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King Khalid University

College of Dentistry

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| Title: Academic Policies Manual |
| Code: AQM_01(1) |

Academic Policies Manual
Department of Dental Education/Academic Office
College of Dentistry- King Khalid University

The Academic Policies of the College of Dentistry at King Khalid University serve as a comprehensive framework to ensure the highest standards of academic integrity, fairness, and excellence. Prepared by the Academic Office, these policies are designed to guide faculty, students, and staff in aligning with the University and college's mission of delivering quality education and fostering professional development. This document is adopted from KKU Academic Policies 2023.

Preface

The College of Dentistry at King Khalid University (KKUCOD) plays a crucial role in the academic process. It recognizes that its academic responsibilities include teaching, research, assessment, community service, and patient care. These processes are essential components of the educational framework and contribute significantly to the development of KKUCOD's graduates. Evaluation plays a vital role in assessing students' performance levels and the quality of their achievements.

Assessing students' learnability is paramount in the landscape of Higher Education systems. Therefore, KKUCOD has incorporated specific provisions within the academic policies to govern and streamline the teaching and evaluation process systematically. This strategic approach, which is a cornerstone of our educational philosophy, ensures a comprehensive and effective framework for assessing and fostering students' academic growth within the BDS program.

Policy Statement

KKUCOD firmly aligns with King Khalid University's overarching policies, as outlined in the university's strategic vision, King Khalid University Strategy 2030. The KKUCOD Strategic Plan highlights the College's dedication to improving the quality of graduates

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produced through various initiatives and goals. The aim is to achieve competitive outcomes on both national and international levels.

The University and the College understand the importance of providing students with a complete educational experience. Therefore, following the University Vice Presidency for Educational and Academic Affairs document for "Academic Process Policy in King Khalid University," the Department of Dental Education has created the "KKUCOD Academic Policies—2024 Document." Like the University's policies, these KKUCOD policies demonstrate the College's commitment to maintaining the highest educational standards.

The issuance and transparent publication of these policies by the University and the College aim to elevate the efficiency of educational practices and align learning outcomes with the benchmarks set by leading educational institutions. By adhering to these policies, the College aims to improve accessibility, transparency, and overall efficiency of the educational process. It anticipates that such adherence will also contribute to elevating performance levels during and after the university study period, further reinforcing the College's commitment to academic excellence.

Scope of Policy

The KKUCOD Academic Policies apply to all academic departments of the College, faculty members, and students, irrespective of their specializations or other variables. Considering the commitment of the University, College, departments, faculties, and students to their responsibilities, these policies will be implemented.

Definitions

University: King Khalid University.
Course Instructor: A faculty member.
Course Coordinator: Faculty member leading the course team.
Course Co-coordinator: Faculty member deputy to the Course Coordinator.
Course Contributor or Contributors: Faculty member contributing to the course team.
Student or Students: Enrolled in King Khalid University in one of the programs and academic degrees.
Academic course: any course offered by the university through academic programs.

Teaching strategy or method: A set of principles and methods the course team uses to enable student learning.

Course Specifications: An NCAAA document that conveys information about a specific course and explains information about the course instructors and the course, including content, learning outcomes, assessments, and associated expectations.

Course Report: The Course Report is also an NCAAA document which provides details on student results, grade distribution, course learning outcomes assessment results, recommendations, and course improvement plans.

Course Policy: A document that explains the rules and responsibilities of the course and its tasks and assignments, as well as behavior and discipline within the classroom.

Assessment method: A method for evaluating a task, assignment, or test.

Textbook: A book used by students and the course instructor as a basis for the course.

Course reference: A book or educational resource like a scientific journal or application used to obtain additional information for a course.

Standardized test: A test that is constructed in a consistent and standardized way to evaluate the outcomes of academic programs in a field.

Objectives

Objectives as given by the "Academic Process Policy in King Khalid University" document 2023:

1. Achieving the Course Learning Outcomes (CLOs).
2. Increasing educational and scientific gains and instilling skills through continuous assessment methods.
3. Determining the methods KKU uses in the teaching, learning, and assessment processes.
4. Emphasizing feedback as a basis for developing teaching and learning processes.
5. Achieving the Attributes of KKU's Graduates through the skills required by the courses.
6. Diversifying methods of skill and vocational development.
7. Acquiring adequate language skills in English for a better understanding of the course contents and succeeding in professional courses and professional license exams.
8. Ensuring active participation by faculty members, the department, and the college in shaping an integrated scientific journey for students.
9. Preparing graduates who can compete with their peers in other universities.

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Linking the Academic Policy to the Strategic Goals and Initiatives of the University's Strategic Plan 2030

KKUCOD is committed to aligning its Academic Policies and Strategic Plan with the University's Academic Policies and Strategic Goals. The linking of the University's Academic Policies and Strategic Goals and Initiatives, as given in the "Academic Process Policy in King Khalid University" document 2023, is as follows:

This roadmap and its components are linked to the Strategic Objectives of the University 2030, as it serves the following objectives:

- Improving teaching and learning outcomes in line with the requirements of the labor market and sustainable development.
- Improving the quality of university life.
- And the following initiatives:
- Updating academic programs and revising curricula in accordance with the labor market needs and recent advances in the field.
- Expanding the extent of academic programs and reviewing the curricula in accordance with the labor market needs.
- Adopting international best practices in teaching methods (including student assessment).
- Enhancing the professional services provided to students and linking these services to the labor market.
- Integrating key digital and technical tools into teaching methods.
- Creating a student-centered educational process through boosting self-learning skills.

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Strategies to Achieve the Goals

The Basic Components of the Academic Process

- Course Syllabus (Course Specifications) and Policies
- Teaching Strategies
- Assessment Methods and their distribution Strategies
- Self-Learning Strategies
- Reflection

Complementary Components of the Academic Process

- Scientific References and Textbooks
- Educational and learning skills development
- Student engagement in the Academic Process
- Communications
- English Language

Responsibilities

- Students
- Faculty Members
- Staff
- Departments
- College
- University

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Basic Components of the Academic Process

As described in the KKU Academic policies, the teaching and learning process is central to the College's academic life, bringing together various stakeholders - students, faculty, academic departments, and the College itself. The faculty employs various teaching strategies, which are designed to facilitate learning among students. These strategies aim to enhance student engagement and foster critical thinking, problem-solving, and clinical skills to optimize learning outcomes. By implementing effective teaching strategies, faculty members can create an environment that promotes academic excellence and prepares students for success in their general dental practice.

In the realm of education, the selection of a teaching strategy is a crucial decision that requires careful consideration of several factors. These include the student's current level of knowledge, the specific concept under study, and the stage of their learning journey. On the other hand, a learning strategy refers to the approach that a learner utilizes to learn the curriculum content effectively and efficiently or accomplish various tasks both inside and outside the classroom. It involves a learner's method of organizing and applying a specific set of skills to enhance their learning. Hence, selecting appropriate teaching and learning strategies are critical for achieving course and program learning outcomes.

Title: Student Admission Policy
Code: AQP_01(4)

Student Admission Policy

Students admission at the College of Dentistry falls under the umbrella of The Deanship of Admission and Registration- King Khalid University, The Guide for Admission is updated manually and publicized in the official KKU website دليل القبول 1446هـ | جامعة الملك خالد.

This policy outlines the criteria, procedures, and requirements for student admissions to ensure a fair, transparent, and merit-based process at KKUCOD. This applies to all prospective students seeking admission to College of Dentistry King Khalid University.

Admission Criteria

Admissions are based on the following criteria that is thoroughly explained in Admission Guide:

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Eligibility Requirements for Admission:

1. **Nationality:** The applicant must be a Saudi national, the child of a Saudi mother, or among those excluded by the university's internal regulations or national interest.

2. **Academic Requirements:**

   o Must hold a high school diploma or its equivalent, either from within or outside the Kingdom.

   o Should not have been academically or behaviorally dismissed from King Khalid University or any other university, unless three years have passed since the dismissal.

