

PSU'S TEACHING AND LEARNING QUALITY FRAMEWORK (TLQF)

2021

FOREWORD

Prince Sultan University (PSU) is the leading not for profit private university in the Kingdom of Saudi Arabia. PSU has established a standard of quality education as the pioneers of the private education sector in the Kingdom.

This booklet introduces you to the Teaching and Learning Quality Framework, which is a guide to the policies and procedures for the teaching and learning process at PSU.

The key offices responsible for monitoring and implementing the TLQF are:

Deanship of Quality Assurance and Development

Teaching and Learning Center

Quality Assurance Center

Center for Statistics and Information

All Programs within each College

The key committees responsible for monitoring and implementing the TLQF are:

Institutional Executive Quality Committee

Institutional Learning & Teaching Committee

Institutional Quality Committee

Institutional Curriculum Committee

College Quality Committee Department/Program Quality Committee

College Teaching & Learning Committee

Institutional Policy Committee

The Teaching and Learning Center would like to thank everyone who has contributed to the writing of the policies and providing feedback about the complete document.

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Definitions and Abbreviations:

ARO	Admission & Registration Office
CSI	Center for Statistical Information
CQC	College Quality Committee
PQC	Program Quality Committee
EAAC	Evaluation & Academic Accreditation Center
ELC	E-Learning Center
ILTC	Institutional Learning & Teaching Committee
IQC	Institutional Quality Committee
ICC	Institutional Curriculum Committee
QAC	Quality Assurance Center
OBE	Outcome-Based Education
IPC	Institutional Policy Committee
PAC	Program Assessment Committee
PAP	Program Assessment Plan
T&L	Teaching and Learning
TLC	Teaching & Learning Center

INTRODUCTION

The teaching and learning process at PSU espouses the highest of quality from both the faculty members and students. This ideology stems from the belief that “high quality teaching in higher education matters for student learning outcomes. But fostering high-quality teaching presents higher education institutions with a range of challenges at a time when the higher education sector is coming under pressure from many different directions. Institutions need to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future. Yet higher education institutions are complex organizations where the institution-wide vision and strategy need to be well-aligned with bottom-up practices and innovations in teaching and learning. Developing institutions as effective learning communities where excellent pedagogical practices are developed and shared also requires leadership, collaboration, and ways to address tensions between innovators and those reluctant to change.” (Henard & Roseveare, 2012, p.3)

Quality teaching: why does it matter?

At PSU, the quality practices for teaching and learning are at four different levels: Institutional, College, Program, and the individual. Quality teaching involves following the quality culture that is a part of the university. At Prince Sultan University, we have developed the following strategy, framework, and policies to ensure we are achieving the highest levels of quality education.

While solidly aligned with the principles and precepts of the Ministry of Education of the Kingdom of Saudi Arabia, Prince Sultan University is also carefully aligned internationally with the United Kingdom Professional Standards Framework of the Higher Education Academy (UK). The UKPSF is in an attached Appendix, but for an introduction, the UK Professional Standards Framework does the following:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
4. Acknowledges the variety and quality of teaching, learning, and assessment practices that support and underpin student learning
5. Facilitates individuals and institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities

(taken from the UKPSF)

The UKPSF is concerned with providing world-class instruction and guidance in “Areas of Activity,” “Core Knowledge,” and “Professional Values” (See Appendix 1 for further details of the PSF.)

In this TLQF manual you will find:

1. PSU’s Teaching & Learning Strategy described
2. PSU’s Teaching & Learning Quality Framework
3. PSU’s Policies and Guidelines for Implementing the TLQF

PSU’s TEACHING AND LEARNING STRATEGY

The Teaching and Learning Strategy (TLS) is supported and guided by the mission of Prince Sultan University, which is:

“Prince Sultan University aims to provide the Middle East with a quality education to the highest international standards. In its efforts towards a successful and responsible life-long learning, PSU integrates modern technology, pedagogy, and human values for the advancement of scientific research, productivity, and leadership towards a more meaningful social life. PSU is committed to the effective management of institutional resources to optimize its multiple roles as a catalyst for new learning opportunities, national and international partnerships, continuous studies, professional growth, community service, and diversity in educational horizons for the good of humanity.”

The goal of the *Teaching and Learning Strategy* is to advance and enhance the University’s Mission and paramount values, while simultaneously and vigorously continuing to stimulate and energetically foster and support excellence and innovation in teaching and learning.

While continuously ensuring the high quality of teaching offered at PSU, and proposing adjustments and improvements where appropriate, the TLS seeks to generate and implement inspiring innovations, effective strategies, and ever more reliable and precise methods for evaluating student Learning Outcomes, and faculty teaching itself, thus leading to a demonstrably superior education and student experience, which will actively promote lifelong learning.

In terms of practical implementation, as outlined in the *Teaching & Learning Quality Framework*, this strategy is enacted by the conducting of regular and intensive seminars and workshops on all aspects of Teaching and Learning: for example, writing learning outcomes, student assessment, student advising, new faculty and new student orientation, early academic support, academic assessment and the use of Rubrics, Key Performance Indicators, constructive formative Peer Review of teaching, and exploration of all manners of teaching techniques and strategies, innovative action research, and up-to-date pedagogical theory. A crucially important and value-added enactment of all this is through the faculty professional development offered by the Teaching and Learning Center in the form of a Higher Education Teaching and Learning Certificate Program that can lead to Fellowships with the Higher Education Academy that is conducted here on an annual basis.

This Strategy is one of the major undertakings to be implemented by the Teaching and Learning Center, which reports directly to the Deanship of Quality Assurance and Development: hence the main goal is not only to “assure” but to “develop” in an ongoing dynamic that will be actively monitored and adjusted by the Teaching and Learning Center. (See Appendix 2 for the detailed TLS.)

PSU TEACHING & LEARNING QUALITY FRAMEWORK

PSU Teaching & Learning Quality Framework (TLQF) is a guide to know how to implement the Teaching & Learning Strategy as well as a frame for how to put into practice the policies that support it as mandated by PSU’s Teaching and Learning Strategy. The framework is based upon NCAAA standards and the National Quality Framework for Saudi Arabia.

Below you will find a collection of the policies, processes, and guidelines that have been developed to oversee and ensure the quality of Teaching and Learning in all programs offered. The policies cover the major areas of T&L Quality assurance, such as Assessment of Student Learning Outcomes, Curriculum Development, Student Assessment, Academic Advising, Program Evaluation & Assessment, or Faculty Professional Development. In addition, the TLQF defines a reporting process with clear responsibilities and KPI’s to facilitate effective monitoring of the T&L quality strategy and timely actions for corrections and improvement.

As may be expected, the TLQF assumes an Outcome-Based approach where all activities from Program Design to Student Assessment are strongly based on clearly defined Program and Course Learning Outcomes.

This document provides a brief outline of the main PSU policies and guidelines that are used to implement the TLQF.

SYSTEM OVERVIEW: THE TEACHING AND LEARNING QUALITY IMPROVEMENT CYCLE

PSU provides sound and current programs designed using a proven curriculum development process that takes into consideration current developments and society's needs. All programs in PSU are required to do the following:

1. A TLC Coordinator from each campus is assigned for each college to liaise with the TLC every 2 years.
2. Action plans and progress reports on action plans from the course reports should be a catalysis for preparing a summarized report in relation to teaching and learning to be submitted to the TLC. (End of semester reports prepared by the TLC Coordinators for each college)
3. Regular Classroom Observations (Peer and Performance-based) to ensure the quality of teaching and learning in the classroom. A report from the College Deans/Vice Deans about the classroom observation process should be submitted to the TLC.
4. Professional development to stay abreast of the current trends in areas of specialization. The TLC prepares a report about the participation of the stakeholders in professional development (faculty members, students, and administrators). It is mandatory that all faculty and staff members attend a minimum of 10 hours of PD per academic year.
5. To mentor new or junior faculty members about the teaching and learning practices within their specific programs.
6. The reporting process followed to help in monitoring the teaching and learning cycle.
7. To establish and monitor the Program Assessment Processes to evaluate and improve Teaching and Learning Quality. (See Appendix 3 for the Program assessment guidelines and Appendix 4 for the Assessment of Learning Outcomes at PSU Handbook)
8. A Program Assessment Committee has been created. The members of the team are comprised of both the Director and Associate Directors of the TLC and the Directors of the QAC along with College representatives from each center. They work together to monitor the whole process.

In addition, the TLC establishes regular T&L skills development programs that ensure all faculty members and instructors are equipped with the necessary T&L skills needed for the courses they teach in their programs. Generally, the T&L review process is based on the well-known PIMRU Model (**Plan**→ **Implement** →**Monitor** →**Review** →**Update**).

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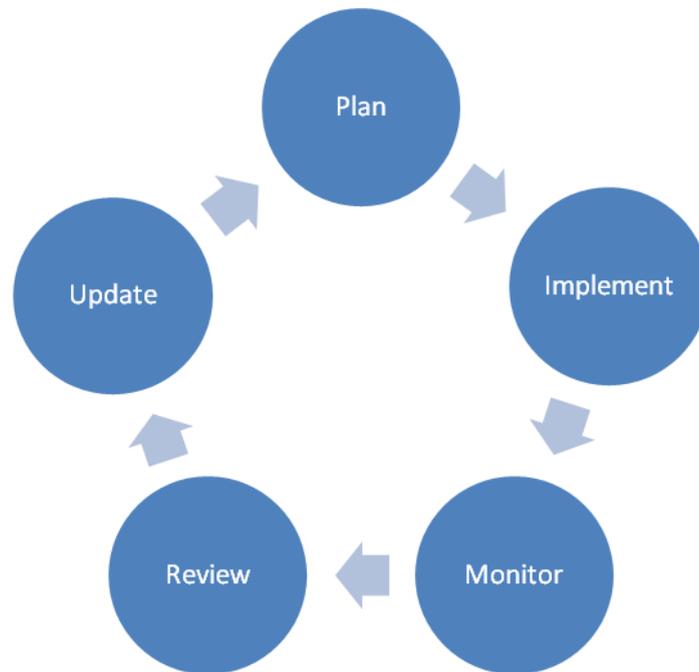


Figure 1: PIMRU Cycle

Departments are required to prepare T&L Program Assessment Plans and report on the progress at the beginning of each year and execute the PIMRU cycle.

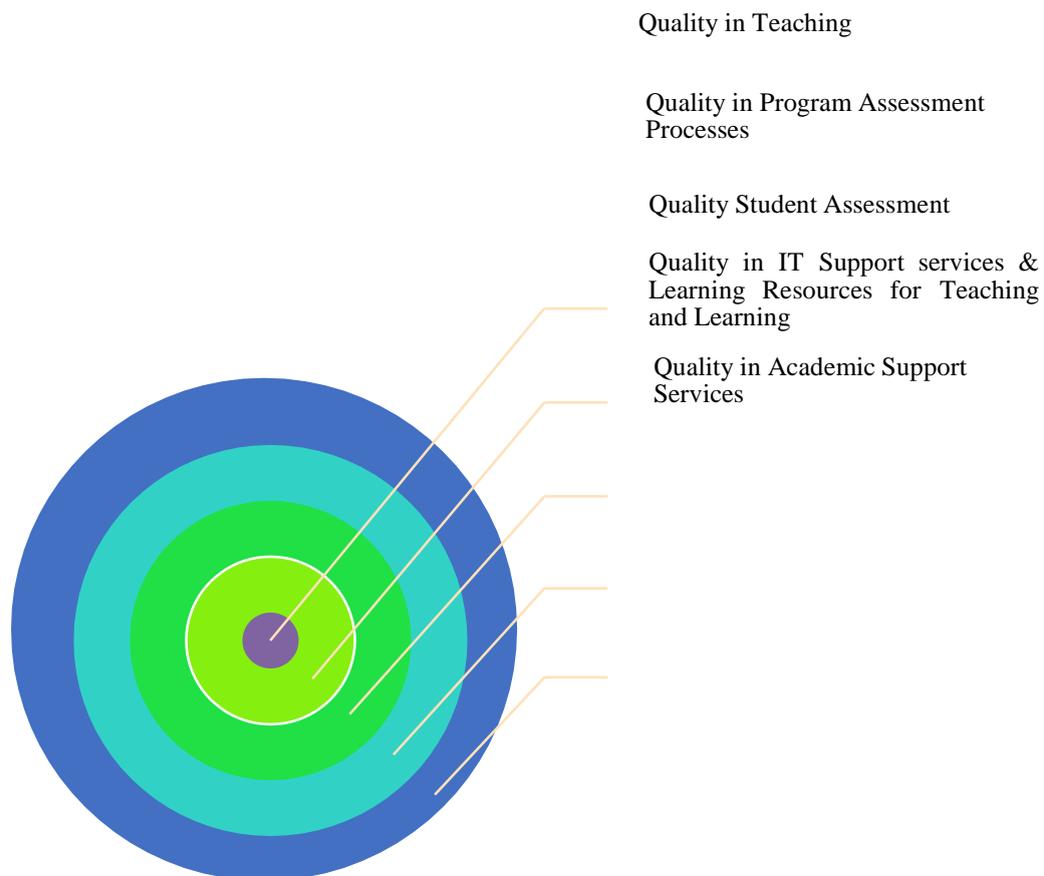


Figure 2: Teaching and Quality Framework

Achieving excellence in Teaching and Learning to produce top-quality graduates is one of the major themes in the **PSU Mission**. A solid framework for quality assurance and continuous improvement in Teaching and Learning has been established and maintained in order to support PSU's mission. This document describes the **Teaching & Learning Quality Framework (TLQF)** established by PSU. **Objectives:**

The main objectives of the TLQF are:

1. Establish assessment measures that help to ensure that the teaching and learning practices and professional development for the faculty, students, and administrators are of the utmost quality in all programs and are in-line with the mission statement of the university.
2. Ensure the participation of all stakeholders in the teaching, learning, and assessment is a part of the continuous improvement processes to ensure quality.

