



Advising Guide Information Technology Program

College of Computers and Information Technology

2021-1443

Advising Guide

Information Technology Program

University Advising Unit
College of Computers and Information Technology
2021-1443

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Introduction:

University advising in all its academic, psychological, vocational, and social fields is considered a strategic goal of university education, as it contributes to guiding students and helping them achieve the best results and adapting to the university environment, in addition to helping them solve their psychological and social problems, overcoming the difficulties they may face, and giving them appropriate professional advising with their specializations and labor market needs.

University advising also contributes to revitalizing students' abilities in their specializations, identifying problems that may hinder their academic achievement, providing assistance to them in solving them, increasing students' awareness of their academic responsibilities, and encouraging them to make more efforts in overcoming the psychological problems that prevent them from achieving educational goals, and working to provide them with skills and knowledge. Necessary to raise their level of achievement, develop their abilities, and invest their energies. University advising is not a series of isolated meetings between the advisor and the students, but rather a continuous and regular process that accompanies the students' journey until graduation, as it contributes to directing the students' journey in all academic, social, psychological, and professional fields through the advice and counsel it provides that benefits them and their country. Ensures progress and civilization for them.

Given the awareness of Taif University, with the Information Technology Program at its heart, of the importance of university guidance for students within the university, the University Guidance Unit was established in the College of Computing and Information Technology to achieve the program's goals and vision, improve its outcomes, and assist in personal development, cognitive growth, and academic achievement for students according to specific foundations and standards..

Chapter One

Basic concepts in the field of university advising

University Advising Department:

It is the administration that supervises the advising process within the university. It is a department affiliated with the University Vice Presidency for Academic Affairs and Development, and all advising units in the college emerge from it.

College advising unit:

It is a representative unit of the University Advising Department within the college for the purpose of implementing the advising process within the college in an organized, scientific manner. This unit is formed by members from each department within the college, and this unit is directly linked to the dean of the college.

Student advising:

It is the activity that the guide carries out towards his students. With the aim of helping them in all academic, psychological, social, professional and other aspects, whether directly or indirectly.

Annual advising plan:

It is the plan that explains the general Advising goals that should be achieved during the academic year through college advising units distributed among the semesters according to the university's academic calendar. It specifies the time period necessary to achieve each goal and is presented at the beginning of the academic year.

Quarterly advising plan:

It is the work plan that explains the advising activities within the college throughout the semester, and it specifies the goals for each event, the implementing party, the supervising party, and the time of implementation. This plan must be linked to the annual goals in the annual plan, and be presented at the beginning of each semester.

Quarterly advising report:

It is the report that is prepared at the end of each semester and includes the extent to which the goals of the semester plan have been achieved, the strengths and weaknesses, and the improvement plan to avoid them.

Annual advising report:

It is the report that is prepared at the end of the academic year and includes the extent to which the objectives of the annual plan have been achieved, the strengths and weaknesses, and the improvement plan to avoid them.

First advising meeting:

It is a meeting of the college's advising unit during which the quarterly and annual advising work plan is prepared and is held well before the start of studies.

Second advising meeting:

It is a meeting of the college's advising unit during which it is ensured that advising work is progressing according to the quarterly and annual plan set at the first meeting, and it is held in the middle of the semester.

The third advising meeting:

It is the meeting during which the quarterly and annual reports are written according to previously established plans. It takes place at the end of each semester for quarterly reports and at the end of the academic year for the annual report.

Nitaqat program:

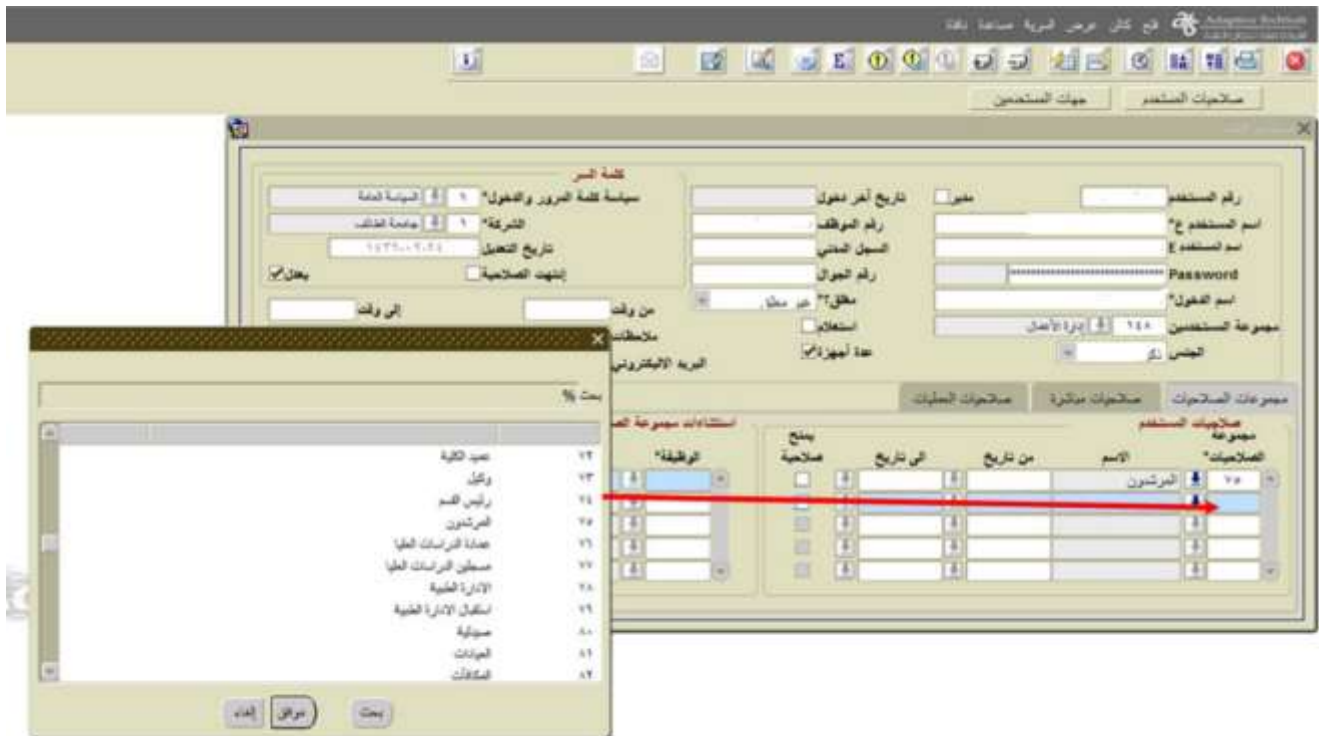
It is a program through which the student's academic level can be identified, which enables the advisor to provide appropriate advice to him. Through this program, the student learns about the advantages that can be obtained as his academic level improves. The program includes (5) graded ranges that determine the student's academic level according to his cumulative average. (Excellence, Excellence, Diligence, Warning, Failure) The student moves to the higher or lower range according to the improvement or delay in his academic level. The student and his advisor are informed of his range through the advising system for each of them. The student's data page also takes the color that expresses his range (green, blue, orange, yellow). , red).

