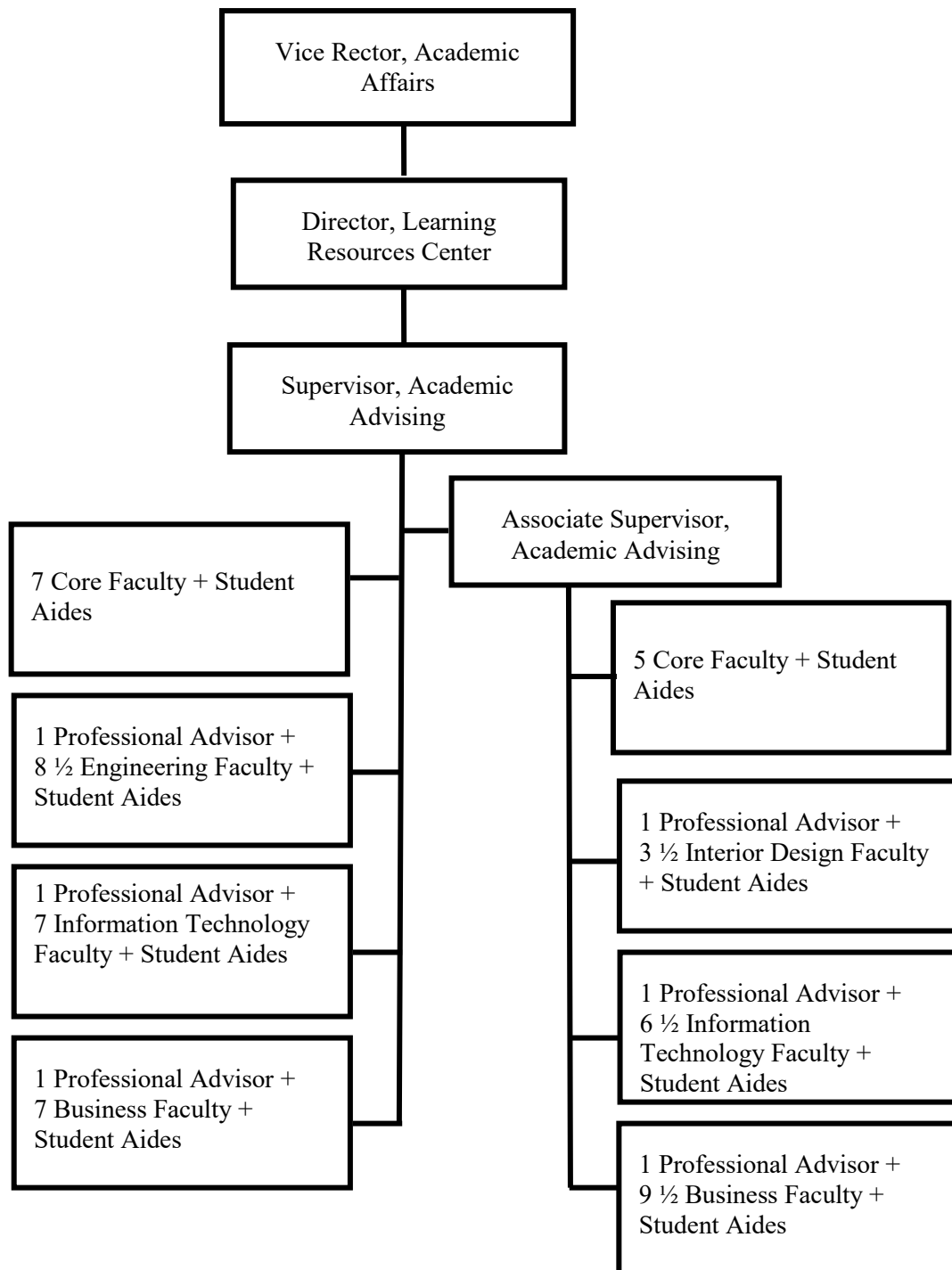
B. ORGANIZATIONAL STRUCTURE AND ADMINISTRATION

1. Place in the University Structure

Though student advising is sometimes placed under the jurisdiction of a university's department of student affairs, it is the recommendation of this report that at the PMU advising be organized under the Learning Resources Center (LRC). This emphasize the academic nature of advising and strengthen ties to the colleges and their majors. The recommended use of faculty advisors to work in conjunction with professional advisors reinforces the need for student advising to be placed both administratively and physically with academic functions.

The heads of this function, therefore, would be titled Supervisor of Academic Advising (for male students) and Associate Supervisor of Academic Advising (for female students). They would report to the Director of the Learning Resources Center and, through him, to the Vice Rector of Academic Affairs.

The structure of the Office of Academic Advising Services can be represented in the following organizational chart.



This chart is a portion of the chart presented in the final report *PMU Learning Resources Center*. Academic advising is one of the two major LRC functions beyond traditional library services that are designed to enhance the learning experience of PMU students. The other of these functions is Learning Enrichment Services, which operates the Reading Center, Writing Center, and Math Center to provide additional help to students in their academic subjects.

The complete integration of Academic Advising Services with other LRC functions is fully described in the final report *PMU Learning Resources Center*. For easy reference, Section VII, Academic Advising Services, of this final report, *Student Support Services*, is provided as an appendix to the LRC report.

2. Supervisor and Associate Supervisor of Academic Advising

The Supervisor of Academic Advising is responsible for coordinating academic advising for all undergraduate students. He have direct supervision for the advising of male students. Working closely with the supervisor, the Associate Supervisor of Academic Advising have direct supervision for the advising of female students.

The supervisor and associate supervisor must know the curricula of all majors and must be the resource persons for any questions concerning academic advising. They consult with the appropriate deans and department chairs concerning the various curricula. Each monitor the progress of academic advising and keep accurate data on the effects of various advising procedures.

The supervisor and the associate supervisor must be individuals who are able to deal with students in a pleasant manner.

Additionally, the supervisor is responsible for training the advisors and keeping updates on course offerings and classes. He determine the parameters of the advising functions of both the professional and faculty advisors.

The supervisor devise a suitable evaluation instrument to determine the effectiveness of the advisors. (See Appendix E for a sample evaluation form to be filled out by students following an advising session.) The supervisor monitor the advising loads of both the professional and faculty advisors in order to determine the effectiveness of advising and its impact on retention. He consult with administrators concerning steps that need to be taken to help students in academic trouble.