3. Establish a reporting channel through which teaching, learning, and assessment practices are monitored, and quality issues may be treated as they arise.
4. Establish a set of Key Performance Indicators (KPIs) and Benchmarks against which quality may be compared and calibrated in line with teaching and learning.

The Main Components of the System:

The TLQF is an umbrella system that involves many policies, procedures, and organizational structures. The main components of the system include:

1. **New Faculty Orientation Policy:** It is mandatory for all new faculty members to participate in this orientation. The orientation should take place during the non-teaching week prior to the start of the academic semester. (Please note that if for some reason the date has to be modified, then the faculty member along with the department chairperson/director need to find someone to cover their courses.)
2. **Course Design Policy:** A policy that provides general guidelines for designing courses and modules in the context of an OBE (Outcome Based Education) system.
3. **Professional Development Policy:** The TLQF emphasizes “continuous improvement,” which requires that faculty members remain current and up to date regarding their fields and the required T&L skills. The quality assessment-improvement cycle will not be complete without continuous support for the professional development for faculty members in all skill areas relating to Teaching and Learning. This policy describes PSU’s strategy regarding the development of T&L skills.
4. **Classroom Observation Policy:** The purpose of this policy is to provide guidelines on the process and procedures of classroom observations.
5. **Program Assessment Policy:** a policy that outlines the main T&L Quality assessment processes at the program level, including the use of an electronic software system. The PAP uses outcome-based education as its underlying philosophy and employs a number of tools to assess T&L Quality and recommend improvements. The review process is cyclic, and the results are raised every year to the TLC.
6. **Curriculum Development and Review Policy :** A policy that describes in detail the principles and procedures that should be followed to develop new curricula or review existing programs. The policy ensures that all PSU programs remain current, sound, and relevant.

7. **COOP Policy:** The goal of the CO-OP Program is to associate modern academic studies with the business sector. The Program emphasizes theoretical studies and, at the same time, exposes the students to the practical environment of selected institutes and corporations during the training period. This method enables students to gain hands-on experience in a realistic environment. This method enables students to gain hands-on experience in a realistic environment. The goal of this practical stage is to enhance the students' skills and relate principles and perceptions to the practical field by allowing them to acquire new skills, getting them used to creative thinking, and permitting them to practice problem-solving and decision making.
8. **Student Assessment Policy & Final Examination Policy:** These policies outline the major principles, goals, guidelines, and processes for Student Assessment. They are strongly based on the principles of Outcome-Based Education (OBE Centric).
9. **Learning Management System (LMS) Policy:** The purpose of this policy is to enhance the quality and effectiveness of the University's LMS with the aim of providing students with access to fundamental course materials, resources, and any needful information
10. **Information Technology support Teaching and Learning Policy:** The ITTL Policy is to provide IT support for faculty members to become more effective and more efficient in their teaching. It is to encourage collaboration with students and faculty members to promote high-quality educational experiences at Prince Sultan University via the use of technology in the T&L cycle in line with the Learning Outcomes. The Instructional Technology Unit (ITU) is developed to support, promote, and encourage faculty and staff to apply technology in their day-to-day academic and administrative (tasks/responsibilities).
11. **Academic advising Policy:** All faculty members within a degree-granting program will be assigned students to advise. Academic advising is mandatory for all students to be able to register for their courses. All faculty members are required to learn about the procedures required for advising by attending the workshop sessions offered by the Teaching and Learning Center and the ARO. The purpose of this policy is to provide guidelines on academic advising for University-Level students.
12. **Student Special Needs Policy:** A policy that attempts to identify problems and other difficulties with those students who are perceived as being somewhat challenged and in need of more remediation than the norm in that group or class.
13. **Academic Integrity Policy:** A policy that emphasizes academic honesty and the avoidance of plagiarism and all practices that contradict well established academic integrity standards.

14. **Faculty Code of Conduct Policy:** The purpose of this policy is to provide guidelines on the code of ethics of faculty members. It is intended to help maintain a high standard of professional conduct and personal integrity. It provides the grounds for informing faculty members of the acceptable behavior that is consistent with the university mission, the system of values of the society, and the universally-accepted principles or norms of academic professionalism.

Table 1: TLQF at a glance

#	Main aspects of TLQF	Name of the Policies	Responsible Committee(s)	Coordinating Center
1	Quality in Teaching	<ul style="list-style-type: none"> a. New Faculty & Staff Orientation Policy b. Course Design Policy c. Professional Development Policy d. Classroom Observation Policy 	Institutional & College	Teaching and Learning Center
2	Quality in Program Assessment Processes	<ul style="list-style-type: none"> a. Program Assessment Policy b. Curriculum Development Policy c. COOP Policy 	Program Assessment Committees; All Curriculum Committees; Institutional Teaching and Learning Committee;	Teaching and Learning Center & Quality Assurance Center

3	Quality Student Assessment	<ul style="list-style-type: none"> a. Student Assessment Policy b. Final Examination Policy 	Institutional Teaching & Learning Committee; Academic committees from the Colleges; FECC	Teaching & Learning Center; DAR; QAC
4	Quality in IT Support services & Learning Resources for Teaching and Learning	<ul style="list-style-type: none"> a. Learning Management System (LMS) Policy b. Information technology to support Teaching and Learning. c. Establishing a MOOC policy 	Institutional & College Learning Resource and Facilities Committees & Institutional Learning & Teaching Committee; Institutional Technology and Quality Committee	E-Learning Center & Quality Assurance Center
5	Quality in Academic Support	<ul style="list-style-type: none"> a. Academic Advising Policy 	Institutional Student Affairs Committee &	Teaching and Learning Center & Academic Advising Center
	Services	<ul style="list-style-type: none"> b. Students with Special Needs Policy c. Academic Integrity Policy d. Faculty Code of Conduct 	Institutional Quality Committee	corresponding support offices like ARO; SA

You will find each of the 15 policies mentioned above listed below in detail.

POLICIES

Prince Sultan University
PSU Policy Management System
New Faculty Orientation Policy

Policy Code:TL0009

Policy Name:New Faculty Orientation Policy

Handler:Teaching & Learning Center

Date Created:2 February 2017

Date of Current Review: 15 August 2020

Approved by:University Council

Date of Approval:

Overview

Each academic semester, an orientation program for new faculty members is held. The program is for all new faculty members (all ranks of professors, lecturers, language instructors, and TAs) who have joined the university for the current semester.

Purpose

The main purpose of PSU's New Faculty Orientation Policy is to provide an introduction to PSU and its beliefs about the teaching and learning environment provided for all new faculty members that join PSU at the beginning of each academic semester or academic year.

Scope

This policy applies to all new faculty members joining PSU. TLC and all other offices are involved in representing their office during the orientation.

Policy

All new faculty members must participate in this orientation. The orientation should preferably take place during the non-teaching week before the start of the academic semester. (Please note that if for some reason the date has to be modified than the faculty member along with the department chairperson/director need to find someone to cover their courses.)

Orientation Involves:

- Attending the orientation session(s)
- Attending the course design series at the beginning of the semester
- Submission of all assignments given during this training to the teaching and learning center

Prince Sultan University
Policy Management System
Faculty Mentoring Policy

Policy Code: TL0011

Policy Name: Faculty Mentoring Policy

Responsible Unit: Academic Deans & Chairs

Date of Current Review: October 2019

Approved by: University Council

Date of Approval: 2/2/2017; Pending approval of the updated policy

Overview

The mentoring programs at PSU will support the University to accomplish its objectives for faculty members with high-quality teaching standards, variety, broad excellence, and a respectful and positive work environment in which all members of the university can succeed. In PSU, we mainly support the Guidance Model (appropriate for new faculty members) and the Companions Model (appropriate for existing faculty members) for faculty members.

Purpose

The purpose of mentoring is to guide and help the new faculty members of different colleges, departments, and programs to understand the structure, resources, and culture at PSU. Chairpersons from each department have the primary responsibility for mentoring their respective faculty members, especially for their annual performance evaluations. However, each department assigns a senior faculty member for new faculty members to act as a mentor in reference to learning about PSU's educational culture within their respective departments.

Scope

This policy applies to all faculty members at PSU.

Definition(s)

Mentorship: Mentoring may be defined as the method of guiding, teaching, directing, and serving as a particular model for another person. It includes the process by which a senior person guides the development of another person who may be new to the field or workplace.

Policy

- Each college is required to design and implement a faculty mentoring program
- Mentoring can be performed at two levels: College level and Department level
- The college-level mentoring component addresses general information about the university, college, service units, processes, and all non-academic affairs.
- Department level mentoring addresses all academic matters, including teaching, research, career advice, support for new faculty to settle down and prepare well for their courses, academic and teaching policies, how to apply for a research grant, requirements for promotion. Integration and collaboration with existing faculty members.
- The mentor programs should be designed by a team of mentors supervised by chairpersons.
- Each mentoring program should include mission, goals and objectives, general information, activities and events, a calendar for meetings, workshop supplies, ...etc.
- Booklets, pamphlets, and websites should support mentoring programs.
- Deans and Chairpersons are responsible for approving the mentoring programs, preparing the mentors and overseeing the implementations of the programs
- Some sort of assessment may be appropriate at the end of the academic year

- Feedback from mentees and mentors is, in this respect

Academic Level Mentoring Activities may include, but not restricted to:

- Assisting mentees in developing short-term and long-term career goals and professional interests and helping them to plan for achieving these goals.
- Attend the programs and workshops offered by the Teaching and Learning, Research Center, ITC, and other campus units.
- Perform peer teaching observations of the mentee.
- Provide information on academic and student support services on campus.
- Provide guidance regarding teaching strategies and philosophies, course design, and curriculum development.
- Discuss research funding and professional development opportunities.
- Getting to know PSU: provide information regarding academic policies and guidelines and the university governance structure. Provide information and guidance regarding student advising, motivating, and academic integrity, plus all matters related to students.

Prince Sultan University
PSU Policy Management System
Professional Development Policy

Policy Code: TL0010
Policy Name: Professional Development Policy
Responsible Unit: Teaching and Learning Center
Date of Current Review: December 2019
Approved by: University Council
Date of Approval:

Overview

Faculty professional development is a crucial factor for the success of PSU Academic Programs and an important prerequisite for raising the quality of teaching and learning. Faculty members are required to keep abreast of the developments in their fields and effectively apply, when relevant, the latest technologies and approaches to deliver the knowledge they attain. They need to be well-rounded in maintaining competence in the following areas within their specific areas of specialization: teaching, research, professional practice, and quality assurance measures.

Most international universities and higher education institutions recognize the vital importance of faculty professional development in view of the rapid developments in all fields and the rising competition in all areas of education; not only that but faculty professional development plans are now an important prerequisite for accrediting academic programs.

In recognition of these facts, PSU seeks to provide a framework and a conducive environment through which faculty members can develop and promote their capabilities and keep abreast of developments in their fields of specialization.

Purpose:

The main purpose of this document is to describe PSU's Professional Development Policy in the context of the current regulations and guidelines and to ensure that the faculty members:

- Remain current and keep abreast of developments in their fields of specialization.
- Identify and develop their potential.
- Improve their performance in all areas of competencies related to their jobs.
- Increase job satisfaction.
- Improve the performance of students.
- Improve their self-confidence, motivation, and initiative.
- Respond positively to change and uncertainty.

Scope

This policy applies to all faculty members at PSU regardless of academic rank.

Policy

The TLQF emphasizes "continuous improvement," which requires that faculty members remain current and up to date regarding their fields and the required T&L skills. The quality

assessment improvement cycle will not be complete without continuous support for the professional development for faculty members in all skill areas relating to Teaching and Learning. PSU requires its faculty members to be active in their professional development in their specific fields.

Guidelines:

1. Professional development is a shared responsibility between the faculty member, college, and university.
2. The faculty member is responsible for identifying his/her development needs and preparing an annual professional development plan.
3. The college/department is responsible for assessing the performance of the faculty member and providing guidance and directions regarding his professional development plan.
4. The faculty development plan should be revised and approved by the respective committees, department, and college.
5. The university is responsible, depending on the conditions prevailing at the respective time, for making appropriate efforts to provide the time and financial support necessary to implement faculty professional development plans.
6. Professional development starts at entry to the university. Each department is required to prepare an orientation program for new faculty in coordination with the college administration and institutional level offices and departments.
7. Professional development is an ongoing activity. Faculty members at all levels are expected to engage in continuing professional development.
8. Faculty professional development can take place on-job or off-job.
9. On-site training includes training sessions provided by the university, experience gained by doing the job, interaction with peers, and colleagues regarding such experience, plus constructive reviews and feedback provided by supervisors.
10. Off-site training includes attending conferences, participating in courses, exchange visits, study leaves, etc...

In-house Professional Development programs

1. Whenever possible, the TLC should invite experts to organize on-campus professional development programs in areas of common interest to faculty members.
2. Colleges can arrange for the same regarding faculty specialization areas in collaboration with the TLC.
3. Each department should nominate attendees for these programs based on needs and priorities.
4. The Higher Education in Teaching and Learning Certificate Program.
5. New Faculty Orientation
6. The Course Design Institute
7. The Assessment Series
8. New Faculty series of workshops
9. New Academic Leader Orientation
10. PSU's Faculty sharing their expertise

Time and Financial Support:

1. Time spent on professional development should be counted as on-job time.
2. Based on approved faculty development plans, the university should provide support for professional development leaves, which include sabbatical leaves, partial leaves, and reduced load leaves.
3. Sabbatical leaves are one-year leaves supported by a detailed professional development plan (see below).
4. Partial leaves are one-semester or less and are treated the same way as sabbatical leaves (see professional development programs below).
5. Exchange visits are subject to the agreements signed with the partner institution.