Chapter Two

Electronic Advising Services

First: The internal system of the guide:

The university advisor can access the university's internal system through the employee's student number and password, in order to perform all academic advising operations, such as: the process of deleting a course, adding a course, transferring the student from one department to another...etc. Through this system, he can also print all records pertaining to the student, such as the advising record, academic record, student schedule, etc., and the department head and college dean can grant the university advisor the powers he needs



The permissions group screen on the internal system

Second: The external system of the guide:

The University Advising Department, in cooperation with Admission, Registration, and Information Technology, has updated the external system for the advisor, whereby the advisor can access the external system from anywhere, whether inside or outside the university. The advisor can also, through the external system, identify the complete data of the students he is advising, such as the phone number and phone number. Mobile phone, email, residential address, specialization, level, plan

Taif University

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العنوان الإلكتروني	
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التفصيل

الحركات الأكاديمية

الحركة فصل البدء فصل النهاية

The student's personal and academic data that is available on the external system

جامعة الطائف
Taif University

الصفحة الرئيسية

اسم الدخول : الكلية
رقم الدخول : التخصص

المرشد الأكاديمي

ما يتعلق بالطالب
شخصي
إداري
طلبات الخدمة الفنية
الإرشاد الأكاديمي

- المرشد الأكاديمي
- المساعدات المكتبية
- التواصل مع الطلبة

اسم الطالب	رقم الطالب	المعدل السابق	المعدل الحالي	التخصص	رسائل التثنية
				التربية	رسالة على صفحة الطالب
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				التربية	رسالة على صفحة الطالب

Text messaging service on the student page

Third: Email messages for student domains:

The University Advising Department, in cooperation with Information Technology, Admissions and Registration, launched the Nitaqat Program, which is a program that shows students' levels according to the cumulative average, starting from the Distinction band and ending with the Failing band, where each student has a special color for his page according to the band he belongs to. Through the Nitaqat Program, the university advisor can identify... The student's academic level, which enables the advisor to provide appropriate advice to him. The following figure shows the student bands, the color of each band, as well as the advantages of each band.

<ul style="list-style-type: none"> • إمكانية الاستقطاب كمعيد. • فرص قوية للابتعاث. • التميز على مستوى الوطن من خلال المساهمة في فعاليات وطنية تخص المبدعين. • فرص شبه مضمونة للتوظيف في سوق العمل 	<p>التميز (3.75 فأعلى) المحافظة على المستوى.</p>
<ul style="list-style-type: none"> • تميز الطالب على مستوى الكلية والجامعة. • إمكانية استقطابه كمعيد. • التخرج بمعدل عال وزيادة فرص التوظيف. 	<p>التفوق (3.5 إلى 3.74) المحافظة على المستوى بذل جهد إضافي</p>
<ul style="list-style-type: none"> • إمكانية التخرج في الوقت المناسب. • فرص التوظيف أقل • عدم الحصول على مزايا التفوق 	<p>الاجتهاد (2.75 إلى 3.49) الارتقاء بالمستوى الاستعانة بالمرشد الأكاديمي والزملاء المتفوقين والتميزين.</p>
<ul style="list-style-type: none"> • إمكانية تأخر التخرج. • صعوبة الحصول على فرصة عمل • احتمال التعثر. 	<p>التحذير (المعدل المحدد للتخرج إلى 2.74) العمل على اكتساب مهارات تطويرية. بذل الجهد. تقييم ذاتي.</p>
<ul style="list-style-type: none"> • العجز عن تحقيق متطلبات النجاح • ندرة التوظيف. • احتمال طي القيد من الجامعة 	<p>التعثر (أقل من المعدل المحدد للتخرج) التحويل إلى تخصص آخر. الانسحاب من الجامعة</p>

An illustration showing the semantic ranges of cumulative GPAs and their most prominent advantages

In order for the University Advising Department to communicate electronically with the student and the university advisor regarding semantic domains, the University Advising Department launched an electronic messaging system where motivational messages and warning messages are sent to the student's mobile phone according to the domain to which he belongs. For example, if the student belongs to the excellence domain and his average is from (3.95) and above, a motivational message is sent to him, and if the student belongs to the excellence range and his average begins to approach the lower range, a warning message appears for him, and a warning and motivational message is also sent regarding the student on the advice of the advisor, and the following table shows the messages that are sent to both the advisor and the student according to The student's domain.

Table (1) Advising messages sent to the student's mobile phone and the advisor's email regarding the students' semantic domains

Semantic Domains	The target group of students	Message Type	Student	Advisor
Outstanding (GPA from 3.75 and above)	(from 3.77 and above)	Motivational	My son/daughter, the student By maintaining your presence in the realm of excellence and reaching its peak; Pride for you, your family, and your country, which expects your giving and loyalty, and a guarantee of a bright future for you. So be careful of this; To achieve your ambition.	His Excellency the Advisor Taif University appreciates your happiness in welcoming the student To the top of the range of excellence, and we thank you for your effort in supporting him/her by maintaining his/her continued existence in this distinguished range, which reflects your sincere effort.
	(from 3,75 to 3.76)	Alert	My son/daughter, the student You are about to fall from the range of excellence to below it; Be careful to maintain your excellence and do not waste your effort and waste your ambition by dropping your educational level to the lowest level of excellence.	His Excellency the Guide Taif University appreciates your happiness in welcoming the student To the scope of excellence; However, it was noted that the student On the verge of falling from the range of excellence to the range of inferiority; We ask you to take whatever effort and advising you deem appropriate to prevent this.
Excellence (GPA: 3.50 to 3.74)	(from 3.73 to 3.74)	Motivational	My son/daughter, the student Reaching the top of the scale of excellence; Thank you for your effort. So make sure to put in more effort. So that you gain entry into the domain of excellence, which is the pinnacle of domains,	His Excellency the Guide Taif University appreciates your happiness in welcoming the student To the top of the range of excellence,

