



POLICIES AND PROCEDURES MANUAL



(Under QAU, College of Computer Sciences and Information Technology)

JAZAN UNIVERSITY



College of Computer Science and Information Technology
Department of Computer & Information Technology
Jazan University



POLICIES AND PROCEDURES MANUAL



**Academic Year
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Prepared by: Vice Deanship of Development

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INTRODUCTION



Introduction

I am pleased to introduce the policy and procedure manual 2019-2020 for Faculty, Staff and Students of the **College of Computer Science and Information Technology at Jazan University**. The documentation promotes the standardization and simplification of administrative functions. The policies contained in this manual are prepared in consistent with the mission and vision of the college and promote fairness and academic excellence.

The manual is prepared to refer to various sources of Jazan University and the College of Dentistry pertaining to faculty, students, examination, clinical protocols and guidelines, college administrators' emails and procedures in function in the administration.

Students, Faculties, and other staff are expected to be thoroughly familiar with these policies and procedures and may contact the Office of the Vice Deanship for Development in the College for any questions related to the Policy Manual.

However, the College reserves the right to interpret, alter, reduce, or eliminate any practice, policy or guideline, in whole or in part, where changes in law or other circumstances render changes in the policy necessary for the welfare of the college and students. The changes may be done at any time without any prior information but later will be notified to those concerned and modified in the manual as applicable.

**Dean College of Computer Science and Information Technology
Jazan University**



INSTITUTIONAL OVERVIEW



INTITUTIONAL OVERVIEW

- 1) College Establishment
- 2) University Vision and Mission
- 3) University Values and Goals
- 4) College's Vision, Mission and Goals
- 5) Deans' Message

College Establishment

The establishment of the College of Computer Science and its departments were approved by a Royal Decree in 2008. The **College of Computer Science and Information Technology** is a humble part of **Jazan University** which was developed in 2008 as a successful project in order to spread education and learning in the region of Jazan by the **Ministry of Higher Education, Saudi Arabia (Royal decree No. 6616/M/B, dated 12/5/1426 Hijri, corresponding to 19/6/2005 Gregorian)**.

The Bachelor's Degree program for Computer Science (BS) was established for the following reasons:

1. The number of Computer study programs in the Southern region of the kingdom is limited.
2. The Computer professionals to population ratio is low, which requires more Computer professional to provide better Computer services.
3. The general trend to establish new programs in different specialties is to increase the number of Saudi Computer professional throughout the kingdom.

The College of Computer Science at Jazan University is a five-year program. The program consists of a five years' study period, followed by a one-year compulsory training on a Project.

The College of Computer Science started in 2008; as a relatively accommodable campus and has currently progressed into a huge complex that provides education and research facility. The College has now proudly graduated many batches of Computer profesionas that serve the local community and have published various studies in both national and world-renowned journals.

Vision

A regionally distinguished University with its educational output, innovative research, and community services.

Mission

We teach research and innovate to contribute towards building a vibrant society.

Values of University

- **Citizenship:** Pride in the national identity and a sense of social responsibility.
- **Belonging:** a feeling of commitment and initiative towards the goals and objectives of the university.
- **Responsibility:** Adherence to ethical standards and work values.
- **Excellence:** The application of standard practices and offering quality services.
- **Capacity Building:** Investing in human capital.
- **Teamwork:** Promoting cooperation and imbining the team spirit.

Goals of the University

1. Infrastructure development
2. Developing an IT infrastructure
3. Developing university governance
4. Improving human capacity
5. Improving academic programs
6. Development of administrative processes
7. Increase support for scientific research and innovation.
8. Promoting the best use of resources
9. Strengthening investment partnerships
10. Improving the student experience
11. Improving the efficiency of university outcomes
12. Improving community service and quality of life
13. Improving the university's ranking

Computer College

Vision

To building a competitive environment in education, research, innovation, and entrepreneurship in the field of Computer Science and Information Technology to serve the community.

Mission

The mission of Computer Science and Information Technology is to provide best practices of education, research, innovation, and entrepreneurship in the field of Computer Science & Information Technology to contribute in building a vibrant society.

Goals

- Enriching student's skills, values, personality development and academic experience.
- Encourage and enable faculty academic excellence and research for continuous improvement.
- Make significant contributions to the social and economic needs in Jazan province.

Deans' Message

The College of Computer Science and Information Technology strives to get recognized nationally and internationally for academic excellence, production of skilled graduates and research in the field of computing, which will serve the community development socially and economically in Jazan province and the kingdom.



Standard Operating Procedures for Student Assessments

Procedures for

- ✓ Internal Exams (Exam-1 and Exam-2)
- ✓ Assignments
- ✓ Mini-Projects
- ✓ Lab Exams
- ✓ Final Examinations
- ✓ Publishing of Results

STUDENT ASSESSMENT PROCEDURES

APPROVALS

All approvals are maintained and controlled in the [Document Control System] system.
Please refer to the [Document Control System] system for the current controlled revision and approval records.

REVISION HISTORY

AUTHOR	REVISED SECTION/PARAGRAPH	REV	RELEASED
<u>Unit for Policies, Procedures & Processes</u>	<u>[Initial Release Ver-001, Dated 23-AUG-2015]</u>	000	<u>25-AUG-2015</u>
R. John Martin, Head UPPP	[Ver_002, Dated 3-Oct-2016]	001	03-OCT-2016
Raj Kumar Masih	[Ver_003, Dated 9-Feb-2021]	002	09-FEB-2021

1. PURPOSE

The student assessment procedures are designed to help all the stakeholders of the college to implement the student assessment policies which are upheld by the college of Computer Science and Information Technology.

2. SCOPE

- This document is applicable to all the teaching faculty members and the students enrolled in the college of Computer Science and Information System.*
- This is applicable to all the programs and its courses which will be offered by the college of computer science and Information Technology.*

3. DEFINITIONS

- Student Assessment** – Ongoing process aimed at understanding and improving student learning.*
- Learning Outcomes** – the knowledge, skills, and abilities that the students have attained as a result of their involvement in a particular set of educational experiences.*
- Graduate Attributes** - are the qualities, skills and understandings a university/college agrees its students should develop during their time with the institution.*

4. RESPONSIBILITIES

***Dean of the College** - the top management of the college who approves the policies and procedures and heading the college council.*

***HOD /CEO** – The leadership who implements the assessment procedures..*

***Track leader:** the faculty member who coordinates a group of similar course, monitor the course delivery and reviews the question papers.*

***Course coordinator** – The teacher who coordinates the particular course and prepares the question papers.*

5. STUDENT ASSESSMENT PROCEDURES

The following procedures are designed to conduct reliable, consistent and fair student assessments in the programs.

- Assessment Schemes
- Procedures for Internal Exam / Exam-1 & Exam-2
- Guidelines for Assignments

- Guidelines for Mini Projects
- Procedures for Final Lab Exam
- Procedures for Final Written Exam

5.1 Assessment Schemes

The following assessment schemes are being guided by the current reviewed curriculum.

Scheme-1: For the courses with Lab

1	Internal Exam-1	10%
2	Assignments / Mini-project	20%
3	Internal Exam-2	10%
4	Final Lab Exam	20%
5	Final Written Exam	40%

Scheme-2: For the courses with Lab (Programming)

1	Internal Exam	10%
2	Mini Project	30%
3	Final Lab Exam	20%
4	Final Written Exam	40%

Scheme-2: For the courses without Lab

1	Internal Exam-1	10%
2	Assignments	20%
3	Internal Exam-2	10%
4	Paper / Case studies Presentation	20%
5	Final Written Exam	40%

5.2 Procedures for Internal Exam / Exam-1 & Exam-2

This section provides the procedures for the smooth conduction of internal examinations Exam-1, Exam-2 and one Internal Exam for Programming courses (*Assessment Scheme-2*).

- All internal exams will be conducted for 10 marks each.
- Internal Exams will be conducted as per the academic semester calendar.

- c. Course coordinators should plan and distribute the chapters accordingly in a way by considering the course contents in each chapter/unit and the total contact hours. The distribution is recommended as follows:

	For Assessment Scheme- 1 & 3	
	If 6 chapters/units	
Exam-1	1, 2	1/3 of the entire portions
Exam-2	3, 4	1/3 of the entire portions
Post Exams	5, 6	1/3 of the entire portions

	For Assessment Scheme- 2 (Programming courses)	
	If 6 chapters/units	
Internal Exam	1, 2, 3	½ of the entire portions
Post Exam	4, 5, 6	½ of the entire portions

- d. The chapters included for the exam, question paper format and grading scheme must be same across the groups of a particular course.
- e. The course coordinator (CC) will coordinate with the course teachers to synchronize the exams on the whole.
- f. The course coordinator will check and approve the question papers to ensure the standard set by the course team.
- g. The Question paper format for the internal exams will be same for all the courses and its sections. (***Refer Appendix-A : Internal Exams-Question Paper format with cover page***)
- h. Instructions to candidates should be made clear and unambiguous.
- i. The marks assigned for each section/question need to be clearly indicated on the question paper.
- j. Use typesetting features such as bold, italics, indentation or boxes effectively to help candidates focus their attention on the task.
- k. The difficulty level of the questions will be as follows:

	Int. Exam / Exam-1	Int. Exam-2	Final Exam
Easy	40%	30%	30%
Moderate	40%	40%	40%
difficult	20%	30%	30%

- l. Exam attendance will be maintained by the course teacher. (**Refer Appendix B : Attendance format-Internal exams/Lab exam**)
- m. After every internal examination the evaluated papers must be distributed to the students and the mark list should be displayed in the web site/portal.
- n. Soon after completing the examination, the course teacher should forward the mark list along with pass/fail statistics and the 'mean score' (*Sum of all marks / no. of students attended*) to the CC.
- o. Course coordinator will collect the marks and do the result analysis as per the format provided (**Refer Appendix-B: Result Analysis-Internal Exams**).
- p. Course coordinator will provide the analysis data to the TL or department coordinator on demand.
- q. Exam1 & Exam2 will be conducted in the respective class schedules only.

5.3 Guidelines for Assignments:

- a. The topics/problems/tasks of the assignments will be given by the course teacher and the scope must be limited to the course itself.
- b. The assignment may includes:
 - a. Problem Solving
 - b. Design/Analysis problems
 - c. Case studies
 - d. Group discussions
 - e. Presentations
 - f. Paper preparation & Submissions and
 - g. Handwritten assignments
- c. The assignment can be given as an individual or group activity.

- d. The assignment problems should include questions with critical thinking and should reflect the creativity of the students.
- e. Assignment should not be a hand written task. BLACKBOARD systems can be utilized to distribute the assignments and get back with proper deadline.

Course Coordinator role:

- f. The course assignments must be planned in the course meeting at the beginning of the semester and the same must be included in the course road map.
- g. Assignments should not include the exact topics in the course; instead the topics must be chosen in such a way to get deep understanding of the course.
- h. The **date of announcement of the assignment** and **the deadline** must be fixed at the beginning and will be followed in each group by the course teachers.
- i. The minimum number of days between the date of announcement and the deadline should not be less than **10 working days**.
- j. The CC will get the report in the prescribed format (***Refer Appendix-E: Assignment Summary Report***) from the course teachers about the assignments given and the same to be kept in the course file at the end of the semester.

Course teacher Role:

- k. The course teacher must explain about the task the student should carry out, in the classroom.
- l. A detailed handout can be prepared about the assignment problem (***Refer Appendix-D Assignment Problem statement***) by mentioning the topic assigned to the groups, specific task to be done, deadline and date of the presentation/group discussion etc. and the same to be distributed to the students.
- m. Proper explanation about the documentation procedures if any for the assignments (includes formatting guidelines, documentation structure, citing references etc) must be given in the class.
- n. Students should be given orientation about the preparation of PowerPoint slides for the presentation.

- o. The violation of copyright is strictly forbidden. The course teacher must explain the impact of the violations.
- p. Students must be given enough orientation about **plagiarism** and give awareness about online resources to check the same.
- q. The student outcome will be assessed individually by the course teacher.
- r. The evaluated students assignments must be distributed to the students and the mark list should be displayed in the web site/portal.
- s. Each course teacher should submit the assignment summary report (***Refer Appendix-E: Assignment Summary Report***) to the CC after completing this assessment.

5.4 Guidelines for Mini-Project:

The mini project is considered as an important piece of work in the course. It provides the opportunity for the students to demonstrate independence and originality, to plan and organize major projects, and to put into practice some of the techniques that are being taught throughout the course. Following are the guidelines for the student's mini project in the courses:

- a. The mini project will be a group project consisting of 3 to 6 students in each group.
- b. The mini project must be identified in such a way to meet the CLOs of the particular course.
- c. The course teacher will help the groups to identify the mini projects.
- d. The mini project documentation must be simple enough and contains minimum of 5 pages and maximum of 20 pages.
- e. The mini project will be evaluated by the course teacher and the students can be asked to present either in the class or in the lab hours.
- f. It is left to the department to formulate the evaluation criteria for the mini project.
- g. In case of the course teacher is from male campus, the female teacher who teaches lab will be the evaluator of the mini-project of the section the male teacher handles.

5.5 Guidelines for Final Lab Exam

- a. Final lab examination will be conducted as per the academic schedule provided in each semester.

- b. The lab teacher will prepare the lab exam question paper (***Refer Appendix-F: Final Lab exam question paper format with cover page***) and must be approved by the Course coordinator.
- c. Lab exam questions will include only practical problems. Theory questions will be strictly avoided.
- d. Practical questions will be prepared in a way to assess their analytical skills. It is recommended that the questions must be asked with different data with same method/technique as taught in the lab or vice versa.
- e. The lab examination will be conducted only during regular lab hours or as decided by the department.
- f. The lab examination date must be announced well in advance to the students.
- g. The Lab exam will be conducted by the lab teacher along with the invigilator deputed by the department.
- h. Before the examination, the lab teachers must check the status of students' attendance in the system and ensure that the student status is "Regular", if not, send the students to student affairs for ratification.
- i. After the lab examination, the lab teacher must send the mark list to the Course Coordinator within 48 hours along with question paper & answer key.
- j. The course coordinator will distribute the lab marks to the concerned theory teachers.
- k. The lab marks need to be published to the students before the final examination.

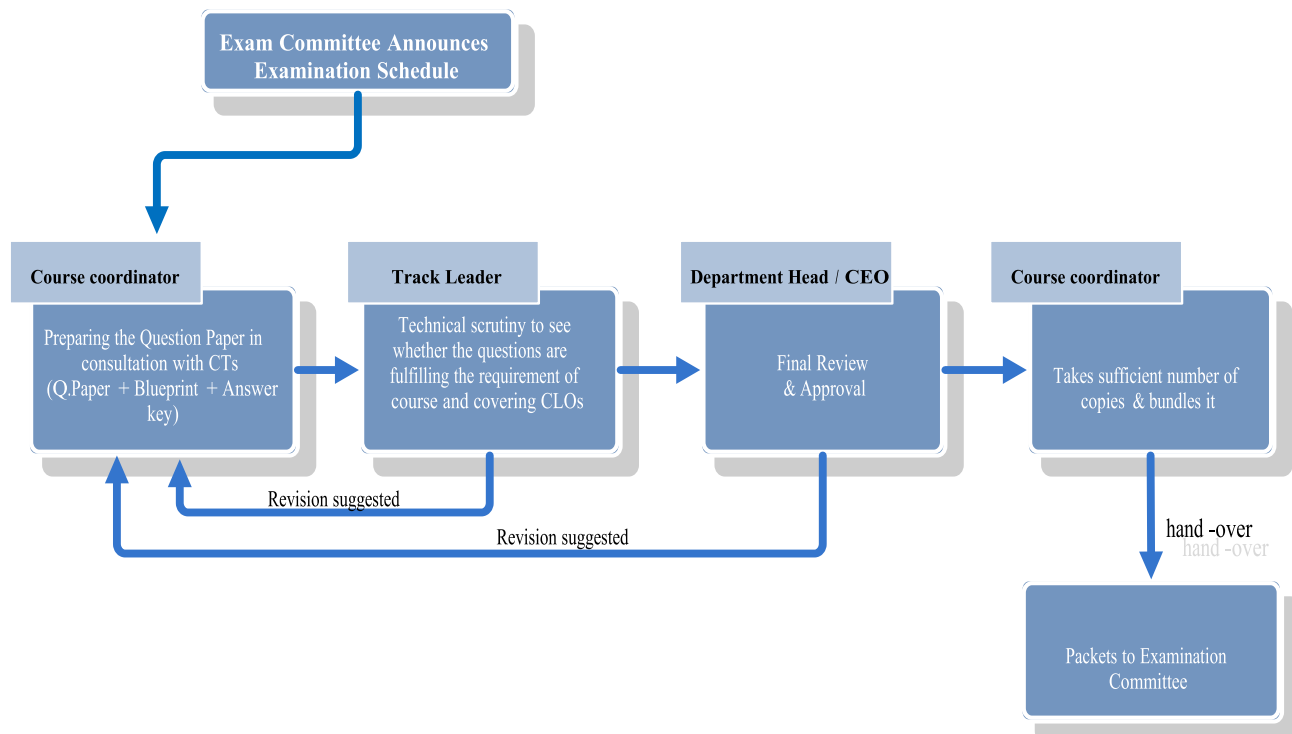
5.6 Procedures for Final Written Exam

5.6.1 Process of Final Exam Question Paper Approval:

- a. Referring to responsibilities of Course Coordinator (CC) mentioned in the **SOPs for Course coordination & Track Leading**, CC will prepare final examination question paper.
- b. CC will set final examination question paper in consultation with concerned course teachers. (***Refer Appendix-G: Final Exam Question Paper Format with cover page***)

- c. Upon preparing question paper, it must be reviewed by the Track Leader technically to ensure that the quality and standard of the questions are fulfilling the requirement of course and covering CLOs.
- d. After Track Leader scrutiny, question paper must be submitted to Department head / CEO for final review atleast five working days from the date of examination.
- e. TL and CEO may require improvement in question paper that has to be fixed by CC. After getting final approval from above mentioned authorities, CC will print sufficient number of copies (*front and back for saving stationaries*) with the help of the course teacher(s).
- f. Sealed packets of question papers as per room allocation (*which will be send by the exam committee*) will be handed over to the exam committee on or before the date announced at every examination.

Process Flow: Final Exam Question Paper Approval:



All faculty members involved in the preparation of question papers are responsible for maintaining the security and confidentiality. Hence the violation by disclosing the question paper or part of it may lead to disciplinary action.

5.6.2 Setting Final Exam Question Paper:

- CC will conduct a meeting with course teachers and collect the information regarding chapters / units covered, number of students per groups (excluding debarred and harman students) from the course teacher(s).
- Set question paper covering objective type (*MCQs and Fill-in the Blanks*) 15 marks, short answer type 15 marks and long answer type questions 10 marks. (**Refer Appendix-G: Final Exam Question Paper Format with cover page**)
- In MCQs, try to avoid at the maximum the options like “All of the above” and ”None of the above”.
- Optional questions must be given in section-B and section-C (*one extra question for section-B & section-C*).
- Course Coordinator must ensure that the sentence arrangement, spelling, language, grammar, figures, symbols and the number of questions are correct and appropriate.
- Marks distribution of questions in final exam should almost be in a way that 25% of questions from Exam-1 portion, 25% of questions from Exam-2 portion and 50% of question from remaining chapters/units.

Example: If there are 6-chapters/units in a course and the mark distribution across the chapters in exams are as follows:

For Assessment Scheme-1 & 3			
If chapters/units	Exam-1 (Completed assessment)	Exam-2 (Completed assessment)	Final Exam Marks (%)
1, 2	10		10 (25%)
3, 4		10	10 (25%)
5, 6			20 (50%)
Total			40 (100%)
For Assessment Scheme-2 (Programming courses)			
If 6 chapters/units	Int. Exam (Completed assessment)	Final Exam Marks (%)	
1, 2, 3	10	16 (40%)	
4, 5, 6		24 (60%)	
Total			40 (100%)

- g. Difficulty level of questions should be considered as 30% easy questions (Low level), 40% Moderate questions (Medium Level) and 30% difficult questions (High Level).
- h. Prepare the answer key and blue print (*Refer Appendix-H: Final Exam Blueprint*) based on the exam question paper.

5.6.3 Process of Reviewing Final Exam Question Paper (by the TL):

- a. Check the submitted final examination question paper for sentence arrangement, spelling, language style, grammar, figure, symbol and number of question.
- b. Check all questions and compare with answer key and if required check with reading materials / text books.
- c. If there is any discrepancy between the final examination questions with the answer key then request the course coordinator to change / modify the final examination questions and the answer keys accordingly.
- d. Check the blue print for marks distribution of questions from chapters / units covered in exam-1, exam-2 and final exam and also check the difficulty level.
- e. If the track leader satisfied with the final examination question paper then approve the final version of examination question paper otherwise request the course coordinator to modify the same.

5.7 Procedures for Final Exam Answer Scripts evaluation

5.7.1 General Guidelines:

- a. Answer paper evaluation should be done immediately after the examination and consider the evaluation process as confidential.
- b. No question or part of a question should remain unevaluated. In particular, extreme care should be exercised in case of Q.No.1 (MCQs & Fill-in the blanks).
- c. Marks awarded to a question or any part of a question must be written at two places. First, on the page where the answer of the question ends. Second, on the front page against the serial number of the question.

- d. There should be no mismatch between the marks written at two places, i.e front page and the page where the answer marked.
- e. Ensure that you have correctly counted the marks before writing the total on the front page.
- f. Marks awarded to a question or any part of a question must be written legibly at both places. This is necessary to avoid any confusion during the process of re-checking or reevaluation on student's appeal.
- g. It is necessary to put a tick mark at the end of each evaluated answer. It will convince the student that each answer has been thoroughly evaluated/checked.
- h. Avoid overwriting/corrections. Where correction becomes unavoidable, please encircle the same and put your signature near to the circle.
- i. While evaluating an answer script if you find any additional/new page(s) inserted with the answer script, please immediately bring it to the notice of the exam committee & department.
- j. In case of section-B & section-C of the question paper, if the student has attempted all the questions including options, the question which has awarded lowest marks must be cancelled.
- k. Don't forget to sign in each answer script at the appropriate places provided for the same.
- l. In certain cases, a student leaves a few blank pages and then writes the answer of a fresh question. In such cases, cross the pages which are left blank if the same are uncrossed.
- m. For evaluation of answer scripts, make use of red pen alone.
- n. After evaluation, the marks must be submitted to the department/exam committee within 48 hours from the date of examination.
- o. The copy of any evaluated answer script could be demanded by the student after the declaration of the result. Any compromise with the instructions mentioned above can seriously discount the honor and integrity of the faculty member.