Professional Development Allowance:

1. Eligible faculty members should be allocated an annual professional development allowance.
2. This allowance must be spent on activities related to the faculty PD endeavors, and may consist of:
 - a. Membership fees for professional associations;
 - b. Subscriptions to professional and/or learned journals and other similar professional publications that will support their growth as an educator and researcher that are not available in the current library database;
 - c. Computer software and supplies used or consumed in the performance of the faculty member's duties as a scholar and teacher;
 - d. Travel allowance, including transportation, food, accommodation and registration fees for the member to attend reputable conferences, research visits, or workshops;
3. To qualify for the professional development allowance, a faculty member should prepare and submit a professional development plan at least 3 months prior to the event, preferably at the beginning of the academic year. The professional development plan should be approved by the respective Councils, Chairs, and Deans.
4. All items purchased in support of this plan will become the property of the university and will be available for the use of the individual faculty member for professional development activities as long as he is associated with the university.
5. Eligible expenses must be supported by original receipts or invoices in accordance with the University's rules and regulations.
6. It is the individual faculty member's responsibility to ensure that the expenses charged against his/her Professional Development Allowance account are legitimate costs incurred for his/her professional development.

Sabbatical Leaves:

1. A sabbatical leave is approved release time for a faculty member so that he/she can engage in research, writing, or any other activity that may contribute to his professional development at PSU.
2. The duration of a sabbatical leave can be up to 12 months.
3. Anybody holding the rank of a faculty member is considered eligible to request a sabbatical leave after completing at least five full-time years of service at PSU.

4. The awarding of a sabbatical leave is not automatic and depends on the merits of the case and the conditions prevailing at the university and the respective academic unit at the time.
5. Sabbatical leave applications should be supported by a detailed work plan showing planned activities and expected outcomes.
6. Applications for Sabbatical Leaves and work plans should be approved by the department and college council before raising them to the University Administration.
7. A faculty member on a Sabbatical leave receives full salary compensation for the whole period.
8. At the end of the sabbatical leave, the faculty should submit a detailed report showing the activities and achievements during the sabbatical leave.
9. The submitted report should be reviewed and accepted by the respective academic unit.

Professional Development Program (Proposed):

1. The Professional Development Program (PDP) is a more flexible alternative to sabbatical leaves
2. The eligibility and duration of a PDP leave are given in the table below:

PDP Leave Duration	Eligibility Condition
Up to 4 months of full pay leave	4 years of service at PSU
Up to 6 months of full Pay	6 years of service at PSU

3. Participation in the PDP is not automatic and depends on the merits of the request, the needs of the department, and the conditions prevailing in the university and respective academic units.
4. PDP applications and work should be supported by a detailed plan showing activities and expected outcomes.
5. PDP applications should be approved by the department and college councils before being raised to the university administration.
6. Faculty members participating in the PDP should devote their full energy to the purpose of the program, as indicated by their submitted plans.
7. Faculty members participating in the PDP must return to PSU for a period at least twice that of the PDP leave in case of full payment, or at least spend equal time to the PDP leave in case of half-pay.

Prince Sultan University
PSU Policy Management System
Course Design Policy

Policy Code: TL0002

Policy Name: Course Design Policy

Responsible Unit: Teaching & Learning Center

Date of Current Review: October 2019

Approved by: University Council

Date of Approval: 2/2/2017 : Pending approval of the updated policy

Overview

Instructors are encouraged and advised to apply Outcome-Based Education (OBE) principles at all levels of curriculum development. The process starts at the top by articulating the Program Learning Outcomes (PLO's) and propagates down to the course level, where instructors derive and articulate Course Learning Outcomes (CLO's). The most important OBE principle at the course level is the principle of constructive alignment, according to which instructional strategies and assessment tasks should be aligned with the course learning outcomes.

Purpose:

This policy is to ensure the quality and relevance of all University programs and courses by providing a single University-wide policy for their design.

Scope

This policy applies to all academic courses offered at PSU.

Policy:

Each faculty member that joins PSU is responsible for the design and implementation of the individual courses and/or multi-section courses as assigned to them in compliance with the University, College, and Department Regulations. All new faculty members are required to attend the course design series offered by the Teaching and Learning Center.

All faculty members will follow the guidelines provided in this policy. Faculty members are required to provide feedback regarding the guidelines and recommendations for amendments or updates.

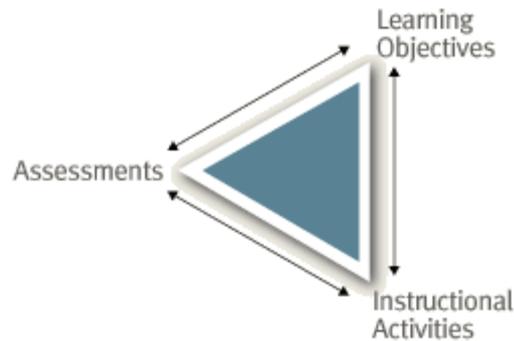
Constructive Alignment

1. Articulate the learning outcomes to describe the knowledge and skills students should acquire at the end of the course.
2. Adopt instructional strategies that help students meet the intended learning outcomes.
3. Design assessment tasks to measure the degree to which the students are meeting the learning outcomes

The Course Design Process:

The Course Design Process should address the following items;

1. Prepare the course learning outcomes;
2. Research the latest developments and current trends at the local and international levels.



3. Identify the course resources and textbooks.
4. Based on the course learning outcomes, outline the course structure (course content and sequencing).
5. Identify the appropriate instructional strategies. Remember that instructional strategies should be aligned with the course learning outcomes.
6. Identify assessment tasks and activities.
7. Prepare the course schedule.
8. Prepare the course syllabus
9. Grading policy: This would include informing the students about how their assignments and exams will be assessed (e.g., providing them with a copy of the instructor's chosen rubric to be used for a writing assignment).
10. Course policies: This would include the policies for the course that the faculty member establishes from the beginning of the semester.

The Learning Outcomes (Learning Outcomes are the specific intentions of a program or course, written in specific terms. They describe what a student should know, understand, and/or be able to do at the end of that program or course.):

1. Learning outcomes must be clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice.
2. Learning outcomes are to be expressed in a student-centric manner and address achievements, knowledge, and skills of students at the end of the course, e.g.:
“At the end of the course, students should be able to XXXX; or, at the end of the course, students will be able to identify the challenges and opportunities XXXX.”
3. Learning outcomes break down the learning tasks into smaller achievable cognitive skills.
4. Learning outcomes are measurable.
5. Use action verbs to specify student behavior.
6. Keep statements short and focused on a single outcome.
7. Explain expectations for student behavior, performance & understanding.

8. Use specific terminology that has a clear interpretation to ensure that all students understand the same interpretation.

Course Structure and Organization

1. Sequence topics in a manner consistent with the course learning outcomes.
2. Concentrate on essential content that facilitates deeper learning through active engagement.
3. Remember that deeper learning and intended learning outcomes are more important than “broad coverage.”
4. Use the course learning outcomes as a guide for selecting the topics and related activities
5. Sequence topics such that they build on one another, or from simple to complex.
6. Remember to frame all learning goals around the desired outcome or end result, not around the process or means: this is known as “reverse design.” Articulate the result, then plan the means to get to it.

Suggestions for Choosing Teaching Strategies:

1. A teaching or instructional strategy involves the use of a number of activities to help students accomplish the learning goals of the class.
2. A general guideline for choosing a teaching strategy is to think of what your students will be able to do after they finish the course. (See Point #6 above)
3. Try to answer these questions:

What are the types of activities that will help the students acquire the intended skills and knowledge?

How can these activities be organized and sequenced to maximize the gain?

Preparing the Schedule:

1. Take into consideration the time constraints and the expected breaks in the semester.
2. Spread assignments so that students will be able to handle the load and submit on time.
3. Make sure that students will be able to receive the feedback on a given assignment before engaging with the next assignment.
4. Leave some unscheduled slots in your schedule to handle risks and emerging topics.
5. Prepare your schedule according to the Institutional Syllabus Template (see the PSU Policy website).
6. Scheduling is an iterative planning process. Start with a tentative schedule and keep tuning it until you feel satisfied.

Suggestions for Preparing Assessments to be used:

1. One of the major goals of assessment is to measure the degree to which students have achieved the intended learning outcomes.
2. The intended learning outcome should guide and drive the choice and design of assessment activities.
3. Students’ work must be aligned with the assessment activity and course learning outcomes in order to measure their competence with respect to the targeted learning outcome.

4. Assessment results must guide and improve student practices from the constructive feedback that has been provided to them.
5. Assessment outcomes should be used as a guide and help in choosing the best teaching strategies to be used by the instructor.

The Syllabus:

A Syllabus is expected to include the following components as found in the Institutional Course Syllabus Template (please refer to the PSU Policy website):

- Title page
- Course code and title
- Instructor contact details
- Program mission
- Course description
- Course objectives
- Course learning outcomes
- Grading and evaluation policy
- Assessment tools
- Course organization and weekly schedule
- Required texts
- Readings
- Material
- Prerequisites and co-requisites
- Course requirements
- Course Policies

Prince Sultan University
PSU Policy Management System
Classroom Observation Policy

Policy Code: TL0009

Policy Name: Classroom Observation Policy

Responsible Unit: College & Departmental Committees

Date of Current Review: October 2019

Approved by: University Council

Date of Approval: 2/2/2017 ; Pending approval of the updated policy

Overview

Classroom observation of the teaching and learning process is done at PSU to improve the teaching of the individuals being observed, to improve teaching at the university in general, to articulate and underscore the University's commitment to quality teaching, and to enhance the student-centeredness of classroom instruction.

Purpose

The purpose of this policy is to provide guidelines on the process and procedures of classroom observations.

Scope

This policy covers all occupants of the classroom: undergraduate and graduate-level students and faculty members from all programs and academic departments.

Policy

It is mandated that each faculty member will be observed at least once a year to monitor the quality of the teaching and learning process in each program. This mandated observation will consist of a pre-observation meeting, the observation, and a post-observation meeting.

Each academic leader or assigned person to observe will be required to attend the classroom observation workshops offered by the TLC.

Procedures:

1. The academic departments are committed to ensuring that classroom observation is developmental and supportive.
2. The department chairperson and/or who represents him/ her are responsible for conducting the class observation. The observer(s) is to carry out their role with professionalism, integrity, and courtesy. They are also responsible for evaluating faculty members objectively and fairly.
3. The classroom observation is to be conducted at least once per academic year, of a maximum of 60 minutes in length, except in exceptional circumstances. Those exceptional circumstances are where the faculty member chooses to request a further observation or where concerns have been raised about a faculty member's performance, which may require further observation to take place.

4. The classroom observation process has to be recorded and reported accurately, and the confidentiality of the information gained has to be maintained.
5. The department chairperson or whoever represents him/her has to reach an agreement in advance on classroom observation to be carried out. The process has to be recorded using the Pre-observation form.
6. The classroom observation is to be recorded using the Observation form. The written record of feedback will include the date on which the observation took place, the lesson observed, and the length of the observation.
7. The faculty member will have access to the observation feedback after the observation.
8. A brief post-observation meeting is to be conducted with the faculty member to discuss the observation and the feedback on it. The faculty member will be able to respond to the feedback given at the post-observation meeting. The process is to be recorded using the Post Observation form.
9. The classroom observation data is to be used in the annual faculty evaluation.

Prince Sultan University
PSU Policy Management System
Program Assessment Policy

Policy Code: QA0004
Policy Name: Program Assessment Policy
Responsible Unit: Deanship of Quality Assurance and Development (DQAD)
Date of Current Review: October 2020
Approved by: University Council
Date of Approval: 2/2/2017; Pending approval of the updated policy

Overview:

The Program Assessment Policy is a crucial component of the PSU's continuous improvement process in relation to the Teaching and Learning Quality Framework (TLQF) that complements the Institutional Quality Framework. All programs in PSU are required to implement a variation of the Program Assessment Process described in this policy that is in compliance with the National Qualifications Framework (NQF).

This policy has Spady's (1994), an educational researcher, outcomes-based education as its premise. He claimed that demonstrating learning is the essential point of assessing learning. It is not just a matter of knowledge of the content but being able to apply it.

Purpose of Assessing the Program

The main purpose of program assessment is to help programs recognize ways in which they can improve the quality of programs with respect to teaching and learning, thereby closing the program assessment cycle loop. It is also to track the continuous improvement of the implementation of teaching and learning within the program, assess the achievement of program learning outcomes, and assess the achievement of the course learning outcomes.

Scope:

This policy applies to all programs and departments on campus that have courses that contribute to a degree-granting program at the undergraduate and graduate levels.

Definitions:

Program Assessment: It is the systematic and ongoing method of collecting, analyzing, and using information from measured outcomes (both direct and indirect) to improve the quality practices of student learning. It is different from an individual course, student, or faculty evaluation assessment. It utilizes the data gathered to make informed decisions about the quality improvement of the program.

Continuous Improvement: It is the monitoring, tracking, evaluating, analyzing of data gathered about the quality enhancements needed to maintain the level of quality education expected at PSU.

ILO (Institutional Learning Outcome): These learning outcomes focus on the broad conceptual knowledge and adaptive soft skills required by the institution upon graduation.

PLO (Program Learning Outcome) or SO (Student Outcome), depending on the program. These learning outcomes focusing on the overall skills students will be able to do upon completion of the program.

CLO (Course Learning Outcome): These learning outcomes are what students will be able to do upon completion of course. It should only include one action verb per outcome and refer to learning that is transferable.

Direct Measures: These are the summative methods that are employed in our courses like written assignments, quizzes, projects, presentations, or midterms.

Indirect Measures: These can take the form of surveys like the mandatory Course Exit Survey required at the end of each semester for students to complete. In addition, formative assessment methods can be a form of indirect measures as well.

(Kindly refer to the Student Assessment Policy for further definitions.)

Policy:

It is mandatory that all programs take part in the implementation of the program assessment requirements. This involves attending any necessary training or workshop related to program assessment conducted by the concerned center(s) from DQAD. It also involves submitting documents like the assessment plan for the program and a record of its implementation to the DQAD concerned center(s) for monitoring. It is also mandatory to use rubrics for assessing student achievement of learning outcomes at the program and course levels.