3. **Medical Fitness:** The applicant must meet the medical requirements for the selected specialization. If a discrepancy is discovered, the Admission and Registration Deanship reserves the right to change the applicant's specialization to one compatible with their health condition or cancel their admission.

4. **Examinations and Interviews:** Applicants must pass all tests and interviews required by the university or college.

5. **Recent Graduation:** For medical specializations, the applicant must be a recent high school graduate (current academic year).

6. **Online Application:** Applications must be submitted electronically during the announced period following the guidelines set by the Admission and Registration Deanship. Manual applications are not accepted.

7. **No Enrollment at Other Institutions:** Applicants must not be currently enrolled at King Khalid University or any other university. If such enrollment is discovered, admission will be canceled.

8. **English Placement Test:** To finalize admission, applicants nominated for a bachelor's program must attend and complete an English language placement test. Candidates who fail to attend the test will lose their nomination and cannot be reconsidered.

9. **Timely Confirmation:** Applicants must confirm their nomination within 48 hours of the announcement. If confirmation is not made, the application will be canceled.

10. **Priority of Acceptance:**

    o Priority is given to applicants for the same year's graduation.

    o Admission may be cancelled for programs that fail to meet minimum student enrolment requirements.

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Regulations for Admission in the Health Tracks including BDS of Dental Surgery:

- Admission to health colleges is based on the health track. Students study the first-year courses from the common first-year program plans. Specialization is determined at the end of the year based on competitive ranking according to the student's composite GPA and available seats.

- **Health Track Courses:** All health program plans share the same first-year courses. Therefore, upon acceptance into the health track, all students study the same courses during the first year.

Specialization Regulations in the Health Tracks:

- Successfully completing all courses in the health track within two consecutive semesters is required. Students facing difficulties may take an additional summer semester to meet the track requirements, except for the English language course.

- Competitive ranking for specialization is based on a composite score (70% cumulative GPA + 30% qualified score) and preferences and available seats for each specialization.

- Specialization is not counted as part of the student's transfer actions if they later wish to change their specialization.

- Students in the health track are not allowed to study as visitors at other universities or branches of the same university.

- Students must follow the prescribed health track courses and cannot transfer credit from other programs.

- Passing the medical examination and personal interviews is mandatory for colleges that require them.

- Students must achieve at least a grade of "Good" (C) in the English language course.

- For specialization eligibility, a minimum cumulative GPA of 3.75 is required for programs such as Dentistry. Other programs require a minimum GPA of 3.25.

- At the end of the program (after the second semester), the Admission and Registration Deanship enables the specialization service through the university system (Academia) within a specified and announced period.

- Students prioritize their preferred specializations through their Academia account. Once a choice is made, it cannot be changed after the results are announced.

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- **Note:** The student's qualified percentage is the one used for university admission and is not updated. Updates to aptitude and achievement test scores are not accepted.

Nomination and Allocation Phase:

- Nominees must access their admission application within **48 hours** of the announcement to review their assigned specialization. They may choose to:

  1. Approve.

  2. Approve with a request to upgrade the specialization.

  3. Reject.

- After approving the assigned specialization, students must book a test appointment at the university's English Language Center.

- If a nominee is accepted at another university and wishes to approve their specialization at King Khalid University, they will receive a message on the admission portal indicating they are enrolled at another institution. The nominee must withdraw from the other university to confirm their acceptance at King Khalid University within **48 hours**.

- Students can cancel their admission application entirely at King Khalid University before obtaining a university ID through the "Cancel Admission Request" service on the admission portal. Once cancelled, the application cannot be reinstated, and all data will be deleted.

- If a student rejects the assigned specialization or fails to access the portal within the specified nomination period, their application will be cancelled. They will not be eligible for subsequent nomination rounds (second batch).

- Admission results can be checked through the "Nomination and Admission Results" service on the admission portal.

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Title: Consistency Between Male and Female Policy
Code: AQP_02(1)

Consistency and Coordination Between Male and Female Students Policy

Purpose:

This policy aims to establish a structured framework to ensure effective communication, collaboration, and consistency between male and female students at the KKUCOD. It prioritizes maintaining professionalism, academic integrity, and inclusivity in all academic and extracurricular activities.

Scope:

This policy applies to all male and female students, faculty, and administrative staff involved in KKUCOD's academic, clinical, practical, administrative and extracurricular activities.

Policy Guidelines:

1. Academic Coordination:

1.1. **Unified Curriculum:**
All students, regardless of gender, shall follow the same academic curriculum, schedules, and grading standards to ensure consistency in learning outcomes.

1.2. **Shared Resources:**
Both male and female students will have equal access to educational resources, including lecture materials, laboratories, clinical training facilities, and libraries.

1.3. **Staff Consistency:**

The same faculty members (male/females), will deliver lectures in both the male and female sections. The topic will be given by the same faculty member in both male and females sections.

2. Clinical Training:

2.1. **Equal Opportunities:**
Male and female students will receive equitable opportunities for clinical training, patient interactions, and hands-on practice in KKUCOD.

2.2. **Rotation Scheduling:**
Clinical rotations and patient assignments will be coordinated to ensure fairness and balance across genders.

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2.3. **Patient Care:**
Students are expected to work collaboratively to provide comprehensive patient care, adhering to professional standards.

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3. Communication:

3.1. **Official Communication Channels:**
Students must use college-approved communication platforms (e.g., emails, academia system, blackboard) for academic and administrative purposes.

3.2. **Respectful Interaction:**
All communication between male and female students must be professional and respectful, in line with the college's code of conduct.

3. Teaching Strategies:

3.1. **Interactive Learning:**
Teaching methodologies will include interactive and inclusive strategies such as flipped

classrooms, problem-based learning, and case-based discussions to engage all students equally.

3.2. **Integrated Teaching:**
Male and female students will attend combined lectures and practical sessions to ensure a unified learning experience.

3.3. **Feedback Mechanisms:**
Regular feedback from male and female students on teaching strategies will be collected to ensure alignment with their needs and preferences.

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4. Assessment Methods:

4.1. **Uniform Assessment Standards:**
Examinations, quizzes, and practical assessments will be standardized and equally administered to both male and female students.

4.2. **Inclusive Evaluation:**
Assessment methods will include various formats such as written exams, oral presentations, clinical case evaluations, and group projects, ensuring fairness and inclusivity.

4.3. **Remediation Support:**
Students requiring academic or clinical support will be provided access to equal remediation opportunities, irrespective of gender.

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5. Extracurricular Activities:

5.1. **Inclusive Events:**
Male and female students will be encouraged to participate in academic events, such as workshops, conferences, and competitions, to foster collaboration.

5.2. **Student Leadership:**
Students club will ensure balanced representation of both genders in leadership roles to promote inclusivity.

Implementation and Monitoring:

- The policy will be overseen by a committee comprising faculty and student representatives of both genders under the supervision of Vice Dean of Female Affairs.

- Regular reviews and feedback will be conducted to ensure the policy's effectiveness and improvement.

Title: **Student Section Numbers Policy**
Code: AQP_016(2)

Students Section Number Distribution in Clinics, Preclinical Labs, and Lectures Policy

Purpose:

This policy establishes guidelines for the distribution of students into sections for clinics, preclinical labs, and lecture rooms at KKUCOD to ensure optimal teaching and learning conditions. The distribution will align with institutional capacity and academic requirements.

Scope:

This policy applies to all students enrolled in clinical, preclinical, and theory-based courses within KKUCOD.

Policy Statement:

1. **Automatic Distribution System**:
   The academic system shall automatically assign students to sections for clinics, preclinical labs, and lecture rooms based on the following ratios:

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- o **Clinics**: Maximum of **8 students per section** to ensure effective clinical supervision and hands-on training.

- o **Preclinical Labs**: Maximum of **10 students per section** to provide an adequate instructor-to-student ratio for skill development and safety

- o **Lectures**: Maximum of **40 students per section** to foster a conducive learning environment.

2. **Even Distribution**:
The system will distribute students evenly across available sections to maintain balance and adherence to the specified ratios.