The supervisor must be continually aware of changes in technology and specifically advising programs that can benefit both the university and the students.

Other responsibilities of the supervisor could include developing a working budget that reflects the ambition and integrity of the advising program.

Both the supervisor and associate supervisor might serve on appropriate committees as requested by the Vice-Rector of Academic Affairs, create and present workshops and other programs for the education of students, work directly with the offices of admissions to develop promotional materials and brochures needed to support the university's mission, and communicate with other universities to enhance recruiting and retention efforts.

The Supervisor and Associate Supervisor of Academic Advising hold a Master's degree (Doctorate preferred) in student affairs, counseling, or related field. Each be capable of fluently writing and speaking in English.

C. PROFESSIONAL ADVISORS AND FACULTY ADVISORS

1. Determining the Type Required

Professional academic advisors and faculty advisors each have advantages and disadvantages. As a result, a combination is the best arrangement. However, because each college at the university has distinct missions and goals, the PMU consider a number of questions before making its final decision.

2. Qualifications of Academic Advisors

Both professional advisors and faculty advisors possess "people skills" — that is, they enjoy working with students, they be aware of the problems that students face within an academic community, and they be aware of the resources available to help students succeed.

The professional advisor is a full-time staff person who is aware of all aspects of advising and with the curriculum for which he or she is primarily responsible. This advisor must be able to work closely with the faculty advisors and the faculty of the college. Because the professional advisor available at all times, he or she is kept up-to-date on changes in the curriculum and any policy changes that could affect advising and the students.

If the advisor is the freshman advisor, he or she have a complete knowledge of the PMU core curriculum. Beyond this, however, he or she be familiar enough with the curricula in the major field to talk intelligently about the various options. This knowledge of the majors is especially important during the first two years of the university when there may not be any major advisors available, or, if there are any available, there a limited number.

The professional, full-time advisor's job includes analyzing and processing degree plans, maintaining student files that are updated throughout the students' academic careers, provide retention services for students on probation, assisting with orientation sessions, and other duties assigned by the supervisor or associate supervisor.

Both professional and faculty advisors must also be aware of those courses within the freshman and sophomore years that are needed for specific majors. For example, engineering - require different mathematics courses from business, and the advisors need to make sure the students are taking the correct courses. Laboratory sciences are another area within the core curriculum that can be specific for certain majors. The advisor must make all efforts to ensure the student is on the correct track.

When the student has academic problems, the advisor be able to direct him or her to the resource area to get help. Through its Learning Enrichment Services, the Learning Resources Center is able to help with reading and writing English, with mathematics, and with study skills.

Finally, the academic qualifications of the faculty advisors must be suitable to his or her discipline. Full-time faculty with terminal degrees have the experience and knowledge to make the best faculty advisors as long as they also have the personality and the desire to do this important work. Whether the faculty advisor is paid a stipend for advising or whether he or she receives released time from teaching is a matter for the university to determine.

Professional advisors hold Bachelor's or Master's degree in student affairs, counseling, or related field. Each be capable of fluently writing and speaking in English.

3. Training Academic Advisors

The supervision and training of advisors is under the guidance of the Supervisor of Academic Advising.

Though the actual experience of advising is the best way to learn how to advise students, advisors are most effective when they have received training unique to the institution and its programs. Training of advisors at the PMU - involve two different types of advising, for core curriculum advising and academic major advising. The two - have similarities of style and approach with different emphases on information.

Training faculty to be advisors in a new university be less difficult than training faculty in an established university, for both the core curriculum advisors and the major advisors - begin with

specific courses. Any changes in either curriculum can quickly be filtered down to advisors.

The PMU also - have the advantage of an on-campus Professional Development Center. The Supervisor and Associate Supervisor work closely with the director and staff of the center to design and deliver training programs to both professional and faculty advisors. The supervisor and associate supervisor also - work closely with deans and department chairs in designing training for advisors.

Five two-hour training sessions would be appropriate for initial training of professional advisors. This would give them the opportunity to share ideas and ask questions. These five sessions would cover the following topics:

- Specific requirements of curriculum and rationale for courses.
- Ways to balance a schedule of classes to benefit students.
- The use of the LRC's Learning Enrichment Services, including the writing, reading, and math centers. Individuals from each area provide information to the advisors.
- Transitions from the core curriculum to major programs. Core curriculum advisors and major advisors would meet together to discuss and understand the issues involved.
- Methods and techniques for handling problems of students. These sessions would include meetings with counselors from the Department of Health Care and Counseling Services to ensure services are properly aligned and understood.

At the opening of the university, meetings of advisors be scheduled about every two weeks. It might be beneficial to reserve a time each week for meetings. Later, the meetings could be held less frequently depending on the need. Meetings often are needed when changes are made to curricula or when some other changes occur that directly affect academic advising.

4. Types of Advisors Required

Since PMU degrees are structured in a rigid format, it is recommended that the best arrangement for advising would be a combination of faculty and professional advisors.

In the recommended plan, each college - have one full-time professional advisor who would be available at all times. During peak advising times — the beginning of the semester and the time scheduled for early registration for the next semester — faculty members - aid with advising.

Faculty advisors are especially valuable for the final junior and senior years. They possess expertise in the major subject areas and come from the students' disciplines. One primary advantage to this is that the advisor is familiar with the student's academic program and can explain course work and help with deficiencies the student might face.

5. Student / Advisor Ratio

No advisor be burdened with too many advisees. Determining the maximum number therefore depends on the amount of time each advisor is expected to spend with each student. This naturally would vary with the student and his or her progress. An average amount of time required for an initial meeting with a new student, however, would typically be 30 minutes. Subsequent meetings focusing on the next semester's classes could be shorter, usually about 15 minutes. Other occasions might arise in which the student would want to see the advisor, but the times required would vary depending on the student's concern.

It could therefore be estimated that an advisor would spend an average of one hour with each student each semester.

A faculty member who spends 15 hours a week as a part-time advisor could see, at maximum, 15 students a week. Advising activity, however, occur principally at the beginning and at the end of the semester. During the middle of the term, student needs are met by the department's professional advisors. If a part-time faculty advisor sees students during seven weeks, typically the three weeks at the beginning of the semester and the four weeks at the end of the semester, he or she could see a maximum of 105 students. A ratio of 105:1 is not unreasonable.