Prerequisite to the Assessment Process:

1. The program objectives should be clearly defined to all the stakeholders of the Program.
2. The Program Learning Outcomes(PLO)¹ should be clearly defined to all the stakeholders of the Program.
3. Complying with International Accrediting Bodies standards or criteria based upon their specific disciplines. For example, for ABET, a program will have established Program Objectives (PO) to comply with international accrediting standards for a specific discipline that are aligned with its Program Learning Outcomes (PLO) or the terminology appropriate with the accrediting body from their specific disciplines.
4. The program curriculum is mapped with its Program Learning Outcomes, which demonstrates how learning activities in specific courses map to these learning outcomes. (Key: I- Introduced, R- Reinforced, A-Advanced)

¹ In some programs, Program Learning Outcomes(PLOs) are called Student Outcomes (SOs) in compliance with the international accrediting body's standards and criterion.

5. The Program Learning Outcomes (PLO) are aligned with the Course Learning Outcomes (CLO) of every Foundation, Core and Elective courses
6. The Course Learning Outcomes for a particular course are aligned with various assessment methods.
7. The Course Learning Outcomes for a particular course are aligned with various teaching strategies (methods).

This entire mapping of the Program Learning Outcomes with its course learning outcomes, teaching strategies, and the assessment methods has been represented by a diagram, as shown below:

The Assessment Process:

The T&L Quality Assurance and Improvement process are based on a continuing annual cycle based on the principles of PIMRU (Plan→ Implement →Monitor →Review →Update, Figure 1 below).



Figure 3: The PIMRU Model

Planning:

Every department is required to prepare an Academic Program Assessment Plan (AP), which shows a roadmap of assessing the programs at two levels.

- a. Course Level Assessment
- b. Program Level Assessment

Assessment Plans should be based on **OBE** principles and Learning Outcomes. Assessment Plans should include course level and program level assessments in accordance with PSU's rules and regulations. Refer to the program assessment handbook for further details.

Course Level Assessment

The course instructor will select relevant assessment tools for course-level assessment with the help of which each CLO in the course will be measured using both direct and indirect assessment methods (e.g., course exit surveys) via a learning outcome's rubric. The Academic units will have the discretion of deciding the process of course-level assessment. This should occur regardless of the environment (F2F or online).

1. The selected assessment method(s) should cover all CLOs in a course in every academic semester.
2. The selected tools account for at least 50% of overall course assessment, such as a final exam or major exam(s) and a course project.
3. The course instructor should conduct a Course Exit Survey every academic semester or year, depending on the department policy.
4. The Course Assessment Plan should incorporate a Review-Update cycle to illustrate the continuous improvement of the programs.
5. The course assessment plan should be approved by the course group supervisor/coordinator or chairperson/director.

Program Level Assessment

1. The Assessment Plan should be prepared in which all the PLOs will be assessed using direct or indirect methods over a period of 2 to 4 years. Every year a subset of the full list of Program Learning Outcomes is required to be assessed.
2. The **PAC** identifies the courses to be used in assessing the selected program learning outcomes for the current year. The courses which are highly contributing to the selected PLO should be used for direct and indirect assessments. It is advisable to use mainly program core courses for assessing the program learning outcomes.
3. The Program Learning Outcomes should be aligned with the National Qualifications Framework (NQF) categorized under three domains of learning (Knowledge, Skills, and Values).
4. The program assessment plan should be submitted by the PAC to the department chairperson and then subsequently to the department and College Council for approval.
5. Once approved by the College Council, the academic unit level Academic Assessment Plans are raised to the **Program Assessment Committee** (the committee is comprised of the members from the TLC or Quality committees in the program and college) for review and coordination.
6. Every semester the courses that have been selected for PLO assessment will prepare a detailed course assessment plan mentioning what CLOs and assessment methods are being used to measure the selected PLOs. The CLOs which are highly contributing to the PLOs should be assessed.

Implementing:

8. The approved course assessment plan is implemented using direct (such as Rubrics) or indirect methods (using Course Exit surveys).
9. Academic departments are free to make use of the appropriate tools and approaches to measure the learning outcomes based on an acceptable standard scale.

10. At the end of every academic semester, the course instructors are required to submit the CLOs and the PLO assessment results for the courses selected for the assessment.
11. The course instructor will also report all CLO results using direct and indirect methods in the semester in accordance with the course report per NCAAA regulations.

Monitoring:

12. The PAC members are required to monitor the assessment process throughout the semester.
13. At the end of every semester, the PAC and the Course Group or Course Coordinators collect the CLO and PLO assessment results (direct and indirect) for the respective courses and analyze the Program assessment data using appropriate calculations and tools. These data are then submitted to the department chairperson to be included in the decision making process and continuous enhancement of the program.

Reviewing (Auditing) and Updating (Closing the Loop):

Assessment Plans should incorporate a Review-Update cycle to illustrate the continuous improvement of the programs.

14. Based on the analysis done in the above step, **PAC** will prepare detailed recommendations for improvement or promotion of good practices in coordination with program course groups or leaders and the department chairpersons.
15. The program assessment results are recorded in the annual program report and reported to DQAD for monitoring and feedback at the institutional level.
16. The recommendations for improvement and the collected assessment data mentioned in the annual program report will be reviewed and approved by the **PAC** and subsequently by the department chairperson.
17. DQAD will follow an **annual audit session** where it will study the recommendations, summarize the issues, observations, and recommendations, and raises a report for **major** actions to the concerned parties.
18. The whole process is documented for accountability and review purposes.

Instruments or Tools used for Learning Outcome Assessment

- i. **Rubrics:** Course instructors will be asked to design rubrics for a particular learning outcome to assess it in any of the selected course assessments.
- ii. **Course Exit Surveys:** at the end of each semester, students will be asked to rate the achievement of learning outcomes for the respective course through a survey. Faculty members will upload a survey about the learning outcomes achievement onto Moodle to be completed by the students in their courses.
- iii. **Course Portfolios:** A course portfolio will be maintained for each of the taught courses. The collected material may also be used by the course teacher as another means to assess the achievement of course learning outcomes.

Using stakeholder satisfaction surveys

- a. The following surveys have been adopted at the university level as a measure of Indirect assessment for monitoring the quality of the programs.
- Program Exit Survey(PES),
 - Midway Survey (SES)
 - Course Evaluation Survey(CES)
 - Faculty Satisfaction Survey(FSS)
 - Alumni Satisfaction Survey: Alumni are asked to rate the program outcomes and give their feedback regarding their experience through a survey that will be distributed annually.
 - COOP Employer Satisfaction Survey
 - Employer Satisfaction Survey(ESS): Employers will be asked to rate the achievement of program outcomes through a survey that will be distributed periodically.
- b. These surveys are conducted periodically by the Center of Statistical Unit(CSI).
- c. The Program/Department Chairs are required to establish the internal and external benchmarks for the survey results.
- d. The Center of Statistics and Information (CSI) is responsible for compiling the PSU survey results annually and submitting the report to the respective departments/Colleges.
- e. The department will analyze further the survey results based on the internal and external benchmarks, program delivery, and recommend appropriate action(s) based on the survey results for continuous improvement of the quality of the program.
- f. The survey results, their analysis, and recommended actions are reported in the annual program report required by PSU in accordance with NCAAA's regulations.

Key Performance Indicators (KPIs):

- a. PSU has adopted NCAAA's KPIs to assess and exhibit the quality of the academic programs at the Program level, College, and Institutional levels. In addition to that, every department can establish its own KPIs to assess the quality of its programs.
Note: Refer to the NCAAA KPIs for more information.
- b. The CSI is responsible for compiling the KPI results annually.
- c. The academic departments will establish the internal and external benchmarks for every KPI for their program and analyze the KPI results annually using the internal and external benchmark and recommend appropriate action(s) based on the KPI results to improve the quality of the program.
- d. The KPI results, their analysis, and recommended actions are reported in the annual program report.

Reporting the Assessment

All programs need to provide their assessment reports along with the annual program report to DQAD, which will become a part of the program's self-study evaluation process and documentation. The assessment reports need to be evidence-based discussions of student achievement of learning or concrete data. The reports should utilize the template provided by the TLC and reflect their assessment process, results, and actions for continuous improvement.

References

NCAAA Handbooks and Standards.

Spady, W. (1994). *Outcome-Based Education: Critical Issues and Answers*. US: American Association of School Administrators. Retrieved from Eric <https://files.eric.ed.gov/fulltext/ED380910.pdf>

List of relevant documents

1. Prince Sultan University's Program Assessment Handbook

Prince Sultan University
Policy Management System
Curriculum Review & Development Policy

Policy Code: TL0001

Policy Name: Curriculum Review and Development

Policy Responsible Unit: Curriculum Committee

Date of Current Review: March 2020 Approved by: University Council Date of

Approval: May 2020

Overview

This policy provides an overview of the curriculum development process and suggests a series of steps to follow in Curriculum Review. This policy provides guidance on the process for changes and additions with respect to credit bearing courses or academic programs and outlines the roles of administrators and committees at the college and university levels within this process.

This policy also identifies the university committees associated with curriculum and their responsibilities. The Institutional Curriculum Committee (ICC) is the university committee that oversees undergraduate and graduate curriculum and reports to the Vice Rector of Academic Affairs and Research office.

Purpose

PSU strives to provide high quality educational programs that satisfy the highest ideals of the students' education and well-rounded development, while simultaneously meeting "market needs" and fulfilling the objectives of its declared mission. This requires that all academic programs should be continuously monitored, reviewed and updated every 5 years. Five year reviews are intended to ensure that curricula of programs continue to meet the educational needs of students and the objectives of the university. These functions encouraging ongoing discussions about curricula and pedagogy, maintaining an ongoing educational assessment plan, and assuring the quality and integrity of the university's academic programs.

Scope

This policy applies to all academic programs and departments at PSU.

Policy:

Each program and department within the university is responsible for conducting a review of its academic curriculum every 4-5 years to meet the demands of the current market needs based on feedback from stakeholders (e.g. alumni, students, employers, faculty members, etc...), the College Advisory Board, and an Independent Reviewer.

- a) All courses and requirements shall be reviewed and approved first by the College Curriculum Review Committee, the College Council, Institutional Curriculum Committee then the University Council.
- b) An academic minor must consist of a minimum of five, but no more than six, courses

within the minor area.

Each department or program should design and conduct a review in the manner it regards as most appropriate. Any existing materials on the current curriculum may be used as resources. Upon completion of the review, the Department Chair forwards a report to the **Vice Dean/Dean of the College** to be added to the College Council for approval. This report will include:

- a. An Executive Summary of the process used to conduct the review and its main conclusions. The summary will include the minutes of meeting from the College Curriculum Review Committee.
- b. The completed form(s) (e.g. new course, course revision, new program, course deletion, etc.) found in the PSU Policy website.
- c. A copy of the updated syllabi along with the updated course specification based on the curriculum review.

I. Types of Program Reviews and Development

a. *Continuous Monitoring of the Curriculum for Minor Updates:*

The main purpose of these reviews is to ensure that course materials are properly updated and delivered using appropriate pedagogical approaches. These reviews do not affect the program structure or introduce any major changes. Accordingly, they are informal and do not need to cross department borders. However, the results of these reviews should be reported to the **Vice Dean/Dean of the College and the College Council**.

b. *Major Reviews conducted every Five Years:*

A major change is one that significantly affects the program learning outcomes, structure, organization or delivery of a program or the basis for its accreditation. These are reviews that may lead to changes in the courses offered at different levels and categories, and the general program structure. Accordingly, major reviews need to be performed using a formal process (see the Major Review Process below) and requires the approval of Department Council, College Council and University Council. The results of these reviews should be conveyed to the Vice Rector for Academic Affairs & Research.

c. *Introducing New Programs:*

Departments may need to introduce new programs or majors based on market needs or internal and external requests. In such cases, departments should follow a formal Curriculum Design Process (See New Program Design Process below).

II- Review Processes and Procedures:

A- Major Program Review Process

The following process is followed in major program reviews:

1. Collect and monitor information and feedback regarding the current program from stakeholders and related organizations. The Curriculum Review Committee in each department may use different approaches to collect information and feedback from

stakeholders. Stakeholders include: faculty, students, employers, industry organizations, parents etc. Related organizations include

Accreditation Organizations, Standards Organizations, and Curriculum Development Organizations, local and international universities.

2. Assess the current program in view of the information compiled in step 1 above.
3. If there is a need for change or update, submit a “Curriculum Update” request to the Department Council.
4. If the Council approves, perform the indicated modifications, update and submit a full document to the Department Council.
5. On approval by the Department Council, the document is raised to the College Curriculum Review Committee.
6. On approval by the College Curriculum Review Committee, the document is raised to the College Council.
7. On approval from the College Council, the updated curriculum document is raised to the Institutional Curriculum Review Committee
8. The Institutional Curriculum Review Committee ensures that the raised report is complete and has gone through the full process.
9. If the raised report is complete, the Institutional Curriculum Review Committee raises the report to the University Council for action.
10. Based on the size and level of recommended changes, the University Council seeks the views of at least two external reviewers.
11. Based on the recommendations of the external reviewers, the University Council takes the necessary action and informs the respective Department.
12. The final decisions are conveyed to the Vice Rector for Academic Affairs.

B- New Program Design Process:

The following process is followed in the introduction of a new program:

1. Prepare a feasibility document showing the need for the program and its importance.
2. Submit a request for introducing the program to the Department and College Councils.
3. If approved, start the design process as follows:
 - a. Survey existing and related programs at local (national and regional) and international levels; identifying best practices regarding program structure, courses offered, pedagogy and evaluation approaches.
 - b. Prepare a report showing the results collected in step (a) above.
 - c. Derive the new program structure. Build up detailed program and course specifications
 - d. Prepare a full proposal describing the new program.
 - e. The final program document should be prepared according to the structure given in appendix A.

- f. Seek approval for the new program in the College Curriculum Review Committee in addition to the Department and College Councils.
4. Raise the new program documents to the Institutional Curriculum Review Committee.
5. The Institutional Curriculum Review Committee verifies that the raised program proposal satisfies the basic requirements, and if so prepares a report and raises it for approval by the University Council.
6. The University Council seeks the views of at least two external reviewers before taking the final decision.
7. Based on the reports of the external reviewers, the University Council takes the appropriate decisions.
8. The final decisions are reported to the Vice Rector for Academic affairs.