5.7.2 Evaluation of multiple choice questions (Section-A):

In MCQs, following cases can be expected and respond accordingly:

Situation	Response
<u>Encircled</u> / underlined / checked✓ correct option	Award✓
<u>Encircled</u> / underlined/ checked✓ correct option and strikethrough / crossed✗ one or more wrong options.	Award✓
Mentioning the option no. (a,b,c,d) against the question	Award✓
<u>Underlined</u> <u>Encircled</u> / checked✗ more than one option	No Award ✗

strikethrough / crossed✗ correct one <u>Encircled</u> / <u>underlined</u> / checked✓ wrong one	No Award ✗
<u>Underlined</u> , <u>Encircled</u> and checked✓ with different options (uncertainty)	No Award ✗
Not Attended	Write “no answer” - No award ✗

5.7.3 Evaluation of fill-in the blanks (Section-A):

In fill-in the blanks, following cases can be expected:

Situation	Response
Correct Answer	Award ✓
Answers with minor spelling mistakes	Compromise - Award ✓
Partial Answers	* Partial award ✓ / No award
Answers with additional information	* Partial award ✓ / No award
<i>*It will be based on the nature of the question. The award will be decided by the CC and the same will followed by all the evaluators.</i>	

5.7.4 Evaluation of Descriptive type questions (Section-B & C):

Following are the scoring rubrics that can be used for evaluating **descriptive type questions** (Section-B & C):

Scoring Rubric for short answer questions (3 marks)	
Score	Content
3	<ul style="list-style-type: none"> • Answer is appropriate to the question • Content is factually correct
2 +, 2	<ul style="list-style-type: none"> □ Content relates peripherally to the question □ Content may have one or two factual errors. □ Each point supported with some details
1 +, 1	<ul style="list-style-type: none"> • Question partially answered • Contains significant factual errors. • Sparse details or examples • Use of scientific terminology avoided.
1 -	<ul style="list-style-type: none"> • Content unrelated to question. • But somewhat related to the chapter it belongs to. • Lacks clear presentation
0	<ul style="list-style-type: none"> • Content is unreadable • No idea is present • Made no serious attempt
<i>2+, 1+ & 1- represents scores in fractions like 2½, 1½ & ½ respectively</i>	

Scoring Rubric for long answer questions (5 marks)	
Score	Content
5	<ul style="list-style-type: none"> The answer shows the full and complete understanding of all the concepts specific to the question. The response contains evidence of the student's competence in problem solving, reasoning, and/or modeling to the full extent that these processes apply to the specified task. The response may, however, contain minor flaws that do not detract from a demonstration of full understanding.
4+, 4	<ul style="list-style-type: none"> Demonstrated a reasonable understanding of the question. Addressed most of the task in a technically sound manner. The response contains sufficient evidence of the student's competence in problem solving, reasoning, and/or modeling, but not enough evidence to demonstrate a full understanding of the processes applied to the specified task. The response may contain minor errors that can be attributed to misinterpretation of the concept. It may include errors attributed to careless execution of programs, algorithms and mathematical derivations.
3+, 3	<ul style="list-style-type: none"> Demonstrated a partial understanding of the concepts around the question. The response contains some of the attributes of an appropriate answer but lacks convincing evidence. Such deficits may include algorithms, illustrations,
	examples, mathematical expressions, technical flows etc.
2+, 2	<ul style="list-style-type: none"> Demonstrated a limited understanding of the concept but the response shows domain knowledge. The student's response is incomplete and exhibits many errors. Although response has addressed at least one of the conditions of the task, the student reached an inadequate conclusion and/or demonstrated problem solving, programming, and/or modeling that was faulty or incomplete as related to the question.

1+, 1	<ul style="list-style-type: none"> • Demonstrated very limited subject knowledge. • Response may be associated with the task, but contains few attributes of an appropriate response. • There are significant omissions. Lack of comprehension in regard to the mathematical and problem solving steps essential to this task.
0	<ul style="list-style-type: none"> • The response is merely immaterial to the question and its subject domain. • The response is unreadable and impossible to apprehend. • No evidence is present that demonstrates the competence in problem solving, reasoning, and/or modeling related to the specified task.
<i>4+, 3+, 2+ & 1+ represents scores in fractions like 4½, 3½, 2½ & 1½ respectively</i>	

5.8 Publishing of Results:

- At every stage of student assessments, the results must be published to the students to ensure the fair and transparent assessment process (*Refer Section 5.2 & 5.3*).
- The lab marks must also be published before the final examination.
- After completing the internal (*Exam1, Exam2, Assignment/Mini-project*) and lab exams, marks out of 60 with distributions must be displayed just before the final examination.
- After evaluating the final exam answer scripts, the course teachers will consolidate the internal (40) and final (60) (*Final lab + final written exam*) marks and enter into the award sheet obtained from the registration system.
- Each course teacher will prepare the summary sheet (***Refer Appendix- I : Final Result Summary Sheet – CTs***) and submit with the evaluated answer script bundles for approval. A copy of the same summary sheet will be given to the CC for consolidation.
- Following documents will be submitted by each CT to the concerned department for approval:
 - Summary Sheet - (***Refer Appendix- I : Final Result Summary Sheet – CTs***)
 - Class Attendance Sheet
 - Exam Attendance Sheet
 - Answer Sheets (Sorted according to the result sheet)
 - Final Result Sheet (Award sheet)

- g. The Course coordinator will then prepare the consolidated summary sheet
(*Refer Appendix- J: Final Result Summary Sheet – CCs*) from the summary sheets received from the CTs of all the sections.
- h. The following documents will be submitted by the CC to the concerned department for final approval of the results of all sections:
- Summary Sheet – CC (*Refer Appendix-J: Final Result Summary Sheet – CCs*)
 - Answer Key
- i. After getting final approval the course teacher will upload the results into the registration system through the following link:
<http://edugate.jazanu.edu.sa/jazan/ui/staff/homeIndex.faces>
- j. Final exam marks, grade and/or results **must not be disclosed** in any means until it is published online. Any violations will be dealt-with seriously.
- k. Any complaints or appeals on student assessments will be redressed by the student affairs by adopting university policies.



6. APPLICABLE REFERENCES

- Guidelines for NCAA accreditations. <http://www.ncaaa.org.sa/english/aproductfront.aspx>
- Deanship of Academic Development, Jazan University
<http://deanships.jazanu.edu.sa/sites/en/dev/Pages/EvaluationForms.aspx>
- Enhancing learning by enhancing assessment,
<http://www.cshe.unimelb.edu.au/assessinglearning/05/index.html>
- Chronicle of Higher Education <http://chronicle.com/section/Home/5>
- Examination policy and procedures-Students,
http://www.acu.edu.au/about_acu/publications/handbooks/handbook_2011/general_information/examination_policy_and_procedures_students/

7. QUALITY RECORDS.

- SOPs for Course Coordination, College of Computer Science & Information Technology

8. AUTHORIZATIONS

Designation	SOP Developer(s)	Head, UPPP	Head, QAU	College Dean
Name	Unit for policies, Procedures & Processes (UPPP)	Mr. Raj Kumar Masih	Mr. Ahsan Asim	Dr. Mohammad Basem Asiri
Signature				

9. APPENDICES

APPENDIX-A : Internal Exams-Question Paper Format with Cover Page

Kingdom of Saudi Arabia
Ministry of Higher Education
Jazan University
College of Computer Science & Information Technology



المملكة العربية السعودية
وزارة التعليم العالي
جامعة جازان
كلية الحاسب الآلي وتقنية المعلومات

ACADEMIC YEAR _____ | SPRING/FALL (SEMESTER 1/2)

EXAM-1 / EXAM-2

Course: Algorithms & Data Structures-1

Code: 221COMP-3

Section: S240

Student Name _____

Student ID _____

Exam Date: Tuesday 14th October 2020 Time: 9:00 PM

Signature of CT: Raj Kumar Masih

Exam Duration: 50 Minutes

Max. Marks: 10

Marks awarded:

SECTION – A (4 x ½ = 2 Marks)

Answer ALL questions. Each question carries HALF mark

1. Choose the correct answer:

- i)
- ii)
- iii)
- iv)
- v)

Multiple Choice Questions

SECTION – B (4 x 1 = 4 Marks)

Answer any FOUR questions. Each question carries ONE mark

- 2.
- 3.
- 4.
- 5.
- 6.

Short Answer Questions

SECTION C (1 x 4 = 4 Marks)

Answer ANY ONE Question which carries FOUR Marks

- 7.
- 8.

Descriptive type questions

APPENDIX-B: ATTENDANCE FORMAT INTERNAL EXAMS/LAB EXAM

Kingdom of Saudi Arabia
Ministry of Higher Education
Jazan University
College of Computer Science & Information Technology



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وزارة التعليم العالي
جامعة جازان
كلية الحاسب الآلي وتقنية المعلومات

First / Second / Summer Semester – 20___/20___

ATTENDANCE SHEET – EXAM-1 / EXAM-2 / FINAL LAB EXAM

Course Name: Course code: Section :
.....

Date:..... Time : Course teacher

Sl.No	Student-ID	Student-Name	Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			

Name & Signature of the invigilator with date

APPENDIX- C & I: Final Result Analysis - Internal & Final Exams



KINGDOM OF SAUDI ARABIA | JAZAN UNIVERSITY

COLLEGE OF COMPUTER SCIENCE & INFORMATION TECHNOLOGY

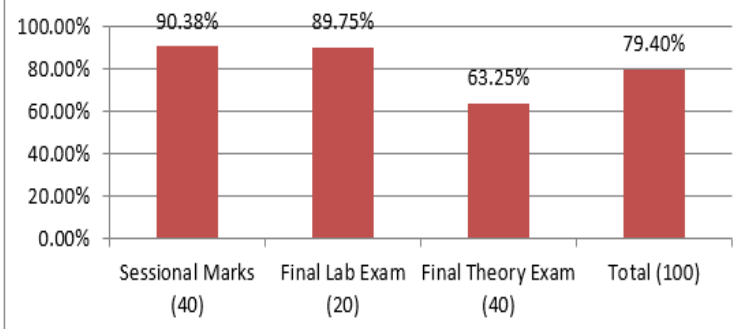
FINAL RESULT SUMMARY SHEET (Course Teacher) | 2020 -21 (Fall Semester)

FINAL RESULT SUMMARY SHEET (Course Teacher) | A.Y. ____ (Fall/Spring Semester)

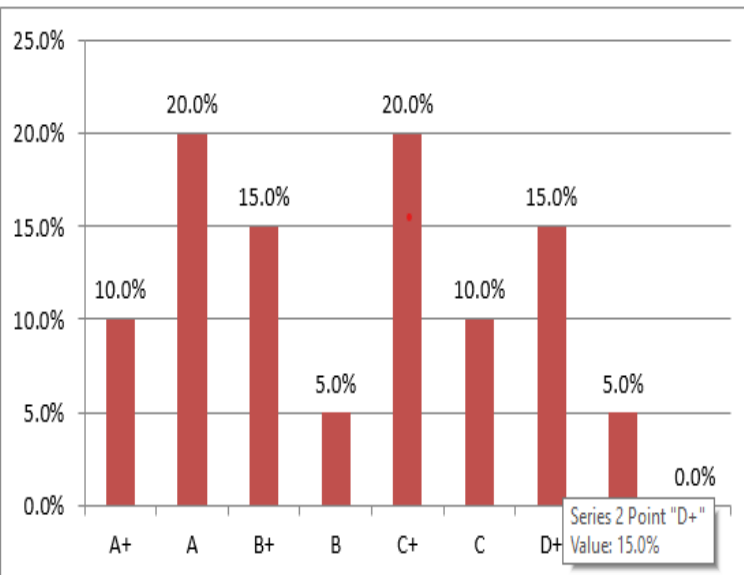
Course Code:		Name of the Course Coordinator:	
Course Name:		Name of the Course Teacher:	
Group (Section):		Date of Exam:	Level:
Department:		College:	

Present	Absent	Not Allowed	Withdrawn/Dropped	Cheating (if any)	Total

Student Assessment	Average Marks	Percentage
Sessional Marks (40)	36.15	90.38%
Final Lab Exam (20)	17.95	89.75%
Final Theory Exam (40)	25.30	63.25%
Total (100)	79.40	79.40%



Grades	No. of Students	Percentage
A+	2	10.0%
A	4	20.0%
B+	3	15.0%
B	1	5.0%
C+	4	20.0%
C	2	10.0%
D+	3	15.0%
D	1	5.0%
F	0	0.0%
Pass	20	90.9%
Fail	0	0.0%
Not Allowed	0	0.0%
Withdrawn/Dropped	2	9.1%
Total Starting the Course	22	
Total Completing the Course	20	



COURSE TEACHER
(Signature & Date)

DATA SUPERVISOR
(Signature & Date)

DEPARTMENT HEAD/CEO
(Signature & Date)

APPENDIX-D: ASSIGNMENT PROBLEM STATEMENT



KINGDOM OF SAUDI ARABIA | JAZAN UNIVERSITY
COLLEGE OF COMPUTER SCIENCE & INFORMATION TECHNOLOGY

ASSIGNMENT I / II

Academic Year		Semester	
Course with code		Section	
Type of Assignment		Marks	
Date of Announcement		Deadline	

ASSIGNMENT PROBLEM STATEMENT

Name of the Course teacher		Signature	

Note: After completing the assignment, the course teachers are required to prepare a single page report which includes Groups, topic assigned, date & time of GD/Presentation, teacher's remarks and Outcome.

APPENDIX-E: ASSIGNMENT SUMMARY REPORT



KINGDOM OF SAUDI ARABIA | JAZAN UNIVERSITY COLLEGE OF COMPUTER SCIENCE & INFORMATION TECHNOLOGY ASSIGNMENT SUMMARY REPORT (by Course Teacher)

Academic Year		Semester	
Course with code		Section	
Type of Assignment		Marks	
Date of Announcement		Deadline	

Assignment type				Group/Individual	
Total no. of students				No. of Groups	
Task Assigned	Group	Student's ID	Student's Names	Topic	
	Group - A				
	Group - B				
Specify if related to any CLOs					
Event (Describe the event like Group discussion / presentation etc)					
Date of event					
Assessment Method					
Outcome					
Average Marks					
Prepared by : Signature					
CC Remarks					
Name & Signature of the CC					

Attach additional sheets if necessary

APPENDIX-F : Final lab exam Question paper format with cover page.

Kingdom of Saudi Arabia
Ministry of Higher Education
Jazan University
College of Computer Science & Information Technology



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جامعة جازان
كلية الحاسب الآلي وتقنية المعلومات

Academic Year _____ | _____ SEMESTER

FINAL LAB EXAM

Name of the Course & code				Mark Distribution	Max. Marks	Marks scored
Date		Time				
Lab. No		Duration	1 hr. 30 mts			
Name & Signature of the Lab Teacher						
Name & Signature of the CC/Asst. CC						
Student Name						
Student Id.				Total (20)		
Section				Signature of the evaluator		

* Subject to change based on the type of lab (Programming/hardware/design etc)

** viva-voce: questions must be limited with the lab exercises/problems.

APPENDIX-G : Final Exam Question Paper Format with Cover page

Kingdom of Saudi Arabia
Ministry of Higher Education
Jazan University
College of Computer Science & Information Technology



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جامعة جازان
كلية الحاسب الآلي وتقنية المعلومات

FINAL EXAMINATION QUESTION PAPER

Term: (☐ Fall / ☒ Spring)

Academic Year: 1435 / 1436 H

Student's Name		Student's ID	
Section Number		Course Code	
Course Name		Level	
Exam Date		Exam Day	
Exam Duration	2 Hours. Start Time:	Maximum Marks	

MARKS DISTRIBUTION

SECTION	Qn. No.	MARKS (IN NUMBERS)	MARKS	TOTAL MARKS	
				(In Numbers)	(In Words)
A			INTERNAL (40)		
B			FINAL PRACTICAL (20)		
			FINAL THEORY (40)		
			FINAL PRACTICAL (20) + FINAL THEORY (40)		
C					
TOTAL MARKS (40)			TOTAL (100)		

COURSE TEACHER (EVALUATOR)
(Name, Signature & Date)

GRADE

(1) اقرأ التعليمات التالية بدقة:

- (2) اقرأ ورقة الأسئلة جيدا ثم أجب في كراسة الإجابة.
- (3) بعد نهاية الاختبار سلم ورقة الأسئلة وكراسة الإجابة للمراقب.
- (4) أحضر معك مايلزم من المتعلقات الشخصية التي تحتاجها في الاختبار مثل الأقلام والآلة الحاسبة.
- (5) يجب إبراز بطاقتك الجامعية والهوية الوطنية.

COURSE COORDINATOR
(Name, Signature & Date)

TRACK LEADER
(Name, Signature & Date)

DEPARTMENT HEAD / CEO
(Name, Signature & Date)

APPENDIX-G(Cont..)

SECTION – A (15 MARKS)

Answer ALL Questions. Each Question carries ONE Mark.

1 (a) Choose the correct answer:
(10 Marks)

(10 Questions)

1 (b) Fill in the Blanks:
(5 Marks)

(5 Questions)

SECTION – B (5 x 3 = 15 MARKS)

Answer any FIVE Questions. Each Question carries THREE Marks.

2.

3. **(Answer any FIVE questions out of SIX)**

4.

5.

6.

7.

SECTION – C (2 x 5 = 10 MARKS)

Answer any TWO Questions. Each Question carries FIVE Marks.

8.

9. **(Answer any TWO questions out of THREE)**

10.

APPENDIX-H : Final Exam Blueprint



JAZAN UNIVERSITY
KINGDOM OF SAUDI ARABIA
COLLEGE OF COMPUTER SCIENCE & INFORMATION TECHNOLOGY
FINAL EXAMINATION QUESTION PAPER – BLUEPRINT

Course Code			Total chapters in the course						
Course Name			Chapters Completed						
Level			Total number of Sections / Groups						
Course Coordinator			Total students (In all sections)						
Track Leader's Name			Exam Date and Time						
Section	Qn. #	Chapters No.	Marks distribution from chapter covered as portion			Marks distribution according to Difficulty Level			Total Marks
			Exam-1	Exam-2*	Final	Low	Medium	High	
A	1								
B	2								
	3								
	4								
	5								
	6								
	7								
C	8								
	9								
	10								
Total									
%									

* For Assessment scheme-2 (Programming courses) – Strike-out Exam-2 column.

DECLARATION

- ✓ All questions given in the question paper are prepared by me (course coordinator) in consultation with all course teacher(s).
- ✓ We collectively take responsibility on any issues related with this question paper.
- ✓ Certified that the facts stated above are true and correct to the best of our knowledge.

S.No	Name of the course teacher	Section no.	Signature with date

COURSE COORDINATOR
(Signature & Date)

TRACK LEADER
(Signature & Date)

Department Head /CEO
(Signature & Date)

APPENDIX-J : Final Result Summary Sheet – CC

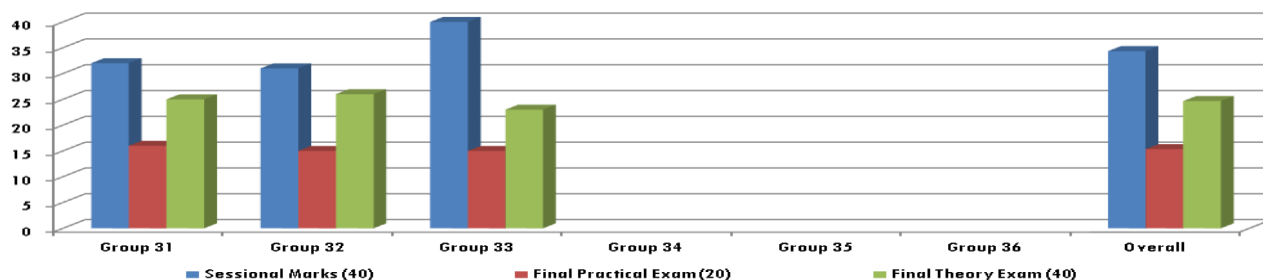


KINGDOM OF SAUDI ARABIA | JAZAN UNIVERSITY
COLLEGE OF COMPUTER SCIENCE & INFORMATION TECHNOLOGY
DEPARTMENT OF COMPUTER & NETWORK ENGINEERING

FINAL RESULT SUMMARY SHEET (Course Coordinator) | 20 - 20 (_____ Semester)

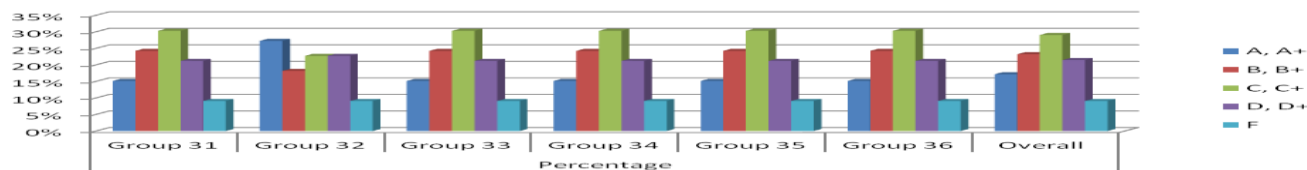
Course Code:			Name of the Course Coordinator				
Course Name:			Date of Exam				
Student Internal Assessment	Average Marks in the group						
	Group 31	Group 32	Group 33	Group 34	Group 35	Group 36	Overall
Sessional Marks (40)							
Final Practical Exam (20)							
Final Theory Exam (40)							
Total (100)							

Average Marks in the Groups



Grades	No. of Students						Percentage						
	Group 31	Group 32	Group 33	Group 34	Group 35	Group 36	Group 31	Group 32	Group 33	Group 34	Group 35	Group 36	Overall
A, A+													
B, B+													
C, C+													
D, D+													
F													
Total													

% of Grades across groups



Signature of the CC

Department Coordinator



[Policy: Effective Learning & Teaching]

Standard Operating Procedures for

- ✓ Course Teachers
- ✓ Course Coordinators
- ✓ Course In-Charges (Female)
- ✓ Track Leaders

PROCEDURES FOR COURSE COORDINATION

APPROVALS

All approvals are maintained and controlled in the [Document Control System] system.
Please refer to the [Document Control System] system for the current controlled revision and approval records.

REVISION HISTORY

AUTHOR	REVISED SECTION/PARAGRAPH	REV
[R. JOHN MARTIN]	[Initial Release, Jan 2014]	1.0
[R. JOHN MARTIN]	[Aug 2015]	2.0
[R. JOHN MARTIN]	[Jan 2018]	3.0
[RAJ KUMAR MASIHI]	[Feb 2021]	4.0

Draft and Archived/Obsolete revisions are not to be used.
Access [Document Control System] system to verify revision.

1. PURPOSE

To set the standards that guides the decision-making process in carrying out teaching-learning process.

2. SCOPE

Course teachers, registered students and those involved in all aspects of the teaching-learning process.

3. DEFINITIONS

- **Classroom:** The place where the course delivery happens whereby knowledge is gained.
- **Laboratory:** The place where transformation of knowledge into skills happens.
- **Teaching:** Process of delivering the course content (both theory and practical)
- **Learning:** Process of acquiring knowledge or skills through experience, practice, or study, or by being taught.
- **Course file:** A file containing all course information in NCAAA & ABET formats.
- **Semester:** Duration of 16 - 18 weeks

4. RESPONSIBILITIES

- Dean of the College - The top leadership of the college who approves the policies & procedures
- Vice Dean – the leadership of the college who monitors the implementation of procedures.
- QAU: A administrative body of the college which implements quality standards.
- Program Coordinator /HoD – The leadership who monitor the teaching learning process.
- Expert committee – The ad-hoc committee constituted every academic year to support PC in academic decision making process.
- Track Leader – The teacher one who coordinates and manages similar courses within a program.
- Course Coordinator – The teacher who coordinates the course delivery with different sections.
- Course Teacher – The teacher who delivers the course content.

5. PROCEDURES FOR COURSE COORDINATOR

The following sections will provide the guidelines to the college for the selection of course coordinators and their responsibilities to fulfill the objectives of the college and its various programs.