6. The PMU Cycle of Advising

The anticipated freshman class at the PMU is 700 male and 550 female students, drawn from students completing the Preparation Year Program and students admitted directly from high school into degree studies. Using the ratio of 105:1, this enrollment results in the need for six male advisors and five female advisors. Some of these faculty members can be chosen from the core curriculum faculty. Others can be faculty from the student's major who teach introductory level courses.

Students - begin working with their freshman advisors at the end of the Preparation Year Program, when they apply to admission to colleges in the university. (See Section F. Advising for the First Two Years, below.) Each - then remain with his or her freshman advisor for two years, until the end of sophomore year. At that time, the student is assigned an advisor for the next two years from his or her academic major.

As a result of this two-year cycle, the second year - add eleven more faculty advisors (seven male, five female) to accommodate the new freshman students.

Due to attrition, faculty - have lighter advising loads when their students are sophomores than when they are freshmen. However, during the spring semester, these faculty advisors - compensate by adding to their load the Preparation Year Program students who is their freshman advisees for the following year.

7. Total Number of Advisors Required

The number of students for each major and the formula above by which faculty members spend 15 hours a week as advisors suggest the equivalent of 54 part-time faculty advisors (29 ½ male and 24 ½ female) is necessary to serve all students.

The figures below are based on Table B, “Enrollment Distribution Across Proposed Academic Programs by Year at Full Operation with Attrition”, from the December 3, 2004 report *PMU Implementation Plan*.

Part-Time Faculty Advisor Requirements

	Male Students	Advisors needed	Female Students	Advisors needed
Freshmen	700	7	550	5
Engineering				
Electrical Engineering	321	3		
Mechanical Engineering	321	3		
Civil Engineering	279	2 ½		
Interior Design			379	3 ½
Information Technology				
Information Technology	320	3	320	3
Computer Science	320	3	240	2 ½
Computer Engineering	122	1	118	1
Business Administration				
Accounting	160	1 ½	200	2
Finance	160	1 ½	220	2
Management Info. Systems	160	1 ½	300	3
Business Administration	240	2 ½	260	2 ½
Total Advisors		29 ½		24 ½

The total number of advisors required, therefore, would be six professional advisors (three male and three females, one assigned

to each college), plus 54 faculty advisors assigned during peak times (29 ½ male and 24 ½ female).

Since the breakdown above shows a number of advisors at half time, some advisors could be assigned to two majors, or some advisors may meet with fewer students. This second option, however, would increase the total number of faculty advisors.

With a combination of professional and faculty advisors, the number of advisors a student sees during his or her university experience would remain small. The student would have one faculty advisor for the first two years and another for the second two years, available during peak activity at the beginning of the semester and at pre-registration at the end. The other, professional advisor would be available at any time. Limiting the number of advisors for each student is important. The rapport that develops between the students and their advisors can be key to developing confidence and trust.

D. THE APPLICATION OF ADVISING SERVICES

1. Introducing Students to Advising

Academic advising is so crucial to students that advisors must be ready to discuss the importance of advising to various audiences. Student orientation programs, usually facilitated by the Division of Student Services, are informational occasions when students are exposed to all facets of the university before actually beginning classes. Since students are attending orientation programs to learn about academics and what is expected of them as students, advisors are an important group to meet with prospective students.

The Supervisor of Academic Advising conduct sessions at the university orientation in which general information about the various academic programs is presented. This include both common areas such as core curriculum requirements and specific areas that - differ for students — particularly mathematics and sciences — depending on the majors they have chosen. It is imperative that students understand that once they begin a particular major they - have some difficulty changing majors, particularly from one college to another.

The parents of prospective students also need to understand the course work their sons and daughters are taking. Parents tend to ask questions more freely than do students. Individual advisors can help answer these concerns and give the parents confidence that the advisors can safely direct their students into the correct classes. Sessions with parents can help them understand the scope of the curriculum.

Counselors at high schools expected to produce PMU students also may be an audience for expressing the importance of advising. These individuals influence students about universities and degrees offered. Because PMU is going to be patterned after American universities, this distinguishing characteristic can be a selling point for PMU. If feasible, it might be beneficial to invite counselors from several high schools to come to campus and receive information about the curricula for the various fields of study.

2. PMU Advising Centers

a. Location

The Supervisor and Associate Supervisor of Academic Advising be physically located in Learning Resources Center to facilitate interaction and cooperation with their peers in Learning Enrichment Services and with their supervisor, the Director of the Learning Resources Center. Because student advising at the PMU is recognized as an academic function, however, the offices of individual advisors be located in the academic colleges they serve.

The clusters of offices that occur on the first and second floors of the college buildings would be appropriate locations for both full time and academic advisors. Each professional advisor could be located with his or her faculty counterparts in the college they serve. Locating advisors together in an area designated as an Advising Center - make meetings convenient for students and - encourage interaction among advisors.

Alternatively, if the university wishes to locate advising services on the ground floor, offices may be used in the spaces titled “Student Center” on the Zuhair Fayez Plans of academic buildings.

The ground floor arrangement has the advantage of an already-designed lounge area where students can wait for their meetings with advisors. Locating a waiting or reception area among the first or second floor offices would require some redesign of spaces. However, the “Student Center” spaces are large enough to accommodate only the professional advisors. This location also would remove them from the colleges they serve. In this scenario, faculty advisors would be located elsewhere in their respective colleges.

b. Atmosphere

The ambiance of the Advising Centers is very important, as this may be the first place a prospective student goes for information. A reception area contain comfortable furniture for the student and his or her family and friends. Literature about the university be readily available as well as information about the various academic programs and services of the university.

Advising centers also make full use of technology. The university may wish to develop software that would link its advising centers to academic areas such as the Learning Resources Center or to Student Services areas such as career services. A common access to all support services can benefit students by simplifying and encouraging use of university resources. Placing kiosks in advising centers and at other key locations throughout the university, or giving students wireless access to support services through their laptop computers, would give information to students about all facets of the university. The use of technology in advising and student services would be a key component of the university's technology infused environment.

c. Personnel and Scheduling in the Centers

The professional advisors ~~are~~ on duty in the advising centers throughout the day and throughout the semester. Faculty advisors - devote a certain number of hours to advising in the center during the weeks at the beginning and end of the semester that are designated peak times. During these periods, fifteen hours a week for faculty advisors would be a reasonable schedule, with the average of three hours a day. Students may see advisors by appointment, or the center can designate times when advisors - see "walk-in" traffic without appointments.