			and is a source of pride for you, your family, and your country, which expects you to give and fulfill, and a guarantee of a bright future for you.	and I hope from Your Excellency more support and advising to reach the student To the scope of excellence that crowns your efforts with the distinction you are worthy of.
(from 3,50 to 3.51)	Alert		My son, the student You are about to fall from the range of superiority to below it; So be careful to maintain your excellence and do not waste your effort and waste your ambition by dropping your educational level to the lowest level of excellence, especially since we hope that you will rise to the level of excellence, which is a guarantee of a bright future in the service of your country.	His Excellency the Advisor Taif University appreciates your happiness in welcoming the student To the scope of excellence; However, it was noted that the student On the verge of falling from the range of superiority to the range of inferiority; We ask you to take whatever effort and advising you deem appropriate to prevent this
(from 3,48 to 3.49)	Motivational		My son/daughter, the student Reaching the top of the scale of diligence; Acceptable effort from you; So strive to put in more effort because of your ability and ambition. Until you gain entry into the realm of excellence and from there to excellence, which is the pinnacle of the realms, and is considered a source of pride for you, your family, and your country, which expects you to give and be loyal, with a bright future awaiting you.	His Excellency the Advisor Taif University appreciates your happiness in welcoming the student To the top of the scale of diligence, and I hope from Your Excellency more support, advising and effort to reach the student To the scope of excellence and from there to the scope of excellence that crowns your efforts with what you are worthy of.
(from 2,74	Alert		My son/daughter, the student	His Excellency the Guide

	to 2.75)		You are about to fall from the range of diligence to below the range of warning that hinders your graduation and obtaining a job opportunity. We hope that you will exert more effort to rise to the level of excellence and then to the level of distinction, which is a guarantee of a bright future for you in the service of your country.	We hope that you will take the necessary action quickly Towards the student Because he is about to fall to the warning range, which could prevent him from graduating or enable him to get a job opportunity, and we all hope that he will rise to higher levels at your hands.
Diligence (Range from 3.49 to 2.74)	(from 3,48 to 3.49)	Motivational	My son/daughter, the student Reaching the top of the scale of diligence; Acceptable effort from you; So strive to put in more effort because of your ability and ambition. Until you gain entry into the realm of excellence and from there to excellence, which is the pinnacle of the realms, and is considered a source of pride for you, your family, and your country, which expects you to give and be loyal, with a bright future awaiting you.	His Excellency the Advising Taif University appreciates your happiness in welcoming the student To the top of the scale of diligence, and I hope from Your Excellency more support, advising and effort to reach the student To the scope of excellence and from there to the scope of excellence that crowns your efforts with what you are worthy of.
	(from 2,74 to 2.75)	Alert	My son/daughter, the student You are about to fall from the range of diligence to below the range of warning that hinders your graduation and obtaining a job opportunity. We hope that you will exert more effort to rise to the level of excellence and then to the level of distinction, which is a guarantee of a bright future for you in the service of your country.	His Excellency the Advising We hope that you will take the necessary action quickly Towards the student Because he is about to fall to the warning range, which could prevent him from graduating or enable him to get a job opportunity, and we all hope that he will rise to higher levels at your hands.

Warning (From the specified graduation rate to 2.74)	(from 2,73 to 2.74)	Motivational	My son/daughter, the student Your approach to rising to the scope of diligence; Acceptable effort from you; So make sure to put in more effort. Until you gain access to the range of diligence and then the range of excellence, which brings you closer to the range of excellence, which is the pinnacle of ranges, and is considered a source of pride for you, your family, and your country, which expects from you giving and loyalty, and a guarantee of a bright future awaiting you.	His Excellency the Advisor We hope that you will intensify the effort Towards the student ; Because he is close to rising to the range of diligence and from there to the range of excellence, which brings him closer to the range of excellence, which is the pinnacle of ranges, with more support, effort and advising.
	(from 1.75 to 2)	Alert	My son/daughter, the student You are on the verge of falling into difficulty, which will hinder your graduation and obtaining a job opportunity. We hope that you will exert more effort to rise to the highest level and then to the level of excellence and then excellence, which is a guarantee of a bright future for you in the service of your country.	His Excellency the Advisor We hope that you will quickly take the necessary support and effort Towards the student Because he is on the verge of falling to the level of stumbling that will prevent him from graduating and will not enable him to obtain a job opportunity, and we all hope that he will rise to higher levels at your hands.
Stumbling (less than the specified graduation rate)	(from 1.74 and below)	Alert	My son/daughter, the student Your presence in the zone of failure hinders your graduation and does not enable you to obtain an equal job opportunity with your diligent, distinguished, distinguished peers. We hope that you will exert more effort to rise to the highest level and then to the level of excellence and then excellence, which is a guarantee of a bright future	His Excellency the Advisor We hope that you will quickly take the necessary support and effort Towards the student ; Because his presence in the faltering zone prevents him from graduating, and does not enable him to obtain a job opportunity, and we

			for you in the service of your country.	all hope that he will rise to higher levels at your hands with more effort and advising.
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Table (2) The system of advising messages on the system

Range	Advices for the student	Advices for the advisors
Outstanding (3.75) and above	<p>We congratulate you, dear student: you are in the realm of excellence, and you must maintain this distinction in order to obtain many advantages, including:</p> <ul style="list-style-type: none"> -Possibility of recruitment as a teaching assistant. -There are strong opportunities for scholarship. -There are strong opportunities for excellence at the national level by nominating you to participate in national events for creative people. -The presence of almost guaranteed opportunities for employment in the labor market. -Honoring at the university level. 	<p>Dear advisor, this student is in the range of excellence, and you must encourage him to maintain this excellence through:</p> <ul style="list-style-type: none"> -Continuous communication with the student and motivating him to continue within the scope of excellence. -Communicate with the college administration to provide certificates of appreciation to this student for his excellence in academic subjects. -Placing the student's name on the college's honor roll, and continuing to have his name on the honor roll as long as he maintains the scope of excellence. -Communicate with the Deanship of Student Affairs to honor the student and give him additional incentives.
Excellence (3.5) (3.74) to	<p>Dear student: You are in the realm of excellence, and now you have some advantages, including:</p> <ul style="list-style-type: none"> -Possibility of recruitment as a teaching assistant. -Graduation at a high rate and increased employment opportunities. <p>But you have to work harder in order to move to the scope of excellence, and obtain all the advantages that are in the scope of excellence, and in order for this to be achieved, you must do the following:</p> <ul style="list-style-type: none"> -Make an extra effort to reach the upper range. -Pay attention to the creative aspects that stand out in you and develop them. -Communicate with the faculty members who taught you -To identify the reasons that led to your lack of excellence in some academic subjects and to make sufficient effort to overcome these 	<p>Dear advisor, this student is in the range of excellence, and you must encourage the student to move to the range of excellence, through the following:</p> <ul style="list-style-type: none"> -Clarifying the incentives that can be provided to the student if he moves to the scope of excellence. -Identifying the difficulties that hinder the student from reaching the scope of excellence, and helping him overcome these difficulties. -Encouraging and honoring the student to continue his excellence.