5.1 Procedure 1: Selection of Course Coordinators

5.1.1 Overview

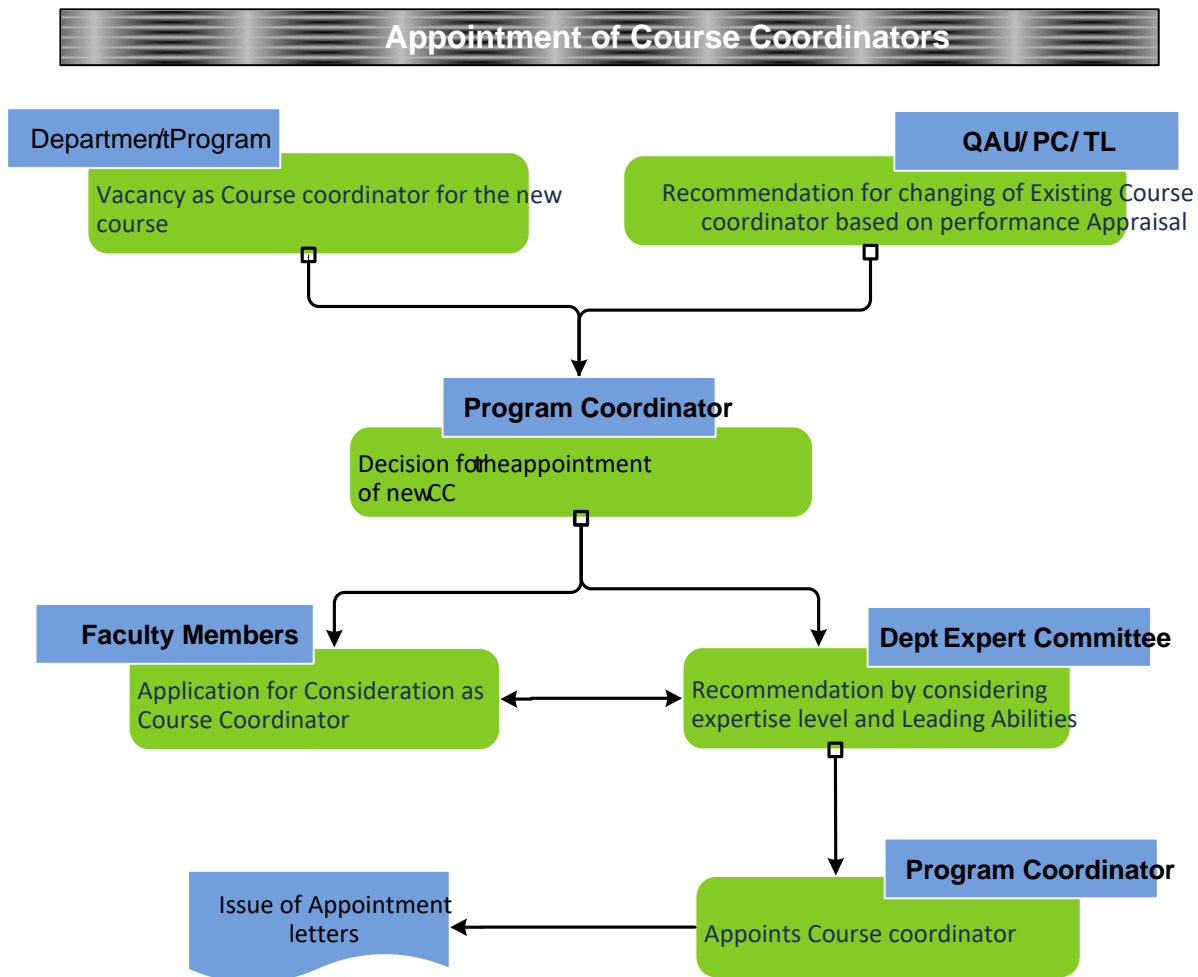
This procedure is applicable for the selection of new course coordinators (CC) and replacement of existing CC as and when required.

5.1.2 Details

1. The process of the selection of CC will be initiated by the program coordinator (PC) or QAU.
2. There is a provision to the faculty members for applying to the position as CC for a course.
3. The selection process will be done by the **expert committee** (Refer procedure -7).
4. The expert committee will follow the guidelines of the QAU for the selection of CCs.
5. The selection will also be made by considering the subject specialization, availability of the faculty members and fair distribution among the faculty members.
6. The expert committee will hand over the final list to the PC.
7. The PC or College coordinator (Girls College) will appoint the CC by giving the appointment letters.

The following **process flow diagram** will guide the college for this selection process.

5.2 Process Flow: Selection of Course Coordinators:



5.3 Procedure 2 : Responsibilities of Course coordinators

5.3.1 Overview

This section lists the roles and responsibilities of a course coordinator.

5.3.2 Details

1. The CC will be one among the teachers who are teaching the course.
2. Course coordinator is responsible for the course file and other course related documents during his/her tenure.
3. The appointed Course coordinator and his team of teachers who are teaching the course in the current semester will prepare the course file (NCAAA / ABET format), if it is offered first time.

4. CC will get approval from the PC through TL for any amendments in the course descriptions/contents at the beginning of every semester.
5. Course coordinator is the responsible person for the course delivery every semester.
6. CC will prepare the course specification before the start of every semester and circulate to the course teachers.
7. CC will brief the course specification and course roadmap to all the course teachers at the beginning of every semester.
8. CC will have the responsibility to give proper induction training to the new faculty members before the start of the course delivery.
9. CC will keep track of all schedules of his/her course sections.
10. Course coordinator will monitor the course delivery by conducting minimum of four meetings per semester.
11. CC will get the feedback from the course teachers at every meeting about the course coverage, difficulties found in course delivery and any other issues related to the course.
12. CC will discuss all course assessments (quiz exam, midterm, assignments, lab exam, final exam etc) with the course teachers in the meetings. Minutes of every meeting will be maintained by the CC.
13. CC is responsible for the preparation of common question papers for the midterm, final lab exam and final written exam in consultation with all the course teachers by following the QAU standards given time to time.
14. CC will maintain the question bank with answer key for his course separately for midterm and final exam and the same will be published in the university portal or library for students' reference.
15. Proper coordination will be done by the CC for the smooth conduction of common examinations like midterm and final exam for the course.
16. CCs will have the responsibility to review the results of all the sections of his/her course and to make appropriate suggestions to the course teacher for necessary action.
17. At the end of every semester (after the final examination) the CC will have to prepare the consolidated course report by considering the results of all the sections of the course.

18. At the end of every semester the CC will have to update the course file with the necessary documents of the current semester.

19. CC will participate in the performance appraisal (**Refer Appendix-B**) of the track leader.

5.4 Procedure 3: Roles & Responsibilities of Course in-charges (Female Campus):

5.4.1 Overview

The Course in-charge from female campus will be selected from among the teachers teaching the respective course.

5.4.2 Details:

1. Course in-charge will be one among the course teachers teaching that particular course in female campus.
2. Course in-charges will assist the course coordinators (CC) in coordinating the course delivery and assessments.
3. Course in-charge must ensure that all the course teachers teaching that particular course are following the same course material available in JUMP Course file authorized by CC (Lecture Notes, Text book/study material, Lab Manual, Case study manual, etc), and the same to be available in the campus library/photocopy stall.
4. Course in-charges will ensure that the course road map is followed for the assessments in different sections.
5. Course in-charges are responsible for taking photocopies of final exam question papers according to student strength in that particular course.
6. Course in-charges will assist the CC in solving any issues / queries at the time of final examination.
7. Course in-charges are responsible for the arrangement of course meetings (Time and venue) in female campus on request of CC whenever necessary.

6. PROCEDURES FOR TRACK LEADER

This section provides the college with the guidelines for the appointment of Track Leaders (TL) and their responsibilities to fulfill the objectives of the college and its various programs.

6.1 Procedure 1: Selection of Track leaders

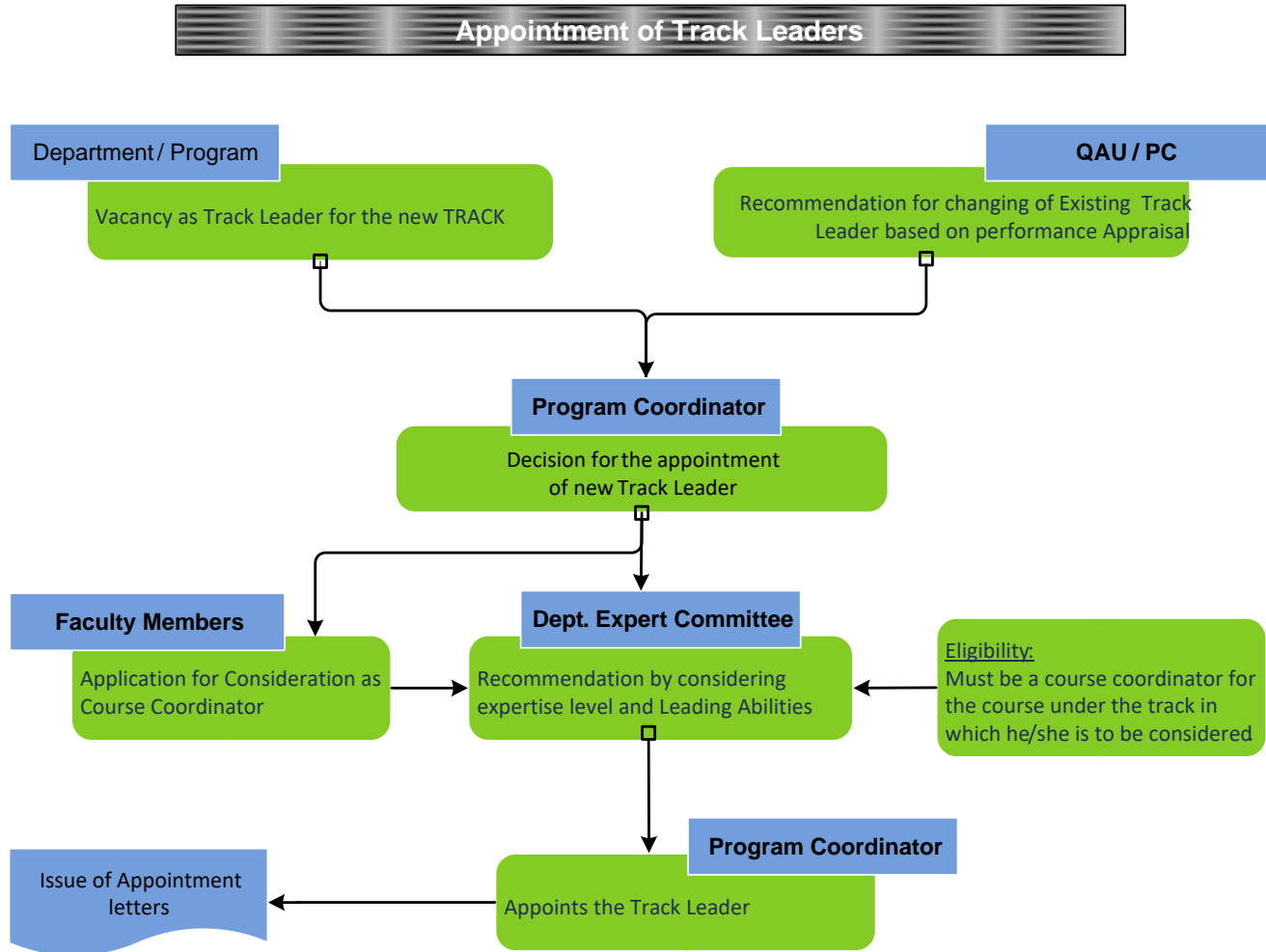
This procedure is a guideline for the selection of new Track Leaders (TL) and replacement of existing TL as and when required.

6.1.1 Details

1. The process of the appointment of TL will be initiated by the program coordinator (PC) with the recommendation of the QAU.
2. A faculty member, who had/has been a CC for a course under the track he/she is applying is eligible for the track leadership.
3. The faculty member who has the above eligibility can apply for the TL.
4. The selection process will be done by the **department expert committee** (Refer procedure -7).
5. The expert committee will follow the guidelines of the QAU for the selection of TLs.
6. The scope for considering the track leadership is limited only to the particular track in which the track leader's specialization belongs.
7. The selection will be made purely by considering the subject specialization, availability of the faculty members and fair distribution among the faculty members.
8. The expert committee's selection will be communicated to the PC.
9. The PC or College coordinator (Girls College) will appoint the TL by giving the appointment letters.

The following **process flow diagram** will guide the college for this selection process.

6.2 Process Flow: Selection of Track Leaders



6.3 Procedure 2: Responsibilities of Track Leaders

6.3.1 Overview

This section describes the job description of a Track Leader.

6.3.2 Details

1. A TL will be one among the course teachers in the particular track.
2. TL is the person responsible for all the courses in his/her track and their delivery in the teaching-learning process.
3. TL will have the responsibility to provide proper induction training to the new course coordinators joined in his/her track.

4. TL will have the responsibility to review the course files of his/her track periodically and make appropriate suggestions to the CC to keep the course files up-to-date.
5. TL will have the responsibility to eliminate any redundancy in the course contents between the courses in his/her track.
6. TL will have the authority to suggest any amendments in the course descriptions/contents of his/her track to the PC at the beginning of every semester.
7. TL will have frequent meetings with the CCs (Minimum of three meetings per semester) to ensure smooth conduction of course delivery. The minutes of the meeting with participants' signature will be forwarded to the PC/QAU.
8. TL will give 'track reports' to the PC and QAU regarding the status of the course files and their delivery time to time.
20. TL will evaluate the question papers for the midterm and final exam of his/her track and give the feedback to the CC for further process. (Refer Assessment procedures for the responsibilities in preparing & approving question papers)
9. TL will attend meetings organized by the QAU/Dean's office as and when required.
10. TL will participate in the curriculum review process.
11. TL will assess the performance of the CCs in his/her track and give the report to the PC / QAU every semester/academic year. **(Refer Appendix- B)**

7. RESPONSIBILITIES OF A COURSE TEACHER

7.1.1 Overview

This section lists the responsibilities of a course teacher (CT) in addition with the primary duties and responsibilities as a teacher.

7.1.2 Details

1. The course teacher is the sole authority in course delivery of his/her assigned section/group.
2. CTs will assist the CCs in preparing course specification and course road map at the beginning of every semester.
3. CT will attend every meeting organized by his CC and TL.
4. CTs will have the responsibility in implementing all decisions taken in the course coordination meeting.

5. CT has the responsibility in maintaining discipline and classroom decorum in the classroom and laboratories.
6. CTs will update the daily student attendance manually and upload onto the system (web portal) weekly basis.
7. CT will maintain course delivery report and provide the up-to-date report on demand at any stage.
8. CTs will attend all meeting conducted by the college administration/QAU as and when required.
9. CTs will have the right to give appropriate suggestions to the CC in the course coordination meetings.
10. CTs will be responsible for conducting internal assessments like Quiz and Assignments as per course roadmap.
11. CTs will coordinate with CCs in conducting common mid-term and final exam.
12. Course lab teachers will be responsible for conducting final lab examinations and the question papers will be duly approved from the course coordinator.
13. CTs will provide the documents & reports which are required by the CCs time to time.
14. CT will assist the department administration/QAU in academic and administrative activities of the college.
15. CT will motivate the students in actively participating various completions / workshops / seminars at various levels.
16. CT will prepare the consolidated mark sheet for his course and get the approval from CC/TL/CEO/HoD before final exam.
17. CTs will assist the CCs in preparing and publishing question bank for students' reference.
18. CT has the responsibility to monitor student progress and their attendance periodically and give the report to the respective academic advisors.
19. CTs will get the approval of the final marks from the CCs before submitting to the exam committee.
20. CTs will provide necessary documents to the CC for the preparation of course report.

21. All CTs are required to engage themselves in the research and scholarly activities in their subject domain by involving the students.
22. CTs are expected to take up research projects which will benefit the society directly or indirectly.
23. CTs should motivate the students to choose the case studies/mini-projects in such a way to address the issues of the local community.

8. PROCEDURE FOR THE APPOINTMENT OF DEPARTMENT EXPERT COMMITTEE (AD-HOC)

8.1.1 Overview

This section describes appointment of ad-hoc department expert committee.



8.1.2 Details

1. The department expert committee will be a three member committee.
2. The first member will be a senior most faculty member of the department with higher grade. He will be the chairman of the committee.
3. The second member will be the PC or the faculty member of the department nominated by the PC. (In Girls College, the second member will be the College Coordinator or the faculty member nominated by the College coordinator).
4. The third member will be the faculty member of the department nominated by the QAU.
5. The expert committee will be functioning according to the guidelines of the QAU.
6. The QAU nominee of the committee will document all proceedings of the meetings in connection with the appointment of CCs/TLs and the same must be given to QAU on demand.
7. The tenure of the expert committee is one academic year. The committee will be automatically dissolved by completing one academic year.
8. The same process will be followed for the selection of the expert committee in the following academic year.

9. APPLICABLE REFERENCES

- *Guidelines for NCAAA accreditations. Standard 4 : Learning & Teaching*
<http://www.ncaaa.org.sa/english/aproductfront.aspx>
- *Deanship of Academic Development, Jazan University*
<http://deanships.jazanu.edu.sa/sites/en/dev/Pages/EvaluationForms.aspx>
- *Chronicle of Higher Education* <http://chronicle.com/section/Home/5>

10. AUTHORIZATIONS

Designation	SOP Developer	Head QAU	College Dean
Name	Mr. Raj Kumar Masih	Mr. Ahsan Asim	Dr. Mohammed Basem Assiri
Signature			



Standard Operating Procedures for

✓ Tutorship

PROCEDURES - TUTORSHIP

APPROVALS

All approvals are maintained and controlled in the [Document Control System] system.
Please refer to the [Document Control System] system for the current controlled revision and approval records.

REVISION HISTORY

AUTHOR	REVISED SECTION/PARAGRAPH	REV	RELEASED
[R. JOHN MARTIN]	[Initial Release, Section 2, etc]	[##]	See [Document Control System]

*Draft and Archived/Obsolete revisions are not to be used.
Access [Document Control System] system to verify revision.*

PURPOSE

The main objective of this document is to ensure organized care for the development of each student through tutorship program. This document explores the policies of tutorship program.

SCOPE

The scope of these procedures is limited to all the appointed tutors from among the students and staff of the college and the students studying under the tutorship.

DEFINITIONS

Tutor: is a person employed in the education of others, either individually or in groups.

Weak learners: a student who has the ability to learn necessary academic skills, but at rate and depth below average.

Student tutors: registered students of the university who provide instruction to others on a volunteer and paid basis.

Tutee: Students of the college who receives the knowledge and information from the tutor.

RESPONSIBILITIES

Dean of the College - The top leadership of the college who approves the policies and procedures.

Department Coordinator /HoD – The leadership who supervises the tutoring.

Course Coordinator – The teacher who coordinates the Course.

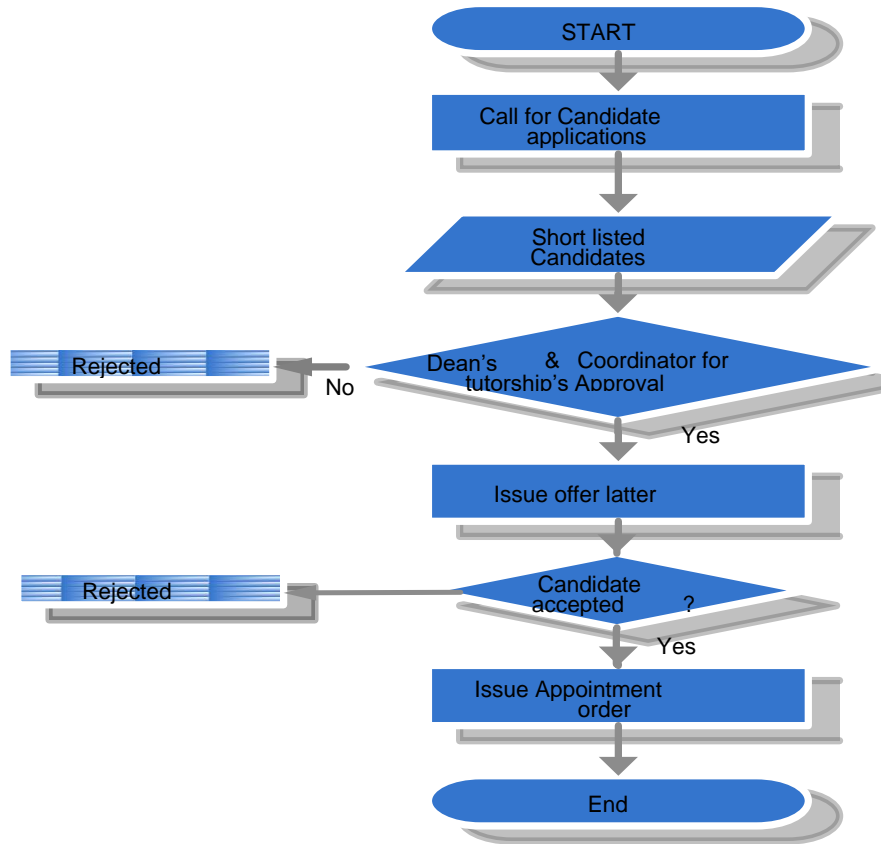
Tutor – The teacher or an appointed student for tutorship

PROCEDURES REGARDING “TUTORING FOR THE MOST DIFFICULT SUBJECTS” BY EXCELLENT STUDENTS

The tutorship program aims to help the students taking a particular course through the experience and knowledge of more senior students (tutors) who had studied and proved their caliber. The following sections will provide the procedures for implementing this program in a fruitful way.

Process Flow

a) Appointment of Student Tutors:



5.2 Procedure: Appointment of Student Tutors

5.2.1 Overview

This procedure will be followed for the appointment of “student tutors” for handling various subjects.

5.2.2 Details

- i. Applications will be called for the appointment of student tutors through the department coordinators, academic advisors and faculty members.
- ii. The applicants can apply for the tutorship with the form prescribed ([Appendix-10.1 Application for student tutorship](#)) by the college.
- iii. The Eligibility Criteria is as follows:
 - a. The applicant must be a registered student of Jazan University.
 - b. Students those who are studying in higher levels are eligible to apply for tutoring the students studying at lower level courses.

- iv. The selection criteria will be based on the applicant's CGPA and the grade in the course (minimum A grade) in which he wish to tutor.
- v. Appraisal (*Appendix-10.2 Tutor appraisal form*) will be done for all the applicants to enable the selection process.
- vi. The final selection of the student tutors will be subject to the approval of the coordinator of the tutorship program & the Dean of the college.
- vii. Selected applicants will be intimated with an appointment order.

5.3 Procedure: Tutors' duties, responsibilities

5.3.1 Overview

Successful tutoring comes from developing a mutually beneficial relationship between tutor and tutee. To build that relationship there should be clear roles and responsibilities on both sides.

5.3.2 Details

- i. Tutors are expected to be good role models for their students (tutees).
- ii. Tutors should be well prepared before handling classes.
- iii. The tutor is expected to:
 - Conduct and monitor the tutorial class based on the outline given by the course coordinator.
 - Coach the student during the allotted consultation hour.
 - Monitor the progress of their tutees
 - Facilitate the personal development of their tutees ○ Do the assessments as directed by the coordinator
- iv. Tutor is advised/encouraged to provide extra learning material if needed.
- v. The tutor is NOT ALLOWED to fix or cancel any tutorial classes other than allotted hours without informing the coordinator of the tutoring process.

5.4 Procedure: Tutors' Remuneration

5.4.1 Overview

The following are the rules which will be followed for the remuneration of a student tutor appointed in the tutorship program.

5.4.2 Details

- i. SR. 50 will be paid for each hour handled by the student tutor as remuneration and the total amount per month should not exceed SR.1250.