Each advising center also is staffed by a number of student assistants throughout the day. Students - make appointments with advisors and help students with basic scheduling problems and class information. If Advising Centers are located in individual colleges rather than the common "Student Center" areas that serve multiple colleges, student assistants be enrolled in one of the majors in that particular college. If Advising Centers are located in the common "Student Center" areas, they represent each of the university's colleges.

3. Information Brochures about the Various Majors

It is extremely important for the Advising Centers to have brochures about majors and other materials on hand at all times for use in informing students. These brochures be brief but informative. They provide relevant information that - assist the student in understanding programs. The brochures include the following:

- Pictures that show students involved in the majors
- Qualifications needed for admission into the program
- Basic requirements for the degree
- Possible job opportunities for graduates
- Information about the faculty
- Distinctive features of the program

These brochures be available to prospective students as well as students currently enrolled in the Preparation Year Program or their freshman year of university studies. Advisors in specific areas be available to talk with prospective majors about their programs.

In keeping with technology infused environment of the PMU, each major also have an attractive Web site that includes more detail about the program. Technology can be utilized to attract prospective students to the university. It also can ensure that advisors have immediate access to the information they need for assisting students.

E. THE INITIAL ADVISING SESSIONS

1. The First Advising Session

The first session between advisor and student last 30 minutes. If the student has come with his or her parents, they be invited to be part of the session, for many parents are-unaware of the curriculum. Since PMU is academically organized in the manner of an American university, then the structure of the freshman year's courses and the core curriculum courses may be completely new to the parents as well as the student. The advisor must be able to talk about the curriculum and be able to answer questions that might arise. For example: For a student who plans to study electrical engineering, there might be no reason to question the need for proficiency in English, but a question might arise about course requirements in social and behavioral sciences. Students, parents, and advisors all would benefit from literature that describes the first two years and major studies at the PMU.

Advisors also need to talk about the careful balancing of a class schedule. The student - best know his or her strengths and weaknesses in academics. However, academic programs have many other aspects of which students may not be aware. For example:

- Prerequisites must be taken first.
- Certain majors require particular mathematics courses.
- Majors require specific grade point averages for advancing to the next level.
- Many courses are offered only one time each year.

Occasionally students are accompanied by parents who dominate the advising session by doing much of the talking for their son or daughter. The advisor, however, can still focus his or her attention on the student. It is not uncommon for the parent to insist on one major for the student but for the advisor to sense that the student does not want to pursue that course of study. To avoid creating anxiety between parents and child, the advisor can invite the student to another session once classes have begun to talk about his or her progress. At the close of the first advising session, the advisor schedule a second advising session with the student about three or four weeks into the semester.

2. The Second Advising Session

The second advising session with the student can be very productive. By this time, the student has settled into the university and this meeting can be conducted on a friendly basis. The student's progress can be discussed and the advisor can ask about the student's classes. If the parents appeared overbearing at the first session, this can be discussed and the advisor can talk with the student about his or her goals in life. If the major suggested by the parents is not what the student desires, this - become the focus of the session, even though no changes in major needs to be made officially at this time. This second session can establish more firmly a positive rapport between advisor and student.

F. ADVISING FOR THE FIRST TWO YEARS

During the five years required for the members of the initial entering class to complete their courses of study at the PMU and the seven total years required for the university to reach its full enrollment, Academic Advising Services - grow and become an even more viable asset for the students and the university.

1. Preparation Year Program

a. Need for Preparation Year Advisors

During the Preparation Year Program, students require minimal advising. Placement tests determine the level of English courses they take, and all students take the same learning skills courses and the same first semester of math. Their only choice, and the only occasion when students may need advising on course selection, occurs at the end of the first semester, when they select the math course for the second semester. At this time, they select one of two courses, depending on their intended major.

At the end of the second semester, students who have successfully completed the Preparation Year Program apply to admission to one of the three PMU colleges. It is anticipated that when the university is at its full operation, 480 males and 434 females - advance each year from the Preparation Year Program to degree studies. (See Table B, "Enrollment Distribution Across Proposed Academic Programs by Year at Full Operation with Attrition", from the December 3, 2004 report *PMU Implementation Plan*.) Using the student/advisor ratio of 105:1 presented above, these numbers - require five male advisors and four-and-a-half female advisors.

b. Source of Preparation Year Advisors

To serve students leaving the Preparation Year Program, it would be beneficial to have faculty advisors available from both the core curriculum and from academic majors available. Faculty advisors from the majors are especially helpful as students apply to the university's colleges.

At this point, the faculty - perhaps serve more as consultants to the students than actual advisors, but their role not be diminished. All majors except those in the College of Business Administration have major course requirements freshman year, so the faculty teaching those courses would be the best consulting advisors. These faculty members are likely to have knowledge of advanced courses and can also help students understand the progression of classes and prerequisites.

2. Freshman Year

a. Choice of Freshman Advisors

When students advance from the Preparation Year Program to PMU degree studies, they make application to one of the three colleges of the university. (For details on admissions processes, see the report *PMU Admissions Plan*.) With the exception of Interior Design, however, most students do not necessarily declare a major at this time. A student entering the College of

Business Administration, for example, would not yet be committed to studying one of the majors: finance, accounting, business administration, or management information systems.

During this year, most students take introductory major courses, which are required of all students in their college. The bulk of their freshman coursework, however, comes from the core curriculum. Sophomore year sees an increase in the major courses, but still a large number of Core Curriculum courses. The faculty of the Core Curriculum, therefore, would be the best choice for advisors for the first two years of study.

Since all freshmen students are enrolled in a college, there is no need for professional advisors to serve freshmen as a distinct group. The professional advisors assigned to a college - serve that college's freshmen. If the work load of professional advisors becomes too great as the PMU grows, the university may choose at a later date to add professional advisors to serve only freshmen.

b. Role of Freshman Advisors

Establishing a rapport with students at the outset of their academic careers can be a positive influence on the students. This - lead to a smooth transition for entering a third year that focuses sharply on their majors.