3. **Capacity Adjustments**:
Adjustments to section numbers or ratios may be made only with prior approval from the academic office in case of exceptional circumstances (e.g., changes in physical space or teaching resources).

4. **Course Registration**:
During course registration, students will be automatically assigned to their respective sections by the academic system. Manual changes will only be accommodated under exceptional circumstances and must be approved by the academic office.

5. **Faculty Staff Assignments**:
Faculty staff will be assigned to sections based on their teaching schedules, coordination and the section size requirements specified in this policy.

Roles and Responsibilities:

- **Academic Office**: Ensures the distribution system adheres to the policy guidelines and reviews any special requests for manual adjustments.

- **Course Coordinators**: Monitor the distribution process and address any operational issues in coordination with the academic office.

- **Instructors**: Provide feedback regarding the suitability of section sizes and any challenges faced during instruction.

Compliance:

Failure to adhere to this policy may result in overcrowded sections, reduced teaching efficiency, and compromised learning outcomes. Any violations or irregularities in student distribution hould be reported to the academic office.

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Policy Review:

This policy will be reviewed annually to ensure its effectiveness and alignment with institutional objectives and resources.

Title: Excuses and Remediation Policy
Code: AQP_03(1)

Excuses & Exam Remediation Policies

I. Purpose

To provide a structured process for handling student absences and ensure fairness and consistency in allowing students to make up missed exams or assessments due to legitimate reasons.

Course Specifications

The Blackboard page of the course must include course specifications and the course policies before the semester starts and be explained in the first lecture.

Course Specifications:

The contents of the course specifications must be clear, concise for the students and aligned with the policies of the department and the College. It should elaborate on:

1. Information on the course coordinator and co-coordinator's office number, office hours, and contact details (emails).
2. An introduction to the course content and an explanation of the teaching strategies.
3. General course objectives and course learning outcomes.
4. Weekly distribution of course topics and practical/clinical sessions.
5. Student activities, assessment methods, and grade distribution.
6. The main and supplementary learning materials such as books and scientific references.

KKUCOD Course Policies:

The purpose of creating course policies is to inform students and help faculty members implement KKU's and KKUCOD's rules and regulations that are related to the course. These policies serve as a guide that lays out the expectations and requirements for both students and faculty members. For example, a course policy document may include guidelines on attendance, grading criteria, assignments, and other important aspects of the course. The course policies must be attached to the NCAAA Course Specifications.

Attendance

General Policies
- All students at KKUCOD are expected to attend classes regularly.

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- Lectures, labs, and clinics will start at the scheduled time. Therefore, the students are requested to arrive on time to avoid being marked late. Repeated unpunctuality will result in being marked absent.
- During lectures and labs, electronic devices should only be used for educational purposes when necessary.

Student Participation and Interaction

KKUCOD provides multiple channels for students to interact with each other and their faculty. These channels allow students to ask and answer questions and help foster a collaborative learning environment.

- Students are expected to write down any questions that arise while studying and then use available resources to find the answers.
- While working in a group or team, the student must list questions to discuss with the group.
- Students are required to participate actively in the classroom and ask and answer questions posed by the instructor.
- Remember, curiosity is one of the fundamental building blocks of learning.

Contact and Communication

Official communications between instructors and students must be conducted through the following channels:

- During official Office Hours
- Through KKU email

I. Excusable Absences

An absence may be excused if it falls under one of the following categories and is accompanied by appropriate documentation:

1. **Medical Reasons**

   o Illness, injury, or other medical emergencies as giving birth in female.

   o Requires a doctor's note or a medical certificate.

2. **Family Emergencies**

   o Severe illness, hospitalization, or death of an immediate (first degree) family member.

   o Requires official documentation (e.g., hospital report or obituary).

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3. **Legal Obligations**

  o Court appearances, or immigration-related appointments.

  o Requires official documentation.

4. **Academic/Professional Activities**

  o Participation in approved conferences, competitions, or external training programs.

  o Must be pre-approved by the administration.

III. Reporting an Absence

1. **Notification Timeline**

  o The student must notify the course coordinator and the academic advisor within **24 hours** of the missed exam or session.

  o For planned absences, notification is required **at least two weeks in advance**.

2. **Submission of Documentation**

  o All supporting documentation (the excuse & the academic advisory report) must be submitted within **one week** after the missed to be dicussed by the excuses review committee

  o If the missed event is not a final practical or theoretical exams, these documents should be uploaded in the portal of excuses.

  o In case of accepted Excuses, a massage will be sent by the vice dean of development & academic affairs to the course coordinator to register the

  o student absence as with excuse and reset another session, exam or quiz for the student.

  o In case of missed final exams or deprived of taking the exams the excuse should be accepted by the college board

• **Denial of entry to the final exam occurs when a student's absence percentage reaches 20% of the course's classes without any excuse.**
• **Students with an absence rate of 30% or more, with or without excuse, will not be allowed to take the final exam.**

Weightage of marks assigned to attendance and absence.

• To encourage regular attendance, KKUCOD offers additional or reduced marks for participation in lectures and other course-related activities.
• A student with perfect attendance receives **two marks** in their total semester grade if they have had zero absences.

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- If a student is absent once, there will be **no addition** to their marks, either positive or negative.
- There will be a deduction of **half a mark** for every absence beyond one.
- **The absence will not be counted if there is an acceptable excuse.**

The following table shows how it works:

Number of Absence	Addition or reduction from total marks*
0	+2
1	0
2	- 0.5
3	- 1
4	-1.5
5	- 2

*Source: Academic Process Policy in King Khalid University 2023 document.

IV. Exam Remediation Policy

Eligibility for Exam Remediation

Students may be eligible for exam remediation under the following conditions:

- **Failed final practical or clinical Exams**

- A student who scores below the passing grade (<60%) may be eligible to retake or remediate the exam, subject to the instructor's or program director's approval.

- **Missed Exams**

- Students who miss an exam due to extenuating circumstances such as illness, personal emergencies, or death of a relative of first degree or any other valid reasons must provide documented evidence (e.g., medical certificate, emergency report).

- **Other Considerations**

- Requests for remediation due to technical issues during online exams will be evaluated on a case-by-case basis.

Students with an excused absence may request exam remediation. Approval is subject to the following conditions:

1. The absence is officially excused.

2. The student is in good academic standing.

- **Remediation Timeline**

1. Remediation exams must be scheduled within **one week** of the original exam date, unless otherwise specified by the course instructor.

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2. The remediation exam may be administered during a designated remediation period or a mutually agreed-upon date.

3. If the missed exam is final theory exam, it can be held one-two weeks in the beginning of the proceeding semester.

   o **Remediation Format**
   - The remediation exam format will be a different version from the original exam (e.g., written vs. oral, multiple-choice vs. essay) at the discretion of the course coordinator.
   o **Grading**
   - If the remediated exam is replacing a missed one for an accepted excuse, The score achieved on the remediation exam will replace the score for the original exam.
   - The grade for a remediation exam for failure in final practical or clinical exam will be capped at the minimum passing grade (60%) as stated in the course specification.

V. Unexcused Absences

1. **Consequences**

   o Students with unexcused absences will not be eligible for exam remediation.

   o The missed exam will be graded as a zero.

2. **Appeals**

   o Students may appeal unexcused absence decisions through the academic appeals process.

VI. Limitations and Restrictions

- For final practical & clinical exams one remediation attempt per course is allowed.

- Students who fail to appear for the remediation exam without valid reasons will forfeit their remediation opportunity.

VII. Appeals Process

1. Appeals must be submitted in writing to the academic affairs office within **5 days** of receiving a decision.

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2. The appeal should include:

   o A detailed explanation of the absence.

   o Additional supporting documentation.

3. A committee will review the appeal, and a final decision will be communicated within **10 days**.

VIII. Responsibilities

- **Students:** Must adhere to deadlines, provide documentation, and prepare adequately for the remediation exam.

- **Course Coordinators:** Ensure timely review and communication of decisions and provide appropriate remediation opportunities.

- **Academic Office:** Oversee and manage the remediation process to ensure fairness and compliance.