C- Validation of Graduate Attributes and Program learning Outcomes:

Some of the academic programs are required to revise the Program Learning Outcomes based on the feedback on the program stakeholders. The following process is followed in such revisions.

1. The Student Affairs Committee at the College level in coordination with the Department Quality Committee is responsible for administering surveys to obtain feedback from the Program stakeholders about assessing and validating the Program Learning Outcomes.
2. The Department's Quality and Curriculum Committee under the supervision the Department Chairpersons may revise the Program Learning Outcomes, if need arise based on the feedback of the program stakeholders.
3. The Department seeks approval on the revised Program Learning Outcomes from the College Curriculum Review Committee and the College Council.
4. The Department seeks approval on the revised Program Learning Outcomes from the College/Program Advisory Board.
5. The Department revises the Program Learning Outcomes based on the feedback (if any) of the Advisory Board.
6. The Department implements the approved Program Learning Outcomes.

Appendix A:

New Programs Report structure:

- Introduction
- Program Needs Analysis
- Program Objectives
- Program Learning Outcomes
- List of Courses
- Degree Plan
- Course Descriptions and Specifications.
- Program requirements
- Preliminary Implementation Plan

Prince Sultan University
Policy Management System
COOP Policy

Policy Code:TL0004

Policy Name:COOP Policy

Handler:College & Departmental Committees; DAR; COOP Office

Date Created:2 February 2017

Date of Current Review: 15 August 2020

Approved by:University Council

Date of Approval:

Overview

The goal of the Co-Op Program is to associate modern academic studies with the business sector. The Program emphasizes theoretical studies and, at the same time, exposes the students to the practical environment of selected institutes and corporations during the training period.

This method enables the students to gain hands-on experience in a realistic environment. The goal of this practical stage is to enhance the students' skills and relate principles and perceptions to the practical field by allowing them to acquire new skills, getting them used to creative thinking and permitting them to practice problem solving and decision making.

This is achieved through first-rate preparation and effective means of communication, which aims at establishing profound skills in information science, proper ethics, discipline, self- confidence and cooperation with others. It also teaches students the importance of respect towards superiors and consideration of subordinates.

Purpose

The purpose of this policy is to fulfill the University's goal in allowing our students a chance to gain practical experience, thus preparing them for a successful future. It also brings institutions and corporations involved in the program in contact with highly educated and motivated science technicians, which improves performance and productivity.

Scope

This policy applies to all students and academic programs at the undergraduate level.

Policy

The Co-Op is a requirement for all undergraduate students at PSU upon completion of their coursework in their program. It is required that they have a GPA of 2.0 to enter the Co-Op and graduate.

Enrollment Criteria:

Students are to approach the Department Co-Op Coordinator with applications for enrollment if they meet the following criteria:

1. For students to have completed all Courses, aside from the Co-Op Program. An exception can be made for a student to register the Co-Op Program, and to then register up to (20) credit hours, maximally, in the following semester. This only applies if the student's both Academic Supervisor, and the Deanship of Admissions and Registration provide their approval.
2. The minimum required cumulative GPA for the student must not be less than 2 out of 4, in the semester prior to commencing the Co-Op Program, and after the credit results of that semester. In case the student's cumulative GPA falls below the minimum required, the student may revise, and recalculate their cumulative GPA at the Deanship of Admissions and Registration, thereby reviewing the possibility of the cumulative GPA meeting the minimum requirement.
3. The student must be completely devoted to the Co-Op Program and make themselves available without having any other commitments. It is not permissible to combine the Co-Op Program with any other course, no matter the number of credit hours for that course. An exception can be made for only one course to be taken with the Co-Op Program, if the following conditions transpire:
 4. For the student to have received an (F) in the subject the student wishes to retake, which was in the semester prior to the Co-Op Program
 5. For the student to have not received a (DN) in the subject which the student wishes to retake, in the semester prior to the Co-Op Program.
 6. For the GPA to be 2 out of 4, minimally, for the semester prior to the Co-Op Program.
 7. The Organization, which the student will join for the Co-Op Program must approve the inclusion of an additional course, to be studied simultaneously with the Program.
 8. The Student will be denied the Co-Op Program, for one semester, in the following cases:
 9. The Student changing the already approved Organization for the Co-Op Program, to another Organization, without a report from the student's College Supervisor, indicating the reasons for approving the change in Organizations, specifically regarding the lack of benefit the student received from the aforementioned Organization, whilst informing the Organization, which the student will change from, beforehand.
10. In case of any proven misconduct, whether professionally, or ethically.

11. The overall grading percentages will be 50% from the Organization, which the student trained in, and the remaining 50% will be in the hands of the college, which the student falls under. (For more information, see the Co-Op Handbook)
12. Duration of the Co-Op Program:
13. The Cooperative Education Program is a 28-week program, which is equivalent to 10 accredited academic hours (With the exception of the Accounting department, which has 300 working hours, and is equivalent to 3 accredited academic hours). It is scheduled to be held in the summer and first semester, and in the second semester and summer.
14. The Cooperative Education Administration is responsible for directing students for cooperative education. The training will take place at the location of the selected organization inside or outside Saudi Arabia. Students shall have the option of suggesting the place of training, subject to the Department's approval. For detailed information, and description, see the PSU Co-Op Handbook

Prince Sultan University
PSU Policy Management System
Student Assessment Policy

Policy Code: TL0005

Policy Name: Student Assessment Policy

Responsible Unit: Teaching & Learning Center (TLC)

Date of Current Review: October 2020

Approved by: University Council

Date of Approval: 2/2/2017; pending approval of updated policy

Overview

Assessment practices in higher education are important in the teaching and learning process. They are linked to the learning outcomes and the teaching strategies that are used in the classroom and the quality of the learning process inside the classroom. The course instructors should become familiar with the Rules and Regulations of Undergraduate Study and Examinations issued by the Deanship of Admission and Registration for the grading system of student achievement (grades) and the Program Assessment Policy for assessment of learning outcomes. Furthermore, it is to be noted that for the purpose of this policy assessment has two roles:

- a. grades, which are a numeric score that is linked to student performance in that course, and they “represent the extent to which a student has successfully met the faculty member’s requirements and expectations for a course” (Rogers, 2003, p.1).
- b. Outcomes assessment, the focus is on providing evidence that students can demonstrate their knowledge or skills that are directly linked to specific outcomes both at the course and program levels (Rogers, 2003).

Purpose

The main purpose of the PSU assessment policy is to implement and simplify effective student learning and assessment processes in order to assure stakeholders and constituencies that PSU degrees are based on valid and reliable assessment practices in line with national and international standards. All formative and summative assessments should mainly focus on assessing the domains of learning in the standards of the National Center for Academic for Assessment and Accreditation (NCAAA), which are aligned with the learning outcomes from the course, program, and institutional levels.

Scope

This policy is applicable to all courses within each academic department at PSU, including both undergraduate and graduate courses.

Definitions

- a. **Assessment:** It is an all-encompassing term that entails the routine classroom assessment as well as external testing. Assessment is also the opportunity to improve the teaching and learning processes (Cheng & Fox, 2017). Assessment is also a term that involves the method by which data is collected to measure what students know (knowledge) and are able to do (skills) in connection to the learning outcomes at specific points during their learning activities, course, or program of study (Retrieved from <https://www.onlineassessmenttool.com/knowledge-center/assessment-knowledge-center/assessment-vs-testing/item10641>).
- b. **Assessment for Learning:** It is continuous & sustained assessment throughout the learning process. The teacher monitors the progress made by students in relation to their learning needs and indicates to the students their growth & progress. It is seen to be as interactive (Cheng & Fox, 2017).
- c. **Assessment as Learning:** It focuses on fostering and supporting students' development as they learn to monitor, reflect on their own learning, and take charge of it (Dann, R. 2014). This is important because the students' role is key: "as active, engaged and critical assessors, can make sense of the information, relate it to prior knowledge, and master the skills involved" (Earl, 2003: 23-26).
- d. **Assessment of Learning:** It is cumulative in nature and used to confirm what students already know and what they can do in relation to learning outcomes. It is more teacher-centered than assessment for learning and takes place at specific times after learning has occurred to determine if learning has happened like achievement tests. It is judgmental, and the results are expressed as grades (Cheng & Fox, 2017).
- e. **Evaluation:** It is the process of making judgments based on criteria and evidence.
- f. **Feedback:** It is "a process through which students learn how well they are achieving and what they need to do to improve their performance. Successful feedback should be two-way, with learners acting upon the feedback they are given" (Isaacs et al., 2013, p. 61).
- g. **Testing:** It is one type of assessment and examines the students' knowledge of something to determine what he/she know or has learned. It assesses the level of skill or knowledge that has been reached at a specific point in time in the students' learning (The Standards for Educational and Psychological Testing, 1999).
- h. **Validity:** It is the extent to which any assessment task measures what it has been designed to do (Isaacs et al., 2013). It is the extent to which the assessment fulfills its planned outcomes, (i.e., being fair in assessment and making certain they are linked to the outcomes), and the extent to which the tasks guide and motivate student learning.
- i. **Reliability:** It is the extent to which scores from a test or assessment task show consistency and dependability. Reliability includes the ones taking the assessment, those who are grading the assessment, and the design of the assessment itself (Isaacs et al., 2013).
- j. **Manageability:** It is the extent to which the assessment practices are both practical and controllable for both faculty members and students in terms of workload and available resources.

- k. Formative assessment: It is the continuous feedback given to students about their learning, which in turn helps to guide the teaching strategies to use in class. It is meant to guide them through their journey of learning through all of the learning activities during class or online via MOODLE at PSU.
- l. Summative assessment: It is a form of assessment used to measure student learning and usually counts in determining the student's grade, like on exams and quizzes. Achievement tests are instruments used for summative assessment.
- m. Standards-based or criterion-referenced assessment: It is a type of measurement that uses a set of descriptive criteria to describe knowledge, skill, or performance. The results are provided to measure a student's achievement in relation to a set of standards irrespective of the performance of other students (Cheng & Fox, 2017).
- n. Norm-referenced assessment: It is a form of assessment that organizes individuals across a range of skills. The scores of individuals are compared against those of a larger group that is of the norming group or larger group (Isaacs et al., 2013).
- o. Learning outcome: It is a statement that clearly identifies the knowledge, skills, and/or competencies that a student will be able to exhibit as a result of successfully finishing a course or program of study. Learning outcomes reflect what a student should be able to do upon successful completion of a course or program.
- p. Rubric: A rubric has four components: criteria, standards, feedback, and outcomes. "It is a guideline for raters or teachers that define scores (e.g., scores, points) or describe levels, which are awarded for test-taker/student performances, behaviors, or work" (Cheng & Fox, 2017, p.228).
- q. Online Assessment: It is "any means of evaluating student achievement, providing feedback, or moving the students forward in their learning process in fully online credit courses. These assessments can be completely online (such as online exams) or just require online submission (such as essays). Assessments can be either formative, designed to monitor students' progress in a low or no stakes environment, or summative, designed to evaluate students against a standard or criteria (Dixon & Worrell, 2016)" (as cited in Weleschuk et al., 2019).

Policy:

The PSU Student Assessment Policy is informed by research and best practice models found in higher education. It is expected that each program and its specialized tracks will formulate different models of assessment for their specific fields to assess student achievement effectively using both formative and summative assessment methods.

Principles of Assessment (adapted from Principles of Assessment from the University of Sheffield)

Principle 1 - The assigned assessments should be valid.

Principle 2 – The assigned assessments should be reliable and consistent.

Principle 3 – The assigned assessments should be clear, transparent, and feedback is given to students.

Principle 4 – The assigned assessments should not compromise the academic standards expected across the different disciplines and are fair for all students.

Principle 5 – The assigned assessments are to be aligned with the course and program learning outcomes and provide feedback for continuous improvement of the program. The assessments should also be correlated with the respective academic discipline or subject as well as 21st Century Skills.

Principle 6 – The assigned assessments across the program need to be manageable by both faculty members and students alike. They should serve as a source of valid and reliable achievement of learning without overloading them.

Principle 7 – The assessments should include a combination of both formative and summative assessments across all disciplines. Diagnostic assessments can be used depending on the academic discipline.

Principle 8 – Providing feedback in a timely manner, promotes learning, and supports continuous improvement is required. All students are entitled to receive feedback for both formative and summative assessment tasks. All information related to the scheduled assessments should be included in the Institutional Course Syllabus and announced at the start of the semester.

Principle 9 – Professional development should be included in the action planning for all of this involved in the assessment of students to help guarantee the quality of assessment inside the different academic programs offered.

Principle 10 – The use of any form of online assessment will comply with PSU's best practices for formative and summative assessment methods across all disciplines.

Guidelines

The guidelines are mandated to be adhered to by the course instructor in different phases of assessment:

Planning of Assessment:

1. Faculty and students must be fully aware of all university policies, college practices, and procedures in relation to student assessment. Refer to the Faculty and Student Code of Conduct Policies.
2. Assessment must reflect the values of effective learning and teaching that have been identified in PSU's Strategic Plan, TLQF, and comply with the current by-laws and university policy and procedures on privacy.

3. All courses are divided into two parts: coursework 60% and a final exam 40%. Any modifications to this model have to have written approval from the Vice-Rector of the Academic Affairs office.
4. All assessments need to be communicated to students at the beginning of the semester.
5. Course instructors are required to inform the students in the first week of every academic semester about the types and schedules of assessments and their grade distribution through the Institutional Course Syllabus as well as on the LMS(Moodle), which is in compliance with PSU's Course Syllabus Acknowledgement Form. It is recommended that all rubrics for assessment also be shared at this time.
6. Students must be provided with clear guidelines in the course syllabus and through workshops about academic dishonesty, plagiarism, and the consequences that can be faced by a student in case an event of academic dishonesty is suspected. It is the responsibility of faculty members and PSU academic authorities to ensure that the consequences and implications of academic dishonesty are communicated to students.
7. Courses that involve symposia, research, lab work, tutorials, practicums, or involve fieldwork (COOP) may be excluded from the rules mentioned in parts b and c based on a decision made by the College Council and the recommendation of the department council teaching the course. The College Council may specify alternate ways to evaluate student achievement in such courses.