In meetings to discuss academic programs with beginning students, advisors demonstrate how to construct a schedule that benefits the student most. When meeting with the student initially, the advisor can evaluate the academic background and the academic desires of the student. It is important that each student understands his or her degree program. A useful tool for presenting programs and helping them easily understand the sequence of requirements is a color-enhanced course listing. A sample listing covering the PMU Core Curriculum is presented as Appendix F of this report.

c. Course Selection in Freshman Year

Because of the need to satisfy Core Curriculum requirements at the beginning of the academic career, students - not need to select a major within their college until the end of Freshman Year. However, advisors must make students aware that there are certain courses within the Core Curriculum that are requirements for programs in the colleges. The advisor must make the student aware of necessary decisions and the urgency of making important choices.

For example, during the first semester of the freshman year, all engineering students are taking Introduction to Engineering, all Information Technology students are taking Computer Science I, and all Interior Design students are taking Introduction to Interior Design and Interior Design I. If a student decides to change his or her major after the first semester, there - not be too much of an impact on additional course work (unless these classes are only offered during the first semester), but additional specific courses are required in these majors during the second semester of the freshman year; only business administration majors begin their specific major coursework in their sophomore years. There are also specific courses in mathematics and science required for all majors that are expected to be taken during the freshman year.

If the family wishes, it is appropriate that parents be allowed to attend the initial advising session. Many times parents may not be aware of the details of an academic program. The advisor must stress to both the student and the parent, however, that the curriculum for each major is rigid and that after the first year of study, changing to another major could result in an extra year of coursework.

3. Advising the Core Curriculum

The PMU core curriculum includes a large number of both required and elective courses. To assist students in their selections, advisors have available a handout sheet that summarizes the courses on one page and provides a table in which students can write the courses they select.

a. University Core Courses

All students must take ten courses (34 hours) from the University Core Curriculum, and eight of these courses must be completed by the end of the sophomore year. These include: four courses in communication (12 hours), three in PMU core competencies (6 hours), two in physical education (2 hours). Courses in Arabic language (7 hours) and Islamic studies (7 hours) must be taken for seven consecutive semesters. Advisors need to stress the importance of communication in all areas of the student's work. Professors - expect students to be proficient in both written and oral English as well as to be prepared for research.

b. Mathematics Courses

Nine mathematics courses are currently listed for the degrees offered. Although only six hours are required for the core curriculum, additional math courses are required for all majors except Interior Design. Advising for mathematics can be complicated, because requirements can vary depending on the major pursued. Additionally, if students decide to change their majors to another college after they have taken specific math courses, they - have to take additional courses, unless the college is willing to make substitutions.

For example, all students majoring in programs in the College of Business Administration must take Finite Mathematics for Students of Business (MATH 1311) and Calculus for Students of Business (MATH 1312) in their freshman year. These courses then lead to a third math course required in the second year — Statistical Methods (MATH 1313). These courses are taken almost exclusively by students in business, so a student changing from a business program to any engineering program or two of the three information technology programs would have to take Calculus I, II, III and Differential Equations. With the high number of credit hours designated in each program for each semester, students would have difficulty scheduling these classes. Another problem could occur if these mathematics courses are prerequisites for higher level courses in major fields. As a result, students must be advised very carefully. Any students who are in doubt about their major may have to alter have their freshman year schedules.

c. Science Courses

Degrees in both the Colleges of Information Technology and Engineering require specific natural science courses. IT requires two semesters of physics and an additional science and Engineering requires different combinations of physics and chemistry.

Knowledge about the curriculum's final years is necessary for advisors, as they must be able to talk intelligently about the programs. But the advisors - not need to have detailed knowledge about the content of specific courses. This information can be provided by the faculty who is advisors in the students' third and fourth years.

G. SELECTING MAJORS AND CHANGING MAJORS

Many students - have already chosen their majors when they enroll in the PMU. However, it is likely that some of them - change their minds for a variety of reasons. Students need to be aware of the consequences of changing their majors as far as degree specific requirements are concerned.

1. Students Undecided About Their Majors

Many times students are unsure of their majors when they enroll in a university. Since the curriculum for all majors at the PMU are strictly structured, students - need to decide by at least the end of their freshman year what their majors are. Since only a few courses are taken for specific majors during the freshman year, there is opportunity for substitutions within the core for students who are undecided. Advisors are needed to determine the best course of action for these students and warn them about getting too far behind with math and science requirements unique to certain majors.

2. The Need to Choose Core Courses Carefully

All students at the PMU are required to take eight hours of physical sciences. The choices are Introductory Biology, Introductory Chemistry, Chemistry for Engineers I, Chemistry for Engineers II, Introduction to Physical Geology, Introductory Physics, Physics for Engineers I, and Physics for Engineers II. It is obvious that students going into any of the engineering majors take the chemistry and physics courses designated for engineers; other majors choose introductory courses. However, if a student who initially intended to major in Business Administration decides he wants to switch to Civil Engineering and has not taken the proper core science courses, he - have to take those courses before progressing to courses for which those courses are prerequisites.

Entering students who decide to major in business administration be warned about changing their majors while completing the core curriculum. This warning also be given to majors in the engineering, because there is specific mathematics requirement for engineering majors as there are for business majors, as well as the two economics courses in the behavioral sciences.

H. ADVISING MAJORS IN THE THREE COLLEGES

1. College of Business Administration

Advisors of majors in the College of Business Administration must be alert to the classes that are only offered once a year and must guide students carefully. Students who fail courses in the majors are likely to have added semesters due to the fact that upper-level courses in particular are likely not to be offered each semester.

Students majoring in any of the four departments in the College of Business Administration begin the specific courses for their major in the second year. However, as is true with all majors, specific mathematics courses are taken during the freshman year.

Additionally, majors in accounting, finance, and business administration - take the financial accounting and managerial accounting sequence in the sophomore year, while MIS major takes the accounting sequence in the junior and senior year. The MIS student takes three courses in the major during the sophomore year: the two programming for information systems courses and legal environment of business.

Students be able to determine after taking accounting whether they are ready to major in accounting, for most jobs in accounting depend on individuals with superior accounting skills. If an accounting major finds that he or she is average in the introductory courses, it is likely that the advanced courses are beyond the student's capability. Therefore, the student decide to switch majors to one of the other three areas.