	reasons in order to move to the scope of excellence.	
Diligence (2.75) to(3.49)	Dear student, you are now in the diligence range and you can graduate at the appropriate time, but you have to work harder until you move to the higher range (excellence range), because if you continue in the diligence range, and do not move to the higher range, the following will happen: You will have fewer employment opportunities. Deprivation of the benefits of distinction and added values.	Dear advisor, this student is in the diligence range, and he can graduate on time, but he has fewer employment opportunities, and he is deprived of the benefits of excellence and added values, and therefore you must take the following measures to help the student move to the higher range: Create an academic advising form for the student. Organizing periodic meetings with the student to learn about the level of progress achieved. Organizing meetings between students and distinguished students to benefit from their experiences within the university.
Warning (revised to 2.74)	Dear student, you are now in the warning zone, which is a very critical stage. If you continue in this zone, you will face many difficulties, including: Possibility of delayed graduation - Difficulty in obtaining a job opportunity. Deprivation of the benefits of distinction and added values. Probability of default - Therefore, you must make the appropriate effort to move to the higher range, and you can do this by: Evaluate yourself to determine the reasons that led to your presence in this range, and work to address them. Communicating with distinguished students and benefiting from their experiences.	Dear advisor, this student is in the warning zone, which is a very critical stage as the student faces the following difficulties: Possibility of delayed graduation - Difficulty in obtaining a job opportunity. Deprivation of the benefits of distinction and added values. Probability of default - Therefore, you must work very seriously to help the student get out of this range and move to the higher range, and this can be done through: Create an academic advising form for the student. Conduct a case study for the student - Organizing periodic meetings with the student to learn about the level of progress achieved.
Failure (below graduation rate)	Dear student, you are now in the zone of faltering, which is an extremely dangerous zone that severely threatens your academic future, as if you continue in this zone, you will face many difficulties, including: Failure to meet the requirements for success. Dismissal from the university - Scarcity of employment -	Dear advisor, this student is in the range Faltering is an extremely dangerous level that severely threatens his academic future, as if he continues on this level, he will face many difficulties, including: Failure to meet the requirements for success. Dismissal from the university - Scarcity of employment -

	<p>Therefore, you have to work hard to reach the top range, and you can do this by:</p> <ul style="list-style-type: none"> - Evaluate yourself to determine the reasons that led to your presence in this range, and work to address them - Communicating with distinguished students and benefiting from their experiences - Communicate with the guide and listen to his advice <p>If you are unable to get rid of stumbling, you should seek to transfer to another department or college that is appropriate for your inclinations, trends, and abilities</p>	<p>Therefore, you must work seriously with the student to help him get out of his stumble, and this can be done through the following:</p> <ul style="list-style-type: none"> - Create a model for the student who is struggling academically, including the proposed remedial plan - Create an academic advising form for the student - Conduct a case study for the student - Communicating with parents to inform them of the seriousness of the student's situation - Organizing periodic meetings with the student to learn about the level of progress achieved <p>If the student continues to falter, he must be assisted to transfer to another department or college in accordance with the rules, regulations and regulating principles</p>
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Fourth: Virtual University Advising platform:

As part of the Virtual University Advising Initiative, the Virtual Advising Platform and its advising forums were launched on the Blackboard system, with a video presentation presenting how to use it in virtual advising for students, as it allows advisors to carry out all advising tasks remotely and communicate with their students.

Fifth: Electronic consultations:

The administration provides electronic advising services via Business WhatsApp and email to administer advising to students in all areas of advising.

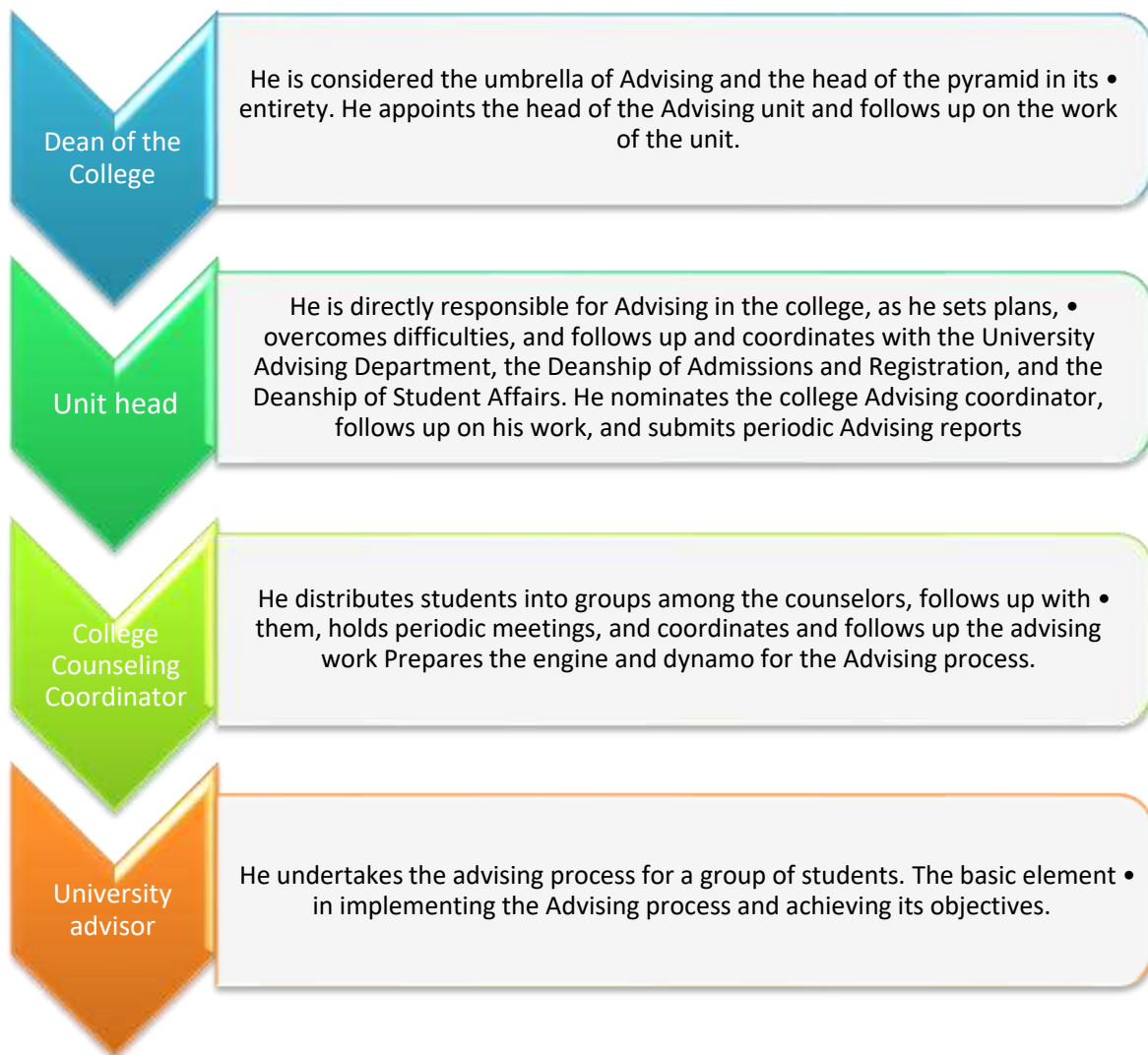
Sixth: Virtual advising sessions:

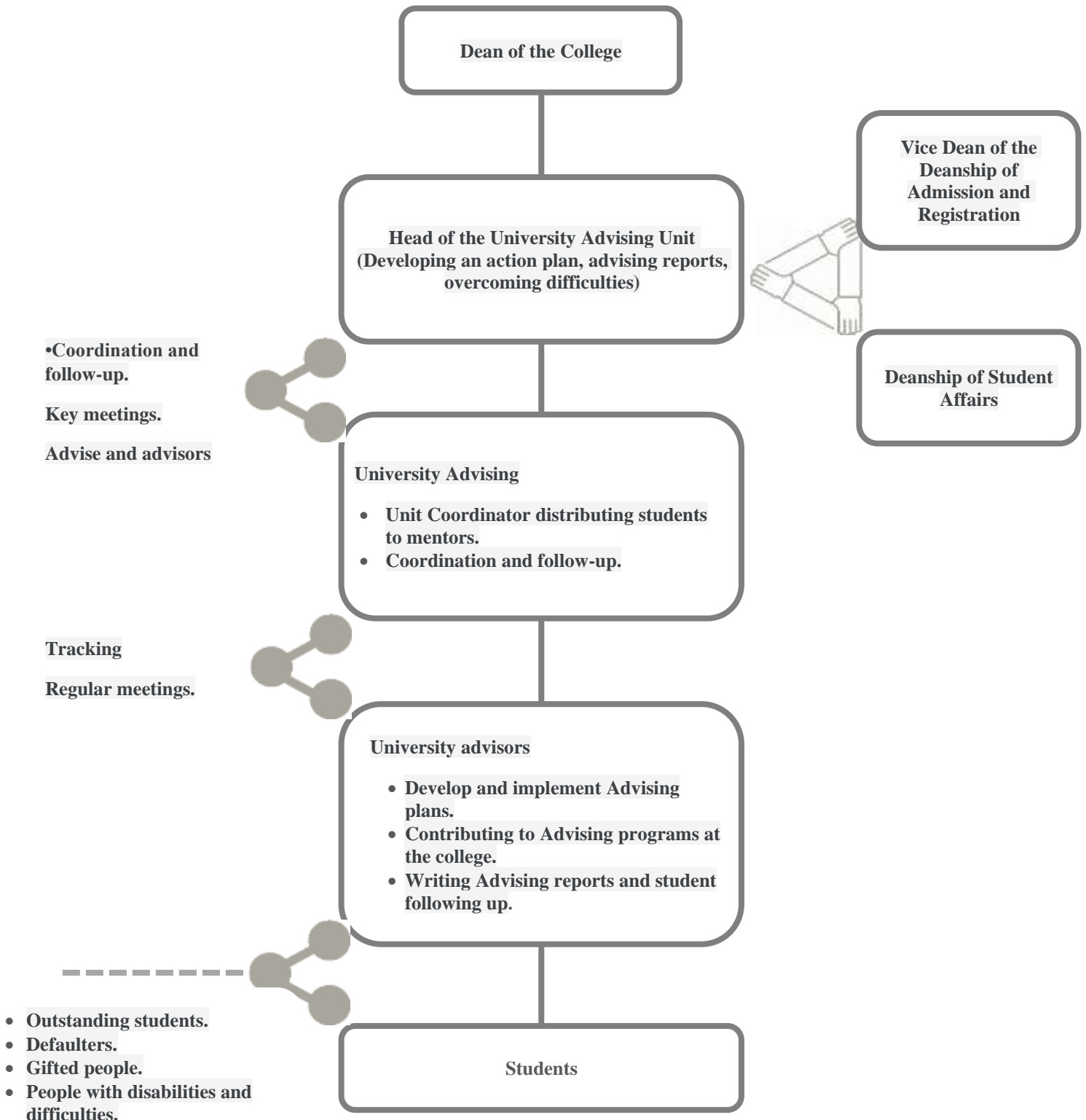
The administration provides virtual advising session services for cases that require it if it is not possible to provide direct in-person sessions or to integrate with them.

Chapter Three

Mechanism for Activating Advising within College

Given the importance of the advising process within college, the University Advising Department sought to form a advising unit within each college that would represent it. The advising unit would be established within college for the purpose of implementing the advising process in a scientific and organized manner. This unit is formed by members from each department within the college, who must be specialists to provide high-quality advising services that achieve the desired goals in this regard. This unit is directly linked to the dean of the college, and the advising process within the college's proceeds according to the following practical plan:





A figure showing the advising process within college

Objectives of advising units within college:

The role of advising units in college and academic departments is based on providing the necessary advising to students of all categories during their studies at the university level, in an effort to achieve the following goals:

- Preparing new students for university life through advising and advising programs to introduce college and scientific departments and how the student can obtain the necessary services.
- Educating students about academic life and its variables and how to deal with them through multiple advising programs (introductory meetings, courses preparing for university life, courses preparing for final exams, courses determining the appropriate major, and university skills courses).
- Helping students choose the appropriate major according to their capabilities, academic interests, and labor market needs.
- Encouraging outstanding students to achieve further and directing them towards investing their abilities and potentials in fields that suit their scientific inclinations and interests.
- Follow up on students who are struggling academically and help them acquire the necessary skills to increase their academic achievement.
- Spreading awareness of academic regulations and implementing academic procedures in cooperation with relevant authorities such as the Deanship of Admissions and Registration.
- Identifying the behavioral and psychological problems among students that hinder their academic performance and seeking to solve them.
- Helping students with special needs within the college and overcoming problems that hinder their academic performance.

Members of advising units within college:

The advising unit within the college is formed by the college dean as follows:

- Head of the college unit: He is chosen and appointed by the college dean based on the criteria of administrative, technical, and academic experience.
- Vice President of the College Advising Unit: He is a faculty member or someone of the same rank charged with coordinating the advising process and following up on the implementation of its mechanisms in the college. He represents the head of the unit in all his duties, taking into account that he is from the section (male and female students) different from the head of the unit.
- Member of the college's advising unit: The unit has one member from each academic department in the college, who is the advising coordinator in the same department.
- Unit Secretary: He may be either a faculty member or a member of the administrative body.

Tasks of members of advising units within college:

The tasks of the members of the advising units within the college are as follows:

1. Head of the unit:

- Follow up on the progress of the unit's work,
- Holding the main meetings of the unit,
- Determine the quarterly and annual work plan,
- Preparing quarterly and annual reports,
- Working to overcome all difficulties facing the unit's work,
- Always being present during unit working hours in the designated place to assist students.