Implementation of Assessment

8. Academic integrity is an integral part of the assessment process, which should be adhered to by the faculty and the students. The course instructors should conduct all assessments ethically, honestly, and with integrity.
9. Assessments should focus on the evaluation of domains of learning in the standards of the National Center for Academic for Assessment and Accreditation (NCAAA)
10. All forms of assessment have been aligned with the course learning outcomes for the course.
11. Assessments should be aligned with the learning outcomes at the course level.
12. Assessment should follow Blooms' taxonomy (or a combination of low and high order thinking questions).
13. Assessments are based on an answer scheme or rubric. The grading scale should be consistent within a program and adhered to by all of the examiners within the program.

14. Formative and summative assessments should be used to facilitate and reward student learning and maximize the validity and reliability of the PSU grading system and awards.
15. Assessments need to be based on a reasonable workload that can be covered and revised before the assessment task.
16. The number of assessment tasks counting towards a final course grade must not exceed college guidelines. Assessment tasks must be related to the size and duration of the course and linked to the learning outcomes of the course and program.
17. The weightings given to different assessment tasks must be decided by the course instructors and the course leaders to best describe students' capabilities and performance at the end of the course and should be related to the amount of work involved in each task and the relative importance of each learning outcome. Any modifications need to go through the approval process.
18. Based on the recommendations of the respective department council and college council, the Vice-Rector of Academic Affairs is entitled to permit the inclusion of practical or oral tests in the final examination of any course and specify the proportion of the final score for the course that is assigned to these tests.
19. The student must complete the course requirements by the end of the following regular semester.
20. The classwork score out of 60 can be divided into different assessments, for example: At least one written examination, plus part or all of the following: oral and practical examinations, research papers, projects, or other class activities. At least two written examinations.
21. The grades earned by students in each course are calculated as follows:

Percentage	Grade Significance	Grade code	GPA (out of 4.0)
95 – 100	Exceptional	A+	4.00
90 – 94	Excellent	A	3.75
85 – 89	Superior	B+	3.50
80 – 84	Very Good	B	3.00
75 – 79	Above Average	C+	2.50
70 – 74	Good	C	2.00
65 – 69	High Pass	D+	1.50
60 – 64	Pass	D	1.00
Less than 60	Fail	F	0.00
Denied Notice	-	DN	0.00
Withdraw Pass	-	WP	0.00
Withdraw Fail	-	WF	0.00
Incomplete	-	IC	-
In Progress	-	IP	-

22. Students' scores are classified according to the above nine levels, and the final grades are calculated on the basis of this classification. The Admission and Registration Deanship will be informed of students' final grades, according to the forms prepared for this purpose.
23. The time for submitting home assignments and practical work should be reasonable, and preferably other student commitments should be taken into consideration.

Reflection on Assessment results

1. Student feedback should be constructive and done in a timely manner (e.g., 1-2 weeks maximum for all course work; final exams follow the university policy that states that the grades have to be submitted within 48 hours or 72 hours depending on the nature of the course and the students do not see their feedback on the final).
2. Providing informative feedback and the appropriate use of rubrics should be implemented across all colleges.
3. Final course grades must indicate demonstrated achievement of the students at the end of the course through an accumulation of appropriate pieces of evidence from coursework, various assessments during the semester, and the final examination.
4. Every assessment should evaluate students' achievement based on his/her own merits (standards-based) rather than judged normatively (i.e., by ranking students' achievement).
5. The grading scale should be consistent within a program and adhered to by all the examiners within that program.
6. Assessed course work must be shown to students, normally within two weeks of the date of the test or assignment or within two weeks of the date on which it was submitted. The work will be accompanied by sufficient oral or written feedback (this could be in the form of student-specific comments, a rubric, a model answer, and/or a general commentary on common errors demonstrated by the class) to allow the students to form an accurate appraisal of their performance. If possible, all assessed work should be returned to students before the final examination or test so that feedback may be utilized in revision for the final exam or test.
7. Final exams and grades are not shown to students according to the University's by-laws.
8. Student Assessment of the COOP, which runs for 7 months, results in the student receiving a grade of IP after 4.5 months, and then a grade alteration is completed once the 7 months have been completed and all assignments have been submitted.
9. Any student caught cheating during exams will be penalized based on the student code of conduct policy.

10. There has to be a clear process for verifying and reviewing student assessments (major exams and final exams). The process of verification of final examinations by all colleges and academic deanships should be consistently conducted within PSU.
11. Records of assessment practices and samples of students' answers must be maintained for accountability purposes. These documents are to be included in the Course Portfolio that is maintained electronically using PSU's storage system within each program on campus.

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Prince Sultan University
Policy Management System
Final Examinations Policy

Policy Code: TL0006

Policy Name: Final Examination Policy

Handler: IQAC Institutional Quality Assurance Committee

Date Created: 2 February 2017

Date of Current Review: 15 August 2020

Approved by: University Council

Date of Approval:

Overview

The Final Examination Policy has been established in compliance with the Rules and Regulations of Undergraduate Study and Examinations which was modified in accordance with Resolution No. 13/27/1423 of the Higher Education Council, passed in its twenty seventh session held on 2/11/1423 H.

Purpose

The purpose of this policy is to ensure a smooth process during the final examination period.

Scope

This policy applies to all students and faculty members involved in taking and administering final examinations both at the undergraduate and graduate levels.

Policy

The College Council may form a committee to coordinate with the departments in organizing the procedures of final examinations. The responsibilities of this committee include reviewing the marking sheets and submitting them to the committee concerned within three days of the examination date of the respective course.

All final grades must be submitted to the Admission and Registration Deanship by the deadline specified in the academic calendar.

The College Council may apply the principle of strict confidentiality in the final examinations procedures.

A course instructor must prepare examinations in an accurate and strictly confidential manner. The instructor has the sole responsibility for photocopying the examination papers at the examination center and for collecting them him/herself.

The course instructor writes the examination questions. The College Council, when necessary, may appoint another instructor to write the questions, based on the recommendation of the department chairperson.

In the case of a general examination for all sections of a course, the grading of the examination papers may be assigned to certain course instructors, regardless of which sections they teach.

The course instructor corrects the final examination papers. When necessary, the department chairperson may appoint one or more specialist instructors to participate in the grading process. The College Council also may assign the grading to another instructor, when required.

The instructor who corrects the final examination records the marks earned by the students on a grade sheet specifically prepared for that purpose. He/She then signs his/her name on the sheet and also has it signed by the department chairperson.

No student is to be given more than two examinations on one day. The University Council may make exceptions for this rule, as it sees fit.

A course instructor may give alternative tests or homework assignments to students, instead of the final examination, if the course does not require a final examination, as per its description.

No student is allowed to enter the examination venue more than 30 minutes after the examination begins or leave before the first 30 minutes of the examination have elapsed.

Cheating in examination or attempting to cheat, or violating instructions, and examination regulations shall render the student to punishment in accordance with the Student Disciplinary By- Laws as issued by the University Council.

The College Council that offers the course may approve the re-grading of examination papers within a period not to exceed the beginning of the next semester's examinations.

The application to regrade the final examination shall be made within fourteen(14) days after the grade was published. The paper is to be reviewed by at least three panel of reviewers who are familiar with the course. The name of the course instructor and student should not be revealed to the panel of reviewers. The grade given by the panel of reviewers should be tallied and average.

Based on the recommendation of the relevant department council, the College Council determines the duration of the final written examinations, which should not be less than one hour and not more than three hours.

Prince Sultan University
PSU Policy Management System
Learning Management System (LMS) Policy

Policy Code:TL0003

Policy Name:LMS Policy

Handler:E-Learning Center

Date Created:2 February 2017

Date of Current Review: 15 August 2020

Approved by: University Council

Date of Approval:

Overview

A learning management system (LMS) aids teaching and learning process at PSU by enhancing its quality and effectiveness. Major goal of using LMS or any blended learning system is to expedite student learning experience by providing interactive access to course materials, learning resources, mode of assessment and any needful information.

Purpose

This policy addresses the usage of Learning Management System (LMS) that provides an online access of (a) course contents in form of presentation, videos or handouts (b) course related activities such as discussion forums, chat boards, blogs, course assessments such as online quizzes, Turnitin assignments and other form of assessments announcement systems such as class announcements, calendar, notifications and bulk or multi email system (e) effective teaching and learning experience by supporting collaborative learning. The policy is intended for authorized usage of LMS in terms of who can do what as well as what are the governing policies for running and maintaining such a system .

Scope

The policy is applicable for any courses that are offered by PSU and is applicable for all of its users the faculty, administrators, students and anyone related to LMS.

Usage of Policy

The Rector of PSU has made it mandatory that all faculty members utilize the LMS in their teaching and learning and to communicate with their students. The LMS is centrally supported through ITC and administered by the E-Learning Center. The latter helps to manage the LMS and make certain the faculty and students have easy access to the LMS, and make effective use of its various features.

Process:

All faculty members are required to provide evidence of LMS usage inside the course portfolios. It is required that the Course Report will contain a description of how LMS has been incorporated into the course along with proper documentation on LMS usage.

Minimum Required Use for All Credit Courses

All courses with LMS sites need to adhere to the following minimum requirements:

1. A welcome message with an overview about the expectation of the use of the site
2. The current course syllabus.
3. Course materials: at least lecture slides, handouts, or notes
4. At least two different assessments such as a quiz and assignment
5. Assessments calendar
6. Gradebook contained within the LMS with the recorded grades of 60% of distributed term grades

Minimum usage does not correspond to only usage and it is highly recommended to use any other tools that can be integrated with LMS such as different publisher plugins for LMS. Moreover, usage of discussion forums, announcements, turnitin assignment, videos, glossary, pages and links are highly recommended.

Assessments

- Assessments are advised to be conducted during PSU official office hours.
- The E-learning Center (ELC) will not be responsible for any issues related to assessments conducted during official holidays, weekends or outside working hours.
- Information about any online assessment must be sent four (4) days before in order for ELC to test the LMS.

User Management and Access

- All users of LMS should use their IT account issued by ITCS at the time of registration.
- Faculty and students enrolled in a course as listed in the E-register will have access to the course site in the LMS.
- Faculty and students must access LMS for any course related activity.
- Sharing of illegal or pirated contents is strictly prohibited.
- In case of new enrollment or missing section, email should be routed through chairpersons for addition of faculty to the course.
- For student enrollment, faculty are authorized to add them to their course but should not conflict with E-register that will be considered as reference.
- LMS cannot be used for any purpose other than PSU related activities strongly linked with academics.
- Softwares cannot be shared through LMS.
- PSU will not be responsible for any content shared based on its accuracy, integrity, legality and it is the sole responsibility of the instructor to manage it.
- Access to the LMS shall be disabled for users who display inappropriate behavior, per PSU's policy and other policies that define appropriate conduct for College

employees and students.

- PSU holds a freedom to share, use it for printing or publicity for any content present on LMS while hiding the identity of user.

Prince Sultan University
Policy Management System
Information Technology support for Teaching and Learning (ITTL) Policy

Policy Code:IT0001

Policy Name:ITTL Policy

Handler:ITCS

Date Created:2 February 2017

Date of Current Review: 15 August 2020

Approved by:University Council

Date of Approval:

Overview

Prince Sultan University provides information technology resources to a large and varied group, including faculty, staff, students, and guests. All members of this community are responsible for using these resources in an effective, efficient, and ethical manner that does not interfere with their reasonable use by other community members. The ELC and ITCS work together to help facilitate and support the use of information technology at PSU.

Purpose

The ITTL Policy is to provide IT support for faculty members to become more effective and more efficient in their teaching. It is to encourage collaboration with students and faculty members to promote high quality educational experiences at Prince Sultan University via the use of technology in the T&L cycle in line with the Learning Outcomes. The E-Learning Center (ELC) was developed to support, promote and encourage faculty and staff to apply technology in their day-to-day academic and administrative (tasks/responsibilities).

Scope

This policy applies to all courses offered by Prince Sultan University and to all faculty members, students, and others who use information technology on campus.

Policy

The faculty members are encouraged to effectively use learning technology tools to help enhance the teaching and learning experience. Innovation and creativity are strongly encouraged.

Learning technology can include LMS, software programs, tech equipment, or digital videos.

e-Learning Environment Platform is to:
a. To support and enhance the use of the University's electronic learning platforms.
b. To assist faculty in their use of the E-learning environment platforms to enhance the teaching and learning experience.
c. to enhance faculty and student experience using the e-learning platform.

The E-Learning Center and Teaching will support the advancement of technology usage in the classroom by supporting faculty with the following sessions:

- Providing the technological assistance to faculty in improving the course delivery and management (from smart boards up to LMS).
- Assessing the faculty needs in their teaching related to technology and provide up to date systems for improving learning outcome.
- Providing support and technological resources to enhance classroom experience.
- Training faculty and students on all relevant technologies.
- Providing technological support for collaboration and group learning.
- Providing and promote e-Learning systems.
- Providing resources to build multimedia course content and train faculty on the use of these resources.
- Providing resources and training to build online web-based course content.

Prince Sultan University
PSU Policy Management System
Establishing MOOCS Policy

Policy Code: TL0016

Policy Name: Establishing MOOCS Policy

Responsible Unit: College & Departmental Committees; ELC; TLC;

Date of Current Review:

Approved by:

Date of Approval:

Overview

A MOOC (Massive Open Online Course) is an online course that usually requires no prior entry qualifications. Anyone who has an Internet connection can access it and can include large or vast numbers of learners. A learner must also use a laptop or desktop computer, a tablet computer, or a smartphone to access a MOOC. During the 2020-2021 AY, PSU plans to have at least 2 MOOCs per program to be established as an Institutional Priority. In that regard, this policy is to provide guidelines for doing so.

Scope

MOOCs are a way to promote lifelong learning. They allow for courses to be offered to a vast number of people.