IX. Policy Review and Updates

This policy will be reviewed annually to ensure its relevance and effectiveness. Updates will be communicated to students via the student handbook and official email.

Title: Interassessment Discrepency Policy
Code: AQP_05(1)

Inter-Assessment Discrepancy Evaluation Policy

Purpose

This policy ensures a systematic and fair approach to evaluating and resolving discrepancies in student performance across multiple assessments. It aims to maintain academic integrity and consistency in grading.

Scope

This policy applies to all assessments, including exams, assignments, quizzes, projects, and practical evaluations, conducted at KKUCOD. It is relevant when:

- There is a substantial discrepancy between scores given by different evaluators for the same assessment.

- A student formally requests a review due to perceived inconsistency.

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Definition of Assessment Discrepancy

Assessment discrepancies may include:

- **Performance Discrepancy:** A significant gap in a student's performance across related assessments (e.g., scoring consistently low on exams but excelling in assignments).

- **Grading Inconsistency:** Differences in marks awarded by multiple evaluators for similar responses.

- **Error in Scoring:** Errors in calculation, transcription, or application of grading rubrics.

Identification of Discrepancies

Discrepancies may be identified through:

1. Routine grading reviews by course coordinators.

2. Requests from students via a formal discrepancy review application.

3. Observation by faculty staff during moderation or quality assurance checks.

Evaluation Process

Submission of Discrepancy Review Request

- Students must submit a written request for evaluation within 7 days of receiving the grade.

- The request should include:

    o Course name and assessment details.

    o A detailed explanation of the perceived discrepancy.

    o Any supporting evidence (e.g., drafts, course coordinator feedback).

Initial Review

The course coordinator will perform an initial review to:

    o Reassess the student's work using the original grading criteria.

    o Verify the accuracy of score calculations and rubric application.

    o Check for consistency in grading across other students' assessments.

    o If necessary, a secondary evaluator (member of the course committee member) will independently review the assessment to ensure objectivity.

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Inter-Evaluator Discrepancy

In the event of an inter-evaluator discrepancy exceeding 25% of the total mark during a student's evaluation, a third evaluator will be appointed to reassess the student. This third evaluator will be either the course coordinator or a designated member of the course committee. Their evaluation will serve as the final decision to ensure fairness and consistency in the grading process.

At KKUCOD, we utilize rubrics to standardize the assessment process across all domains of learning and performance. These rubrics provide clear, consistent, and objective criteria for evaluating student achievements, ensuring fairness and transparency. By aligning assessments with predefined standards, we aim to enhance the quality of education, facilitate comprehensive feedback, and support the development of critical competencies in our students. This approach underscores our commitment to maintaining academic excellence and fostering continuous improvement in educational outcomes.

Resolution Outcomes

Based on the findings, the following actions may be taken:

1. **Grade Adjustment:** The grade is revised to reflect accurate evaluation.

2. **Supplementary Assessment:** The student is offered an additional opportunity to demonstrate competence.

3. **No Change:** If the evaluation confirms that the original grade is accurate, no changes will

Communication of Decision

- The final decision will be communicated to the student in writing within 7 days of the review request.

- The communication will include:

  o An explanation of the findings.

  o The outcome and any further steps (if applicable).

  o

Responsibilities

- **Students:** Submit requests for review promptly and provide accurate supporting documentation.

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- **Course Coordinators:** Apply grading rubrics consistently and conduct thorough reviews of discrepancies.
- **Academic Office:** Ensure adherence to the policy and oversee the resolution process.

Periodic Review

This policy will be reviewed regularly to ensure it aligns with best practices in academic assessment and institutional objectives.

Title: Plagiarism and Cheating Policy
Code: AQP_06(1)

Plagiarism and Cheating Policy

KKUCOD encourages collaboration among students. However, the course activities, assignments, projects, etc., must be completed solely by the student. Cheating and plagiarism are serious offences with corresponding penalties under KKU's rules and regulations.

Purpose

The purpose of this policy is to uphold academic integrity and ensure that all work submitted by students is original or appropriately cited. Plagiarism undermines the trust essential to a learning environment and the value of academic qualifications.

Actions that are considered Plagiarism:
- Submitting someone else's work as your own whether wholly or partially.
- Copying words or ideas from someone else without giving credit.
- Providing inaccurate information about the origin of a quote.

- Copying the sentence structure of a source and changing words without giving credit is plagiarism.
- Failing to properly cite sources or giving improper credit to the original author(s).
- Copying or paraphrasing content from any source (including books, articles, websites, or another student) without proper acknowledgment.
- Using unauthorized materials during examinations or assignments.

- Submitting work produced by others as your own, including content generated by AI tools without proper attribution.

Actions that are considered Cheating:
- Copying answers during exams, assignments, or clinic/lab work.
- Using prohibited materials such as electronic devices in exams.

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- Providing false, modified, or forged data in a report, as well as plagiarizing, are considered unethical and unacceptable practices. (http://www.plagiarism.org)
- Spreading false information about an exam, assignment, lab, or clinical work that harms peers.
- Modifying graded material to be re-graded.

Acceptable Use of Sources

Students at KKUCOD are encouraged to:

- Use sources to support their arguments and ideas.
- Acknowledge all sources through proper citation using the required referencing style in addition to digital available sources Saudi Digital Library.
- Seek guidance from instructors if unsure about citation or referencing.

Consequences of Plagiarism

Plagiarism is a serious violation and will result in the following consequences based on the severity of the offense:

- **First Offense:** Formal warning, requirement to redo the assignment.

- **Second Offense:** Grade penalty and further disciplinary action.

Detection of Plagiarism

KKUCOD uses plagiarism detection software programs (IThenticate, SafeAssign) to review student submissions in Blackboard. Manual reviews by course coordinators are also part of the process.

Students found in violation of this policy will be notified via course coordinator and may request a meeting with academic advisor to discuss the findings.

Title: Examinations Policy
Code: AQP_03(1)

Examinations Policy

1. Purpose

The purpose of this policy is to provide students with a structured and fair process for examinations performance in cases where they have failed or missed an exam due to valid circumstances.

2. Scope

This policy applies to all students enrolled in courses or programs at KKUCOD and outlines the eligibility criteria, procedures, and conditions for exam remediation.

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3. Policy Guidelines

The college of Dentistry follows Institutional examinations guidelines **لائحة الدراسة والاختبارات**
الجامعية 1446هـ | جامعة الملك خالد- د. عليه

1. Scheduling and Conduct of Final Examinations (Article 35):

- Final examinations for all courses are conducted at dates, times, and locations determined by the Examinations Committee in coordination with the college Academic Office, in coordination with the Deanship of Admission and Registration.

- The examination schedule will be announced to students in advance to allow adequate preparation.

2. Attendance and Absence (Article 36):

- **Mandatory Attendance**: Students must attend final exams according to the announced schedule.

- **Late Arrival**: Students arriving after half of the allotted examination time has elapsed will not be permitted to enter the exam hall.

- **Absence**: Students who miss the final exam must provide an acceptable excuse and submit a formal request for a makeup exam to the department within the designated timeframe.

3. Grading and Grade Announcements (Article 37):

- **Grading Period**: Final exams are graded, and results are announced within two weeks following the end of the examination period.

- **Grade Appeals**: Students have the right to appeal their grades. Appeals must follow the procedures outlined by the academic system, including submitting a formal appeal request within the specified deadline.

4. Supplementary Exams and Incomplete Grades (Article 38):

- **Eligibility**: Students with valid, department-approved excuses for missing the final exam are eligible for a supplementary exam.

- **Scheduling**: The supplementary exam will be conducted within the first week of the subsequent semester.

- **Incomplete Grades**: A grade of "Incomplete" will be recorded for the course until the student completes the supplementary exam. The final grade will be updated based on the results of the supplementary exam.

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Compliance and Responsibilities

- **Students**: Must adhere to the final examination schedule and follow the prescribed processes for requesting makeup exams or appealing grades.

- **Faculty and Departments**: Responsible for coordinating exam schedules, grading exams promptly, and addressing appeals and supplementary exams as per the policy.