2. Vice President of the College Advising Unit:

In conjunction with the departmental advising coordinators, he undertakes the following tasks:

- Assisting the head of the unit in continuing to supervise the progress of the college's advising process in accordance with the approved mechanisms.
- Receiving a list of new students' names from the college dean at the beginning of the semester and coordinating with the departments to distribute the students into groups for each academic advisor.
- Holding periodic meetings, or whenever necessary, with mentors to follow up on the progress of the advising process and submit reports thereon in a documented and clear manner.
- Holding annual periodic meetings with students to discuss matters related to the advising process, whether in terms of awareness or consultation, searching for solutions, and exchanging visions and advice on academic issues.
- Organizing a reception for new students to provide students with the necessary information about the college and university stage, the study system and regulations, the necessity of cooperation with the advisor, instilling ambition, and encouraging students towards achievement and excellence.
- Holding introductory meetings with new faculty members to inform them of the study system and the advising mechanism.
- Preparing quarterly reports covering the progress of the advising process in the college or its department and submitting them to the University Advising Department.
- Coordination with subject teachers to overcome general problems facing students in studying courses or related to the conduct of the academic process.
- Identifying the nature of behavioral problems among students that affect their academic performance and proposing solutions to them.

3. Committee Secretary:

- Writing minutes of meetings of the Advising and Coordination Unit for this purpose.

The work of advising units within college:

The advising Unit within the college works seriously to achieve the goals and roles of the unit in a precise and clear manner. To ensure this, three unit meetings must be held during one semester. This is as follows:

- (First meeting): At the beginning of the semester, to develop a plan of action during one semester that includes workflow points and a schedule for implementing quarterly goals and linking them to the general annual advising goals.
- (Second meeting): During the middle of the semester, to follow up on the progress of the quarterly plan.
- (Third meeting): At the end of the semester to write the quarterly report, review the work plan, confirm the achievement of the goals set at the beginning of the semester, and mention the reasons and obstacles if they are not achieved. The reports of the three meetings are submitted to the direct supervisor (department head or college dean).

College advising unit working hours:

The college's advising unit works throughout the semester, and its working hours must be clearly announced to students, in addition to the methods of communicating with unit members.

Duties and responsibilities of the university

advisor:

1. Determine the places and means of communication with the student.
2. Establish a schedule that specifies dates for interviews and periodic meetings with the student.
3. Introducing the student to the domain to which he belongs.
4. Urge the student to reach the upper range and avoid falling to the lower range.
5. Familiarity with the registration, deletion, and addition dates announced by the Deanship of Admission and Registration, and implementing the academic procedures related to that.
6. Knowing the college's study plan and graduation requirements for students, and ensuring that the male or female student's schedule is consistent with the college's study plan.
7. Identify the students' performance in the past semester.
8. Urging and encouraging students to work harder and praising them if they excel in some courses.
9. Discuss the difficulties, if any, and search for appropriate solutions.
10. Providing assistance to the male or female student in the event of difficulty in recording or conflict in some subjects.
11. Close monitoring of the student's academic achievement in the subjects he or she is enrolled in, writing periodic reports and attaching them to the student's file.
12. Addressing faculty members if the student's level is low.

13. In the event of a student's lack of attendance or poor level of achievement, the advisor will intensify periodic meetings and discuss with the student in detail the reasons and try to solve them or submit them to the Academic advising Committee.
14. Helping students how to benefit from electronic university services.
15. Urging students to participate in academic and extracurricular activities.
16. Allocating office hours to meet students in his office to discuss the problems they face while studying.
17. Contributing to solving behavioral problems among students, such as: (smoking, bullying, aggression...)
18. The academic advisor must quickly notify the student via quick communication if any change occurs in his study program.

University advisor skills:

A successful university advisor is one who is able to create effective communication between himself and his students, is able to identify their needs, is good at listening to them, understanding them and taking care of them. He does not mock them but rather motivates them, works with them, participates in the proper planning of their studies and is able to invest in their experiences. From here some skills can be identified. The skills that a university counselor seeks to have are:

1) Leadership:

It consists of forming healthy, positive relationships with students to influence them and help them achieve their goals.

2) Empathy:

It consists of sharing students' feelings, respecting their ideas, instilling the roots of trust, and forming good relationships that help them accept advising, advice, and direction.

3) Planning:

It means helping students set goals, turning them into achievable actions, helping them choose the appropriate major to achieve long-term goals related to their academic and career futures, and helping them prepare a plan to raise their cumulative GPAs.

4) Organization:

What is intended is to organize advising work and arrange it in a way that makes the most of it. This applies to arranging student files, registration work, deletion work, and other work.

5) Listening:

It is important for the advisor to be a good listener to his students, to get to know their ideas, opinions, suggestions, and the problems they face, which enhances their self-confidence and strengthens the relationship between them.

6) Decision making and problem solving:

The advisor needs this skill when he listens to his students' points of view and interviews them to learn about the problems they face. He teaches them how to identify problems, sets hypotheses to solve them, and helps them make the right decisions necessary to solve the problem.

7) Group advising:

This skill is concerned with dealing with a group of students who share an issue, such as ignorance of the system or academic delay, etc., where they are dealt with collectively, in the form of groups, to discuss their problems, study their causes, and develop appropriate solutions to save time and achieve other goals, including: engaging Students solve problems and make decisions.

8) Time management and investment skill:

A counselor who possesses this skill can schedule work, coordinate it, and determine a time plan for it. This includes setting dates for registration, deletion, and addition, and organizing instructional hours during which students can meet with the counselor.

University Advising Privacy Policy:

Given the nature of university advising work and that it contains information related to several categories of students, the privacy of this information and non-disclosure of student secrets is a matter that comes on the list of priorities for advising work practitioners, and no party other than the parties concerned with the subject of the advising case can access any information related to this regard.

Advising unit services within college:

The advising unit within the college provides a range of various advising services, the most important of which are:

- Introducing students to the Nitaqat program and urging students to advance to the highest level to reach the level of excellence.
- Identifying struggling students within the college, and helping them get rid of their stumbling.
- Familiarity with the registration, deletion, and addition dates announced by the Deanship of Admission and Registration, and following up on the implementation of academic procedures related to that.
- Knowing the college's study plan and graduation requirements for students, and ensuring that the male or female student's schedule is consistent with the college's study plan.
- Preparing and updating the academic advising record file for each male or female student, where the advisor opens a special file for each male or female student in the group that includes the registered subjects and the student's grade level in them, and includes the cumulative average as well as the minutes of periodic

meetings between the advisor and the male or female student, in addition to any reports or Warnings issued by the subject's teacher, through which the student's level can be evaluated.