Policy

Each program should have at least two courses that use a MOOC or Online course as a supplementary portion, a project, or support for a particular skill the students need further reinforcement.

Prince Sultan University
Policy Management System
Academic Advising Policy

Policy Code:TL0007

Policy Name:Academic Advising Policy

Handler:Academic Advising Center

Date Created:2 February 2017

Date of Current Review: 15 August 2020

Approved by:University Council

Date of Approval:

Overview

Academic advising is meant to be a supporting beam throughout a student's life cycle and to help the students develop both personally and intellectually during their journey at Prince Sultan University (PSU). Academic advising aims to facilitate students' intellectual and personal growth, enhance their academic performance, and ultimately ensure their progress towards graduation.

Purpose

Academic advising takes place in "situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach" (Kuhn, 2008, p. 3). Successful academic advising is a crucial factor in the life cycle of all graduates from across the different disciplines offered.

Scope

The Academic Advising Program (AAP) is applicable to undergraduate students only, including the Preparatory Year Program (PYP) students.

Policy

All faculty members within a degree-granting program will be assigned students for academic advising. Academic advising is mandatory for all students to be able to register for their courses. All faculty members are required to learn about the procedures required for advising by attending their assigned workshop sessions. The purpose of this policy is to provide guidelines on academic advising for all students at PSU.

Vision

The vision of PSU's Academic Advising Program is to provide students with the best possible guidance in planning their studies and their future careers.

Mission

The Academic Advising Program at PSU aims to facilitate students' successful transition throughout their academic journey by empowering them to make well-informed decisions to achieve educational and career goals. This can be achieved by working in partnership between students and teachers to promote student success. The program emphasizes the importance of life-long learning as an extension of both work and study.

Academic Advising Learning Outcomes

LO1. Recognize students' personal interests, values, strengths, and skills in relation to specific academic programs.

LO2. Articulate curricula requirements, progression standards, and course sequencing related to chosen or intended academic programs.

LO3. Demonstrate students' responsibility for their learning opportunities by making informed decisions regarding how their studies fit within their overall educational and career goals.

LO4. Identify opportunities to enhance classroom experiences through academic support services, and co-curricular and extracurricular involvement.

Academic Advising Policies and Procedures General Policies:

- An advisory committee is assigned at the college level, with clear duties and responsibilities. In addition, an advisory unit is assigned at the PYP level under the Deanship of Educational Services.
- Every student is assigned an academic advisor when they enroll in the preparatory year program and the undergraduate program.
- An academic advisor is the only person authorized to open online registration for a student.
- All academic advisors and advisees are informed of ethical issues such as intellectual property rights and confidentiality of information.
- There are clear communication channels between an academic advisor and his/her advisees.
- Each student will be provided with an electronic portfolio. The student e-portfolio should act as a master file, which is accessible by all parties. The portfolio contains all information: contact details, academic records, behavioral issues, health conditions, disabilities, a record of participation in clubs or competitions, voluntary contribution, record on disciplinary actions/warning letters/DN, deferred semester, academic probation, cheating, etc... The e-portfolio is linked to other support services, such as the college, library, counseling unit, COOP office, and E-register.
- The university maintains an academic advising portal which is accessible by the faculties and students. The portal contains general information related to academic

advising policy, university rules and guidelines, current development, and news updates. Students and faculties need to log-in to gain access to their individual e-portfolios.

- The advisor's name and contact information are available to all instructors teaching a student. The teacher may update a student's progress to her respective advisor via the online system.
- The advisor should be aware of any academic transaction such as changing majors, postponing a semester, etc., by signing on the transaction form.
- There are points allocated to the advisory meeting. These points are reflected in the NIQATI system for every student seeking advising.
- It is expected of the advisor to encourage student engagement in university activities, which might induce a sense of welcomed and belonging, thus increase student engagement. It is hoped that such involvement would motivate students to work harder, be creative, able to contribute ideas and eventually leads to establishing a positive attitude. A certificate of participation will be given to students.

Attachments for policy:

Rights for Advisors and Advisees

Roles and Responsibilities for Academic Advising NNN. Advising Timeline of Activities and Strategies

IV. Support Services provided by the Deanship of Student Affairs with respect to Academic Advising

Attachments (can be found below) Rights for Advisors and Advisees

Rights for Advisors

- To receive the appropriate training in academic advising through continuous workshops.
- To receive a university handbook that contains all PSU rules and regulations.
- To have access to their academic program's required and elective courses.
- To have access to advisee's e-portfolio.
- To be able to use all available resources on the academic advising portal to guide them with academic advising at PSU.

Rights for advisees

- To be assigned with an academic advisor upon enrolment at PSU.
- To have access to an education plan at the beginning of each semester.
- To request an advisor replacement from the department if needed.

- To attend an online orientation program.
- To have access to the Academic Advising Handbook that contains all the information related to academic advising, including academic and non-academic support services.
- To make an appointment to meet the assigned academic advisor by contacting the advisor via the e-portfolio, email, or other available methods.

Roles and Responsibilities for Academic Advising PYP Academic Advising Role

Academic Advising at PYP level aims to help the students with the following:

- Help students transition to the college level.
- Help students to think about and plan for their choice of concentration (College specialization).
- Help students to explore and avail opportunities or resources available at PSU, e.g. encourage them to participate in the tutoring classes and explore the university clubs' activities as well as all of the other activities
- Inform students about co and extra-curricular activities offered at the campus.
- Set aside any preconceived ideas and form student's own judgments.
- Illustrate the importance of the academic choices that students will make during the coming years and how it will influence them intellectually, personally, and socially.
- Encourage students to take full advantage of the transformative opportunities that the university presents.

College Level Academic Advising Role

Academic Advising at college level aims to help the students with the following:

- To be aware of the university's policies, regulations, and services.
- To allocate consultation hours for advising matters. The academic advisor should be available for advisees during the advising hours.
- To conduct at least two meetings per semester for standard students and three meetings for students with low academic performance - GPA 2.0 and below.
- To assist students in registration and guide them in choosing suitable courses according to their academic level and future plans.
- To guide advisees in developing and clarifying their academic goals.
- To provide advisees with information on university policies, basic course information, available study resources, student-related events, and career opportunities.
- To listen to all of the advisees' queries and suggest possible solutions.
- To highlight and discuss with advisees on the strengths and weaknesses with regard to overall academic performance.
- To be able to suggest solutions to advisees if required to stay on track.
- To discuss challenging behavior, including attendance.

- To respect advisees' privacy and maintain confidentiality at all times.
- To report student progress on the e-portfolio.
- To keep an updated record of advisee's e-portfolio in case of a change of advisor.
- To administer ONE survey for ALL of his/her advisees by the end of each semester. The survey will address the progress of students, any unexpected challenges, and/ or highlight any related issues.

Advisee's Role

- To make efforts to meet with the advisor based on the availabilities of the advisor during office hours/ advising hours.
- To agree to meet with the advisor as required and attend all scheduled advising meetings.
- To inform the advisor in advance if she/he will not attend scheduled meetings.
-
- To discuss with the advisor on the suggested training, career events, resources, seminars or courses to be able to help in getting the best results for his/her academic and career goals.
- To be accountable to himself/herself, demonstrate evidence of an effort being made, and accept responsibilities of actions.
- To keep the advisor informed about all incidents, issues, academic challenges, transactions, or sickness.
- To constantly check announcements, email, and messages from the advisor.

Advising Timeline of Activities and Strategies Post-Admission Period:

Students must

- Ask for brochures or any information about the majors offered at PSU.
- Gather information about career options through the Career Office.
- Know about any special requirements for getting admission into the majors offered at PSU.
- Know about the PYP requirements.
- Know about promotion exams.
- Know about IELTS score criteria for skipping the English courses.
- Know about scholarship requirements.

Preparatory Year (PYP):

Students must

- Attend the academic advising orientation.
- Contact the Academic Advising Center.
- Contact their academic advisor.
- Know the requirement for the college they enroll in.
- Get information about PSU's communication and resource tools.
- Register to the right clubs after discussing it with the advisor.
- Participate in PSU's extracurricular activities (e.g., clubs, competitions, or events)
- Use the NIQATI Point System for updating their participation in student activities.
- Able to use all available resources on the academic advising portal to guide them with academic advising at PSU.

1st Year (Freshman):

Students must Meet his/her advisor to;

- Get more information about the requirements for their major.
 - Get more information about PSU's communication and resource tools.
 - Update their advisor about his/her major and other performance at the mid of the semester.
 - Register in the clubs that support both their academic and future career plans after discussing with their advisor.
 - Arrange one meeting in the library and another in a computer lab to ask relevant questions that will support their academic journey at PSU.
 - Complete an academic and personal review at the end of the 1st year.
- 2nd Year (Sophomore):**
- Students must
 - Meet his/her advisor to discuss the course plan prior to early registration.
 - Meet his/her advisor about registering for their planned courses.
 - Discuss the specialization in his/her field of study.
 - Attend seminars and training recommended by his/her advisor and update him/her about them.
 - Complete an academic and personal review at the end of the 2nd year.

3rd Year (Junior):

Students must

- Meet his/her advisor to discuss the course plan prior to early registration.
- Keep attending seminars and training recommended by his/her advisor and update him/her.

- Volunteer in becoming a student advisor by helping his/her advisor with junior students.
- Complete an academic and personal review at the end of the 3rd year.

4th Year (Senior): Students must

- Meet his/her advisor to discuss the course plan prior to early registration.
- Keep attending seminars and training recommended by his/her advisor and update him/her.
- Volunteer in becoming a student advisor by helping his/her advisor with junior students.
- Complete an academic and personal review at the end of the 4th year.
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- Select the potential career titles and companies for the COOP.
- Get recommendation letters and prepare a CV before finishing the COOP with the Career Unit.

Support Services provided by the Deanship of Student Affairs with respect to Academic Advising

The collaboration between the Academic Advising Center (AAC) and the Deanship of the Student Affairs (DSA) represents and illustrates the ideas that student learning does not occur exclusively within the classroom and that university affects students profoundly in many different dimensions. The DSA will play an important role with academic advising center which will emphasize the holistic view of education focuses on the growth of the intellectual and emotional capacities of students, as well as their development of a stable sense of identity, interpersonal skills, moral and spiritual values, ethics, career goals and vocational skills, and physical/mental wellness.

The following will highlight the areas where cooperation between the DSA and AAC occur:

Tutoring Center: PSU offers tutoring sessions for all of the students who need extra academic support. Academically challenged students can easily seek help and find the support they need to strengthen their academic weaknesses and solve their courses' difficulties with the help and support of a specialist who is able to deliver the needed knowledge.

How to utilize the services of the Student Tutoring Center?

The academic advisor will report his/her low achieved struggling students to the department academic advising coordinator who will be raising this issue to the academic advising center. The AAC will contact the DSA regarding arranging the tutoring sessions need for the reported student.

Counseling Unit: Students in need are supported by a counselor who provides nonacademic counseling services, such as personal, psychological and social counseling. These services are offered to students who, either on their own initiative or upon referral by their academic advisor, seek assistance, help, or advice from the unit. The counseling unit also provides hotline service that maintains confidentiality, which allows students to speak anonymously to a university counselor over the phone. Students may then elect to meet the counselor in person.

How to utilize the services of the Student Counselling Center?

The academic advisor will report his/her counseling needed students to the department academic advising coordinator who will be raising this issue to the academic advising center. The AAC will contact the DSA regarding arranging the counseling service. Student's confidentiality will be highly emphasized and assured.

Peer Advising: Peer advising can be performed by any or all three student entities, namely: **senior undergraduate students, student council and** volunteered **alumni**.

The university may assign experienced and highly trained **undergraduate senior students**, preferably with high GPA as peer advisors who can support the academic advising Center with respect to addressing a variety of students' academic issues, especially during orientation, early or regular registration week. The assignment of a peer advisor is particularly emphasized on advising low GPAs, helping all students to use institutional/program resources, or making them familiar with PSU academic policies for students. Score points in the NIQATI System and a certificate of participation will be given to the peer advisor to appreciate his/her role and contribution to the university.

Alumni also may volunteer by giving sessions to the students reflecting on their experiences at PSU and discussing how it influences their career life. Alumni also could provide students with advice that may help them with their studying strategies and future prospective jobs.

Selecting and assigning peer advisors students will be based on the Academic Advising Coordinator's recommendations for every program with the coordination of the DSA. This group of peer advisors will be trained and managed by the Academic Advising center assisted by the Student Council. The peer advisor shall have no authority over students.

The **student Council** also plays an important role in peer advising, such as

Meeting with students during their weekly interactive sessions to hear student issues.

Creating a platform encouraging students to participate in extra-curricular activities such as student clubs or community services.

Sharing used-learning resources among the students.

Career center: PSU offers services for career counseling and support in regard to the students' employment skills and planning. The career center will provide consultation to the senior students in regard to their carrier/study specialization path as well as professional personality analysis, which will help students define their interests and chose the right career.

The career center will also help students improve and develop the needed skills for their future professions, such as CV writing, job interview preparation, and others.

COOP center: The COOP Unit provides various support services for students seeking advice regarding practical training for future employment. The department academic advisor coordinator will submit the list of the prospective coop students to the department coop-coordinator who will be in charge of preparing and connecting the students with the coop center.

Student Clubs: The academic advising coordinator can approach the Deanship of Student Affairs through the AAC, asking for providing information about various student clubs so that the students are able to decide to participate in a club suitable to his/her needs and major.

Prince Sultan University
Policy Management System
Students with Special Needs Policy

Policy Code:SM0002

Policy Name:Students with Special Needs Policy

Handler:Academic Affairs

Date Created:2 February 2017

Date of Current Review: 15 August 2020

Approved by:University Council

Date of Approval:

Overview

Prince Sultan University recognizes that some students are in need of special treatment due to certain circumstances beyond a student's control as a result of a disorder, disability or any other impairment the student may have. It is the policy of Prince Sultan University to actively facilitate students with special needs in admission, enrolments processes and during the course of their studies.