- ii. Each tutor will be allocated only one course and maximum of 25 hours per month.
- iii. The tutorship coordinator who is in charge of student tutoring program will keep track of the details of the hours handled by each student tutors.

5.5 Procedure: Assessments for the tutoring program

5.5.1 Overview

Assessment is used to understand the level of the students in various stages. Following are the procedures for doing assessments.

5.5.2 Details

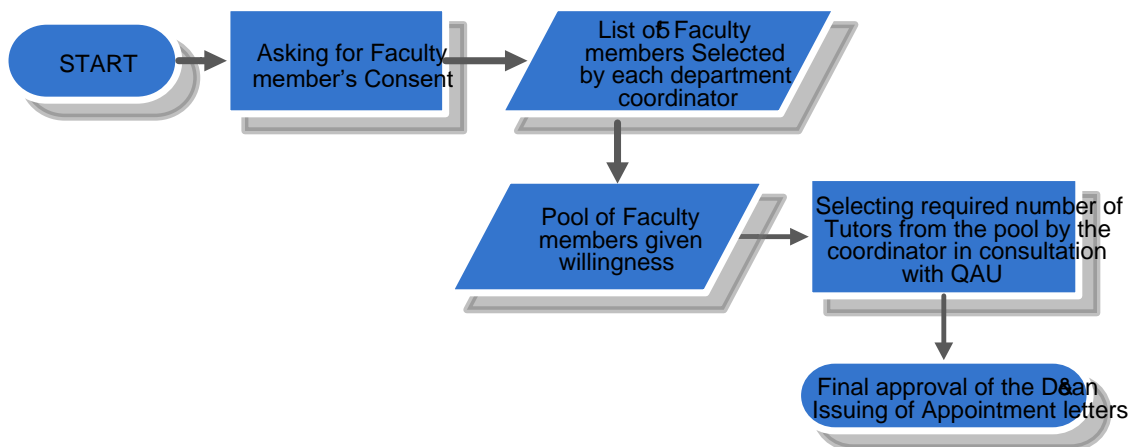
- i. Assessments will be done to assess the level of knowledge at the beginning of the semester and once again at the end of the semester.
- ii. In the beginning, entry level exam will be conducted for each course and the results will be documented.
- iii. At the end of the course, exit level exam will be conducted and the results will be analyzed with the entry level data. This will enable us to assess the effectiveness of the program.
- iv. Apart from the above assessments, program feedback ([Appendix 10.3 Feedback forms](#)) will be collected to assess the individual programs both from tutees.

6. PROCEDURES REGARDING “TUTORING FOR ENGLISH LANGUAGE” BY THE FACULTY MEMBERS

Students with limited English proficiency may struggle with learning technology oriented courses. A tutorship program will be an ideal solution to address this difficulty. The following procedures will help us to implement the tutorship program for English language in an effective manner.

6.1 Process Flow

b) Appointment of English Tutors:



6.2 Procedure: Appointment of English tutors:

6.2.1 Overview

Following are the procedures which will be followed for the appointment of tutors for English Language.

6.2.2 Details

- i. English tutors will be appointed from among the faculty members of the colleges or in special cases from other colleges with approval of the Dean.
- ii. The appointment will be purely based on their willingness to act as tutor for English language.
- iii. By spreading email all the faculty members of the college will be informed about the requirement of tutors.
- iv. Each department coordinator will choose five teachers from among the faculty members given willingness and forward the list to the tutorship coordinator.
- v. The tutorship coordinator will choose the required number of tutors from the pool of the 15 teachers.
- vi. The QAU will be consulted for the appointment of tutors. This is to ensure the quality of tutoring process.
- vii. Final approval will be given by the Dean and appointment letters will be issued.

6.3 Procedure: Tutors' duties, responsibilities:

6.3.1 Overview

Successful tutoring comes from developing a mutually beneficial relationship between tutor and tutee. To build that relationship there should be clear roles and responsibilities on both sides.

9.1.1.1.1 6.3.2 Details

- i. The English language tutor is expected to:
 - a. Coordinate with the team to prepare the course content.
 - b. Conduct the tutorial class based on the outline provided.
 - c. Coach the student during the allotted consultation hour.
 - d. Monitor the progress of their tutees
 - e. Facilitate the personal development of their tutees.
 - f. Conduct the assessments as per course plan.
- ii. Tutor is advised to provide extra learning material if needed.

6.4 Procedure: Tutors' Remuneration

6.4.1 Overview

Following are the guidelines which will be followed for the remuneration of English language tutors appointed in the tutorship program.

6.4.2 Details

- i. Remuneration for English language tutors will be paid on hourly basis with the following guidelines:
 - a)

Professors	- SR 200. Per Hour
Assoc. Prof	- SR 150. Per Hour
Asst. Prof	- SR 120. Per hour
Lecturer	- SR 100. Per hour
 - b) The total amount per month should not exceed SR.4000.
 - c) Maximum of 20 hours will be assigned to a tutor per month. ii. The coordinator who is in charge of English language tutoring program will keep track of the details of the hours handled by each tutors.

6.5 Procedure: Assessments for the tutoring program

6.5.1 Overview

Assessment will be done to understand the level of the students in entry and exit levels.

Following are the procedures for doing assessments.

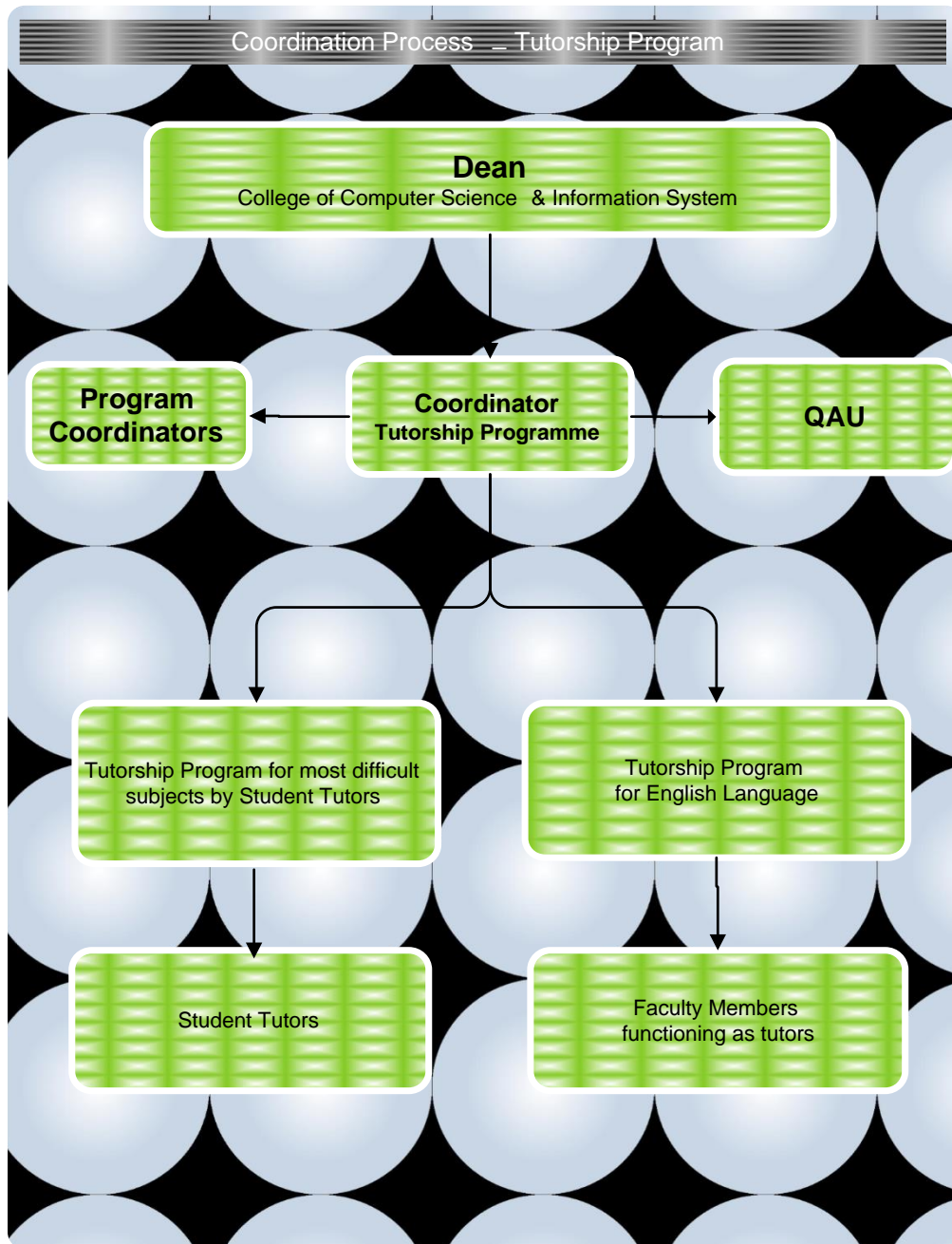
6.5.2 Details

- i. Assessments will be done to assess the level of knowledge in entry level and exit level.
- ii. In the beginning, entry level exam will be conducted for each course and the results will be documented.
- iii. At the end of the course exit level exam will be conducted and the results will be analyzed and compared with the entry level data exam. This will enable us to assess the entire program.
- iv. Apart from the above assessments, program feedback ([Appendix 10.3 Feedback forms](#)) will be collected to assess the individual programs from tutees.

7. PROCEDURES REGARDING “COORDINATOR FOR TUTORSHIP PROGRAM”

7.1 Process Flow

c) Coordination process:



7.2 Procedure: Selection of Coordinator for Tutorship

7.2.1 Overview

Following are the guidelines which will be followed for the selection of coordinator for tutorship.

7.2.2 Details

- i. The coordinator for tutorship will be nominated and appointed by the Dean of the college.
- ii. The coordinator for the tutorship program will be appointed from among the Teaching assistants/ Lecturers preferably from Saudi nationals.

7.3 Procedure: Roles and responsibilities of the Coordinator-tutorship:

7.3.1 Details

- i. The Coordinator for tutorship will coordinate both “student tutorship program” as well as “English tutorship program”.
- ii. The coordinator will play a major role for the appointment of student tutors in coordination with the QAU & Program coordinators of three departments.
- iii. The coordinator will coordinate with course coordinators / English tutors to frame the course plan.
- iv. The coordinator will also be responsible for:
 - a. Student registration to the tutorship programs.
 - b. Scheduling the classes.
 - c. Monitoring the classes.
 - d. Conducting assessments.
 - e. Conducting tutor appraisal.
 - f. Getting student feedback on tutorship
- v. The coordinator will have to keep the time sheets of the tutors, prepare the monthly remuneration charts and forward to the administration of the college after the approval of the chairman of the committee.



8. APPLICABLE REFERENCES

- *Personal Tutoring: Policy v Reality of Practice*, Eileen Trotter, e.trotter@salford.ac.uk
www.ece.salford.ac.uk/proceedings/papers/et2_04.rtf
- *Personal Tutoring policy*, Staffordshire University,
http://www.staffs.ac.uk/images/personaltutoringpolicymaster_tcm68-23143.pdf
- *Tutor appointments*, university of California.
<http://grad.berkeley.edu/policies/guides/tutor-appointments/>

- Chronicle of Higher Education <http://chronicle.com/section/Home/5>
- Guidelines for NCAA accreditations. <http://www.ncaaa.org.sa/english/aproductfront.aspx>
- Deanship of Academic Development, Jazan University
<http://deanships.jazanu.edu.sa/sites/en/dev/Pages/EvaluationForms.aspx>

9. QUALITY RECORDS

9.1.2 Authorizations


Designation	SOP Developer	Head QAU	College Dean
Name	Mr. Raj Kumar Masih	Mr. Ahsan Asim	Dr. Mohammad Basem Asiri
Signature			

10. APPENDIX: FORMS & TEMPLATES

10.1 Application for Student Tutorship:

APPLICATION FOR TUTORSHIP		JAZAN UNIVERSITY	
Student Tutorship		College of Computer Science & Information Systems	
Tutorship applied for (Course):			
This form enables us to give careful consideration to your application. Please fill all the columns.			
1. PERSONAL DETAIL :			
Name:		Level (Currently studying):	
Student ID:		Preferred course for tutorship :	
Mobile Number:		Code:	
Email id:		GDPA:	
Other courses preferred:		Grade obtained in the course preferred:	
Course code	Course Name	level	Grade obtained
Write about few sentences about yourself:			
References:			
1.			
2.			
DECLARATION			
I certify that the above replies are true, complete and accurate to the best of my knowledge and belief. I understand and acknowledge that any false statement knowingly made or the withholding of any relevant information may result in the withdrawal of any offer of employment or the termination of employment as appropriate.			
Signature:		Date:	
For office use only			
Further proceedings:	Name	Authorized signatory	Date
Accepted			
Approved and can be shortlisted:			
Chairman, Committee for Tutorship			
Dean, College of Computer Science and IS			

10.2 Student Tutor Appraisal form:



College of Computer Science & Information System
TUTOR APPRAISAL FORM

Tutor's Name:		Course Tutoring:	
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EVALUATION KEY: U = Unsatisfactory, 1, 2, 3 – Low to high satisfactory performance range, NA = Not applicable or not observed

Planning and Preparation	U	1	2	3	NA
1. Communicates high standards and Expectations to tutees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is up to date regarding curriculum content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Effectively plans instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Effectively plans assessment of students' learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instruction	U	1	2	3	NA
1. Makes learning goals clear to tutees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses appropriate instructional strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Uses appropriate questioning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Evaluates, tries innovative approaches, and refines instructional strategies, including use of technologies, to increase student learning and confidence to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Environment	U	1	2	3	NA
1. Creates an environment that is positive for student learning and involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintains appropriate standards of behavior, mutual respect, and safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Promotes confidence and perseverance in students to stimulate increased personal responsibility for achieving the goals of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance of Routine Professional Obligations	U	1	2	3	NA
1. Responsibly meets professional obligations as regards punctuality, attendance, and assigned routine duties, policies and guidelines in performing professional responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY:

☐ Tutor successfully completed Administrative Assessment and is recommended for continued engagement.


☐ Tutor not recommended to engage further tutorship program.

ADDITIONAL COMMENTS:

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

10.3 Tutorship program - Student Feedback form:


Jazan University
 College of Computer Science and Information System

Tutorship Program
Student Feedback Form

Course title: _____ Course code: _____

Name	(If you do not wish, you do not have to enter your name)	Date of evaluation
Name of the tutor		

We thank you for your cooperation in completing this form and your contribution to the improvement of the program.

No	Statement	SA	A	PA	NA	D	SD
1	The course was very interesting.						
2	The allocated time was adequate for the course.						
3	The course material was helpful.						
4	The course material was well organized.						
5	The language was understandable.						
6	The tutor helped students get interested in the topics.						
7	The tutor made good use of examples and illustrations.						
8	The tutor welcomed questions/doubts.						
9	The tutor answered/responded to questions and comments clearly and concisely.						
10	The concepts were explained well and were more understandable.						
11	My language background is not a barrier to learning.						
12	My tutor was well prepared for the classes.						
13	My tutor was regular and punctual to the classes.						
14	I recommend this program to other students.						
Overall ratings		Excellent ← → Poor					
15	Rate this tutoring program using the following scale.	5	4	3	2	1	

Comments and Suggestions



Standard Operating Procedures for

- ✓ Academic Advising
- ✓ Academic Advising Policies

PROCEDURES ON ACADEMIC ADVISING

APPROVALS

All approvals are maintained and controlled in the [Document Control System] system.
Please refer to the [Document Control System] system for the current controlled revision and approval records.

REVISION HISTORY

AUTHOR	REVISED SECTION/PARAGRAPH	REV	RELEASED
[Mr. R. JOHN MARTIN]	[Initial Release, 30.09.2012]	[##]	See [Document Control System]
[Mr. RAJ KUMAR MASHI]	[Initial Release, 09.03.2021]	[01]	See [Document Control System]

*Draft and Archived/Obsolete revisions are not to be used.
Access [Document Control System] system to verify revision.*

1. PURPOSE

This document describes how the academic advising system is structured at College of CS & IS.

2. SCOPE

This is applicable to all students enrolled in the college and the faculty members assigned as an advisor.

3. DEFINITIONS

- **Advisor:** The teacher who provides guidance/advisement.
- **Advisee:** The student who receives the guidance from the advisor.
- **Course:** The subject which the students need to study for their partial fulfillment of the degree/program .
- **Registration:** is the process which will happen every semester to enroll students into the course.

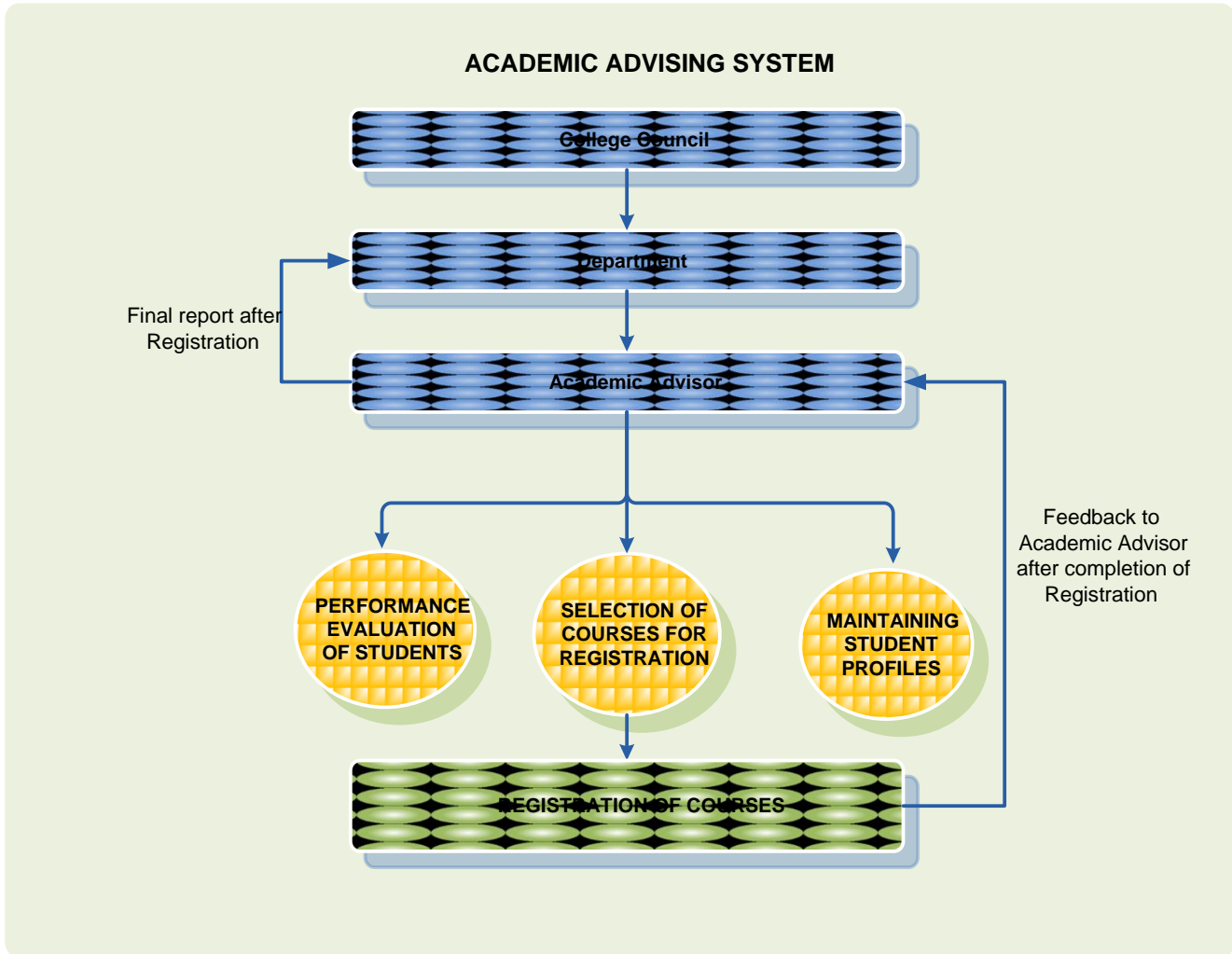
4. RESPONSIBILITIES

- **Dean/Vice-dean of the College** - The top leadership of the college who approves the policy.
- **Department Coordinator /HoD** – The leadership who monitor the academic advisement.
- **Faculty advisor** –. Selected faculty who advise students enrolled in specific course in the study plan.

5. PROCEDURES: ACADEMIC ADVISING

A comprehensive advisement program provides the student with knowledge of the program/course registration or transfer programs and the requirements for each, appropriate academic policies, career options, job market information, and the instructional support resources available at the College.

a) Process Flow : Academic Advising system:



5.1 Procedure I : Academic Advisors and Assigning of advisees:

5.1.1 Details

- i. The faculty members of the College will function as Academic advisors to oversee academic advising.
- ii. The following are the guidelines for the selection of academic advisors from among the faculty members:
 - a. For levels 3 to 6, Arabic speaking faculty members will be appointed as academic advisors.
 - b. For levels 7 to 10, Arabic speaking /bilingual (Arabic & English) faculty members will be appointed as academic advisors.
- iii. One academic advisor will be assigned about 30/35 advisees.

- iv. Every academic semester (Spring & fall), all new comers from preparatory year will be assigned an Academic Adviser.

5.1 Procedure II: Roles and responsibilities of Academic advisor:

5.1.1 Overview

Individual advising is a one-on-one meeting between the adviser and advisee. Many personalized academic issues are addressed using this method. Individual advising is ideal for discussing specific academic progress and goals of the advisee.

5.1.2 Details

- i. Advisers will help the students for the decision making process especially for registering courses at various stages.
- ii. Encourage students to explain or clarify the reasoning behind academic decisions.
- iii. Students should be encouraged to take increasing responsibility for their academic planning with varying degrees of advising support over time.
- iv. Academic advisors will maintain individual files to monitor their progress. The following components must be included in the file:
 - a. Student biodata with photo
 - b. Courses successfully cleared / unsuccessful
 - c. Academic progress & Current GPA
 - d. Graduation project & its details including the supervisor.
- ii. The files of the advisees must be updated either at the beginning or at the end of the semester with their final exam results.
- iii. It is the responsibility of the advisor to help their students to register courses in the upcoming semester.
- iv. Advisors must use “*the Student advisement form for registration*” (AppendixA) and fill the form according to the guidelines of university and ask the student to proceed to the registration venue.

5.2 Procedure III: Guidelines for Advisement of Student registration

5.2.1 Overview

The prime responsibility of the academic advisor is to help his advisees to register courses subject to fulfilling the following norms:

5.2.2 Details

- i. In a normal stream of study, if the student passed in all courses in the current level will be promoted to the immediate next level by registering its courses as advised by AA.



- ii. The student must be earned minimum of 12 credits in the level preceding to be eligible to register courses in the next higher level without any condition.
- iii. If the student failed to earn 12 credits in the current level, can do either of the following:
 - a) Can re-register the unsuccessful courses in the current or previous levels.
 - b) Can register the courses in the higher levels in addition to the unsuccessful courses subject to the following conditions:
 1. Where the GPA is less than 2 can register 12 to 14 credit hours
 2. Where the GPA is 2 to 2.74 can register 14 to 16 credit hours
 3. Where the GPA is 2.75 to 3.74 can register 16 to 18 credit hours
 4. Where GPA is 3.75 and above can register 18 to 20 credit hours
- iv. If the student successfully completed all the courses in his current level can register courses from the next three immediate levels.
- v. In case of schedule conflicts or due to prerequisite requirements if a student is not able to register courses in a particular level can register courses from the next three immediate levels.
- vi. The prerequisite requirements will be strictly followed for registering in every course.
- vii. The students transferred from any of the other universities in the kingdom must have earned 2 GPA to enroll in any programs at Jazan University.
- viii. It is the responsibility of the advisor to advise their advisees to clear failed courses before registering courses the successive levels.