- **Academic Office**: Oversees the implementation of the policy and ensures compliance with institutional regulations.

Review and Revision

This policy will be reviewed annually to ensure alignment with academic regulations and institutional standards. Any amendments will be approved by the college council.

Teaching Strategies

Different teaching methods have their distinct approaches, some of which are more student-focused while others are more instructor-focused. The faculty member is responsible for selecting the most suitable methods to guide students to accomplish the course learning outcomes according to the forms provided by the National Commission for Academic Accreditation and Assessment (NCAAA).

The KKUCOD teaching strategies that are currently implemented are listed below.

1. Didactic Lectures and discussions
2. Pre-Clinical Lab Training
3. Clinical Training
4. Educational projects and field experience

The teaching faculty must be well qualified and undergo various professional development programs to update their teaching strategies and improve teaching effectiveness. They are monitored to ensure they comply with and are committed to the teaching and learning strategies.

Policies for Improving Teaching Strategies:

The faculty must adhere to KKUCOD approved guidelines and principles when integrating innovative teaching strategies to enhance student learning outcomes. The KKUCOD Teaching Strategies and Assessment Methods Policies and Procedures 2023-26 document provides the guidelines for improving or introducing new teaching strategies. This document covers the details about the principles, responsibilities, procedures, compliance policies, KPIs, and the

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evaluation of new strategies' effectiveness. Please click the following link to read the document.

https://drive.google.com/drive/folders/1MpG6P7qM8Dxko2O9Fj4nQ0x1Z3W_kzRB?usp=drive_link

The following table presents some examples of teaching strategies that align with the General Knowledge Units (GKUs) of the Key Learning Outcomes for General Dentistry Programs of ETEC. Faculty members are highly encouraged to align the GKUs with their course topics and choose suitable teaching strategies as presented in the table below.

#	General Knowledge Units	Example of Course Topic	Knows/ Knows How (Large Group)	Shows (Small Group- 6 to 8 students)	Does (Clinical/ Chairside)
1	Knowledge and Critical Thinking	Choosing the most appropriate investigation	Lectures/Web-based learning/E learning	Problem/Case-Based Learning/ Q and A sessions	Chairside experiential learning/Role modelling
2	Ethics and Professionalism	Consent for treatment planning by applying ethical and legal standards in dental patient care	Lectures/Web-based learning/E learning	Problem/Case-Based Learning/ Q and A sessions	Chairside experiential learning/Role modelling
3	Communication and Interpersonal Skills	Comprehensive history taking	Lectures/Flipped classrooms/ Web-based learning/E learning	Standardized Patients/ Simulation	Chairside experiential learning/Role modelling
4	Health Promotion	Habit-breaking like tobacco cessation	Lectures/Flipped classrooms/ Web-based learning/E learning	Standardized Patients/ Simulation	Chairside experiential learning/Role modelling
5	Practice Management and Informatics	Prescription writing/Patient referral	Lectures/Web-based learning/E learning	Standardized Patients/ Simulation	Chairside experiential learning/Role modelling
6	Patient Care	Administration of Local Anesthesia	Lectures/Flipped classrooms/ Web-based learning/E learning	Standardized Patients/ Simulation	Chairside experiential learning/Role modelling

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7	Management and Leadership	Teamwork in research projects	Lectures/Flipped classrooms/ Web-based learning/E learning	Q and A sessions	Chairside experiential learning/Role modelling

Self-Learning and Reflection Strategies

KKU employs various teaching and learning approaches, including self-learning and reflection. Successful students are curious and actively seek knowledge. They should also be responsible and self-motivated, which is key to achieving academic progress. Through self-learning, the faculty's role is to guide, motivate, and facilitate the student's learning process. Moreover, reflection is an essential component of the learning and educational process. This ensures that students integrate their knowledge into their daily interactions and clinical applications. These processes can be achieved through the tasks and assignments given in courses, such as homework, reading, writing, presentations, discussions, and projects not presented or explained during the lecture.

Assessment Methods and their Distribution

KKU utilizes the below distribution of assessment to gauge students' performance during the academic semester (out of 100 marks)

Assessment Method*	Mark Distribution*
Weekly or Periodic Tasks and Assignments	30-40%
Mid-term Exam (Semester Major Exam)	20-30%
Final Exam	40%

*Source: Academic Process Policy in King Khalid University 2023 document.

It is crucial to use diverse assessment methods to shift away from traditional assessment techniques and help students develop various skills. It's important for faculty members to understand that each assessment method is designed to achieve specific skills.

General Considerations:
- The marks for assessment methods must be distributed based on the credit hours of the course. For example, for a course with 1+2 credit hours, one-third of the assessment methods will align with theoretical knowledge and two-thirds with psychomotor skills.
- There should not be more than two tasks in a week.
- The assessment methods, particularly assignments and quizzes, should be scheduled carefully so that they do not overlap in the same week.
- The assignment details must be announced to the students, either in the classroom or on Blackboard, no less than 48 hours before the due date. Moreover, it must be mentioned in the Course Specification document at the beginning of the course.

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- Faculty members must post the students' marks on Blackboard within two weeks after any assessment.
- Digital skills, such as Microsoft and/or other software programs, must be incorporated into the assessment methods.

- Semester exams: There must be no more than two-semester exams, and each exam must cover the syllabus for the week preceding the exam.
- Final exam: The final exam must cover the entire course syllabus.

Comprehensive and Varied Assessment Methods

The faculty must choose the most appropriate assessment methods from the list of approved methods by KKUCOD. Please note that the chosen methods should align with the course description and course learning outcomes using the NCAAA Course Specification document. For this purpose, the Assessment and Evaluation Committee, which is part of DDE, has developed a well-defined student evaluation and assessment system. This system comprises many assessment methods, a few of them are as follows:

Multiple Choice Questions (MCQ): Utilized in quizzes, midterm, and final theory examinations. MCQs test the student's knowledge and problem-solving ability.

Objective Structured Clinical/Practical Examination (OSCE/OSPE): These are mainly used to evaluate specific skills and clinical scenarios that may not be feasible to test in real clinical settings.

Oral Examination (OE): These are utilized during final clinical/ Practical examinations to test the student's ability to explain their point of view and rationale for procedures.

Case Presentations (CP): Students at higher levels are required to present their cases, beginning with the treatment plan and justifications for their chosen treatment plan, the progress of their clinical work, as well as the final outcome of their provided treatment.

E-Learning Activities (ELA): Selected topics/assignments, student panel discussions, and/or MCQs are given to students to complete during an academic semester using the Electronic Learning Management System (Blackboard).

Daily Evaluation (DE): This exercise records and grades each procedure a student performs during clinical/practical sessions. It monitors the progress of the student's skills and behavior and ensures the completion of course requirements.

Continuous Assessment (CA): Continuous Assessment, also called modified formative assessment or assessment for learning, is an important aspect of student learning and assessment. Faculty must provide feedback to the students after the continuous assessment and document it. Examples of continuous assessments are as follows:

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1. Quiz (Short MCQ Exams).
2. Midterm exam written.
3. Midterm exam practical/clinical.
4. Daily evaluation (continuous practical/clinical assessment).
5. E-learning activities (online assignments, student panel discussions on Blackboard).
6. Assignments and Homework.
7. Lab tasks.
8. Professionalism and attendance.
9. Group Tasks.
10. Instructor monitored discussion.
11. Summary Writing (Writing an article or report).
12. Class Participation.
13. Interactive Class Activities.
14. Competency Assessment.
15. Case based discussion

Summative Assessment

Summative assessment, also called assessment of learning, evaluates students' learning at the end of an instructional unit by comparing it against some standard or benchmark results.

Examples of summative assessments are as follows:
1. Final MCQ Exam.
2. Final Clinical Exam.
3. Final Practical Exam
4. Oral Exam.
5. Case Presentations.
6. Objective Structured Clinical/Practical Exam (OSCE/OSPE)
7. Competency Assessment

Faculty are also encouraged to use the following Assessment Methods
1. Extended Matching Questions
2. Workplace Based Assessment
3. Direct Observation of Procedures
4. Mini-CEX
5. Multisource Feedback
6. Competency Assessment

Competency Assessment

KKUCOD practical and clinical competency assessments must utilize different methods to objectively evaluate students' knowledge, clinical skills, and values. Patients, clinical scenarios, and OSPE/OSCE are used for competency evaluation.