- Organizing periodic interviews at least once at the beginning of each semester with each male or female student he supervises, with the aim of identifying the students' performance in the past semester.
- Urging and encouraging the male or female student to work harder and praising him if he excels in some courses.
- Discuss the difficulties, if any, and search for appropriate solutions.
- Discussing the appropriate options for the male or female student in the next semester, registering or dropping courses, raising the grade, choosing a major, etc.
- Providing assistance to the male or female student in the event of difficulty in recording or conflict in some subjects.
- Closely monitoring the student's academic achievement in the subjects he or she is enrolled in, writing periodic reports and attaching them to the student's file.
- Addressing faculty members if the student's level is low.
- In the event of a student's lack of attendance or poor level of achievement, the advisor will intensify periodic meetings and discuss with the student in detail the reasons and try to solve them or submit them to the Academic advising Committee.
- Discovering students' talents and developing them.
- Helping students on how to make the most of the college's e-learning website. • Urging students to participate in academic and extracurricular activities.
- Building an academic friendship relationship between the advisor and the student or the advisor and the student to dissolve the differences between them.
- It is preferable that the role of the counselor be as a social and career advisor for the male or female student to know his or her social circumstances and help stabilize them or the student's career future and contribute to opening the horizons of job opportunities for him or her, training, or continuing graduate study.
- Allocating office hours to meet students in his office to discuss the problems they face while studying.
- Introducing students to the college's goals, mission, educational programs, academic departments, graduates' fields of work, and aspects of care and services it provides to its students. They are also informed and guided to choose the appropriate specializations that suit their abilities and potentials.
- Submitting a periodic report on advising to the college administration before the end of the semester.
- The report includes the academic performance of the male or female student, whether he or she has achieved or not achieved.
- Submitting a report on problems that require the intervention of the unit or the college administration.
- Urging and encouraging students to benefit from the library and manage time effectively.
- Encouraging students to study as groups and benefit from their peers.

- Identifying the nature of behavioral and psychological problems among students, such as (smoking problems, bullying, aggression, test anxiety...), and contributing to finding solutions to them.

Chapter Four

University Advising Programs

There are several university advising programs offered by Taif University directly linked to the target groups, which are as follows:

1. Programs for new students:

These are programs that are concerned with introducing students to university life, including introductory meetings about the university, its services, college, departments, supporting deanships, and various entities within it that work to make the experience of new students a different one and contribute to increasing their academic achievement and raising the efficiency of their academic performance.

2. Programs for excellent students:

An outstanding student is one who has high academic abilities that enable him to achieve a high average of no less than excellence in his field of study.

- The top five in each program are selected according to average and honored with financial prizes and certificates of excellence.
- The responsibility for determining the names of outstanding students in the various programs lies with the Deanship of Admissions and Registration and the Deanship of the College.
- The value of financial awards is determined in coordination between the head of the academic advising unit, the college dean, and the student activity officer.
- In addition to the excellence reward paid to the student by the Deanship of Student Affairs, the outstanding student who obtains a high excellent grade during two consecutive semesters is granted a material or cash award.
- The outstanding student is given a congratulatory document in the name of the college dean, which is delivered to him at an honoring ceremony that his guardian is invited to attend.
- The names of the outstanding students are announced on a college honor board that contains the names and photos of the outstanding first students.
- Personal photos of top students in study programs are published in the University Sada magazine and on the college website.
- A celebration is held in the first or second week of each semester to honor distinguished students in each study program and award them with certificates of appreciation and in-kind or material prizes.

- Priority will be given to the top five outstanding students in attending the training programs held by the Deanship of Development and Quality and the Deanship of Student Affairs, which are related to developing the skills of university students.
- Sending an invitation to the top five students in each study program to attend lectures and scientific seminars.
- Inviting outstanding students to attend training courses and attend some conferences and forums that suit their interests.

3. Programs for talented students:

A gifted or creative student is a student who has superior mental abilities or outstanding performance that exceeds his peers in one of the activities or fields supported by the college or university. The faculty member, the university advisor, does the following to support this type of gifted and creative students:

- At the beginning of each semester, the student activity officer prepares a semester program for various extracurricular activities, including cultural, sports, and social activities that will be held during the semester.
- Each advisor encourages students to participate in college activities and encourages them to highlight their talents.
- The Student Activity Officer discovers talented and creative people in various fields and submits their names to the Director of the Academic Advising Unit.
- Talented and creative people are encouraged to participate in courses to develop their mental, creative and innovative abilities.
- The student activity officer, in coordination with the director of the college's academic advising unit and the college dean, determines the value and type of awards granted to gifted and creative students.
- Talented and creative students are honored in a quarterly ceremony within the college.
- The names of the creators are announced on the creativity board, in the university newspaper, and on the college website.

4. Programs for struggling students:

The struggling student includes: the student who was unable to achieve the completion rate for one or more courses, the student who failed more than once in one level of study, and the student who transferred from more than one program. Accordingly, the following measures are taken in this regard:

- The academic advisor is responsible for identifying struggling students, who is every faculty member responsible for the academic advising processes for students.
- Each academic advisor prepares a report on cases of failure in the group he is advising, and identifies the reasons for failure.

- The faltering reports are studied by the academic advising coordinators in the programs and the director of the college advising unit and the needs of the faltering students are determined.
- The head of the college's academic advising unit coordinates with the college dean to identify and hold appropriate courses to address the causes of stumbling, especially in developing the self-abilities of struggling students.
- The program is informed of the necessity of holding strengthening courses in courses in which failure is common, at the end of the semester, with two lectures for each course presented by the subject's professor.
- Every academic advisor, upon announcing the exam results, follows up on the improvement in the level of achievement of these students and submits a report thereon to the advising unit.
- Students who have overcome their stumbles are honored.

5. Programs for students with disabilities:

They are advising and advising programs that take care of all the issues and problems of university students with disabilities, foremost among which are issues of helping them adapt to the different university environment, and developing their abilities to communicate and deal with different groups of university employees and other students, with the aim of ensuring a life safe from hardships and full of human security in the light of goodness and the contribution made by the wise government to higher education institutions.

Chapter Five

How does a student benefit from university advising services?

In order for the student to benefit from the advising services provided by the University Advising Department at Taif University, he can take the following steps:

Steps to benefit from advising services:

1. Enter the website of the University Advising Department at Taif University to learn about the nature of the advising services provided by the University Advising Department.
<https://www.tu.edu.sa/Ar/Departments/238/University-Advising-Administration.>
2. Entering the student's university system to get to know the advisor responsible for him throughout his years of study.
3. Go to the department to which he belongs to learn about the advising hours that the advisor allocates to his students.
4. Review his academic record and identify all ambiguous points that need explanation from the advisor.
5. Write what he needs on an external piece of paper to avoid forgetting.
6. Go to the guide to determine the type of service he needs.
7. Listen carefully to the guide and benefit from the advice he gives.
8. Implement the guide's instructions well and do not deviate from them or underestimate them.