6. APPLICABLE REFERENCES

- *Guidelines for NCAA accreditations.* <http://www.ncaaa.org.sa/english/aproductfront.aspx>
- *Deanship of Academic Development, Jazan University*
<http://deanship.jazanu.edu.sa/sites/en/dev/Pages/EvaluationForms.aspx>
- *Faculty Guide for Student Advisement*
<http://homepages.se.edu/advising-center/faculty-guide-for-student-advisement/#policy>
- *Gordon, V.N., Habley, W.R., & Grites, T.J. (Eds.). (2008). Academic advising: A Comprehensive handbook (2nd ed.). San Francisco: Jossey-Bass.*
- *Quick Reference Guide for Faculty Academic Advisers, The University of Hong Kong*
<http://aao.hku.hk/wp-content/resources/pdf/faa-guide-wo-app.pdf>

7. QUALITY RECORDS

Authorizations

Designation	SOP Developer	Head QAU	College Dean
Name	Mr. Raj Kumar Masih	Mr. Ahsan Asim	Dr. Mohammad Basem Asiri
Signature			

ACADEMIC ADVISING POLICY

APPROVALS

All approvals are maintained and controlled in the [Document Control System] system.
Please refer to the [Document Control System] system for the current controlled revision and approval records.

REVISION HISTORY

AUTHOR	REVISED SECTION/PARAGRAPH	REV	RELEASED
<u>[R. JOHN MARTIN]</u>	<u>[Initial Release, 30.09.2012]</u>	01	See <u>[Document Control System]</u>

*Draft and Archived/Obsolete revisions are not to be used.
Access [Document Control System] system to verify revision.*

1) PURPOSE

The purpose of students', academic advisement is to assist students in setting and achieving appropriate educational and career goals and to provide students encouragement and personal support.

2) SCOPE

This policy document is applicable to all students enrolled in the college and the faculty members assigned as an advisor.

3) DEFINITIONS

- **Advisor:** The teacher who provides guidance/advisement.
- **Advisee:** The student who receives the guidance from the advisor.
- **Course:** The subject which the students need to study for their partial fulfillment of the degree/program .
- **Registration:** is the process which will happen every semester to enroll students into the course.

4) RESPONSIBILITIES

- **Dean/Vice-dean of the College** - The top leadership of the college who approves the policy.
- **Department Coordinator /HoD** – The leadership who monitor the academic advisement.
- **Faculty advisor** –. Selected faculty who advise students enrolled in specific course in the study plan.

5) POLICY: ACADEMIC ADVISING

This policy is intended to help student's study plan, to help with academic matters, to provide information about graduation and degree requirements and to approve students' courses for registration each semester.

It's the student's responsibility to confer with the appropriate adviser and to take the initiative in seeking academic advising when it needed.

Academic advising is inextricably linked with student learning. Through academic advising students are guided toward the timely completion of their studies as well as the identification and fulfillment of academic and career goals.

Policy: Academic Advising @ College of CS & IS

5.1 Overview

Academic advising is an educational process intended to aid students in making decisions about their academic matters. Academic advisers coordinate course selection, discuss educational and career goals, and encourage students to consider avenues of personal growth. Advisers also aid in planning academic programs and in referring students to other campus activities.

5.2 Details

Academic advising at College of CS & IS of Jazan University is to facilitate the intellectual and personal development of our students, to enhance their academic performance, and to ensure students' progress toward graduation by assisting them in achieving the following objectives:

A. Facilitating Intellectual and Personal Development

- Choosing, clarifying, planning and achieving educational and career goals;
- Understanding the relationship between academic experience and career opportunities /objectives;
- Identifying academic skills that need to be acquired or enhanced to achieve educational goals.

B. Enhancing Academic Performance

- Selecting programs and courses to integrate educational and personal goals with the objectives of the College.
- Exploring academic options to make meaningful short and long-term decisions.
- Increasing awareness of the full range of campus programs and services.

Academic advising revolves around the following five key factors:

- (1) When the student enters the college, either as a fresh or transfer student
- (2) When the student enters the College of CS&IS from preparatory wing
- (3) When the student moves into upper level.



- (4) If and when the student experiences academic difficulty, including selection of courses in the next level.
- (5) As and when the students prepare to graduate and move beyond Jazan University.

It is within the scope of these five factors that the policy on Academic Advising is founded. The **procedure document** describes the details of execution of this policy at the college of Computer Science and Information systems of Jazan University.

10. APPLICABLE REFERENCES:

- *Guidelines for NCAA accreditations.* <http://www.ncaaa.org.sa/english/aproductfront.aspx>
- *Deanship of Academic Development, Jazan University*
<http://deanships.jazanu.edu.sa/sites/en/dev/Pages/EvaluationForms.aspx>
- *Faculty Guide for Student Advisement*
<http://homepages.se.edu/advising-center/faculty-guide-for-student-advisement/#policy>
- *Gordon, V.N., Habley, W.R., & Grites, T.J. (Eds.). (2008). Academic advising: A Comprehensive handbook (2nd ed.). San Francisco: Jossey-Bass.*
- *Quick Reference Guide for Faculty Academic Advisers, The University of Hong Kong*
<http://aao.hku.hk/wp-content/resources/pdf/faa-guide-wo-app.pdf>

11. AUTHORIZATIONS:

Designation	SOP Developer	Head QAU	College Dean/Vice-Dean
Name	Mr. Raj Kumar Masih	Mr. Ahsan Asim	Dr. Mohammad Basem Asiri
Signature			

Standard Operating Procedures for

✓ Course / Program Reports Evaluation

KINGDOM OF SAUDI ARABIA :: JAZAN UNIVERSITY COLLEGE OF COMPUTER SCIENCE & INFORMATION TECHNOLOGY

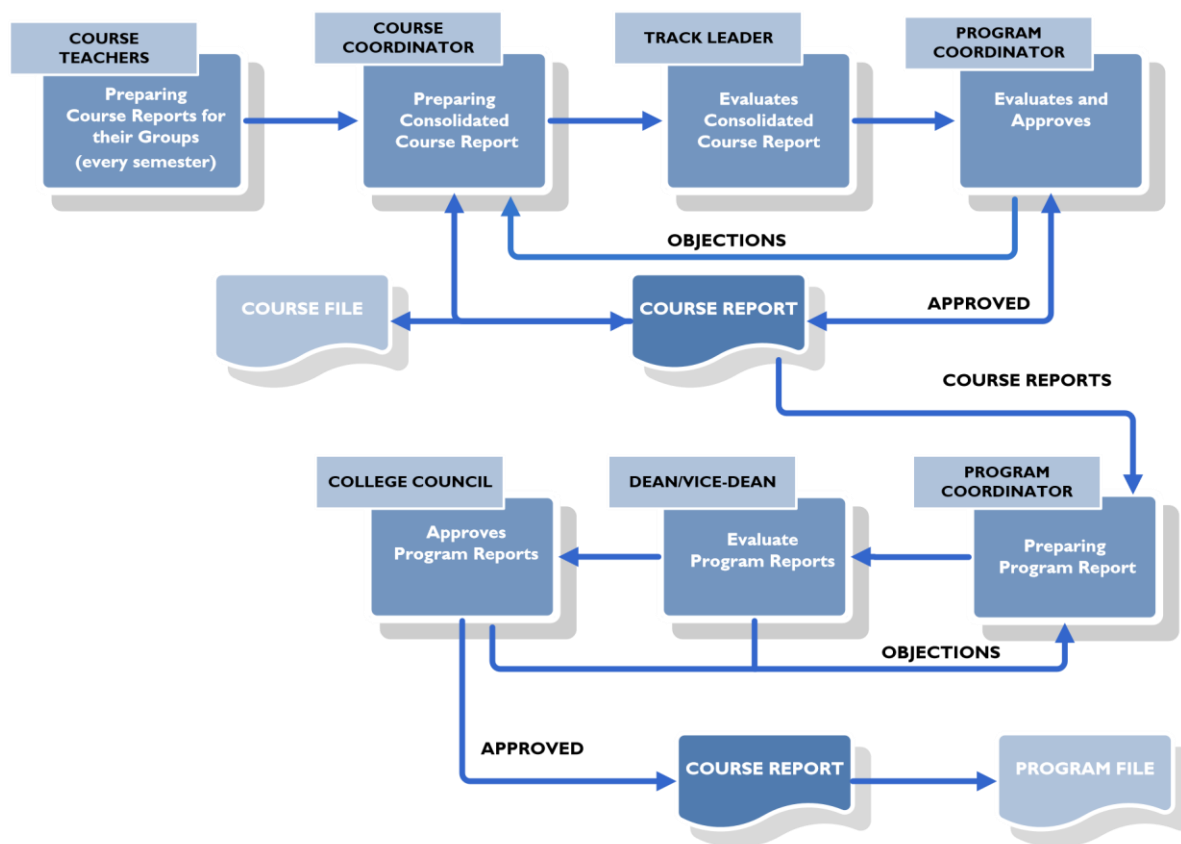
Policies and Procedures for Course / Program Reports evaluation : **Preparation and evaluation of Course report:**

1. Every course teacher must prepare course report immediately after completing their course examination every semester.
2. NCAAA format must be used to prepare the course report.
3. Every course teacher must submit their course report to the course coordinator.
4. After receiving all the course reports of different groups, the course coordinator evaluate the course reports and will prepare a consolidated course report.
5. The consolidated course report will be evaluated by the track leader and gives the approval.
6. The course report approved by the Track Leader will be submitted to the Program coordinator for final evaluation and approval.
7. The evaluation results along with course report will be communicated back to the CC.
8. After getting the approval the copy of the approved course report must be submitted to the program coordinator.
9. The original signed copy must be kept with course file.



Preparation & Evaluation of Program report:

1. The program coordinator gets all the course reports at the end of every semester.
2. The program coordinator / the appointed personnel will prepare the program report by considering all the course reports.
3. The program report will be endorsed in the department council meeting.
4. The program report will be submitted to the Vice-dean/Dean of the college for evaluation.
5. The college council will give the final approval to the course report.

Course Report Preparation & Evaluation



AUTHORIZATIONS:

Designation	SOP Developer	Head QAU	College Dean/Vice-Dean
Name	Mr. Raj Kumar Masih	Mr. Ahsan Asim	Dr. Mohammad Basem Asiri
Signature			



Standard Operating Procedures for

✓ Effective Teaching & Learning Policy

EFFECTIVE TEACHING & LEARNING POLICY

APPROVALS

All approvals are maintained and controlled in the [Document Control System] system.
Please refer to the [Document Control System] system for the current controlled revision and approval records.

REVISION HISTORY

AUTHOR	REVISED SECTION/PARAGRAPH	REV	RELEASED
[R. JOHN MARTIN]	[Initial Release, Revised Section 2, etc]	01	See <u>[Document Control System]</u>
[RAJ KUMAR MASIH]	[Initial Release, Revised Section 2, etc]	03	

*Draft and Archived/Obsolete revisions are not to be used.
Access [Document Control System] system to verify revision.*

1. PURPOSE

- To improve the quality of teaching and learning in the College of Computer Science and information systems.
- To attain optimum in the standards of learning outcomes.

2. SCOPE

The policy document is applicable to all the staff of the college who is involved in the teaching-learning process.

3. DEFINITIONS

- **Teaching:** Process of delivering the course content.
- **Learning:** Process of acquiring knowledge or skills through experience, practice, or study, or by being taught.
- **Learning Outcomes:** The specific intentions of a programme or module, written in specific terms.
- **Teaching strategies:** Methods that allows learners to access the information which is being taught.

4. RESPONSIBILITIES

- **Dean/Vice-dean of the College** - The top leadership of the college who approves the policy.
- **Department Coordinator /HoD** – The leadership who monitor the teaching learning process.
- **Course Coordinator** – The teacher who coordinates the Course delivery plan.
- **Course Teacher** – The teacher who delivers the course content.

5. POLICY

The policy document replenish the standards of teaching in the college of computer Science and Information systems so that the college will accomplish its task with maximum in learning outcomes. The subsequent section provides the standards in adaptation of policies in the process of teaching-learning.

5.1 Policy: Effective Teaching & Learning

5.1.1 Overview

This policy is designed to help the teaching community to adhere appropriate learning outcomes when developing and revising courses and programmes, and when devising assessment tasks. It provides the guidelines to perform the teaching-learning process in an effective and fruitful manner.

5.1.2 Details

In order to be effective in teaching, teachers will be given the opportunity to develop and apply the following characteristics with respect to the following categories:

a. PREPARATION and EVALUATION OF COURSE PLAN

- i. Plan the course delivery for the semester (16 - 18 WEEKS).
- ii. Course plan will includes Course learning objectives, Course contents, Course evaluation, Prerequisites, Technology usages and assessment strategies.
- iii. Design the course material/ lecture notes in pace with the plan.
- iv. New course proposals and major changes must be assessed and approved by the expert committee.
- v. Communicate the amendments to the course teachers.
- vi. Provision to evaluate the courses and programs annually and can alter the learning outcomes and teaching strategies.

b. COURSE MATERIAL AND TEACHING RESOURCES:

- i. Ensure the availability of sufficient authenticated course material before the commencement of classes.
- ii. Select appropriate resources for the lesson; modify course materials and organization to accommodate students' special needs and abilities.
- iii. Provide timely report to course coordinators at different stages of the course delivery.
- iv. Review the course material at various intervals by the expert committee.

c. LEARNING OUTCOMES/OBJECTIVES

- i. Manage the learning process through effective planning
- ii. Have clear learning objectives for the lessons to be taught
- iii. Use time efficiently to cover sufficient topics in the subject.
- iv. Ensure that students are aware of learning objectives.

- v. Ensure that the students are fully aware of course requirements.
- vi. Encourage students to assess their own performance with learning outcomes time to time and strive for improvement.

d. TEACHING STRATEGIES

- i. Maintain consistency with the Course plan.
- ii. Use teaching methods which engage, motivate and challenge all students, enabling them to progress at a suitable pace and to be aware of their learning outcomes.
- iii. Provide a variety of learning situations to suit the stage of the learning process: teacher/student; pair; group; individual.
- iv. Ensure an orderly and efficient approach to teaching and learning.
- v. Use spoken (presentation) and written assessment to improve students' performance.
- vi. Assess and review the teaching strategies in pace with the emerging trends, prevailing situations, special needs.

e. TEACHER'S PROFESSIONAL COMPETENCE:

- i. Have a secure command of the subject
- ii. Be conscious of the theory of knowledge, learning and the learner's role, teaching and the teacher's role, which underlies teaching practice.
- iii. Able to update according to the technological developments.
- iv. Involve themselves in scientific research, so as to promote research attitude among students.
- v. Optimum use of library and laboratories.
- vi. Devising the mechanism to share knowledge among teachers.

f. ASSESSING AND IDENTIFYING INDIVIDUALS:

- i. Judge the students' understanding with accuracy
- ii. Able to identify where student is, and provide necessary motivation.
- iii. Provide assessment opportunities which inform learning process.

g. ATTITUDE / INTERPERSONAL SKILLS:



- i. Be aware of the importance of creating a non-threatening learning and teaching environment
- ii. Be able to show interest in students, motivate and enthuse them

- iii. Build up good relationships with students: show interest in them.
- iv. Establish positive relationships which promote students' motivation
- v. Ensure students to work with purpose and self-confidence.

6. APPLICABLE REFERENCES

- Guidelines for NCAA accreditations. <http://www.ncaaa.org.sa/english/aproductfront.aspx>
- Deanship of Academic Development, Jazan University
<http://deanships.jazanu.edu.sa/sites/en/dev/Pages/EvaluationForms.aspx>
- The Key, The service for school leaders: policies and documents:
<http://www.usethekey.org.uk/administration-and-management/policies-documents/>
- Teaching and Learning with technology.
http://doit.gmu.edu/staffSection.asp?page=class_description
- Brenner, J. Making Large Classes More Interactive. Inquiry, Vol. 5, No. 1, Spring 2000.
www.vccaedu.org/inquiry/inquiry-spring2000/I-51-brenner.html
- Dion, L. But I Teach a Large Class. In: A Newsletter of the Center for Teaching Effectiveness, Spring 1996, University of Delaware. www.udel.edu/pbl/cte/spr96-bisc2.html
- Chronicle of Higher Education <http://chronicle.com/section/Home/5>
- Teaching Strategies, <http://www.glencoe.com/sec/careers/teacher/strategies.shtml>,
<http://pedagogy.merlot.org/TeachingStrategies.html>

Authorizations

Designation	SOP Developer	Head QAU	College Dean/Vice-Dean
Name	Mr. Raj Kumar Masih	Mr. Ahsan Asim	Dr. Mohammad Basim Asiri
Signature			



Standard Operating Procedures for

✓ Exam Invigilation

1) PURPOSE

The Invigilation procedures are designed to help all the stakeholders of the college to implement the student assessment policies which are upheld by the college of Computer Science and Information Systems.

2) SCOPE

This policy document is applicable to all the teaching faculty members and the students enrolled in the college of Computer Science and Information System.

3) *This is applicable to all the courses and the programs which will be offered by the college of computer science and Information systems.*

4) RESPONSIBILITIES

Dean / Vice-Dean of the College - *the top leadership/leadership of the college who approves the policies and procedures and heading the academic council.*

Academic Council - *The academic body of the college which approves the academic decisions.*

Department Coordinator /HoD – *The leadership who approves the exam question papers.*

Examination committee: *The ad-hoc committee constituted in each semester/season which is responsible for examination procedures.*

Track leader: *the faculty member who coordinates a group of similar courses.*

Course coordinator – *The teacher who coordinates the particular course.*

5) PROCEDURES

a. Procedure: Examination Invigilation Norms

b. The following guidelines will lead the faculty to schedule and carry out the invigilation on every examination.

Details

- i. Exam invigilation is one of the prime academic responsibilities of every teacher working in the college.
- ii. The allotment of invigilation duties will be prepared by the constituted examination committee.
- iii. Examination invigilation duties will be distributed equally to all faculty members with respect to their position with the following norms:
- iv. Lecturers - Adequate duties (eg. 10)

- v. Asst. professors - with 30% less number of duties (eg. 7) ○ Associate professors - with 40% less number of duties (eg. 6) ○ Professors - with 60% less number of duties (eg. 4)
- vi. The following categories of faculty members will be fully exempted from the invigilation duties:
- vii. Dean/Vice-Dean ○ Department Coordinators
- viii. The following faculty members will be given special consideration (maximum of 80% exemption) from the invigilation duties with the written recommendation of the department coordinator / Head QAU & Vice-dean.
- ix. Faculty members working in the QAU ○ Faculty members deputed to any university/college assignments/duties.
- x. The examination committee members will be exempted from the invigilation duties. The list of faculty members working in the examination committee will be listed in the duty list with their assignments in the examinations.
- xi. On every day and session of examinations few faculty members will be made reserved for managing emergency situations.
- xii. Invigilation duty list must be approved by the college Dean /Vice-Dean and the same will be circulated to all the faculty members of the college prior to the examination commences.
- xiii. On every day/session of the examinations, invigilators must be present 15 minutes before the commencement of the examination.
- xiv. It is the responsibility of the invigilator to collect the question & answer packets from the examination control room and also handover the answer scripts to the examination committee.
- xv. Invigilators must be vigilant in the examination room and must not allow any kind of malpractice.

6) APPLICABLE REFERENCES

- *Guidelines for NCAA accreditations.*
<http://www.ncaaa.org.sa/english/aproductfront.aspx>
- *Deanship of Academic Development, Jazan University*
<http://deanships.jazanu.edu.sa/sites/en/dev/Pages/EvaluationForms.aspx>
- *Enhancing learning by enhancing assessment,*
<http://www.cshe.unimelb.edu.au/assessinglearning/05/index.html>
- *Chronicle of Higher Education* <http://chronicle.com/section/Home/5>



- *Arkansas State Specific Examination Policies and Procedures,*
www.pels.arkansas.gov/examInfo/Documents/...
- *Summary report of the working group on examinations, Queens University, February 7, 2001*
- *Examination policy and procedures-Students,*
http://www.acu.edu.au/about_acu/publications/handbooks/handbook_2011/general_information/examination_policy_and_procedures_students/
- *University exam policies and procedures,*
<http://registrar.columbia.edu/students/universityexam-policies-and-procedures>
- *Moderation of Assessment (Higher Education) Policy,*
http://policy.ballarat.edu.au/higher_education/assessment/ch02.php

7. QUALITY RECORDS

List of applicable Quality records.

□ N/A

Authorizations

Designation	SOP Developer	Head QAU	College Dean
Name	Mr. Raj Kumar Masih	Mr. Ahsan Asim	Dr. Mohammad Basem Asiri
Signature			



Standard Operating Procedures for

✓ Student Transfer

This document provides the guidelines on the transfer policy of the College to transfer the Student –

- 1) Between program within the faculty
- 2) From other faculties of Jazan University
- 3) From other Universities

STUDENT TRANSFER PROCEDURES

The following sections of this document provide clear guidelines and states eligibility criteria for transferring students 1) **between Programs within the faculty** 2) **from other Faculties of Jazan University** & 3) **from other Universities**.

1. TRANSFER BETWEEN PROGRAMS WITHIN THE FACULTY:

i) **GENERAL CRITERIA (Common to all programs):**

- Registered students of the **College of Computer Science and Information Systems** will be eligible for applying transfer only at LEVEL-4.
- Only the students passed all the courses in LEVEL-1 and LEVEL-2 will be eligible to apply for transfer.

ii) **CRITERIA FOR TRANSFER TO CNET PROGRAM:**

- Following are the minimum eligibility criteria to apply for transferring to CNET program from CS and IS programs.

Minimum GPA Requirement			3.75
Minimum Grade Requirements			
MATH100	Mathematics – Level-1	B	Students must have completed these courses in their first attempt with mentioned grade.
MATH102	Matrix & Algebra – Level-2	B	
COMP 111	Programming 1 – Level-2	B	
PHYS201	Principles of Physics - Level-3	B	
COMP 112	Programming 2 – Level-3	B	

- After transfer, the student must pass all the courses at the earlier levels of CNET curriculum if not passed.

iii. **CRITERIA FOR TRANSFER TO CS PROGRAM:**

- a) Following are the minimum eligibility criteria to apply for transferring to CS program from CNET and IS programs.

a) Minimum GPA Requirement			3.5
b) Minimum Grade Requirements			
MATH100	Mathematics – Level-1	C	Students must have completed Programming courses in their first attempt with the mentioned grade.
MATH102	Matrix & Algebra – Level-2	C	
COMP 111	Programming 1 – Level-2	C	
PHYS201	Principles of Physics - Level-3	C	
COMP 112	Programming 2 – Level-3	C	

- b) After transfer, the student must pass all the courses at the earlier levels of CS curriculum if not passed

iv. **CRITERIA FOR TRANSFER TO IS PROGRAM:**

- a) Following are the minimum eligibility criteria to apply for transferring to IS program from CNET and CS programs.

a) Minimum GPA Requirement			2.0
b) Minimum Grade Requirements			
MATH100	Mathematics – Level-1	Pass	Students must have Passed these courses.
MATH102	Matrix & Algebra – Level-2	Pass	
COMP 111	Programming 1 – Level-2	Pass	
PHYS201	Principles of Physics - Level-3	Pass	
COMP 112	Programming 2 – Level-3	Pass	

- b) After transfer, the student must pass all the courses at the earlier levels of IS curriculum if not passed.