There are ten courses that all business majors must take, so it is likely that they are offered every semester even though the suggested class modules specify a specific semester. The other courses required for the various majors - probably not be taught each semester, particularly the elective courses. Only Intermediate Accounting I is required of two majors (Accounting and Finance), so it is likely to be taught each semester.

It is imperative that advisors are aware of the semester in which courses are offered. Academic departments must furnish advisors with the information several semesters ahead of time so that four-year programs can be devised for students.

2. College of Information Technology

Students majoring in the three departments in the College of Information Technology begin much of their basic work in the freshman year and have unique classes in mathematics and the natural sciences. There is little leeway if any, in changing majors, even within the college.

Advising students in the College of Information Technology is the most difficult if the projected number of students in the three departments is constant, particularly in the Department of Computer Engineering where the anticipated number for both men and women is low. In some instances, it is impractical to have two classes of required courses offered each semester. It is also highly likely that junior and senior courses are offered only during one semester. This - cause students in this major to have rigid schedules with little opportunity for variance. It also leaves no room for failures. Students receiving failing grades would likely have to wait until the following year to retake courses.

3. College of Engineering

a. Engineering

Advisors must alert all students desiring to major in any of the three departments in the College of Engineering that changing their majors are extremely difficult because of the rigid requirements. Although engineering students take a few common courses during the freshman and sophomore years, there is some variation among majors. Students must decide by the end of their third semester which engineering major they want.

Students majoring in one of the engineering areas take up to sixteen hours in their major during the freshman and sophomore years. They must take Chemistry for Engineers and Physics for Engineers as well as Calculus I, II, and III and Differential Equations. The junior and senior years for each of the three departments are quite distinct and leave no opportunity for changing majors. Advisors must be ready to tell students about the possibility of lost time if the student decides to alter his major to an area in engineering.

b. Interior Design

Advising students majoring in the Department of Interior Design be relatively easy because the students - progress through the curriculum together. Scheduling of classes also cause little trouble. The student / teacher ratio of 18/1 is reasonable and also offer no problems. Perhaps the primary concern of advisors would be the specificity of the curriculum and the sequential courses. However, the motivation of students be high so the possibility of failure is minimal.

I. STUDENTS ON PROBATION AND IN ACADEMIC PERIL

1. Reasons Why Students Encounter Difficulty

Students who fall below their college's acceptable grade point average after their first semester at the university is placed on probation for a semester. Advisors become especially important to these students, for there can be several reasons why these students performed poorly. Among these are the following:

- They were unprepared for university work.
- They have problems taking tests.
- They lack the skill of proper note-taking in class.
- They have trouble reading textbooks and determining what is important and what is possible testing material.
- They are unsure of their futures.
- They are stressful individuals and the demands of the university add to their concerns.
- They are not used to the competition of other students.

Advisors must be ready to discuss problems with students and/or to direct them to the proper places for help. If the Learning Resource Center has sessions on stress management, time management, note-taking, and other essential needs of university students, probationary students can be directed there. Other students may be directed to the Department of Health and Counseling. The university establish a mechanism for monitoring the progress of these students.

2. Monitoring Students in Academic Peril

A convenient and easy way for advisors to monitor the progress of students through their probationary semester is to provide grade report forms that the student takes to his or her professors for periodic grade checks and then submits to the advisor. It would be best if such a form would have had spaces for the name of the course, the professors' name, a blank for the grade to that point, a section for notes or comments by the professor. A sample grade check form is attached to this report as Appendix G.

J. USING TECHNOLOGY IN ADVISING

1. Computerized Advising Programs

Not only can technology be of great benefit to academic advisors, research indicates that technology is critical to determining success of academic advising programs. The National Academic Advising Association (NACADA), with a membership of over 6,000 members, conducts a yearly conference that offers hundreds of

programs to academic advisors in higher education. The topics that are covered reveal the extent of advising today. Many of the sessions' content are available online: [www.nacada.ksu.edu/].

Although many universities have created their own advising software, there are many commercial advising programs available today. Among the most widely used are DARS (Degree Audit Reporting System) [http://www.dars.muohio.edu/], PeopleSoft [http://www.peoplesoft.com/corp/en/public_index.jsp], and SCT Banner [http://www.sct.com/Education/products/p_b_index.html].

The university must ensure that the program selected contains critical functions for advisors, students, administrators, and others. The PMU must determine which information the software be able to process in order to effectively advise students. The PMU select a software package that has capabilities of handling the following information:

a. Primary Information:

- Complete name of student
- Identifying student number
- Complete home address and phone
- Complete university address and phone
- Cellular phone number (if that is the easiest way to contact the student)
- Degree sought
- Student's major (if applicable)
- Current grade point average
- Classification
- Cumulative hours taken
- Name of advisor

b. Secondary Information (accessible by separate screens)

- Degree plan
 - Includes both core curriculum and major requirements
 - Structured so that courses taken are separated from those needed.
 - Includes a page of accumulated hours, both lower level and advanced.

- For transfer students, total transferred credit breakdown.
- Registration status
 - Indicates to the advisor if any other area of the university has any kind of restriction on the student. For example, if the student's admission forms were lacking needed information, the student would be blocked from registration until he or she had met with an admissions counselor.
 - Indicates if the student is cleared for registration.
- Student schedule
 - A listing of the current schedule as well as listing past schedules
- Transcript information
 - The student's course listing by semester with grades and earned grade point average
 - An appended section showing the progress of completing the core curriculum.
 - For transfer students, the student's transferred credits and transfer grade point average
- Re-admittance history
 - Information concerning any action taken by a Dean or other authority for a suspended student. For example; requirements that a certain number of hours to be taken, requirements that certain courses be repeated, requirements that the student receives aid from the Learning Resources Center.
 - After the student has conferred with the dean or authority, capability for the advisor to re-open the student's registration account.
- Advising history
 - Information from each advising session, including date advised and advisor's name

The program have the ability to e-mail the student. This - enable students to receive and keep copies of course suggestions. If there is mandatory re-advising for students on probation, the software indicate this need and indicate a date for the advising session. This record must be separate from the student's earlier advising.

