جامعة أم القرى
UMM AL-QURA UNIVERSITY

Quality Assurance Manual

MSc in Computer Engineering Program

Version: 1.0

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Glossary

Term	Definition
Quality	Conformity to specifications per defined standards; achieving goals efficiently and effectively.
Quality Assurance (QA)	Evaluation and monitoring processes for maintaining and developing quality levels.
Accreditation	Official certification from a recognized body confirming that a program meets quality standards.
KPI	Key Performance Indicator: a quantitative or qualitative measure to evaluate progress toward goals.
PLO	Program Learning Outcome: what graduates are expected to know, do, and value upon completion.
CLO	Course Learning Outcome: what students are expected to achieve upon completion of a course.
NQF	National Qualifications Framework: classifies qualifications by level with learning outcome domains.
NCAAA	National Center for Academic Accreditation and Assessment, operating under ETEC.
ETEC	Education and Training Evaluation Commission, the Saudi authority for quality in education.
PDCA Cycle	Plan-Do-Check-Act (Deming Cycle): a continuous improvement framework.
Benchmarking	Comparing performance against internal past results or external peer institutions.
Self-Evaluation	Systematic internal review of program activities against standards.
TPG-151	NCAAA template for graduate program specifications.

1. Introduction

This Quality Assurance Manual has been prepared for the Master of Science in Computer Engineering (MSc CE) program offered by the Department of Computer and Network Engineering (CEN) in the College of Computing at Umm Al-Qura University (UQU), Makkah, Saudi Arabia.

The manual serves as the primary reference document containing the quality assurance system for the MSc CE program, including its inputs, processes, and outputs. It covers the foundations of the quality system, implementation methodology, responsibilities at different levels, committee tasks and roles, standards adopted by the program, key performance indicator (KPI) descriptions, and how the system ensures continuous improvement.

This manual is binding for all academic and administrative personnel involved in the delivery, management, and quality assurance of the MSc CE program. It has been developed in alignment with the institutional quality manual published by UQU's Deanship of Development and Quality (Third Edition, 2025) and is fully compliant with the requirements of the National Center for Academic Accreditation and Assessment (NCAAA) under the Education and Training Evaluation Commission (ETEC).

The MSc CE program is classified at Level 7 of the Saudi National Qualifications Framework (NQF) and follows the NCAAA TPG-151 template for graduate program specifications. The program offers four specialized tracks: General Track, Intelligent Systems Track, Wireless Communications and Networks Track, and Embedded Systems and IoT Track, each comprising 42 credit hours.

1.1 Purpose of the Manual

The purpose of this Quality Assurance Manual is to:

- Establish a comprehensive quality assurance framework specific to the MSc CE program.
- Define roles, responsibilities, and procedures for all stakeholders involved in quality assurance activities.
- Ensure alignment with NCAAA accreditation standards and UQU institutional quality requirements.
- Provide a reference for continuous improvement processes, including KPI measurement, self-evaluation, and action planning.
- Support the program's pursuit of national accreditation from NCAAA.

1.2 Scope

This manual applies to all aspects of the MSc CE program, including curriculum design and delivery, student admission and support, faculty responsibilities, assessment and evaluation, research supervision, learning resources, and quality monitoring. It covers all four tracks of the program and all personnel involved in its operation.

2. Significance of Quality Assurance

Quality assurance in higher education is a multi-dimensional concept encompassing teaching, learning, learning resources, academic programs, research, faculty development, facilities, community service, and institutional governance. For a graduate program such as the MSc CE, quality assurance is both a systematic process and a comprehensive framework that leads to academic excellence, transparency, and accountability.

The significance of quality assurance for the MSc CE program lies in several key areas:

- Ensuring that graduates possess the knowledge, skills, and values defined by the program learning outcomes (PLOs) and aligned with the NQF Level 7 requirements.
- Maintaining and continuously improving the quality of teaching, research supervision, and assessment practices.
- Providing assurance to stakeholders — students, employers, the university, and the public — that the program meets nationally and internationally recognized quality standards.
- Supporting evidence-based decision-making through systematic data collection, KPI measurement, and benchmarking.
- Facilitating the program's readiness for external accreditation by NCAAA.
- Promoting a culture of quality among faculty, staff, and students that drives continuous improvement.

Quality assurance is both an internal responsibility — managed through the program's own quality committees and aligned with UQU's Deanship of Development and Quality — and an external process subject to review by NCAAA and other independent evaluators.