2. TRANSFER FROM OTHER FACULTIES OF JAZAN UNIVERSITY:

- Registered students of **other faculties of Jazan University** will be eligible for applying transfer only after successfully passed all the courses in LEVEL-1 and LEVEL-2.
- Students can apply for transfer to the college of CS & IS at LEVEL-3 and LEVEL-4 only.
- Students wish to transfer to the College of CS & IS from other faculties of Jazan University must fulfill the following requirements: **i) To CNET Department:**

a) Minimum GPA Requirement			4.0
b) Minimum Grade Requirements			
COMP 101	Introduction to Computer (L-1)	C+	Students must have completed these courses with the mentioned grade.
ENGL103	English Language-1 (L-1)	C+	
ENGL104	English Language-2 (L-2)	C+	

ii) To CS Department:

a) Minimum GPA Requirement			3.5
b) Minimum Grade Requirements			
COMP 101	Introduction to Computer (L-1)	C	Students must have completed these courses with the mentioned grade.
ENGL103	English Language-1 (L-1)	C	
ENGL104	English Language-2 (L-2)	C	

iii) To IS Department:

a) Minimum GPA Requirement			3.0
b) Minimum Grade Requirements			
COMP 101	Introduction to Computer (L-1)	Pass	Students must have passed these courses.
ENGL103	English Language-1 (L-1)	Pass	
ENGL104	English Language-2 (L-2)	Pass	

- d) However, the program (CS/IS/CNET) will be decided by the college based on their GPA, grades obtained in the above courses and intake capacity of the program.
- e) After transfer, the student must pass all the courses at the earlier levels of respective curriculum (CS/IS/CNET) if not passed.



3. TRANSFER FROM OTHER UNIVERSITIES:

- a) Student transfer from **the faculties of Computing and Allied Sciences of other Universities under Ministry of Education** will be guided by the rules and regulations of the Deanship of Admissions and Registration of Jazan University.
- b) Students want to transfer to the College of CS & IS of Jazan University from other Universities must fulfill the following requirements:

a) Minimum GPA Requirement			3.0
b) Minimum Grade Requirements			
COMP 101	Introduction to Computer	C	Students must have completed these courses with the mentioned grade.
ENGL103	English Language-1	C	
ENGL104	English Language-2	C	

- c) By default, the transferred student will join Information Systems (IS) program only.
However, the college will decide based on student's current level, his/her interest and GPA for transferring to other programs.
- d) Students must get the Equivalent Certificate of all the courses he/she has passed, from the concerned Head of the Department (@ Jazan University) by providing the course specification from the faculty of the originating university.
- e) After transfer, the student must pass all the courses at the earlier levels of respective curriculum (CS/IS/CNET) if not passed.

APPROVALS:

SOP Developed by	Reviewed by	Approved by
Mr. Raj Kumar Masih Head, UPPP	Mr. Ahsan Asim Head QAU	Dr. Mohammed Basem Asiri Dean, College of CS & IS
		



Standard Operating Procedures for

✓ Course In-Charge Responsibility in Female Campus

[Document No. PP-9]

DUTIES AND RESPONSIBILITIES OF COURSE IN-CHARGES IN FEMALE CAMPUS

- Course in-charge will be one among the course teachers teaching that particular course in female campus.
- Course in-charges will assist the course coordinators (CC) in coordinating the course delivery and assessments.
- Course in-charge must ensure that all the course teachers teaching that particular course are following the same course material available in JUMP Course file authorized by CC (Lecture Notes, Text book/study material, Lab Manual, Case study manual, etc), and the same to be available in the campus library/photocopy stall.
- Course in-charges will ensure that the course road map is followed for the assessments in different sections.
- Course in-charges are responsible for taking photocopies of final exam question papers according to student strength in that particular course.
- Course in-charges will assist the CC in solving any issues / queries at the time of final examination.
- Course in-charges are responsible for the arrangement of course meetings (Time and venue) in female campus on request of CC whenever necessary.

(This is a part of the “Procedures for Course Coordination” and will be appended in the next revision)

Prepared by

Verified by

Approved by

R. John Martin
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Dr. Mohiuddin Ahmed
Head, QAU

Dr. Mohammed Basem Asiri
Dean, College of CS & IS



Standard Operating Procedures for

✓ Preparation of Lab Manual

SOPs for the Preparation of Lab Manuals

OVERVIEW:

This SOP is intended for the preparation of Lab manuals for all the courses in the respective curriculums in the College of Computer Science & Information Systems.

The Lab manual must contain following three sections:

Part-A: Software Manual

Part-B: Practical Manual (Solved Problems)

Part-C: Exercise Problems (Unsolved Problems)

The following sections of this document will provide the detailed procedures for the preparation of the Lab Manual.

PART-A: SOFTWARE MANUAL:

- This part of the Lab Manual is mandatory for all the courses which uses different softwares in computing environments such as Programming Languages / Design tools / Simulation tools / Office tools / OS platforms / Database Systems / Networking tools / Testing tools / and other software tools.
- This part of the Lab manual will only introduce the software tool to use for teaching practical problems of the respective course.
- The steps to navigate with the software tool (with suitable screen shorts) must be given in the part.
- All functionalities of the software tool (step-by-step procedures) which are required for the course must be provided in this part.

PART-B: PRACTICAL MANUAL (SOLVED PROBLEMS):

- Practical problem statements with solutions by using the software tool must be provided here.
- It should be in the order as stated below:
 - Problem statement
 - Algorithm/step-by-step procedure/flowchart
 - Program source code / script / query / commands etc.
 - Results: Screen shorts / Program output / Diagram / Database tables etc.
- Practical problems must cover the required CLOs of the particular course.
- The number of solved problems should be designed in such a way by considering the contact lab hours of the course.
- The solved problems must be explained during the first hour of the Lab.



PART-C: EXERCISE PROBLEMS (UNSOLVED PROBLEMS):

- Part-C must contain the list of exercise problems that need to be solved by the students after each class.
- The exercise problems must not be the problems once solved in Part-B; but different problems which are similar to the problems solved in Part-B.
- The exercise problems will be solved by the students during the second hour of the lab. The Course Teacher must show the solution to the problem at the end of each lab.

STANDARDS & FORMATS:

- Lab manual should be a comprehensive learning material to facilitate the students in transforming their knowledge into practical skills.
- The lab manual should be accompanied with the front page and the separations for each part. **(Appendix: Lab Manual_Proforma)**
- Lab manual will be prepared by the Course Coordinator and by the team of Course Teachers teaching that course.
- Lab manual must be reviewed and approved by the concerned Track Leader.
- On updating the lab manual in subsequent years, it must be clearly mentioned in the format provided in the format.
- Lab manuals should not be authored with the name of the CC; rather, name and signature must be placed in the format provided.

APPROVALS:

SOP Developed by	Reviewed by	Approved by
Mr. Raj Kumar Masih Head-UPPP	Mr. Ahsan Asim Head - QAU	Dr. Mohammad Basem Asiri Dean, College of CS & IS
		



Standard Operating Procedures for

✓ Course Updation

POLICY FOR UPDATING THE COURSE CONTENTS

Referring to SOP of “EFFECTIVE TEACHING AND LEARNING” and SOP of “CTs, CCs and TLs” under the **clause 5.3.2-4**, Course Coordinator is responsible to make necessary improvements / amendments at the beginning of every semester. There may be multiple reasons for the improvements (*see Annex-A*). Documents that has to be update:

- a. **Course Description Document (CDD):** It's the first document that holds basic information, one page JU template. (*must be published on Department web-portal*)
- b. **Course Specification (Course Specs):** NCAAE template that contains the detail information about the course has to be reviewed at the start of each semester.
- c. **Course Report:** NCAAE template that is prepared at the end of every semester to reflect the achievement and problems faced in course delivery.



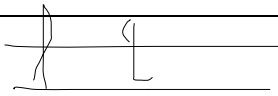
Courses are taught according to Degree Plan / Program Structure (*devised and approved in 2009*) hence they are placed in different levels following a pre-requisites and follows up scheme. That is why for any improvements / amendments in the course have to be approved and properly documented according to QAU guidelines in the following manner:

1. Changes in Course Description Document (CDD):

- i. **Must-do Changes:** In CDD two major sections are *Course Description* and *Course Objectives* that must follow the below rules: (*suggestions by DAD in 2017 review of our courses*)
 - a. The course description section **must be in form of single paragraph**, which must have the general idea and importance of the course. Course contents must be given very precisely in terms of major topics without adding sub topics and extra details. Finally relation of the course with its follow-up courses should be explained if any.
 - b. Course Objectives section **must be in bulleted form** (not numbered or paragraph), and should describe the main purpose of the course being studied.
- ii. **Changes related to course contents:**
 - a. Changes related to correcting language in CDD or addition / deletion of topics (10-20%) can be done with the approval of TL.
 - b. Changes related to addition / deletion of topics (20-30%), change in grading scheme or new edition of the prescribed text book can be made only after the approval of department council.
 - c. Changes related to practical hours (i.e change from lab to case-studies or vice-versa), prescribing a new text book can be done only with the approval of the department council and subsequently by the college council.

On approval, the CC must make necessary changes in the course study material, lab manual and other required documents with the help of course teachers. Keep the track of changes you made and reflect the changes in *Section B-2* of Course Specs.

8. AUTHORIZATIONS

Designation	SOP Developer	Reviewed by	College Dean / Vice Dean
Name	Mr. Raj Kumar Masih	Mr.Ahsan Asim	
Signature			



Standard Operating Procedures for

Curriculum Development and Review

- ✓ Curriculum Development Process
- ✓ Curriculum Review Process

1. PURPOSE

Curriculum plays a strategic role in realizing the Mission of the institution. The strategic importance of curriculum lies in the fact that it is the one that realizes the purpose and values of learning in an institution. It is through curriculum where learners are analyzed versus competence required for the respective work context and level. The subjects and their contents are also identified within the curriculum to support achieving the desired competencies. Subsequently, curriculum decides on the activities, methods and media for teaching and learning, and gives provision on how assessment will be done and overall effectiveness of the delivery will be evaluated.

A properly prepared curriculum refers to all the teaching and learning activities and experiences that are provided by a technical institution with adequate reflection of the needs and interests of learners, the technical institution, the employers, the profession, the society, the Government, and the economy. It is through the implementation of such curriculum that learners will be able to meet the respective Qualification Standards set for the various levels of the NCAAA and other academic organizations.

2. SCOPE

This document, “Procedures for Curriculum Development and Review” is intended to provide the required framework to guide the actual process of developing or reviewing a curriculum based on market demand. After developing or reviewing a curriculum in line with the provisions in the present document, the same has to be approved and validated through the relevant validation procedures.

3. DEFINITIONS

- **Capability**

Capability is in essence a combination of knowledge understanding and skills, usually in a particular field of activity.

- **Competence**

Competence is associated with clear ability to successfully carry out some occupational activity and it is described in terms of “skills”, “knowledge”, and “aptitude or understanding”.

- **Course**

Means a course as approved by the Council and leading to award of the Council. It is essentially synonymous to a learning program.

- **Course Module**

A course module (or simply a module) is a set of learning outcomes (professional competencies) that has been pedagogically structured to respond to a meaningful stage of the work process, to represent a meaningful phase of the learning process, and to constitute the basic units for evaluation.

- **Credit**

A Credit is an instrument for measuring and expressing learning equivalence.

- **Curriculum**

Curriculum is a teaching and learning experiences taking place in learning institution and includes the aims and objectives of learning, what is taught, provided in terms of learning outcomes for realization of target qualification.

- **Curriculum Renew**

Curriculum Renew is a process of *making* an old curriculum *anew*. It involves *realization of the interventions* qualified during curriculum review.

- **Curriculum Review**

Curriculum Review is a process of *assessing* implementation of an old curriculum to confirm its present and future validity. It involves *qualifying required interventions* in the curriculum for meeting the present and future market demands. It is a basis for curriculum renew.

- **Enabling Learning Outcomes (Enabling Outcomes)**

Enabling Outcomes are outcomes that enable the achievement of higher-level Principal Outcomes.

- **Syllabus**

Syllabus is a documentation of module or subject contents, what is taught, provided in terms of learning outcomes for realization of target qualification requirements.

4. ROLES AND RESPONSIBILITIES

Following are the responsibilities of the CRDC committee:

- Preparation and review of Course Descriptions & Course Specification with the help of Course Coordinators and Track leaders
- To review and recommend to the department council on existing and proposed curricula, courses, prerequisites, co-requisites, advisories and programs;
- Periodically review and enhance the learning objective and outcomes of the program and courses to make sure that they coincide the needs of job market and accreditation bodies.
- Make sure that textbooks references, lab manuals of all courses are current and up to date and periodically reviewed.
- Development of new curriculum based on industry requirements and review of existing curriculum (if any).
- Benchmarking of courses with local and international universities while designing and reviewing the curriculum
- Consideration of JU program designing guidelines, NCAAA, ABET and ACM Guidelines any other relevant body while reviewing the current curriculum or designing the new curriculum.
- Consideration of human, technological and learning resources availability and planning for future requirements if any.
- To solicit and review the expert opinion from different stakeholders in review and development of Curriculum plan and contents
- Preparing documents and supports department in review and approval of current as well proposed curriculum.
- Ensure the Teaching Plan is prepared and delivered timely according to the approved academic calendar with the help of Course Coordinators and Track leaders.

Members:

1. Head – CEO or any other members appointed by HoD
2. Track Leaders
3. External subject experts if any
4. Any other member appointed by HoD

Following are the supporting committees that will be reviewing and providing necessary feedback during the curriculum development and review process.

Program Advisory Board

Responsibilities:

1. Assess the current program and ensure that it's up to date and serving the requirements of industry and following the standard guidelines of relevant professional bodies.
2. Advise about required attributes, skills and suitable outcomes for the pass out students necessary for their success.
3. Help the program / department in assessing the job market requirements and provide suggestion for improvement in the program based on these requirements.
4. Provide advice on the technological trends and changes in industry
5. Provide advice on opportunities to introduce new programs in response to the needs of a specific profession, industry or sector
6. Promote good relationships with local community and businesses, industry and professional associations
7. Periodically (semester wise / yearly) review the outcomes, enrollment data, services and support facilities and progress of the program
8. Provide support and assistance in the development of new programs and its review process.
9. Assist in training and placement of graduates.

Members:

1. Head of Department
2. Head of Program Assessment Committee
3. Vice Dean of Academic Development
4. At least one HoD from other related department
5. Program Quality Coordinator
6. Members from Industry (Employers)

Program Assessment Committee (PAC)

Responsibilities:

- To develop, administer and follow up the processes of Quality Control in the Department.
- To follow up and select the benchmarks of the Department Program.

- To supervise and follow up the schemes for development and future planning in the Department.
- To review and approve assessment and action plans from departments and programs.
- To verify implementation of approved assessment and action plans.
- To receive and review annual progress reports based on the progress of action plan and activities of various committees.
- Monitoring the achievements of Program Learning Outcomes (PLOs) and Program Educational Objectives (PEOs).
- Monitoring the various feedbacks received from various stakeholders and plan activities accordingly.
- Advising the department in the review process of programs (s).
- Provides assessment training and dissemination of assessment information.
- Provides support for development, implementation and evaluation of current and proposed programs.
- Ensure that the program meets its stated mission and addresses the strategic direction of the college.
- Appraisal of faculty members based on defined tasks and guidelines by the department.
- Selection of Track -Leaders and Course Coordinators for next semester.

Members:

1. Head - HoD or person nominated by HoD
2. Coordinators for all locations including female campus apart from Main Campus
3. Head of Curriculum Review Committee (CRC)
4. Head of Strategic Planning Committee
5. Head Research Unit
6. Program Quality Coordinators of all campuses (male and female)
7. Any other member nominated by HoD

5. PROCEDURE

5.1 FRAMEWORK FOR CURRICULUM DEVELOPMENT PROCESS AND PROCESS FLOW

5.1.1 The Actual Curriculum Development Process

Curriculum development implies, amongst other things, familiarization with the relevant NCAAA Qualification Standards and subsequent identification of curriculum contents and strategies. NCAAA Qualification Standards prescribe purpose(s) of particular qualification, principal

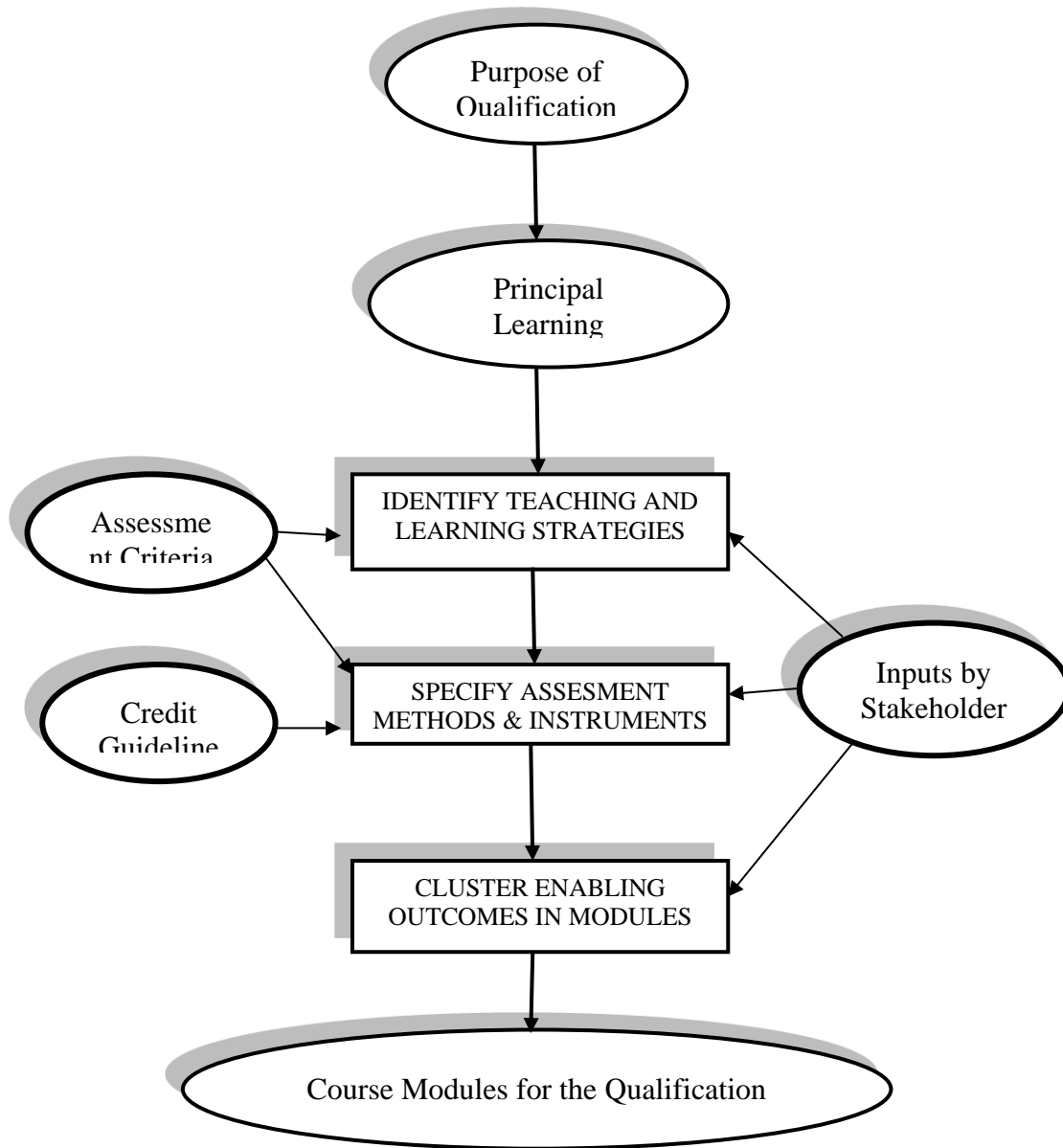


Fig 1: Key steps constituting Actual Curriculum Development Process

learning outcomes for realization of the purpose(s) and associated credit guidelines and assessment criteria. On the other hand, identification of appropriate curriculum contents, i.e. learning outcomes and strategies that will enable realization of the principal outcomes and purposes of qualification is done following specific steps as shown in Fig. 1 and elaborated in subsequent sub-sections.

As it is seen in Fig. 1 above, having clarified the principal outcomes as required by the NCAAA Standards for a particular qualification, the first step in the actual curriculum development process is to identify the enabling outcomes. Specifically, enabling outcomes shall have the following key features:

- Represent integration of student's knowledge, skills and understanding in a complex role;
- Represent performance required of learners in their personal or professional lives after graduation;
- Clearly describe what a student will be able to do with what they have learned in a course module, or in the whole training program.
- Are verifiable, assessable and public

Hence, enabling outcomes, whether at the training program level or at the level of course module should facilitate effective teaching and learning in a number of ways:

- a. The learner should be clear as to what is expected in terms of learning and assessment of learning; this can facilitate the learner becoming an active player in the learning process;
- b. The process of writing statements on enabling outcomes should encourage reflection on the question: "What do I want learners to be able to do at the end with what they have learned in meeting the Qualification Standard?"
- c. From the technical institution's perspective, having enabling outcomes reconciled with course modules is a critical issue. It facilitates clear awareness to the students, teaching staff and other interested parties of what outcomes (competencies) should be pre-requisites for taking a module, what should/could be taught in concurrent course modules, and what should be learnt in future;
- d. Writing outcomes statements that focus on how students will use what they have learned can provide clues as to integrative student assessment strategies;

- e. Articulating enabling outcomes as indicated in (a) to (d) above facilitate rational curriculum development/review with the end in mind, minimizing unnecessary overlaps and duplication, and avoiding gaps. It is only this way one can ensure an efficient curriculum and that which comply with the standards.

5.1.2 Putting in Specific Curriculum Needs

Specific curriculum needs refer to the abilities to *do* a set of tasks, to *understand* the theory underpinning the tasks and the ability to *pass reasoned judgment* on different ways to do the tasks. It is clear from above that a specific curriculum need has three sub-competencies: Practical competence, Foundational competence and reflexive competence.

While practical competence refers to the *ability to do* a set of tasks.

Foundation competence is described by the demonstrated *understanding* of what one is doing and why.

Reflexive competence refers to the ability to *learn from one's actions and to adapt to changes and unforeseen circumstances*. In enabling outcomes, the attributes of the three sub-competencies are described as follows:

- *Doing* a set of tasks is used to indicate a skill and is described with action verbs such as: *perform, demonstrate, etc.* a set of tasks. In this case the learner is not required to understand the processes by which one does a task;
- *Understanding* is represented by verbs that refer to grasping of concepts and being able to use them creatively. Such verbs include: *find, analyze and synthesize, etc.*; and
- *Passing judgment* is represented by phrases such as: *pass judgment on, make reasoned changes, evaluate, critique, suggest a way forward, etc.*

5.1.3 Incorporating Generic Curriculum Needs

Generic curriculum needs are technical education and training qualities that must be developed in all learners regardless of the specific area or content of learning, in order to facilitate life-long learning within and across fields. These cross cutting issues also cover many of the desired workplace attitudes and life skills characterized by cognitive, affective and psychomotor domains necessary for success in one's life within the modern global economies. Enabling outcomes should therefore also include some or all of generic curriculum needs which include ability to do the following:

Identify and solve problems in which responses display that responsible decisions using creative and critical thinking have been made;

- Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation;
- Being culturally and aesthetically sensitive across a range of social contexts;
- Develop successful entrepreneurial opportunities;
- Collect, analyze, organize and critically evaluate information;
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation;
- Work effectively with others as a member of a team, organization, and community;
- Organize and manage oneself and one's activities responsibly and effectively;
- Show responsibility towards the environment and health of others;
- Demonstrate cultural sensitivity across a range of social contexts;
- Explore education and career opportunities and reflect on and explore a variety of strategies to learn more effectively.