2. **Online Advising**

The PMU may wish to offer online advising to students who do not need to be counseled by advisors in a one-on-one advising session. Other universities who have created such programs typically promise a response to a student's e-mailed academic schedules within 48 hours. The response - contain approval of the proposed schedule, the suggestion that the student come to see an advisor, or recommending changes. For an example of a Web-based advising program incorporating these functions, visit http://universitycollege.unlv.edu/advising_exploring_majors.html

An online advising program would include input from the student in the following areas: name, student identification number, classification, and major. The program accommodates enough entry fields for the student to submit up to eight courses including entry fields for labs and a field for questions or notes. The program offer links to degree plan sites, the university catalog, schedules of classes, the financial office, and any other relevant sites dealing with course selection and description.

APPENDICES

- Appendix A: Space Requirements, Division of Student Affairs
- Appendix B: Proposed Central Student Affairs Facility
- Appendix C: Job Posting / Resume Exchange / Collection Form
- Appendix D: Health Links
- Appendix E: Advising Session Evaluation
- Appendix F: Core Requirements (Color Coded)
- Appendix G: Student Grade Check Report

APPENDIX A

SPACE REQUIREMENTS DIVISION OF STUDENT AFFAIRS

Male Campus

Health Services and Counseling

Director	20 sm
Nurse	16 sm
Counselor	16 sm
Receptionist/Clerk in Reception	27 sm
Examination Room	8 sm
Patient Room	12 sm

Total **99 sm**

Campus Life

Director	20 sm
Supervisor of Activities	16 sm
Receptionist/Clerk in Reception	27 sm
Meeting/Seminar Room	36 sm
Open Area for Activities	111 sm

Total **210 sm**

Career Services

Director	20 sm
Career Counselor	16 sm
Recruiter of Prospective Employers	16 sm
Receptionist/Clerk in Reception	27 sm
Resource Room	20 sm
3 Interview Rooms @ 11 sm each	33 sm

Total **132 sm**

Male Total **441 sm**

APPENDIX A

SPACE REQUIREMENTS DIVISION OF STUDENT AFFAIRS

Female Campus

Health Care and Counseling Services

Nurse	16 sm
Counselor	16 sm
Receptionist/Clerk in a reception	27 sm
Examination Room	8 sm
Patient Room	12 sm

Total **79 sm**

Department of Campus Life

Associate Director	20 sm
Associate Supervisor of Activities	16 sm
Receptionist/Clerk in a reception	27 sm
Meeting/Seminar Room	36 sm
Open area for activities	111 sm

Total **210 sm**

Department of Career Services

Associate Director	20 sm
Career Counselor	16 sm
Receptionist/Clerk in a reception	27 sm
Resources Room	20 sm
3 Interview Rooms @ 11 sm each	33 sm

Total **116 sm**

Female Total **405 sm**

Combined Male and Female Total **846 sm**

APPENDIX B

November 15, 2004

TO: Texas International Education Consortium

FROM: **Sidney J. Sanders, Team Leader**
PMU Task C: Facilities Planning Liaison
 and
 Assistant Vice Chancellor, Office of Facilities Planning and Construction
 The University of Texas System

RE: **Proposed Central Student Affairs Facility**

In response to your question about the potential location of a centralized Student Affairs facility I am forwarding the following suggestions. Given the geographical configuration of the campus with a relatively narrow width, a premium should be placed on any facility that needs to provide dual service; to both the women's and the men's campuses. Facilities such as the cafeteria and the library are appropriately located on this boundary in order to efficiently serve both campuses with a minimum of excess staff and space.

The proposed central Student Affairs facility should also be located on this narrow boundary, if at all possible. With the current configuration of the campus one logical possibility would be to place the new facility above the cafeteria. Such placement would not compromise the cafeteria and the Student Affairs facility should work well in a second floor configuration. It would place the facility at the boundary of the two campuses and make better use of the limited land that borders both campuses.

If this recommendation is pursued the architects should consider the following design elements in order to insure that it is successfully adapted to the master plan. The super-scaled shading canopy should be discontinued at this location as the easiest way to remove any structural conflicts with a second floor. The foundation for the cafeteria and structural frame will need to be adjusted appropriately to include the loads for a second floor. Vertical circulation will need to be designed including elevator(s) and stairs, both for regular use as well as emergency use. These adjustments to the current design should not be extremely difficult and would provide a logical location for a centralized service facility. Please let me know if you have any additional questions.

APPENDIX C

Prince Mohammad Bin Fahd University

JOB POSTING / RESUME EXCHANGE / COLLECTION FORM

ORGANIZATION _____

CONTACT NAME _____ TITLE _____

ADDRESS _____

CITY _____ PROVINCE _____ POSTAL CODE _____

CONTACT EMAIL _____ COMPANY WEB ADDRESS _____

TELEPHONE _____ FAX _____

1. Graduation dates for which you will be interviewing:

Month ____ Year ____ PMU Alumni ____

Future Graduation Dates _____

2. Majors required: _____

3. Degree level (indicate all that apply): ____ Bachelors ____ Executive MBA

4. Citizenship:

Are you required by law, regulation, executive order, or government contract to limit hiring only to KSA citizens? ____ Yes ____ No

Will you hire international students for practical training as allowed by immigration law or for a position that requires a worker visa status? ____ Yes ____ No

5. Would you like to post this position in our career services database system? ____ Yes ____ No

6. Would you like Career Services to search for candidates in our career services database system? ____ Yes ____ No

7. Would you like students to submit their own resumes through Career Services for interviews at your site? ____ Yes ____ No

Minimum GPA: _____ (Highest = 4.0)

Position Description

Title(s) _____

Position Description (You may attach additional pages): _____

Position Type: ____ Full-Time ____ Part-Time ____ Temp ____ Co-Op ____ Internship

Salary: _____

APPENDIX C

In signing this form, you declare and confirm the availability of the above position and information.

Signature of Organization Contact

Date

Please mail or fax completed form to:
Recruiting Coordinator
PMU Career Services
Address

Telephone: xxxxx

Fax: xxxxxx

APPENDIX D

Health Links

Allergy American Academy of Allergy
www.aaaai.org

I Breathe
www.ibreathe.com
www.aa.org
www.na.org
www.health.org

Smoking
www.tobaccofree.org
www.quitsmoking.com

Eating Disorders
www.mirror-mirror.org/eatdis.htm

Exercise
www.justmove.com

Mental Health
www.ub-counselling.buffalo.edu

General Health
www.familydoctor.org
www.medicinenet.com

APPENDIX E

Prince Mohammad Bin Fahd University

ADVISING SESSION EVALUATION

(To be completed by student)

Advisor # _____ Date _____

YOUR COMMENTS ARE IMPORTANT TO US. ALL RESPONSES ARE ANONYMOUS.