3. Relationship of Quality Assurance to Accreditation

Quality assurance and accreditation are closely related but distinct concepts. Quality assurance is a continuous, ongoing process of monitoring, evaluating, and improving all aspects of the program. Accreditation, by contrast, is a point-in-time evaluation conducted by an external body — in this case, NCAAA — that results in formal certification that the program meets established quality standards.

The relationship between the two can be summarized as follows:

- Quality assurance is a prerequisite for accreditation. A robust internal QA system provides the evidence base and institutional readiness needed for a successful accreditation review.
- Accreditation validates the effectiveness of the QA system. It provides external confirmation that the program's quality processes are producing the intended outcomes.
- Post-accreditation, quality assurance ensures sustained maintenance and improvement of standards. Accreditation is not an endpoint but a milestone in a continuous improvement cycle.

For the MSc CE program, the quality assurance system described in this manual is designed to fulfill NCAAA programmatic accreditation requirements. The program aims to achieve initial accreditation and subsequently maintain it through regular self-evaluation cycles, KPI monitoring, and periodic external reviews.

4. Quality Assurance Committees

Quality assurance at the MSc CE program level is managed through a structured committee system that operates under the oversight of the Vice Deanship for Development and Quality at the College of Computing. The following committees are responsible for quality assurance activities:

4.1 Graduate Studies Committee (GSC)

The Graduate Studies Committee is the primary body responsible for the academic governance of the MSc CE program. Its quality-related responsibilities include:

- Organize meetings to support the needs of postgraduate students in the department.
- Supervise postgraduate students regarding their adherence to the program's regular duration.
- Serve as a reference for supervisors and students when needed.
- Encourage faculty members to communicate with students using approved communication channels.
- Provide feedback to students on their reported issues and proposed solutions.
- Submit monthly reports to the department head to present necessary matters to the department council for appropriate decisions.
- Collect course reports from course coordinators and instructors in coordination with the program's Quality

4.2 Department's Quality Assurance Committee

The Department of Computer and Network Engineering maintains a Quality Assurance Committee responsible for:

- Monitor academic programs and study plans in the department and review them to ensure compliance with quality requirements, academic accreditation standards, and specialized criteria.
- Review and provide feedback on program and course descriptions, ensuring their alignment with quality requirements and accreditation standards.
- Provide feedback to the course coordinator after the submission of course files.
- Guide course coordinators to provide feedback to faculty members after submitting the course syllabus.
- Prepare and update the program's quality system handbook as needed.
- Oversee the implementation and management of the program's quality system across its various components.
- Prepare periodic reports on the application of the quality system in the program.
- Supervise local and international academic accreditation processes and work on fulfilling their requirements.
- Comply with all quality and academic accreditation requirements, such as fulfilling institutional quality standards, preparing annual follow-up reports for accredited

programs, and preparing reports on accreditation conditions and recommendations.
- Contribute to promoting a culture of quality and accreditation among department members through lectures, seminars, and training courses, in coordination with the College Development and Quality Agency.
- Identify challenges and issues facing program development and propose solutions.

4.3 Curriculum and Study Plans Committee

This committee handles curriculum-related quality matters, including:

- Monitor and review the department's academic programs and study plans to ensure they meet university requirements, academic standards, labor market needs, quality standards, accreditation criteria, and national qualifications framework regulations.
- Review and provide feedback on the structure of study plans.
- Review and provide feedback on program and course descriptions.
- Submit courses, after addressing all comments, to the department council for approval and complete the required procedures.
- Provide scientific consultations and well-studied proposals to the department council regarding curriculum development and evaluation.
- Review the department's study plans to ensure they meet all required elements and standards and provide necessary recommendations.
- Coordinate with the college's curriculum and study plan committees to approve programs and study plans.
- Perform any other tasks assigned to the committee.

4.4 Faculty Affairs and Scientific Research Committee

- Develop policies and procedures for faculty selection.
- Provide and encourage participation in academic and professional development programs.
- Survey faculty to evaluate the quality and adequacy of services and measure satisfaction.
- Compile applicants and schedule interviews for candidates.
- Review and provide recommendations on faculty and administrative job applications.
- Orient new faculty and encourage attendance in university orientation programs.
- Follow up with teaching assistants and lecturers to support postgraduate studies.

4.5 Examinations and Assessment Committee

- Review the lists of students expected to graduate from the first semester and throughout the academic year, ensuring the accuracy of their data at the main campus and other university colleges in the provinces.