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1. Clinical Competency Assessment (CCA)

a. In clinical courses, CCA must assess the student's ability to independently provide dental treatment to a patient.

b. CCA tests a student's clinical skills and professional and ethical behavior based on the student's knowledge and ability to challenge the stated competency.

c. Individual rubrics are mandatory for CCA evaluation.

2. Practical Competency Assessment (PCA)

a. In practical courses, PCA must test the students' ability to challenge the course's stated competency.

b. Individual rubrics are mandatory for PCA evaluation.

CCA and PCA evaluation

A student can undertake a competency evaluation after fulfilling all requirements for that competency. Course coordinators and contributors must supervise the student while fulfilling minimum requirements to challenge the competency. They are encouraged to enrich their clinical experience beyond minimum requirements. Competency training and assessment schedules should be provided to the students by the course coordinator in the course specification document. A student with competency requirements contacts the course coordinator to schedule the competency challenge. At least two faculty members independently evaluate the student using structured rubrics. The student is deemed "competent" or "not competent" after the evaluation. A student deemed not competent after the first attempt is given a maximum of two additional opportunities after remedial training to re-attempt the competency. A Student who fails all three competency attempts must repeat the competency and the course.

Assessment Methods

The course instructors need to collaborate with the course committee to choose suitable assessment methods that align with the course learning outcomes as well as the General Knowledge Units (GKU) and the teaching domain. The tables below provide examples of assessment methods based on the GKUs of the Key Learning Outcomes for General Dentistry Programs of ETEC.

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*MCQ: Multiple Choice Questions, SAQ: Short Answer Questions, EMQ: Extended Matching Questions, OSPE: Objective Structured Practical Exam, OSCE: Objective Structured Clinical Exam, WPBA: Workplace Based Assessment, DOPs: Direct Observation of Procedures, Min-CEX: Mini clinical evaluation exercise, MSF: Multi-source feedback.

GKU 1: Knowledge and Critical Thinking		
Example of Topic Assessed: Choosing the appropriate radiographic technique		
Millers Domain	Example of sub-topic	Assessment Method
Knows (Knowledge)	Types of lesions and types of radiographs	MCQ, SAQ
Knows how (Competence)	Match the lesions and radiographs	EMQ, Matching items, Structured Oral Exam
Shows how (Performance)	Choose radiograph for a lesion in a given condition	OSPE, OSCE, Oral Exam, Standardized patient
Does (Action)	Advice an appropriate radiograph for a patient	WPBA, Assessment of Reflections and Portfolio
GKU 2: Ethics and Professionalism		
Example of Topic Assessed: Obtaining Consent Form		
Millers Domain	Example of sub-topic	Assessment Method
Knows (Knowledge)	The factors governing consent forms and the implications of not obtaining the consent form	MCQ, SAQ
Knows how (Competence)	Explain the process of obtaining informed consent.	EMQ, Structured Oral Exam
Shows how (Performance)	Obtain informed consent of patients or patient attendee.	OSCE, Standardized patient
Does (Action)	Obtain informed consent of patients or patient attendee in real life clinical situation.	WPBA, Patient Survey, MSF

GKU 3: Communication and Interpersonal Skills		
Example of Topic Assessed: Comprehensive history taking		
Millers Domain	Example of sub-topic	Assessment Method
Knows (Knowledge)	Define case history taking	MCQ, SAQ
Knows how (Competence)	Describe the importance and steps in case history taking	EMQ, Matching items, Oral Exam
Shows how (Performance)	Able to take comprehensive case history	OSPE, OSCE, Standardized patient
Does (Action)	Able to take comprehensive case history in a clinical situation	WPBA, Patient Survey, MSF, Min-CEX

GKU 4: Health Promotion		
Example of Topic Assessed: Habit breaking (tobacco cessation)		
Millers Domain	Example of sub-topic	Assessment Method

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Knows (Knowledge)	The components of counselling methods	MCQ, SAQ
Knows how (Competence)	Rationale of the counselling steps.	EMQ, Oral Exam
Shows how (Performance)	Able to counsel a patient.	OSPE, OSCE, Standardized patient
Does (Action)	Able to counsel a patient in real life situation.	WPBA, DOPs, Patient Survey, MSF

GKU 5: Practice Management and Informatics		
Example of Topic Assessed: Referral of Patient to Specialist		
Millers Domain	Example of sub-topic	Assessment Method
Knows (Knowledge)	Factors influencing referrals.	MCQ, SAQ
Knows how (Competence)	When and how to refer.	EMQ, Oral Exam
Shows how (Performance)	Writing a referral to a specialist.	OSPE, OSCE, Standardized patient
Does (Action)	Writing a referral to a specialist in a clinical situation.	WPBA
GKU 6: Patient Care		
Example of Topic Assessed: Administration of Local Anesthesia		
Millers Domain	Example of sub-topic	Assessment Method
Knows (Knowledge)	Anatomic landmarks, armamentarium, LA type, LA technique etc.	MCQ, SAQ
Knows how (Competence)	Able to identify anatomic landmarks, choose armamentarium, decide the appropriate technique	EMQ, Oral Exam
Shows how (Performance)	Able to administer LA	OSCE, Simulation exercise
Does (Action)	Able to administer LA in a clinical situation	WPBA, DOPs, MSF, Patient opinion survey

GKU 7: Management and Leadership		
Example of Topic Assessed: Team based project		
Millers Domain	Example of sub-topic	Assessment Method
Knows (Knowledge)	Defines teamwork	MCQ, SAQ
Knows how (Competence)	Explains the importance of teamwork	EMQ, Oral Exam
Shows how (Performance)	Collaborates with teammates to complete a research project	Rubrics, Checklist
Does (Action)	Collaborates with teammates to complete research projects effectively	Reflections, Portfolio

Item Analysis for MCQ exams

Course coordinators are encouraged to submit a brief report on the item analysis of their final exam multiple-choice questions (MCQs) based on the OPSCAN report. This report should be included in section A2, "Comments on student grade (A2)" of the NCAAA course report.

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Additionally, an action plan based on the above report must be included in section D, "Course Improvement Plan" of the NCAAA CR.

Things to consider during the interpretation of item analysis are:
1. Difficulty index
2. Discrimination index/coefficient
3. Reliability index (Cronbach's alpha value)
4. Distractor analysis

The action plan may include the following:
1. Modifying the MCQ stem or distractors
2. Removing the MCQ from the bank
3. Adding more MCQs to the Question bank

Graduate Attributes

The list below displays several skills linked to King Khalid University's graduate attributes, as well as twenty-first-century skills for education.
1. Discipline and commitment.
2. Self-learning.
3. Problem-solving and logical analysis.
4. English language skills: reading - writing - speaking
5. Teamwork
6. Time management
7. Global thinking (Cultural diversity)
8. Digital literacy (to be proficient in the use of various software)
9. Verbal and written communication
10. Creativity
11. Leadership
12. Professionalism and work ethics

Professionalism and Attendance

Attendance, participation, and absences must be evaluated throughout the semester to improve various skills, including:

- Work Ethics
- Discipline and Commitment
- Time management
- Verbal communication

Digital Skills

To enhance students' digital skills, the use of computers and software must be adopted.

Final Examination:

Students deemed competent must proceed to the final examination. Based on the nature of the course, students take one or a combination of the following:

a. Final clinical exam (FCE).
b. Final practical exam (FPE)
c. Final theoretical exam (FTE)
d. Objective Structured Clinical/Practical Exam (OSCE/OSPE)
e. Case Presentations (CP)
f. Oral Exam (OE)

Standardization and Consistency

Rubrics and Criteria: Clear, standardized rubrics and criteria for assessments involving instructor subjectivity must be developed. Written, practical or oral exams should have clear guides and rubrics for assessment.