Please circle the appropriate response.

1. Classification: Freshman Sophomore Junior Senior
2. Are you a transfer student? Yes No
3. Age (optional): less than 18 18-21 22-29 over 30
4. Gender (optional): Male Female
5. College: Engineering Business Administration Information Technology
6. How many times have you seen an advisor prior to this time? 0 1 2 3 4 5 6
7. Have you ever returned to an advisor for further help? Yes No

Please evaluate the following statements and select the response that best reflects your opinion.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. As a result of this session, I have a better understanding of my degree requirements.	5	4	3	2	1
9. I feel I can now apply the information learned in this session to selecting courses and determining my academic progress.	5	4	3	2	1
10. I now feel more confident about deciding on the next step in my academic plan.	5	4	3	2	1
11. I was satisfied with how the advisor handled my questions.	5	4	3	2	1
12. It was easy to talk with this advisor.	5	4	3	2	1

	Excellent	Good	Average	Fair	Poor
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13. My overall evaluation of this advisor is 5 4 3 2 1

14. Please comment on any other aspect of this advising session. (Use back of sheet if necessary)

Thank you for completing this evaluation form.

Prince Mohammad Bin Fahd University

APPENDIX F - CORE REQUIREMENTS				INFORMATION TECHNOLOGY			ENGINEERING SCIENCES				BUSINESS ADMINISTRATION			
Yellow = Freshman; Orange = Sophomore				INFO TECH	COMP SCI	COMP ENG	CIVIL	ELECTR	MECH	INT DESG	ACCT	FIN	BUS ADM	MIS
Blue = Junior; Purple = Senior; Green = All Years			Hours	Yr/Sem	Yr/Sem	Yr/Sem	Yr/Sem	Yr/Sem	Yr/Sem	Yr/Sem	Yr/Sem	Yr/Sem	Yr/Sem	Yr/Sem
ASSE 2111	Learning Outcome Assessment I	Req	1	2-1	2-1	2-1	2-1	2-1	2-1	2-1	2-1	2-1	2-1	2-1
ASSE 3211	Learning Outcome Assessment II	Req	2	3-1	3-1	3-1	3-1	3-1	3-1	3-1	3-1	3-1	3-1	3-1
ASSE 4311	Learning Assessment III (Capstone)	Req	3	4-2	4-2	4-2	4-2	4-2	4-2	4-2	4-2	4-2	4-2	4-2
BIOL 1411	Introductory Biology		4											
CHEM 1411	Introductory Chemistry		4											
CHEM 1421	Chemistry for Engineers I		4				1-1	1-1	1-1					
CHEM 1422	Chemistry for Engineers II		4				Elective	2-1	2-1					
COMM 1311	Written Communication	Req	3	1-1	1-1	1-1	1-1	1-1	1-1	1-1	1-1	1-1	1-1	1-1
COMM 1312	Writing and Research	Req	3	1-2	2-1	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2
COMM 2311	Oral Communication	Req	3	2-1	2-1	2-1	2-1	2-1	2-1	2-1	2-1	2-1	2-1	2-1
COMM 2312	Technical and Professional Communication	Req	3	2-2	2-2	2-2	2-2	2-2	2-2	2-2	2-2	2-2	2-2	2-2
ECON 1311	Introduction to Macroeconomics		3							4-1				
ECON 1312	Introduction to Microeconomics		3								2-2	2-2	2-2	2-2
GEGR 1311	World Regional Geography		3											
GEOL 1411	Introductory Physical Geology		4							4-1				
HIST 1311	World Civilizations, 1600-Present		3							4-2				
MATH 1311	Finite Mathematics for Students of Business		3	1-1						1-1	1-1	1-1	1-1	1-1
MATH 1312	Calculus for Students of Business		3	2-1						1-2	1-2	1-2	1-2	1-2
MATH 1313	Statistical Methods		3	2-1	2-1						2-2	2-2	2-2	2-2
MATH 1321	Pre Calculus Mathematics		3	1-2										
MATH 1324	Calculus III		3			2-1	2-1	2-1	2-1					
MATH 1422	Calculus I		4		1-1	1-1	1-1	1-1	1-1					
MATH 1423	Calculus II		4		1-2	1-2	1-2	1-2	1-2					
MATH 2331	Linear Algebra		3			3-2								
MATH 2332	Differential Equations		3		3-1	2-2	2-2	2-2	2-2					
PHYS 1411	Introductory Physics		4							2-2				
PHYS 1421	Physics for Engineers I		4	1-1	2-1	1-2	1-2	1-2	1-2					
PHYS 1422	Physics for Engineers II		4	1-2	2-2	2-1	2-1							
PSYC 1311	Introduction to Psychology		3							4-2				
UNIV 1211	Professional Development and Competencies	Req	2	1-1	1-1	1-1	1-1	1-1	1-1	1-1	1-1	1-1	1-1	1-1
UNIV 1212	Critical Thinking and Problem Solving	Req	2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2
UNIV 1213	Leadership and Teamwork	Req	2	2-1	2-1	2-1	2-1	2-1	2-1	2-1	2-1	2-1	2-1	2-1
	Arabic Language	Req	1	7 sem	7 sem	7 sem	7 sem	7 sem	7 sem	7 sem	7 sem	7 sem	7 sem	7 sem
	Islamic Studies	Req	1	7 sem	7 sem	7 sem	7 sem	7 sem	7 sem	7 sem	7 sem	7 sem	7 sem	7 sem
	Physical Education	Req	1	1-1; 1-2	1-1; 1-2	1-1; 1-2	1-1; 1-2	1-1; 1-2	1-1; 1-2	1-1; 1-2	1-1; 1-2	1-1; 1-2	1-1; 1-2	1-1; 1-2
	Natural Science Elective		4	4-1	3-2	3-2								
	Social Science Elective		3	2-2	2-2	2-2	1-2	1-2	1-2					
	Social Science Elective		3	4-2	4-2	4-2	4-5	4-2	4-2					
				21	21	22	21	21	21	19	19	19	19	19

APPENDIX G

Prince Mohammad Bin Fahd University
STUDENT GRADE CHECK REPORT

Name _____ Semester / Year _____

Course	Professor	Grade	Prof. Initials