5.1.4 Considering various accreditation agencies requirements in the field of study

While developing a new curriculum or modifying the existing one various accreditation agencies and organizations working in order to standardize the field need to be taken into consideration. In the field of computing major organizations are ACM, ABET, NCAAA and SAQF.

5.1.5 Putting in Competitive Advantage

Competitive advantage must be incorporated in the enabling environment to ensure that students who qualify at a technical institution are better equipped for their carrier than students who graduated from other institutions. To a greater extent this is going to be influenced by the vision and mission of a institution. However, the following are recommended for consideration:

- Curriculum and hence enabling outcomes should address the needs of respective professional bodies. This will ensure that the learners can be admitted to such bodies, upon graduation, or simply be successful in respective careers for cases when a professional body is not a registering organ;

- Cutting edge technologies/processes/methods, as the case may be, and future trends are identified and clearly reflected in the enabling outcomes; and
- Institutional teaching and research focus, where applicable, are identified and evident in the curriculum.

5.1.6 Developing Tasks to Realize Enabling Outcomes

Curriculum development process described so far has been involved mainly with the formulation of enabling outcomes, which enable learners to achieve the qualification outcomes. The outcomes will not, however, state what learners would be doing in order to show that they could achieve these outcomes. For technical education and training, tasks to be developed to translate the enabling outcomes should:

- As much as possible relate to the situation expected at relevant workplace after graduation;
- Include assessment criteria that also relate to the workplace roles;
- Promote reasonable multi-discipline, in order to facilitate life-long learning within and across fields, which is necessary for success in modern global economy; and
- Provide the context for learners to achieve the enabling outcome of the curriculum.

6. Formulation of Teaching and Learning Strategies

After establishing enabling outcomes and respective tasks, curriculum developers should indicate how these could be realized. Realization of enabling outcomes can be through lectures, independent work, tutorial sessions, seminars, laboratory work, training workshop activities, field-work (real work practice), or combination thereof. Appropriate learning aids including textbooks and other references, as well as any other special facilities should also be identified for each enabling outcome and clearly specified.

6.1 Assignment of Credits

An academic *credit* is fundamentally a tool for measuring and expressing learning equivalence. A credit plays an important role in rewarding the incremental progress of learners, facilitating student transfer, recognizing prior learning and contributing to the definition of academic standards. The number of credits awarded for successful completion of a module is called **credit value** of the module for that particular study level. In order to earn module credits at a particular level, the learner must satisfy the assessment criteria for all (or the majority) of the designated learning outcomes of the module.

6.2 Procedure for Specification of Criteria and Methods of Assessment

The criteria of assessment are statements that clearly indicate what learners are expected to do in order to demonstrate that they have successfully realized a learning outcome (completed a curriculum task). They are required mainly to assist the examiners and moderators to check that the assessment is compliant with the standards set in the qualification. Course Committee following NCAAA guidelines shall therefore formulate assessment criteria for each enabling outcome to reflect that, as a result, learners can perform (do) something, can understand what they are doing and why they are doing it, and can connect these two as application of knowledge and, furthermore, can pass judgment on performance.

6.2.1 Assessment should be an integrated undertaking

It is important that tasks from both cross cutting curriculum issues, applied competence and those reflecting competitive edge should be assessed, and a variety of assessment methods and instruments are used. In doing so, one should ensure that the chosen method(s) and instrument(s) are fair, reliable, valid, and practical.

6.2.2 Assessment should recognize achievements

Assess what the learner knows and can do against approved criteria and benchmark. In line with the assessment benchmark, ensure that a learner has achieved all (or the majority) of the designated learning outcomes of the module before he or she gets a credit for the module.

6.2.3 Assessment should recognize prior learning

Allow for accelerated access to further learning and give credit to evidence of learning outcomes that have already been acquired in different ways.

6.2.4 Legitimacy, transparency and clarity

Assessment should emphasize legitimacy and transparency and clarity on what the learner is expected to achieve, what assessment method and instrument will be used to assess achievement, what the learner will have to do to show achievement, how it will be assessed, the conditions under which or the situation in which the assessment will take place and when the assessment will take place. As assessment is central

to recognition of achievement, therefore, the quality of that assessment is important in order to provide credible certification.

6.3 MODALITIES FOR REVIEW OF CURRICULA

Based on the evaluation of the performance indicators, as a result of continuous monitoring of curriculum implementation as described in the NCAAA document, evaluation of feedback from stakeholders via situation analysis; curriculum need to be updated to satisfy current demands.

6.3.1 Interrelation of Curriculum Review and Evaluation Tasks

Key features of a system for routine and periodic review and evaluation of curriculum are demonstrated in Fig. 3, which also indicates the major tasks and their interrelations. The line activities include assessment of curriculum implementation leading to identification of needs for curriculum review, qualification of the necessary interventions, and curriculum renew.

6.3.2 Assessment of Curriculum Implementation

As it seen in Fig. 3, a technical institution should be able to evaluate implementation of its curriculum. Only this way it will be possible to identify the need for review of curriculum. The performance indicators should be of help in that respect.

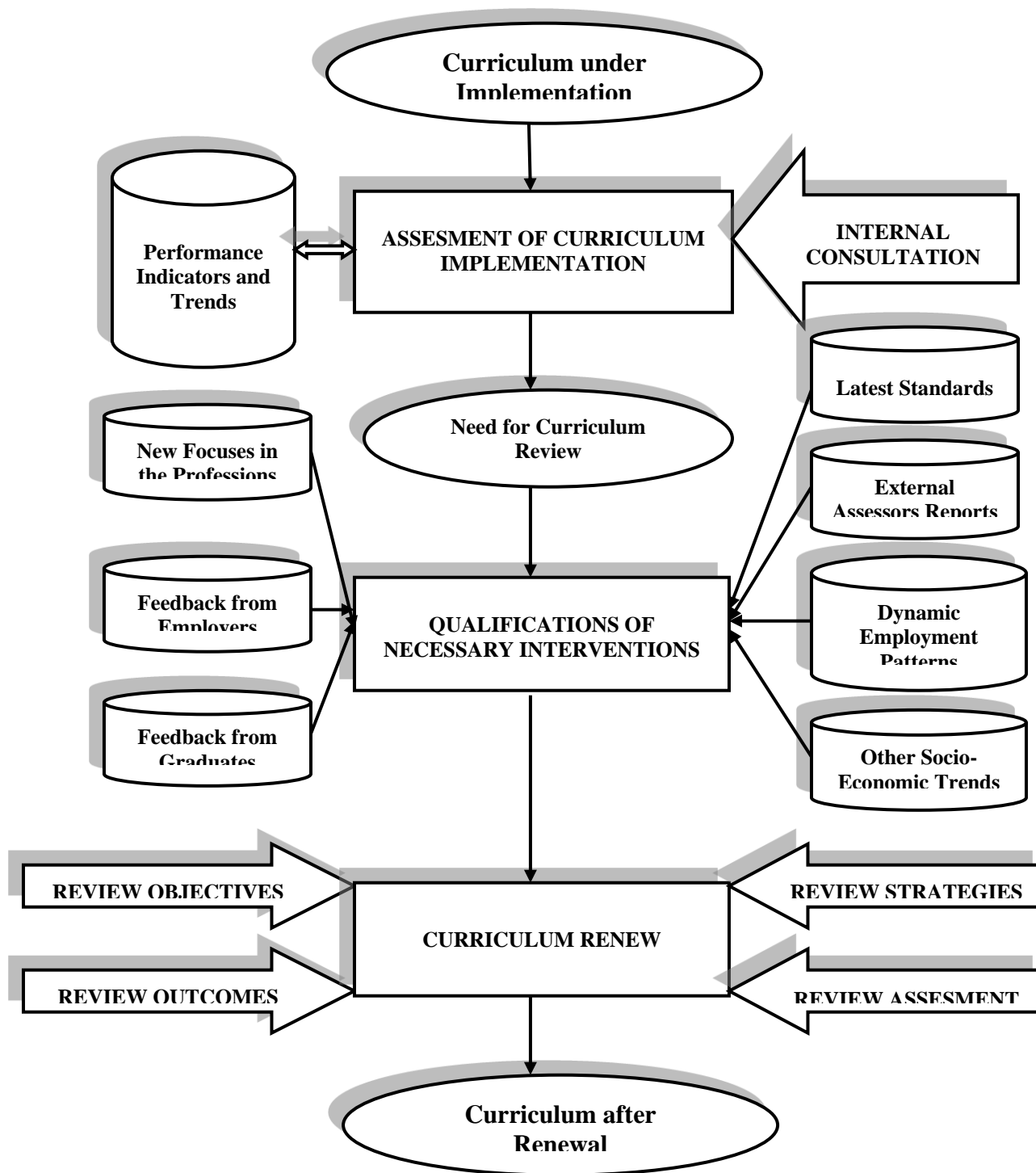


Figure 3 : A System for Curriculum Review

Also refer to Curriculum Evaluation Questionnaire (APPENDIX A)

6.3.3 Qualification of Needs for Curriculum Review

Once the need for curriculum review is clear, which shall be demonstrated by the gap between what the performance indicators are showing and the targeted values, one will need to clearly identify the required intervention. Curriculum review could therefore be either for the purpose of:

Improvement of competencies, in order to be in line with revised competence standards or other NCAAA norms;

- Improvement of competencies, in order to attain competitive edge;
- Ensuring flexibility of curriculum in response to modern socio-economical trends;
- Rationalizing efficiency in curriculum implementation; or
- Any combination thereof.

As it clearly seen in Fig. 3, curriculum review and evaluation essentially involve ascertaining the quality of a given curriculum. That is, the value or worth of a curriculum, in terms of curriculum inputs, processes, outputs and outcomes in line with *current needs* of employers, the profession, the graduates and society at large, as well as *current NCAAA norms*. The ultimate goal is to *renew* the curriculum.

6.4 PROCEDURE FOR REVIEW AND EVALUATION OF CURRICULUM

6.4.1 Routine Review of Curriculum

Curriculum should continuously be reviewed and evaluated throughout the period of implementation. Specifically this should be done as follows:

(a) Assessment of Performance in Curriculum Implementation

- i. Except for standardized performance indicators or those with targets that are widely acceptable (e.g. student/staff ratio, library floor space per student, etc), it is the responsibility of CDRC to quantify target values for all other relevant performance indicators. This can better be realized through a consultative approach involving those who are implementing the curriculum, other specialists in the subject of the curriculum, educationist and the owners of the institution.

- ii. Coordinator for Curriculum Development in a technical institution shall maintain reliable records of actual performance in curriculum implementation, using same indicators as described by the NCAAA.
- iii. CDRC shall assess performance in curriculum implementation by comparing the actual and target figures of similar performance indicators.
- iv. If significant deviations are observed between the actual indicators with targets for a reasonable period of time showing a clear trend it is a sign of needs for curriculum review. CDRC shall confirm and qualify such needs.

(b) Qualification of Needs for Routine Curriculum Review

In qualification of needs for routine curriculum review CDRC shall confirm:

- i. Nature of the needs, that is whether the required improvement is on mandatory or optional competencies, or on teaching and learning strategies, or on rationalizing efficiency in curriculum implementation;
- ii. Scope of the needs whether the required improvement affects the whole curriculum or only a number of modules, whether the required improvements can be effected without extensive research undertaking;
- iii. In case there would be a need to conduct research work to confirm certain trends, the CDRC shall arrange to facilitate that.

The first confirmation is necessary to know the direction of curriculum renew, while the second and third shall determine whether the improvements can be immediately implemented or should await the outcome of periodic review. It is the duty of CDRC to make this decision.

(c) Curriculum Renew

- i. If has deliberated to implement the improvements, either in the whole curriculum or part thereof (i.e. in a module only) the curriculum renew process should be planned.
- ii. Situation Analysis, if necessary, shall be conducted also in accordance with the relevant NCAAA modalities.
- iii. Actual renew of curriculum, i.e. improvement in either learning outcomes, or learning strategies, or assessment criteria and methods, covering the whole curriculum or part thereof (i.e. a module or a couple of modules) shall be done in accordance with the relevant provisions.
- iv. Approval of renewed curriculum shall follow the relevant provisions.

6.4.2 Periodic Review of Curriculum

Apart from the regular reviews indicated above, it is necessary to conduct more comprehensive review after a certain period has elapsed. This type of review will provide more realistic trends of the deficiencies, if any.

For this purpose, all curricula, irrespective of the routine reviews, should be evaluated after every specified time interval. This duration is considered long enough to provide realistic trends, and short enough not to allow unbearable deviations.

Specifically the periodic review should be done as follows:

(a) Qualification of Needs of Periodic Curriculum Review

In qualification of needs for periodic curriculum review CDRC shall conduct situation analysis to confirm current and future needs of employers, the profession, graduates, society and other stakeholders.



(b) Curriculum Renew

- i. CDRC shall plan the curriculum renew process.
- ii. Situation Analysis should be conducted in accordance with the relevant provisions.
- iii. Actual renew of curriculum, i.e. improvement in either learning outcomes, or learning strategies, or assessment criteria and methods shall be done in accordance with the relevant provisions.
- iv. Approval of renewed curriculum shall follow the relevant provisions.

7. APPLICABLE REFERENCES

- <https://www.ncaaa.org.sa/enportal/Pages/default.aspx>, National Council For Academic Accreditation, Assessment and Evaluation
- The National Council for Technical Education (NACTE), *Procedures for Setting of Qualification Standards*, Dares Salaam, August 2004.
- <http://www.jazanu.edu.sa/sites/en/administrations/vp-academic/Pages/default.aspx>, Jazan University
- CQFW, NICATS, NUCCAT, SEEC, *Credit and Higher Education Qualifications: Credit Guidelines for HE Qualifications in England, Wales and Northern Ireland*,

8. Authorizations

Designation	SOP Developer	Head (UPPP)	Head (QAU)
Name	Mr. Raj Kumar Masih	Mr. Ahsan Asim	Dr. Mohammad Basem Asiri
Signature			



Standard Operating Procedures for

Curriculum Development and Review

✓ Self-Evaluation Scale (SES)

PROCEDURE FOR SELF EVALUATION SCALE (SES) TEAM

APPROVALS

All approvals are maintained and controlled in the [Document Control System] system.
Please refer to the [Document Control System] system for the current controlled revision and approval records.

REVISION HISTORY

AUTHOR	REVISED SECTION/PARAGRAPH	REV	RELEASED
[MUNEER MAJID]	[Initial Release, Version - 001, 31/03/2019]	[0.0]	31-03-2019

1. PURPOSE

These self evaluation scales are intended to provide guidance to program administrators and staff in higher education institutions in their planning, self-review, and quality improvement strategies.

The National Commission for Academic Accreditation & Assessment has been established by the Higher Council of Education in Saudi Arabia with responsibility to establish standards and accredit institutions and programs in post secondary education.

The system for quality assurance and accreditation is designed to support continuing quality improvement and to publicly recognize programs and institutions that meet required quality standards. The objective is to ensure good international standards in all post secondary institutions and in all programs offered in Saudi Arabia.

Students, employers, parents and members of the community should be able to have complete confidence that what has been learned by students, the research conducted, and the services provided are equivalent to good international practice. Accreditation of a program will give public recognition that these standards have been achieved. Saudi Arabian qualifications should be accepted without question anywhere in the world.

2. SCOPE

The National Commission for Academic Accreditation & Assessment in Saudi Arabia has developed a set of standards for quality assurance and accreditation of higher education institutions and programs in eleven general areas of activity.

1. Mission, Vision, and Strategic Planning
2. Governance, leadership, and Management
3. Teaching and Learning
4. Students
5. Faculty and Staff
6. Institutional Resources
7. Research and Innovation
8. Community Partnership

These standards are based on what is generally considered good practice in higher education throughout the world and adapted to meet the particular circumstances of higher education in the Kingdom of Saudi Arabia.

3. RESPONSIBILITIES

1. Creating a draft list of evidences for their specific SES standards
2. Consult the QAU responsible (Vice Dean, Head, Vice Head and Program Quality Coordinators) for finalizing the list of evidences and responsible committees or persons to provide evidences
3. Conduct meetings with concerned responsible committees or persons to finalize the list of evidences
4. Collect the evidences and evaluate the practices on 0-5 scale as per the NCAAE guidelines
5. Identify strengths, aspects of improvement and list of priorities that need immediate attention for improvement.
6. Identify list of evidences required for KPIs related with specific standard of SES and help KPI in-charge in analysis of KPIs
7. Writing SSRP report for specific standard
8. Preparing cover letters for specific SES sub standards and uploading of evidences on DAD / NCAAE systems as per guidance from QAU head.

4. PROCEDURE

Step1: Creating a draft list of evidences required for their specific SES standards as per table 1

Output: list of evidences in Table 1

Table 1

S. No.	Quality Practices	List of Evidences

Step 2: Consult the QAU responsible (Vice Dean, Head, Vice Head and Program Quality Coordinators) for finalizing the list of evidences and responsible committees or persons to provide evidences.

Output:

1. Minutes of Meeting as per QAU minutes of meeting template
2. Draft list of evidences and responsibility in attached table 2

Table 2

S. No.	Quality Practices	List of Evidences	Name of Responsible Committee / Person

Step3: Conduct meetings with concerned responsible committees or persons to finalize the list of evidences.

Output:

1. Minutes of Meeting as per QAU minutes of meeting template
2. Finalized list of evidences and responsibility in attached table 2

Step 4: Collect the evidences and evaluate the practices on 0-5 scale as per the NCAAE guidelines

Output:

The SES evaluation table-3 based on the NCAAE guidelines provided in Self-Evaluation Scales for Higher Education guide.

Table 3

Levels of Evaluation Elements of Evaluation		N A	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
SES No	Details of Quality Practices						
Overall Evaluation of the Standard							
Total Sum of Evaluation of Criteria (Total Sum of Points)							
Number of Applicable Criteria							
Average Evaluation of the Standard							
Overall Quality Rating of the Standard							

Step 5: Identify list of evidences required for KPIs related with specific standard of SES and help KPI in-charge in analysis of KPIs

Step 6: Identify strengths (based on list of quality practices being done exceptionally well); aspects require improvement and list of priorities that need immediate attention for improvement and write a report on it.

Output: Details of strength, aspects of improvements and priorities in Table 4

Table 4

SES Standard
Strengths:
Aspects of Improvement: (Based of SES rating, where SES rating less than 3)
Priorities for improvement: (The practices that need immediate attention)
Analysis and Comments:

Step 7: Prepare improvement plan in consultation with responsible committees and QAU responsible and higher authorities (if required)

Output: Improvement Plan in Table 5

Table 5



#	SES Standard/ Practice	Action needed	Responsible	Start date	End date	evidence	Remarks (if any)
1							
2							
3							
4							
5							
6							

Step 8: Writing SSRP report for specific standard based on NCAAE SSRP template

5. APPLICABLE REFERENCES

1. NCAAE SSRP template
2. NCAAE Self-Evaluation Scales for Higher Education guide
3. QAU template for SES cover letter

Authorizations

Designation	SOP Developer	Head (UPPP)	Head (QAU)
Name	Mr. Raj Kumar Masih	Mr. Ahsan Asim	Dr. Mohammad Basem Asiri
Signature			



Standard Operating Procedures for

Curriculum Development and Review

✓ Strategic Plan

POLICIES AND PROCEDURES FOR STRATEGIC PLAN

REVISION HISTORY

<i>AUTHOR</i>	<i>REVISED SECTION/PARAGRAPH</i>	<i>REV</i>	<i>RELEASED</i>
Dr. Bremnavas Ismail Mohideen – Strategic Plan Committee	[Initial Release, Version - 001, 24/11/2018]	002	19-02-2019

1. PURPOSE & SCOPE:

The Strategic Plan Committee (SPC) is responsible to develop the strategic plan for College of Computer Science and Information Technology. SPC will assist, support, and review the strategic progress of the College of Computer Science and Information Technology. SPC will develop college goals, measurable objectives, initiatives and key performance indicators (KPIs) aligned with university strategic plan. The execution of an effective strategic plan of the college has tremendous opportunity to thrive in serving students, faculty and the region for the development.

2. DEFINITIONS:

Strategic Plan: Strategic plan determines exactly where our college is going over the next few years and how it's going to get there. A strategic plan is a coordinated and systematic way to develop directions, goals, objectives and initiatives for our college.

Action Plan: An action plan is a document that lists what steps must be taken in order to achieve a specific goal with the required resources within the stipulated time.

Steering Committee: A steering committee consists a group of members who are experts to provide direction, guidance and to give advice on important issues.

3. ROLES AND RESPONSIBILITIES:

The Standard Operating Procedures defines the roles and responsibilities for each position are as follows:

- Dean of the College - To approve the strategic plan initiatives and action (implementation) plan follow-up procedures.

- Vice Dean – To review the strategic plan initiatives and action (implementation) plan follow-up procedures
- QAU -- To ensure the strategic plan as per the requirements.
- Program Coordinator / Head – To follow up the department strategic plan and action (implementation) plan.
- College level strategic plan committee – To support and provide assistance to the department strategic plan committee.
- Department level strategic plan committee – To coordinate with various department committees and to associate with the college strategic plan committee to furnish the necessary documents.
- Department level other committees – To provide necessary documents annually as per the annexures according to action (implementation) plan initiatives.

3.1. Steering Committee: The Committee Members

No.	Name of the members	Role	College
1	Dean	Chairman	College of Computer Science and Information Technology
2	Vice – Dean	Deputy Chairman	
3	Dr. Bremnavas Ismail Mohideen Asst. Prof. Dept. of CNET	Head – Strategic Plan Committee	
4	Dr. Jayabrabu Ramakrishnan Asst. Prof. Dept. of IT	Secretary and Member	
5	Dr. Rajan John Asst. Prof. Dept. of CS	Member	

4. STRATEGIC PLAN POLICY AND PROCEDURES:

The purpose of the strategic plan and action (implementation) plan is to focus on the effectiveness and efficiency of the college mission and vision. The College Strategic plan is aligned with the strategic plan of Jazan University. The strategic plan will be developed, reviewed, implemented, and updated as per the following procedures:

1. The Dean will appoint a committee to develop the strategic plan. The time and scope for the strategic plan will be identified, with a recommended interval of five years.
2. A preliminary draft of the strategic plan will be prepared by the strategic plan committee. The preliminary draft will identify directions, representing the areas of focus for the college to move forward strategically over the defined interval. Each direction includes goals and each goal includes objectives and initiatives.
3. The preliminary draft will be reviewed and modified by the concerned authority, then will be made available for stakeholder's comments/ suggestions. Stakeholders include students, faculty, staff, and industrial partners etc.
4. Based on the comments/ suggestions, the strategic planning committee will prepare the final draft of the strategic plan.
5. The final draft will be presented to the college council for approval.
6. The approved strategic plan will be made available on the College website.

4.1. Standard Operating Procedures: Reviewing of SP initiatives:

1. The college strategic plan committee develops strategic plan and action plan as per the guidelines from the university once in five years.