Test Blueprints: The faculty must ensure that all learning outcomes are effectively tested by using test blueprints to guide exam questions.

-Faculty Calibration Sessions: Faculty members must attend calibration sessions before exams to ensure consistent assessment criteria. For oral exams, case discussions,

and presentations, faculty should meet beforehand to standardize the process and ensure its smooth execution.

Continuous Improvement and Feedback Integration:

Semester and Annual Assessment Review: The course instructors and the course committee members must review and revise assessment methods and criteria periodically.

Integration of Feedback: The course instructors must utilize student and faculty feedback to refine and improve the assessment process.

Policies for Improving Assessment Methods

KKUCOD aims to standardize and enhance assessment methods to accurately reflect student performance and competencies in their theoretical knowledge, skills, and values. To achieve this objective, faculty members must follow KKUCOD's approved guidelines and principles when modifying or introducing new assessment methods to their courses. The document titled "KKUCOD Teaching Strategies and Assessment Methods Policies and Procedures 2023-26" contains the guidelines for adding new assessment methods. It includes detailed information on the principles, responsibilities, procedures, compliance policies, KPIs, and the evaluation of the effectiveness of new methods. To read the document, please click the following link.

https://drive.google.com/drive/folders/1MpG6P7qM8Dxko2O9Fj4nQ0x1Z3W_kzRB?usp=drive_link

Complementary Components of the Academic Process

The academic process relies on three main factors: the instructor, the student, and the course. The course plays a vital role in imparting knowledge to the student through the instructor. In addition, this knowledge requires supporting materials such as books or references, as well as the language of instruction. At KKUCOD, English is the language of instruction, and it is important to note that proper communication with the course instructor or any official can help achieve the desired goals more easily.

Scientific References and Textbooks

The textbook is an integral part of the educational process and a crucial resource for university-level studies. Therefore, the students must rely on textbooks as their primary source of information.

General Considerations:

- The academic department must update the course references and textbooks to meet academic accreditation and labor market requirements.
- The books authored by faculty members may be used as study references, provided that they have been reviewed and approved by the responsible councils at the university. This should be done in a manner that does not conflict with the requirements of academic credits.
- It is necessary for students to use textbooks and references.
- It is essential for students to utilize the books accessible at the central library. Additionally, students can avail themselves of the digital services offered by KKU to acquire books via inter-library loans.
- It is necessary to assign tasks, such as reading and homework, from the textbooks or other provided references.

English Courses offered in English

The KKUCOD BDS program is offered in English, so the courses must be delivered in English language.

General Considerations

The faculty must ensure all aspects of the course are delivered in English, for example:

- Writing reports (assignments, course projects, unit summaries, etc.) in English.
- Giving assignments and tests from the textbook.

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- Giving presentations for research or a project.
- Conducting discussions.
- Identifying linguistic errors in reports and assignments.

Educational and Learning Skills Development

A. Training for Standardized Tests

Standardized tests are a means to measure the quality of study plans and their integration with the labor market, as well as to gauge the quality of graduates from academic programs. Thus, the university emphasizes the significance of standardized tests and is committed to developing mechanisms to enhance students' performance levels. These mechanisms include:

1. **Courses**:
   - The faculty member is responsible for searching and preparing mock tests for standardized exams in their respective courses.
   - The questions prepared must be relevant to the subject or unit discussed in the lectures. They must possess the characteristics of standardized tests and be presented and discussed in each lecture throughout the semester.

   - The in-class discussion period should not be less than 10 minutes and can be distributed as the instructor deems necessary. Here are some examples:
     - Design a series of assignments with questions similar to those used in standardized tests.
     - Create several quizzes with questions like those used in standardized tests.
     - Ensure that the midterm and final exams comprise questions that are similar to those used in standardized tests.

Form 1

Lecture	
40 minutes for the theoretical part	10 minutes for a standardized test simulated question

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Form 2

Lecture	
10 minutes for a standardized test simulated question	40 minutes for the theoretical part

Form 3

Lecture		
5 minutes for a standardized test simulated question (New)	40 minutes for the theoretical part	5 minutes for a standardized test simulated question (Discussion)

2. Workshops provided by the College/Department:

The college or department should provide training to its students on how to perform well in standardized tests.

B. Training and Development

- Training is one of the tools that help develop acquired knowledge and professional skills. Several training and development programs offered by departments, colleges, deanships, and student clubs help elevate the students' levels of knowledge and skills.
- The student may obtain a document or letter for training if they wish to do so in plans that do not have a requirement or training course. This can be done through the academic department or the vice-dean for educational affairs and development.

- The faculty member must guide students through lectures on the importance of taking a specific training program or courses that will help them develop and improve their knowledge and skills in specific content covered in the course.

Methods of Specialized Skills Training and Development

- Fieldwork or cooperative training and clinical training: This requirement is mandatory for students and is a part of the graduation requirements.
- Training courses and workshops offered by the Student Training Unit
- Programs, courses, and training workshops offered by departments and colleges.
- Training courses and workshops provided by student clubs.
- Training courses through accredited open learning platforms such as Coursera, FutureX, and KKUx.
- Voluntary programs and work.

Student Engagement in Academic Process

The academic department and the college have the authority to assign students who are under the supervision of a faculty member to work related to the academic

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process, particularly for sections with a large number of students. Some of the jobs that may involve a bachelor's degree student in the academic process include the roles of a grader and peer tutor.

The student may apply for these job tasks for one academic semester, subject to the department's and the college's requirements.

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Communications

Ensure that any communication between students and the course instructor, department head, college, vice dean, dean, or any other person in charge at KKU is conducted through the appropriate channels, which include:

- Official office hours
- University email

Responsibilities

The academic process involves various responsibilities for all parties involved, including the university, college, department, faculty member, and student. It is important that these responsibilities are well-defined and specific to avoid any overlap and ensure that everyone fulfills their assigned tasks to the best of their abilities. This policy aims to clarify these responsibilities as per the approved regulations without any contradictions. Below is an overview of the responsibilities of each party involved in the academic process.

Student's Responsibilities

Responsibilities of students within the academic process.

- Attending the orientation program held by KKU and KKUCOD.
- Reading the description and the policy of the courses.
- Attending lectures (physically or virtually).
- Participating actively in the tasks and activities provided by the course instructors (through lectures or available electronic systems).
- Effective interaction on Blackboard (through discussion forums and/or handing over tasks and assignments).
- Checking the dates and places of the exams and attending them on time.
- Submitting duties and/or assignments on time.
- Following safety regulations and related requirements (e.g., clothing and tools) within KKU buildings, especially in workshops and laboratories.
- Checking KKU e-mail accounts on a regular basis.
- Read and follow the study and examination regulations, as well as the rights and responsibilities of students. Additionally, it is crucial to maintain academic integrity by fulfilling all course requirements during university studies.
- Adherence to the rules of public decency according to what is stated in the Student Conduct and Discipline Regulations and its executive rules.

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Responsibilities of the faculty member

Responsibilities of the faculty member within the academic process

Before the start of the semester:

- Adhering to course descriptions and policies as per the form approved by the department and/or college.
- Uploading the course description and policies on Blackboard before the first day of classes.
- Uploading the faculty member's schedule showing office hours and contact information (office phone number and email) for each course on Blackboard. The schedule must be printed and placed in a visible location outside the office for students to notice.

During the semester:

- Making the textbook (or references) the main focus of teaching and evaluation methods.
- Taking students' attendance.
- Adhering to tasks (and assessment methods) and their specified times, according to the course description.
- Observing office hours and responding to email messages.
- Announcing classwork grades periodically so that students know the total of their semester work before the final exams in sufficient time.
- Carrying out academic guidance responsibilities towards those students whom he/she has been assigned and preparing reports.
- Observing the use of English, especially for courses conducted in English.
- Participating in all activities within the college and university.
- Following all safety regulations and measures required by KKU, especially in workshops and laboratories.