Purpose

This policy is to provide support for any student who may need support in his/her learning experience at PSU due to any special needs.

Identification of students with special needs

When identifying students with disabilities:

Deanship of Admissions and Registration seeks to get the student's medical documents showing the special need during the admission process and thereafter.

Deanship of Admissions and Registration contacts the dean of student affairs to relay the information.

The dean of student affairs contact the chairperson or dean of the student intended department and college to contacts the student's academic adviser and all relevant instructors each semester to inform them of the status of this student.

Supporting Students with Special Needs

The Deanship of Student Affairs and the student's academic adviser provide support for students in order to maximize the learning opportunities throughout his/her period of study. This support consists of processes which students without special needs would not usually require, such as:

- Helping in enrolment processes
- Helping students in need to access their results
- Following up with their academic progress
- Provide reasonable support on instruction and assessments to appropriate teaching

staff

- Provide reasonable help in tutoring and assist with understanding assigned tasks such as planning and reviewing assignments
- Ensure appropriate physical access and facilities
- Formulate special learning programs for students with special needs
- Develop alternative tasks to assess students with special needs
- Report positive and negative outcomes to the chairperson for early intervention.

Prince Sultan University
Policy Management System
Academic Integrity Policy

Policy Code:TL0014

Policy Name:Academic Integrity Policy

Handler:Institutional Academic Executive Committee

Date Created:2 February 2017

Date of Current Review: 15 August 2020

Approved by:University Council

Date of Approval:

Overview

At PSU we expect our faculty members, students, and administrative staff to:

1. Be aware of the importance of academic integrity and honesty
2. Adhere to intellectual honesty; to avoid the wrongful appropriation of someone else's work, research, findings, thoughts, or ideas, and to conduct one's own work in accordance with the highest ethical principles.
3. Maintain the highest level of academic integrity in all aspects of life at the university.
4. Be vigilant of and report any incidents of academic dishonesty, or perceived violations of any component of this Policy.

Purpose

The goal of the Academic Integrity Policy is to ensure that the highest ethical and professional standards of performance and conduct are adhered to, at all times, in PSU, so that the University maintains its high reputation for the fairness and equity of all of its students, and the quality assurance of its graduates.

Scope

This policy applies to the whole PSU Community (faculty, students, administrative staff).

Definitions

Academic integrity means conducting oneself with honesty and responsibility in study, scholarship, and all aspects of one's education at university. Academic assignments and activities exist to help students learn; grades exist to show how fully this goal is attained; course credit is granted so that the student is prepared for further study in the program. Therefore, all work and all grades must result from the student's own understanding and effort, and the only operative consideration should be merit.

Policy

All faculty members, students, and administrative staff members are required to abide by the guidelines listed below in reference to the academic integrity practices expected at PSU.

Academic Integrity Violations

Assignment Misconduct

This includes, but is not limited to, the submission of work that is to be marked, and for credit, that is :

Taken from unauthorized sources (Wikipedia, Cliff Notes, Coles Summaries, etc.)

Copied or paraphrased point-by-point from another student

Previously or simultaneously submitted, in another course, for credit

Exam Misconduct

This includes, but is not limited to, the act of :

Copying, or even intentionally looking at, the work of another student

Obtaining and using –or attempting to do so—unauthorized aids or information of any kind

Speaking to another student, once the exam has officially begun

Falsification/Fabrication

This includes, but is not limited to, the act of:

Altering any grade, mark, point(s) or comments given on an assignment submitted for re-grade.

Submitting an illegitimate or forged excuse to be excused from a test, assignment, or exam.

Fraud

This includes, but is not limited to, the act of:

Taking a test, major, or exam in place of another student

Arranging for another student to take a test, major, or exam for the offending student.

Presenting false or forged identification at a test, major, or exam

Plagiarism

This occurs when one takes phrases, sentences, paragraphs, ideas, rhetorical organization, or identifiable ideas and insights from a published or unpublished source –book, article, website, etc., and uses these in one’s own work without providing specific credit to the source, as to where these components were taken from.

In other words, one needs to distinguish between the writing and ideas that are one’s own, and the writing and work taken from somewhere else and used. There is nothing wrong with using the work of other writers, as long as credit is given to the sources –the places it was found. There is a need to do these 3 things:

Acknowledge that it is not yours.

Specify who actually wrote it, and where and how it appeared, and where you found it.

Provide annotation/information that enables the teacher (or any other reader of your work) to look it up and see it in its original form –the form you used.

PSU Faculty Members are expected to implement the following:

Use educational and classroom strategies that encourage students to behave honestly; 2. Clarify to all students what academic integrity is, and what is considered a violation thereof, and to prepare and distribute a declaration to be signed by students, ensuring they have been apprised about academic integrity;

Give clear guidelines about appropriate academic behavior.

Use different types of assignments, testing, and educational mechanisms that reduce the incidence of academic dishonesty.

Set an example for their students by adhering to the highest principles of academic integrity.

The TLC:

Plan, organize, and conduct workshops and campaigns for faculty and students on academic integrity.

Provide advice to faculty members on ways to combat academic dishonesty.

Raise awareness of the consequences and penalties and sanctions for academic dishonesty.

Organize and conduct –in collaboration with the Research and Translation Center and the E-Learning Center—an annual antiplagiarism and anti-academic offense campaign, in order to raise students’ awareness of the seriousness of academic integrity.

Plan –in collaboration with the E-Learning Center—an online course on academic integrity, and on ways to avoid all aspects of academic dishonesty.

Students:

Follow the expectations set by their instructors, and the TLC, for academic integrity.

Continually ask their instructors for guidance and clarification of all matters related to academic offenses.

Protect their own work by not allowing it to be used or accessed by others.

Report all perceived instances of academic dishonesty to the relevant constituency.

Always adhere to principles of academic integrity.

Procedures for addressing violations of Academic Integrity:

PHASE 1

When the instructor, or student, or any member of the PSU community, believes that an act of academic dishonesty occurred, that person must do the following: Refer the incident to the department chair or unit leader. The department chair or unit leader will conduct a preliminary assessment of the allegation, and if warranted, schedule a departmental hearing.

The hearing will include the department chair or unit leader, the plaintiff, and the accused. Submit the proof of the alleged academic integrity violation to the department chair or unit leader. Proof can be (but is not limited to):

Turnitin originality report

Same work submitted under a different name

Other types of proof that would constitute any of the above-listed violations. Present the accused with the charge and evidence.

PHASE 2

When the Department is notified, there shall be a hearing scheduled no later than 2 weeks from the date of the reporting of the allegation.

If the Department Chair concludes that a proven violation of academic integrity has occurred, he or she shall:

Give an official written warning, to be placed in the student's file

Recommend that the respective instructor assign a designation of "0" (zero) for that particular assignment

Require that the student completes an online course on academic integrity, and submit proof of its completion

FOR A SECOND OFFENSE

An automatic "F" in the course

Loss of scholarship benefits

FOR A THIRD OFFENSE

Suspension of the student for one semester, or,

Expulsion from the University

Prince Sultan University
Policy Management System
Faculty Code of Conduct Policy

Policy Code:TL0015

Policy Name:Policy on Faculty Code of Conduct

Handler:Academic Affairs

Date Created:2 February 2017

Date of Current Review: 15 August 2020

Approved by:University Council

Date of Approval:

Overview

Prince Sultan University values all stakeholders on campus and recognizes that each person contributes to the overall success of the institution. The University further recognizes that it is through the efforts of its faculty, administrators, and staff that it achieves national and international prominence and delivers a world-class education to its students. The culture of the University is one of respect, civility, trust, cooperation, and collaboration among all its members. We believe all members of the University are entitled to an environment that ensures collegiality and mutual respect.

Purpose

The purpose of this policy is to provide guidelines on the code of ethics of PSU's faculty members. It is intended to help maintain a high standard of professional conduct and personal integrity. It provides the grounds for informing faculty members of the acceptable behavior that is consistent with the university mission, the system of values of the society, and the universally-accepted principles or norms of academic professionalism.

Scope

This policy applies to all academic faculty members at PSU regardless of academic rank.

Policy

This code of conduct states the levels of conduct and behavior expected from a faculty member. It is divided into five categories, each of which relates to a given area of interaction or behavior. Faculty responsibilities, ethical principles, and types of unacceptable behavior are organized around the individual faculty member's relation to students and teaching, to scholarship, to the university, to colleagues, and to the community. The list of statements given under each category is not assumed to be exhaustive. The recognizing of what is acceptable conduct and what is not lies in the faculty member's wisdom of understanding his/her role as a professional in a given environment. All faculty members are expected to observe a high standard of professional conduct. All faculty members are encouraged to treat students, colleagues, administration officials, and other members of the community with

respect, honesty, and the utmost consideration. Faculty members should also observe legal and social restrictions. Failure to meet the ethical, legal, and social responsibilities can endanger the whole mission of the university.

General:

Faculty members shall dedicate their time to perform their assigned duties in compliance with Article 20 of the Faculty Governing Policies and Regulations 2019-2020.

Faculty members shall commit to teaching the assigned teaching load in accordance with article 21 of the Faculty Governing Policies and Regulations 2019-2020.

Faculty members shall include 5 hours in their schedule for office hours in compliance with Article 23 of the Faculty Governing Policies and Regulations 2019-2020.

Faculty members will seek approval from the University's Rector for conducting business or providing consultation with any other entity in KSA refer to Articles 25 & 26 of the Faculty Governing Policies and Regulations 2019-2020.

Faculty members shall be aware of Article 72's Termination stipulations of the Faculty Governing Policies and Regulations 2019-2020 and agree not to commit any of the stated infractions.

Students:

Students have joined the university to be well-educated and well-received by all parties in the university. It is our primary responsibility as faculty members to prepare these students for a successful future and to avoid using the power we have by making wrong judgments about the relationship between faculty members and students. Thus:

Faculty members are expected to provide students with a class environment free from bias and cultural prejudice, and interact with them professionally.

Faculty members are expected to assess students in a non-capricious manner and provide them with prompt feedback on their achievements. They should make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit.

Faculty members are expected to serve as role models of professional conduct. They should demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.

Faculty members are expected to respect the confidential nature of the relationship between professor and student and keep the students' personal records in any course confidential as well.

Faculty members must refrain from seeking or accepting any personal or financial advantage, such as gifts, loans, etc., that might reasonably be interpreted as an attempt to influence the faculty member in the conduct of his/her duties.

Faculty members are expected to improve their teaching performance, to find more efficient ways of accomplishing their work, and to use opportunities to increase their skills.

Faculty members are expected to enter their attendance in Edugate in a timely manner.

Colleagues:

Faculty Members are part of a professional community of scholars that has its own set of values and ethical responsibilities and obligations. They should acknowledge the fact that colleagues, including administrative support staff, are essential to the development and mission of the university. Thus:

Faculty members must encourage each other to create a professional environment in which all engage in positive and respectful behavior toward one another.

Faculty members must treat fellow employees with courtesy, respect, and dignity. In the exchange of constructive criticism and ideas, professors show due respect for the opinions of others.

Faculty members must refrain from malicious gossip about colleagues, strive to be objective in their professional judgment of other colleagues, and acknowledge their academic contributions and intellectual work.

Faculty members must avoid discrimination against any individual for reasons of race, color, religion, age, national origin, or disability.

University:

The university's mission and objectives cannot be achieved without the full involvement of all parties, including administration, faculty, staff, and students. Regulations, policies, and procedures are established to achieve the mission and objectives of the university with respect to teaching, research, and community service. As a member of an academic institution, faculty members should seek to be as effective as possible in contributing to the development of this institution. Thus:

Faculty members will give due regard to the university's guidelines, policies, and regulations.

Faculty members will avoid intentional disruption of functions or activities sponsored or authorized by the university.

Faculty members will avoid situations with the potential for conflict of interest or conflict of commitment.

Faculty members will refrain from engaging in activities outside the University that conflict with his/her required hours of work, job performance, obligations, and responsibilities to the university.

Faculty members will exercise care in the use of property and funds entrusted to them. They should refrain from using university time, facilities, or property other than for officially

approved activities.

Faculty members who hold managerial positions are expected to provide effective leadership for those they supervise, to set an example by their own proper conduct, attitude, and work habits, and to have concern for the rights, privileges, and general welfare of their employees.

PSU stationery and mail services are to be used only for official University business.

Unauthorized solicitations of any kind on PSU time and property are not permitted. Requests to conduct solicitations, other than PSU sponsored activities, must be submitted in writing to the University Rector.

Public:

The university is an institution that has been established to serve its community. The work and conduct of its employees will be directed toward this end. The society has a system of values, regulations, and policies which the university should comply with and provide support for. Thus:

Faculty members should treat the general public with courtesy, respect, and dignity.

Faculty members should provide the community with programs that are relevant, accessible, and of high quality.

Faculty members should avoid intentional misrepresentation of personal views as a statement of the position of the university.

Faculty members should promote good citizenship by participating in activities that lead to the progress of the community, including volunteer work.

Faculty members should avoid public discussions of political or religious issues. Preaching and group worshipping other than Islam are prohibited.

The use and/or importation of drugs or alcohol are criminal offenses, with very serious penalties in the courts. Smoking is also prohibited in all buildings on campus.

Female faculty members are expected to dress conservatively (i.e., Abayas and scarves) in public places.

Scholarship:

The fact that faculty members are expected to be active and preferably at the forefront of their professional areas in science, technology, research, and scholarship, means that they have a major responsibility of contributing to the advancement of knowledge in their areas of concern. Their primary responsibility to their subject is to seek and to state the truth as they see it. Thus:

Faculty members should devote their energies to developing and improving their scholarly competence.

Faculty members should accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.

Faculty members should apply all measures of honesty, reliability, and objectivity in carrying out their scholarly work. Recognition of the scholarly work of others is at the heart of doing research.

Appendices are contained within a separate document.

Disclaimer:

Policy review

Now and then, the University may make changes to the policies contained within this document to improve the effectiveness of its operation. Therefore, any staff member who wishes to make any comments about this policy may forward their suggestions to the TLC at tlc_cw@psu.edu.sa