Mentor Interview Requirements:

- The student must bring his academic file and all the questions he wishes to inquire about
- The student sets an approximate graduation date to be discussed with the advisor.
- Work on developing an executive study schedule with the assistance of the advisor.
- The student, with the help of the advisor, develops a future plan to study all required courses.
- The student must inform the advisor of any academic, psychological, or social problems he faces within the university so that the advisor can provide him with the support he needs .

Controls for mentor interviews:

- Attending all meetings held by the mentor.
- Follow and implement everything the guide recommends.
- Continuous communication with the advisor via the advisor's email, mobile number, or through the university system in anticipation of any emergency.
- The student prepares a special advising file in which he records all his questions and the advisor's answers, and keeps all the papers and documents related to his advising.
- The student bears responsibility for his academic progress, and is always keen to consult his advisor.

Chapter Six

University Advising Forms

(1) Academic Advising Form:

Student academic data		Student personal data
University number:	Enrollment Year :	Student Name:
College:	Specialization:	Mobile Number:
		E-Mail:
Hours passed:	Hours remaining:	Parent's mobile number:
Penalties imposed on the student within the university, if any (mention the reason for these penalties):		
Measures taken by the advisor to prevent the student from being subjected to such punishments again:		
Behavioral or social problems that the student has that hinder his academic performance, if any:		
Solutions suggested by the counselor to deal with behavioral or social problems:		
The student's academic problems, if any:		
Solutions implemented by the advisor to deal with academic problems:		

Student's name:..... Signature Date

.....

Name of advisor:..... Signature.....Date

.....

Head of the Advising Unit: Signaturethe date

(2) Add/Delete Form

Student academic data		Student personal data	
University number:	Enrollment Year :	Student Name:	
College:	Specialization:	Mobile Number:	
		E-Mail:	
Hours passed:	Hours remaining:	Parent's mobile number:	
Cumulative GPA:	Academic Status:	Emergency phone number:	
Student address:			
Does the student have special needs?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, what type of need?			

#	Course Name	Course #	Group #	Delete	Add
1					
2					
3					
4					
5					
6					

توصيات المرشد:

.....

.....

.....

.....

.....

.....

Student's name:..... Signature Date

.....

Name of advisor:..... Signature.....Date.....

Head of the Advising Unit: Signaturethe date.....

(3) Form of the student who is struggling academically:

Student academic data		Student personal data
University number:	Enrollment Year :	Student Name:
College:	Specialization:	Mobile Number:
		E-Mail:
Hours passed:	Hours remaining:	Parent's mobile number:
Cumulative GPA:	Academic Status:	Emergency phone number:
Student address:		
Does the student have special needs?		Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, what type of need?		

Reasons for academic failure	
Actions taken by the advisor to help the student	
Advisor Recommendations	

Student's name:..... Signature Date.....

Name of advisor:..... Signature.....Date.....

Head of the Advising Unit: Signaturethe date.....

(4) Sample of the annual counseling plan at the College of.....
..... For the academic year

General goals that should be achieved during the academic year	The time period of the semester	Time period
	First	
	Second	
	Summer	

Certify:

Head of the Advising Unit: Signature Date.....

Dean of the College: Signature Date

(5) Sample semester plan for Advising at the College of.....
For the semesterFor the academic year.

#	Effectiveness	Objectives	Executing Agency	Supervising Authority	Work Schedule
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

Evaluate the extent to which goals have been achieved

Proposed improvement plan

Head of the Advising Unit: Signature Date

Dean of the College: Signature Date

.....

(6): Request form for holding a special committee for student examinations

أسباب طلب عقد لجنة خاصة لاختبار الطالب:

Student academic data		Student personal data	
University number:	Enrollment Year :	Student Name:	
College:	Specialization:	Mobile Number:	
		E-Mail:	
Hours passed:	Hours remaining:	Parent's mobile number:	
Cumulative GPA:	Academic Status:	Emergency phone number:	
Student address:			
Does the student have special needs?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, what type of need?			

Other reasons mentioned	Is the student suspended (Imprisoned) Remember the situation	Does the student have special needs? (Indicates the type of need)	Is the student sick? (Indicates the type of disease)
The expected material cost if needed	The entity/s providing support	Description of the support required to be provided to the student	

المقررات المطلوب عقد لجنة خاصة بها:

Exam Period	Exam Location	Exam Data	Group #	Course Code	Course Name	#
						1
						2

						3
						4
						5
						6
						7

Head of the Advising Unit: Signature Date

Dean of the College: Signature Date

(7): An individual behavioral advising form

Student academic data		Student personal data	
University number:	Enrollment Year :	Student Name:	
College:	Specialization:	Mobile Number:	
Hours passed:	Hours remaining:	E-Mail:	
Cumulative GPA:	Academic Status:	Parent's mobile number:	
Student address:			
Does the student have special needs?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, what type of need?			

Problem Presentation:

Name: _____ Signature: _____ Date: _____

A page for the guide only:

The advisor's analysis of the problem:

Suggested solutions:

Expected time period for implementing solutions:

Follow-up and evaluation if the student needs sessions: Title and objectives of the first session:

Date:

Procedures:

Title and objectives of the second session:

Date:

Procedures

Title and objectives of the third session:

Date:

Procedures

Name of the Advisor:, signature:, the date.....

8): A form of collective behavioral advising

Student academic data		Student personal data	
University number:	Enrollment Year :	Student Name:	
College:	Specialization:	Mobile Number:	
Hours passed:	Hours remaining:	E-Mail:	
Cumulative GPA:	Academic Status:	Parent's mobile number:	
Student address:		Emergency phone number:	
Does the student have special needs?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, what type of need?			

الجلسة الإرشادية:

عنوان الجلسة:

هدف الجلسة الرئيسي:

Talk Show

Collective Advising

:Activates and Procedures

Seminar

Courses

Lecture

Workshops

الحضور:

Signature	Specialty	College	Academic #	Name	#
					.1
					.2
					.3
					.4
					.5
					.6
					.7
					.8

Tools:
Session Details:
Suggested Recommendations:

Name of the Advisor:, signature:, the date.....

(9): State conversion form

Student academic data		Student personal data	
University number:	Enrollment Year :	Student Name:	
College:	Specialization:	Mobile Number:	
		E-Mail:	
Hours passed:	Hours remaining:	Parent's mobile number:	
Cumulative GPA:	Academic Status:	Emergency phone number:	
Student address:			
Does the student have special needs?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, what type of need?			

Problem Presentation:		
.....		
Name:	Signature:	Date:

The advisor's analysis of the problem:	
.....	
Action taken with the student:	

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

The recommended entity to transfer the student's case to:

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

Advisor: **Signature**, **Date**.....

Head of the Advising Unit:, **signature**, **Date**