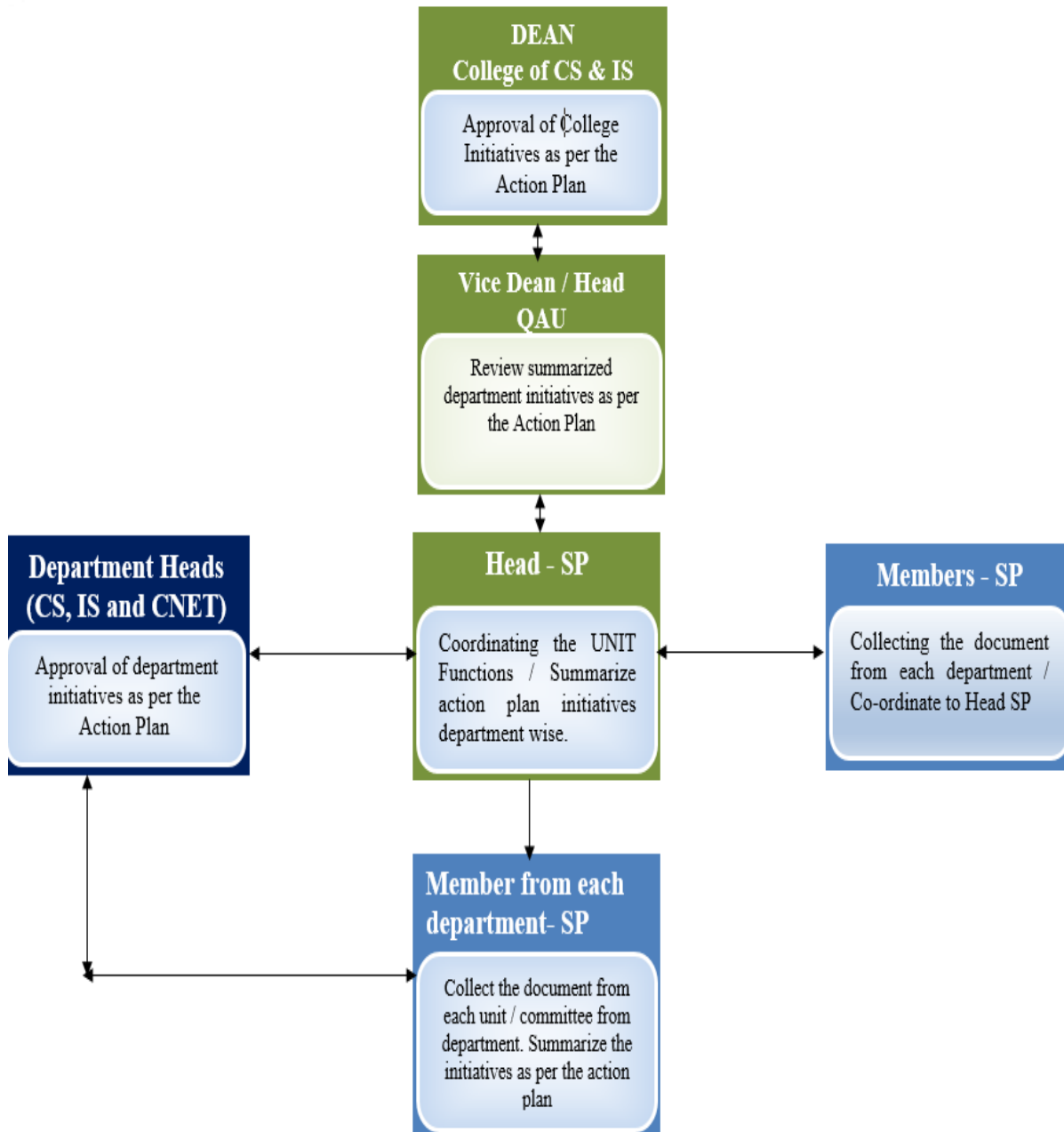
2. The department strategic plan committee will develop their respective strategic plan that is aligned with college strategic plan.
3. The stimulated strategic plan includes directions, goals, objectives and initiatives which will be for a period of five years.
4. Followed by the strategic plan, action (implementation) plan has to be prepared which includes detailed information of all initiatives along with the procedures arranged in the prescribed format.
5. Initiatives and procedures can be changed if needed, based on the requirement from the department committees / units.
6. The addition / modification of initiatives / procedures from the department can be done two months before the end of every academic year with prior permission from college strategic plan committee.
7. The department initiatives / procedures that are added / modified must be submitted to college strategic plan committee. The college strategic plan committee will review and forward the same for approval from administrative authority.
8. The college initiatives and procedures can be changed by the college strategic plan committee if needed, with prior approval from the administrative authority.
9. The approved initiatives and procedures should be implemented from the forthcoming academic year.

4.2. Standard Operating Procedures: Action (Implementation) Plan - Follow-up Procedures:

1. The individual committee / unit for each department will be responsible for their strategic plan initiatives and submit the evidences as per the prescribed format. (ANNEXURE – A)



2. The department strategic plan members will collect the committee wise action plan report for each committee / unit and summarize as per the prescribed format. (ANNEXURE – B)
3. The head of the department approves the committee wise action plan report, department action plan report and forward the approved reports to college strategic plan committee.
4. The college strategic plan committee will receive all the reports submitted from all the departments and summarize the it as per the prescribed format. (ANNEXURE-C).
5. The individual committee / unit for each department will be responsible for their strategic plan Initiatives and procedures changes if needed, based on the requirement from the department committees / units and submit the initiative changes as per the prescribed format. (ANNEXURE – D)
6. The department strategic plan members will collect the committee wise initiative and procedure changes as per the prescribed format. (ANNEXURE – E)
7. The college strategic plan committee will review and forward the summarized reports to Vice-Dean.

5. WORKFLOW - STRUCTURE OF COMMITTEE:



6.

APPROVAL AND AUTHORIZATIONS

Designation	SOP Developer	Head (UPPP)	Head (QAU)
Name	Mr. Raj Kumar Masih	Mr. Ahsan Asim	Dr. Mohammad Basem Asiri
Signature			

Standard Operating Procedures for

Curriculum Development and Review

✓ Strategic Plan

ROLES AND RESPONSIBILITIES OF COMMITTEES UNDER QAU

APPROVALS

All approvals are maintained and controlled in the [Document Control System] system.
Please refer to the [Document Control System] system for the current controlled revision and approval records.

REVISION HISTORY

AUTHOR	REVISED SECTION/PARAGRAPH	REV	RELEASED
[MUNEER MAJID BHAT]	[Initial Release- 001]	[0.0]	03/04/19
[RAJ KUMAR MASHI]	[Initial Release – 002]	[0.1]	09/02/21

1. PURPOSE

This document contains the roles and responsibilities of various committees under the Quality Assurance Unit. The basic purpose of this document is to facilitate the inter committee communication and to provide the committees-oriented information to anyone concerned.

2. SCOPE

3. ROLES AND RESPONSIBILITIES OF VARIOUS COMMITTEES

Curriculum Development and Review (CDRC)

- Preparation and review of Course Descriptions & Course Specification with the help of Course Coordinators and Track leaders
- To review and recommend to the department council on existing and proposed curricula, courses, prerequisites, co-requisites, advisories and programs.
- Periodically review and enhance the learning objective and outcomes of the program and courses to make sure that they coincide the needs of job market and accreditation bodies.
- Make sure that textbooks references, lab manuals of all courses are current and up to date and periodically reviewed.
- Development of new curriculum based on industry requirements and review of existing curriculum (if any).
- Benchmarking of courses with local and international universities while designing and reviewing the curriculum
- Consideration of JU program designing guidelines, NCAAA, ABET and ACM Guidelines any other relevant body while reviewing the current curriculum or designing the new curriculum.
- Consideration of human, technological and learning resources availability and planning for future requirements if any.
- To solicit and review the expert opinion from different stakeholders in review and development of Curriculum plan and contents
- Preparing documents and supports department in review and approval of current as well proposed curriculum.

- Ensure the Teaching Plan is prepared and delivered timely according to the approved academic calendar with the help of Course Coordinators and Track leaders.

Following are the supporting committees that will be reviewing and providing necessary feedback during the curriculum development and review process.

Program Advisory Board

Responsibilities:

10. Assess the current program and ensure that it's up to date and serving the requirements of industry and following the standard guidelines of relevant professional bodies.
11. Advise about required attributes, skills and suitable outcomes for the pass out students necessary for their success.
12. Help the program / department in assessing the job market requirements and provide suggestion for improvement in the program based on these requirements.
13. Provide advice on the technological trends and changes in industry
14. Provide advice on opportunities to introduce new programs in response to the needs of a specific profession, industry or sector
15. Promote good relationships with local community and businesses, industry and professional associations
16. Periodically (semester wise / yearly) review the outcomes, enrollment data, services and support facilities and progress of the program
17. Provide support and assistance in the development of new programs and its review process.
18. Assist in training and placement of graduates.

Program Assessment Committee (PAC)

Responsibilities:

- To develop, administer and follow up the processes of Quality Control in the Department.
- To follow up and select the benchmarks of the Department Program.
- To supervise and follow up the schemes for development and future planning in the Department.
- To review and approve assessment and action plans from departments and programs.
- To verify implementation of approved assessment and action plans.
- To receive and review annual progress reports based on the progress of action plan and activities of various committees.

- Monitoring the achievements of Program Learning Outcomes (PLOs) and Program Educational Objectives (PEOs).
- Monitoring the various feedbacks received from various stakeholders and plan activities accordingly.
- Advising the department in the review process of programs (s).
- Provides assessment training and dissemination of assessment information.
- Provides support for development, implementation and evaluation of current and proposed programs.
- Ensure that the program meets its stated mission and addresses the strategic direction of the college.
- Appraisal of faculty members based on defined tasks and guidelines by the department.
- Selection of Track -Leaders and Course Coordinators for next semester.

College Research Unit (CRU)

- To play a key role in establishing a research culture across the faculty members.
- To develop research culture in line with university research vision and mission.
- To represent research in liaison with other colleges, in a range of activities including briefings, presentations and face-to-face meetings.
- To actively represent research on appropriate committees of the university, presenting papers and leading where applicable.
- To play a leading role in student's research activities to ensure delivery in line with the department's strategic objectives.
- To work, in conjunction with, the chairman of college research unit to plan for, and monitor the faculty's research progress.
- To execute the research activities to fulfil the NCAAE requirements.
- To provide reports related to research related activities within the college to deanship of research and competitive authorities.

General Course Coordination Committee (GCCC)

- The course coordinator should prepare the midterm and final exam theory.
- He should comply the photo copy of the question papers.
- He should send the question papers to all colleges that need the midterm final exam.
- He should inform the faculty members to receive his question papers from each college, which has his section in, to be corrected.
- He should ensure about the number of students in each section for all faculty members. If the teacher has more than 100 students, the teacher corrects 100 papers, and the other should be distributed to the Correction Unit, which is indicated by every head of department.
- The course coordinator should send Half-Filed file (Course Report File) to all faculty members to prepare it and send it to him. After that, he should prepare the consolidated course report just for computer science college (male and female) and send it to the quality unit.
- He should prepare the road map and send it along with course material to all faculty members.
- He should give any instructions regarding any changes through mail.
- He should prepare the contact numbers and emails to all faculty members and send them to the female teachers who are teaching lab in all colleges in order to exchange the lab students' marks.
- He should prepare the alternative midterm and final exams.

Graduation Project Committee (GPC)

CNET Department:

- 1) Prepare a comprehensive plan for graduation projects.
- 2) Review existing graduate procedures, policies and Standard Operating Procedures (SOPs) for Graduate Projects.
- 3) Responsible for the course file and other course related documents during his tenure.
- 4) Assist the students in selection of graduation projects and adopt a follow-up procedure for successful completion of projects.
- 5) Give proper induction training to the new faculty members before to supervise the GP students.
- 6) Monitor the progress of GP with 'Weekly Activity Report' for supervisor and 'Activity Report' for Domain expert.
- 7) Provide all necessary help and support to students and faculty for graduation projects.

- 8) Conduct the Mid-Term Exam, Pre-presentation and Final Exam.
- 9) Ensure a uniform evaluation of student projects (for different project groups).
- 10) Maintain the focus and interest of students in successful completion of projects.
- 11) Motivate the students for continuous industry visits during project cycle (if required).
- 12) Conduct follow-up meetings between students and faculty for proper check and balance of project work.
- 13) Maintain documentation for project cycle (performance with timeline).
- 14) Invite students and faculty to discuss issues is being faced in any project completion (if required).
- 15) Ensure project's timeline with students' supervisor.
- 16) Prepare the consolidated course report by considering the results of all the sections of the GP course in every semester (after the final examination).
- 17) Update the course file with the necessary documents of the current semester.

CS Department:

- 1) Prepare a comprehensive plan for graduation projects.
- 2) Review existing graduate procedures, policies and Standard Operating Procedures (SOPs) for Graduate Projects.
- 3) Announcement to staff for GP proposals (Call for title along with abstract).
- 4) After collecting the proposal from the teachers, conducts the meeting for the approval of titles.
- 5) Request the selected teachers whose titles approved by the GP committee to submit the detailed description of the proposal.
- 6) Approved titles displayed to students and mailed to female campuses.
- 7) Create student's groups and collect student's emails for GPC Communication.
- 8) Assist the students in selection of graduation projects and adopt a follow-up procedure for successful completion of projects.
- 9) Allocate students groups to teachers, willing to supervise GP.
- 10) Give proper induction training to the new faculty members before to supervise the GP students.
- 11) Email student registration form to students and collect the filled form.
- 12) Monitor the progress of GP with 'Weekly Activity Report' from supervisors.
- 13) Provide all necessary help and support to students and faculty for graduation projects.
- 14) Conduct the Mid-Term Exam, Pre-presentation and Final Exam.

- 15) Regularly contacting female campuses (Academic Campus for girls and Sabya educational campus) course In-charges and instructing them to maintain the uniformity.
- 16) Ensure a uniform evaluation of student projects (for different project groups).
- 17) Maintain the focus and interest of students in successful completion of projects.
- 18) Motivate the students for continuous industry visits during project cycle (if required).
- 19) Conduct follow-up meetings between students and faculty for proper check and balance of project work.
- 20) Maintain documentation for project cycle (performance with timeline).
- 21) Mail requirements list of documentation of final thesis to students.
- 22) Invite students and faculty to discuss issues faced in any project completion (if required).
- 23) Ensure project's timeline with students' supervisor.
- 24) Prepare the results and summary sheets of GP students groups.
- 25) Getting approval of results from HOD.
- 26) Responsible for the course file and other course related documents during his tenure.
- 27) Prepare the consolidated course report by considering the results of all the sections (male and female campuses) of the GP course in every semester (after the final examination).

Strategic Plan (SP)

- Dean of the College - To approve the strategic plan initiatives and action (implementation) plan follow-up procedures.
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Unit for Policy, Procedures and Processes (UPPP)

1. Defining the responsibilities and nature of jobs for all the members working in the college.
2. Developing Policies and Procedures for various academic Processes broadly covering the following domains : -
 - Teaching
 - Curriculum
 - Examination
 - Exam Evaluation
 - Member Evaluation
 - Academic Advising
 - Research Affairs
 - Student Affairs
 - Any Other
3. Writing the support procedures for above domains.
4. Preparation of various facilitative formats for academic and administrative activities.
5. Reviewing, updating or changing the current procedures and processes with intent for improving it to the next level, in consideration with the concerned authority and beneficiaries.
6. To prepare new SOP's as and when needed apart from the traditional ones.
7. To facilitate the departments in implementing the standard operating procedures besides addressing any of their concerns.
8. To conduct periodic presentations / workshops so as to make the administration and faculty familiar with the different procedures and processes.
9. Under all circumstances the procedures and processes shall be governed by the rules and regulations of Jazan University and its framework shall be followed in totality.

10. Besides, UPPP shall review the QAU documents and provide the feedback to the concerned and Head (QAU). It will also work like a bridge between various associated committees and the administration.

Survey and Statistics Unit

Responsibilities of the Head:

1. To identify the survey requirements, timeline, medium (off-line or online) and stakeholders (internal and external) for each survey to be conducted.
2. To design survey forms according to the requirements from the Quality Assurance Unit.
3. To map each KPI with the required source, like the first hand survey data or statistical data collected from the concerned personnel.
4. To plan, distribute and Coordinate survey activities among the team member.
5. To prepare final report based on the findings as required by the QAU.
6. Facilitate the QAU for other assigned activities related to the unit.

Responsibilities of the Team Members:

1. To carryout activities like conducting surveys (online/offline form distribution, response collection, data punching, data cleaning, etc.)
2. To collect statistical data from the required personnel like faculty affairs, student registration, examination etc.
3. Prepare report based on the findings from the data acquired from primary source like survey and secondary source like student / faculty feedback etc.
4. Facilitate the QAU through the Head of SSU for other assigned activities related to the unit.

Student's Affairs Unit

- 1- دراسة الحالات الطلابية التي يتطلب البت فيها و من ثم التوصية بالقرار الأصح للطالب و العملية الأكاديمية حسب اللوائح التنفيذية لجامعة جازان. و الرفع بالتوصيات إلى عميد الكلية المشرف العام للوحدة لأعتمادها و الرفع بها للجهات المعنية و من ثم تنفيذها حسب الأنظمة المتبعة.
- 2- الحالات الطلابية و تشمل الحالات الاستثنائية و المفصولين أكاديمياً و طلبات التحويل و الحالات الأخرى المتعلقة بالأرشاد الأكاديمي.
- 3- التواصل مع الطلاب ذوي المعدلات المنخفضة و المتعثرين أكاديمياً و طلاب الانذارات و توجيههم و متابعتهم أكاديمياً.
- 4- دراسة حالات الحرمان في المقررات الدراسية للطلاب و الرفع بتوصية و تقرير مفصل لمجلس الكلية.
- 5- دراسة حالات الغش في الاختبارات الفصلية و النهائية و التوصية بالقرار المناسب حسب لائحة الدراسة و الاختبارات بالجامعة.
- 6- دراسة الأعدار الطلابية المتعلقة بالغياب عن المحاضرات و الاختبارات و اتخاذ الاجراء المناسب.
- 7- استقبال طلبات معادلة المقررات الدراسية و توجيهها للأقسام العلمية المختصة و التنسيق معهم في إطار ذلك.
- 8- التعامل مع طلبات الطلاب الزائرين
- 9- حل مشاكل الطلاب فيما يتعلق بالجدول الدراسية و مقررات الخطة الأكاديمية.
- 10- التنسيق مع الأقسام العلمية لدراسة الشكاوي الطلابية.
- 11- التنسيق في الأنشطة الطلابية.

متابعة مشكلات الطلاب الخريج

Summer Training Committee

I. During Second Semester:

1. In the beginning of the second semester the committee members must collect the students list who completed 90 credit hours for both CS & IT dept. from student affairs office.
2. The same list must be forwarded to the Head of ST male section.
3. The same list must be displayed in the notice board and inform the students of level-8, 9, 10 to check their name from the notice board and register for training from JCCS system.
4. If students find any difficulty in registering with JCCS system then the committee must note down the problem faced by the student and then contact the ST Head of male section to solve the problem.
5. If the student wishes to register in a new training center which is not available/mentioned in the JCCS system then do the following:
 - a) Note down all the details like Std.ID, Name, Training center name, Contact number of Training center (mobile number), city.
 - b) Inform the students to forward the same details to the training email:
training@jccs.edu.sa
 - c) The committee must inform the same to ST Head of male section.
 - d) The committee must contact the training center to know the following details:
 - i. The training provided by the training center is using computers related task or not
 - ii. The type of training/work the students will be doing during training period.
 - iii. Confirm the starting & ending dates from training center and make sure the dates match with the university dates.
 - iv. The maximum number of students that training center can accept/allow to do training.

6. The committee must contact regularly the ST Head of male section to know the status of registration process and regarding the letters.
7. The committee must prepare time table for students with 4 hours theory and 4 hours lab.
8. The committee must get the approval of the time table from the higher authorities, later it should be handed over to the student affairs to install in the system.
9. When add & drop begins inform all the students to get registered in group. If any student fails to register, then the student must fill the add & drop form. The committee must add group for the student from student affairs office.
10. Once the letters are uploaded in the JCCS system the committee must inform the students to download the letter and submit in their respective training centers.
11. For the hospitals, the letters will be handed over by the ST Head of male section.
12. The committee must inform all the students other than hospital must submit the acceptance letter from training center as soon as possible.
13. The committee should print the student list from the student affairs for all the groups and must compare with the final registered list received from Head of male section to know all the students registered in group or not.
14. If any student has not registered, then inform the student to fill the form and the ST committee must add group for the student from student affairs.

II. During Training Period:

1. In the first week the committee must check the registered students with the students list from student affairs.
2. In the first week the committee must assign all the training centers to the faculty members.
3. The committee must distribute all the students equally to all the faculty members.
4. The committee must prepare the transport schedule for the training centers which are at far places according to the faculty timetable. The faculty must visit each training center three times during the training.
5. In the first week the committee must send all the rules & responsibilities, all the forms related to the training to all the faculty members.
6. The committee must send the student list to the respective faculty members.

7. The committee must monitor regularly with the faculty member whether everything in the training centers going on smoothly or not. If they face any issue/problem the committee must report to the higher authority to solve the issue.
8. The committee must prepare final presentation timetable for students and faculty members and must get the approval from higher authority.
9. The committee must display the final presentation timetable of the students on the notice board.
10. If any student requests to do final presentation after the college re-open, the committee must collect the all the evidences from the students about her request then submit the request to higher authority for approval.
11. The committee must collect all the documents, internal marks and final presentation marks & reports from all the faculty members after the presentation is completed.
12. The committee must send the marks out of 100 to all the faculties to prepare handwritten sheet for the group added to their Edugate account.

Computer Labs Administration (CLA)

Teaching Staff:

Duties and responsibilities of Teaching Staff with regards to the utilization of computer laboratories include, but are not limited, to the following:

1. Scheduling and conducting practical classes and examinations
2. Assessment and evaluation of student practical and/or hands-on activities
3. Conducting assigned training programs

Head of the CLA:

The responsibilities of Head of the CLA are as follows.

1. Coordinate with all lab Committee Members on any issues in the computer laboratory.
2. Maintain records of maintenance and inventory of all computer laboratories.
3. Communicate to all lab Members any concerns regarding computer laboratories.
4. Supervise the computer laboratory staff and serve as contact point for any laboratory issues.

Team Members of the CLA

1. Keeping and updating inventory records of all the materials and equipment in the laboratories and workshops, in addition to implementing the equipment maintenance schedule.
2. Cooperating with teaching and technical staff in the preparation of computer laboratories.
3. Ensures that all computers are efficiently working in the laboratory.
4. Guarantees that all needed programs/software by the academic departments are installed properly.
5. Conduct maintenance on all computers and equipment in the laboratory.
6. Checks the computer laboratory after every class schedule (10AM, 12PM and 3PM) to check compliance of classes to computer laboratory rules and regulations (whiteboard is erased, chairs are fixed, lights and Active Board or projector are switched off and other tasks).
7. Coordinates with the administration department for the cleanliness of the computer laboratory which includes the floor, whiteboard, Active Board, computer tables are free of any writing and the trashcan is empty.

4. APPLICABLE REFERENCES

Authorizations

Designation	SOP Developer	Head QAU	College Dean
Name	MR. RAJ KUMAR MASIH	MR. AHSAN ASIM	DR. MOHAMMAD BASEM ASIRI
Signature	