At the end of the semester:

- Preparing the course report in accordance with the latest NCAAA forms.
- Preparing a statistical analysis showing the distribution of course students in all sections taught by a faculty member and their levels of achievement.
- Preparing a list showing students' classwork grades during the semester.
- Preparing a list showing students' final grades in all classes taught by a faculty member.
- Illustrating graphs showing students' score distribution curve.
- Providing a sample of a midterm test (blank) with an answer key.

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- Providing three samples of marked students' assignments/works (preferably distributed according to performance: simple, intermediate, and advanced).
- Providing three samples of marked midterm tests (preferably distributed according to performance: weak, average, and highest score).
- Providing three samples of marked final exams (preferably distributed according to performance: weak, average, and highest mark).
- Preparing a matrix of learning outcomes showing the distribution of test questions (the so-called exam matrix).

Staff Responsibilities

Responsibilities of academic staff.

- Provide general administrative support to the College, including managing phone calls, emails, and other communication channels.
- Assist in coordinating office activities and workflow to ensure efficient operations. Maintain accurate and up-to-date records related to students, faculty, and staff.
- Ensure the confidentiality and security of sensitive information, adhering to privacy regulations.
- Provide administrative support to faculty and staff.
- Coordinate office supplies, equipment, and other resources as needed.
- Report and address any issues related to the physical office space, such as maintenance and repairs.
- Support the planning and executing of college events, workshops, and meetings.
- Manage communication channels and ensure timely dissemination of information.
- Assist in troubleshooting basic technical issues or liaise with IT support when necessary.
- Stay informed about updates and changes in policies and communicate them to relevant stakeholders.
- Coordinate scheduling and logistics for various meetings.

Responsibilities of support staff

- Assist in the preparation of patients for dental procedures and treatments.
- Monitor and record vital signs before, during, and after dental procedures.
- Provide postoperative care and instructions to patients.
- Prepare dental instruments, materials, and equipment for procedures.
- Hand instruments to the dentist during treatments and assist in procedures as needed.

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- Ensure a sterile and organized environment in the treatment room.
- Implement and adhere to strict infection control protocols to maintain a safe and hygienic environment.
- Sterilize and disinfect instruments and equipment regularly.
- Assist in taking and processing dental radiographs as directed by the dentist.
- Ensure proper positioning of patients for radiographic imaging.
- Educate patients on proper oral hygiene practices and post-treatment care.
- Provide information on preventive measures and address patient questions or concerns.
- Schedule patient appointments and manage the appointment calendar efficiently.
- Coordinate with administrative staff to ensure smooth patient flow and minimize waiting times.
- Obtain and update patient medical histories, ensuring accuracy and completeness.
- Maintain detailed and organized patient records, documenting all relevant information.
- Be trained to respond to medical emergencies and assist in emergency procedures.
- Ensure the availability of emergency equipment and medications.
- Instrument Maintenance:
- Clean, sterilize, and maintain dental instruments and equipment.
- Monitor and manage inventory of dental supplies and order replacements as needed.
- Work collaboratively with dentists, dental hygienists, and other dental staff to provide comprehensive patient care.
- Communicate effectively with the dental team to ensure seamless coordination during procedures.
- Provide emotional support to anxious or nervous patients.
- Ensure patient comfort and address concerns during dental procedures.
- Stay updated on the latest advancements in dental assisting techniques and technologies.
- Attending relevant training sessions and workshops to enhance skills and knowledge.
- Adhere to College Hospital regulatory guidelines regarding safety and infection control in the dental setting.
- Stay informed about and ensure compliance with relevant healthcare laws and policies.
- Communicate treatment plans, follow-up care, and any necessary postoperative instructions to patients and their families.
- Address patient inquiries and concerns in a professional and empathetic manner.

Departments Responsibilities

Responsibilities of academic departments

- Fulfilling the principles of continuous assessment of learning stated in this policy for all courses offered by the department.

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- Adopting a description for every course that includes the topics and references of the course, the methodology and mechanism of teaching, evaluation criteria, learning outcomes, and the distribution of course grades.
- Implementing the executive regulations and rules for midterm and final exams, as well as the procedures used to monitor the advancement of courses.
- Reviewing and analyzing the methods and results of continuous assessment of students' learning process.
- Assigning a coordinator for any course taught by more than one faculty member so that the coordinator is fully responsible for matching the course topics, organizing tests, and determining the mechanism for evaluating students.
- Determining a mechanism for receiving students' complaints and grievances and addressing them in accordance with the rules and regulations.
- Establishing training programs and workshops that contribute to enhancing the outputs of the department and organizing training workshops for standardized tests.
- Conducting an exit test quarterly to evaluate the department's outputs and measure the quality of the study plan.
- Participating actively in the orientation program prepared by the college and departments.

College Responsibilities

Responsibilities of the College

- Achieving the principles and standards of continuous assessment of learning in all academic departments within the college.
- Reviewing and analyzing the methods and results of continuous assessment of student learning.
- Organizing academic procedures according to the study and examination regulations as follows:
  - Forming a committee to organize the work of the final exams.
  - Determining the best method to calculate the classwork score for all college courses.
  - Determining the scores of the practical or oral exam, if approved as part of the final exam.
  - Determining the procedures for dealing with students' conflicts in the semester and final exams.
  - Determining a mechanism for receiving student complaints and grievances and addressing them in accordance with regulations and rules.
- Arranging times and places for final exams for all college courses and midterm exams with the help of the departments.

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- Preparing exam halls and providing the required material and human needs for midterm and final exams, according to the needs of the courses.
- Preparing a clear and specific mechanism for keeping and disposing of students' answer sheets at the end of the necessary period.
- Approving the re-marking of the final exam, if necessary.
- Establishing training programs and workshops that contribute to enhancing the outputs of the department and allocating training workshops for standardized tests.
- Supervising the process of preparing and implementing exit exams for the departments on a quarterly basis to evaluate the college's outputs and measure the quality of study plans.
- Preparing and supervising the college orientation program.

University Responsibilities

Responsibilities of the University

- Developing a quality policy, standards, specifications, and procedures for the implementation of the university in the academic process and the continuous evaluation of learning
- Reviewing and analyzing the methods and results of continuous assessment of student learning.
- Supporting and providing requirements for supervision and follow-up of everything that contributes to enhancing the level of the academic process in a way that helps improve the efficiency of education and learning outcomes.
- Organizing academic procedures according to the study and examination regulations as follows:
    - Determining the method of calculating the classwork score.
    - Determining the procedures for dealing with students' conflicts in the semester and final exams.
    - Determining a mechanism for receiving student complaints and grievances and addressing them in accordance with regulations and rules.
- Preparing a list of disciplinary actions to be taken in case anything disrupts the conduct of exams and affects the results and the academic process.
- State a clear mechanism for disposing of students' answer sheets at the end of the necessary period.
- Following up with colleges and departments regarding exit exams and their training programs.
- Preparing and supervising the orientation program for the university.

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Monitoring and Reviewing

1. The Course Coordinator is obligated to submit (electronically and/or on paper) the Course Specifications and Policies to the department head and DDE.
2. The department head must instruct the course committee to follow up on the Course Policy's implementation. The committee should perform periodic follow-ups and discuss them in the department meetings.
3. The College Dean and Vice for Academic Development and Quality will follow up on implementing this policy.
4. The course committees and the Department Head must vet the Course Reports indicating the extent of the policy's implementation.
5. The Head of the Department, the Dean, the Vice-Deans, and the Academic Office can request immediate reports to evaluate the progress of the educational process.
6. KKU will conduct a questionnaire survey on Academia for students to evaluate the progress of the academic process.
7. The responsibilities mentioned above will be considered when evaluating the faculty members.

Policy Violation

The University, college, academic departments, faculty members, and students are expected to adhere to these policies to attain their objectives. Noncompliance with this policy by students, particularly regarding their responsibilities, will result in accountability as stipulated in the study and examination regulations and the rules of behavior and student discipline. Not adhering to this policy by faculty members will impact their performance evaluation and prevent them from receiving academic or financial advantages. If a department or college fails to comply, it will negatively impact its evaluation and hinder its ability to meet requirements.

Approval	
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