- Prepare and update educational content in alignment with the program learning outcomes and, if applicable, specialized academic standards, to raise student awareness and prepare them for standardized tests.
- Prepare specialized standardized test questions according to the learning outcomes and submit them to the question banks via the “Blackboard” system.
- Motivate and prepare nominated students for standardized tests, such as the program exit exam, ensuring their readiness.
- Monitor the administration and execution of exams both in-person and electronically through the “Blackboard” system.
- Follow up on participant surveys prepared by the Standardized Tests Follow-up Committee in the Deanship of Development and Quality, and encourage students to participate.
- Prepare the annual report on the committee’s activities and achievements and submit it to the relevant authorities.
- Maintain continuous coordination with the representative of the Deanship of Development and Quality at the college and follow up on updates and directives.

4.6 Examination Procedure Committee

- Organize and schedule periodic and final exams, including coordination and distribution of invigilation duties.
- Record exam issues and coordinate solutions with the department head and the college Examination Committee.
- Supervise exam procedures and ensure invigilators are present according to the schedule.
- Monitor and follow up on students absent from final exams, verifying the validity of submitted excuses with the course instructor and department head.
- Support absent students from other departments and ensure approved excuses are sent according to university regulations.

4.7 Scheduling Committee

- Prepare academic schedules for all department programs, including Bachelor’s, Diploma, and Master’s.
- Create semester schedules considering expected student numbers according to university regulations.
- Handle urgent requests from students and faculty at the start of each semester.
- Coordinate with the College’s Academic Affairs Office regarding program schedules.

5. The Quality Assurance System

The quality assurance system for the MSc CE program follows an Input-Process-Output model integrated with the Deming Cycle (PDCA: Plan-Do-Check-Act) for continuous improvement. This system is aligned with UQU's institutional quality framework and NCAAA programmatic accreditation requirements. Figure 1 shows the internal quality assurance system model at UQU according to the institutional quality manual.

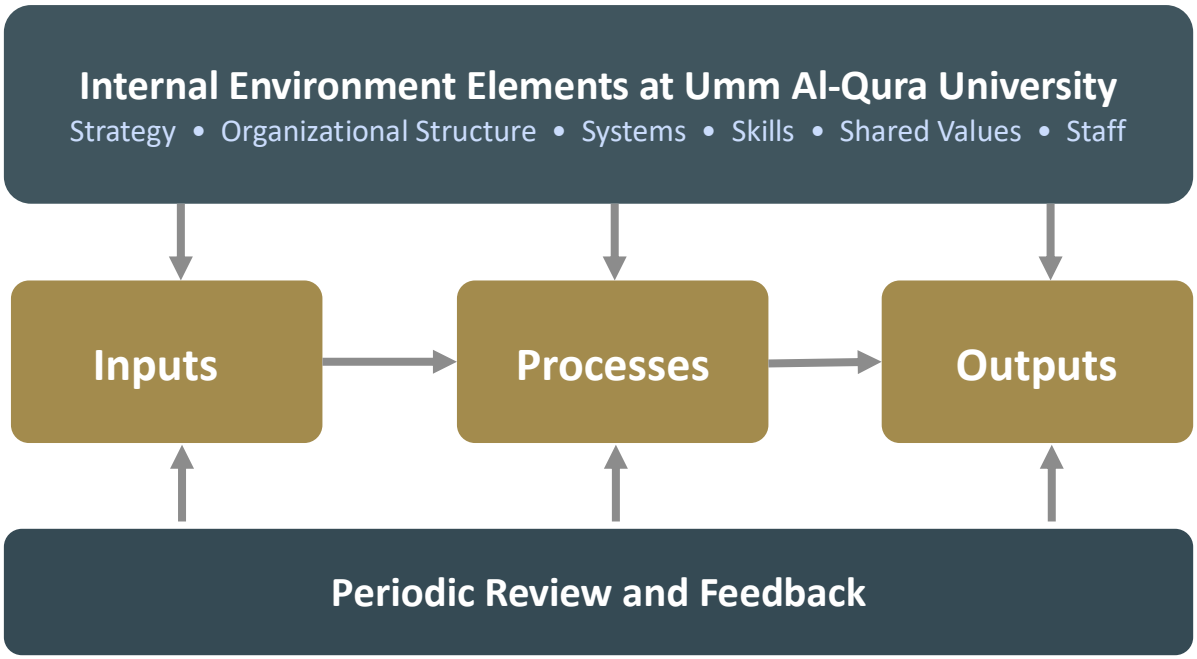

Figure 1 Internal Quality Assurance System Model at Umm Al-Qura University

5.1 System Components

Inputs:

- Quality organizational structure (committees and assigned roles at department and college levels)
- University regulations, policies, procedural guides, and Ministry of Education directives
- NCAAA accreditation requirements, standards, and criteria
- Program specifications (TPG-151) and course specifications
- Facilities, equipment, and electronic systems supporting quality
- Previous performance levels based on KPI measurements

Processes:

- Forming and activating quality committees at department and program levels

- Designing monitoring and evaluation mechanisms for teaching, learning, and assessment
- Training faculty and staff on quality assurance procedures
- Implementing course file collection, CLO measurement, and course reporting workflows
- Measuring KPIs and analyzing results
- Developing and following up on improvement plans
- Conducting periodic self-evaluation and program reviews

Outputs:

- Achievement of program strategic objectives
- Improved academic program quality and graduate outcomes
- Evidence-based reports for accreditation readiness
- Continuous improvement actions with documented results
- Successful program accreditation by NCAAA

5.2 PDCA Continuous Improvement Cycle

The MSc CE program applies the Deming Cycle (PDCA) Figure 2 as its continuous improvement framework:

Plan: Define goals and KPIs, allocate resources, form work teams, establish tools and timelines, and develop operational plans aligned with strategic objectives.

Do: Execute plans per university regulations, follow monitoring mechanisms, apply surveys, manage course delivery, and collect quality evidence.

Check: Measure KPIs, analyze results against targets, prepare reports, identify strengths and areas for improvement, and benchmark against peer programs.

Act: Prioritize improvements, develop execution plans for corrective actions, follow up on implementation, measure the impact of changes, and feed results back into the next planning cycle.

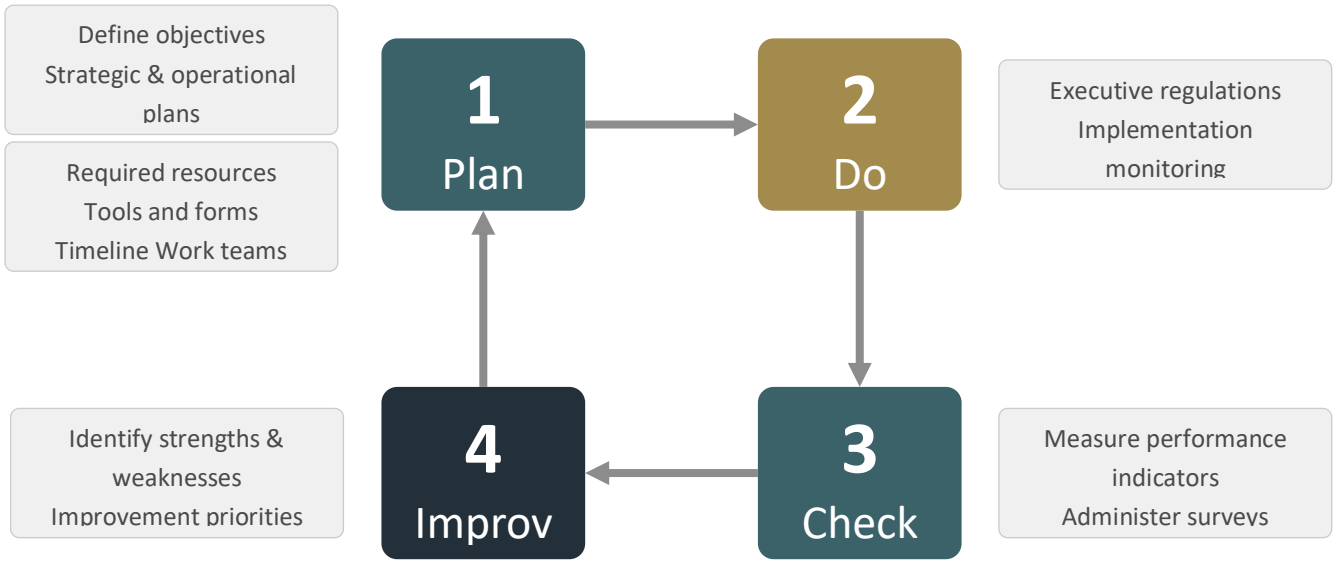

Figure 2 Detailed Quality Circle Processes

5.3 System Sustainability

The sustainability of the QA system is ensured through three dimensions:

- Organizational sustainability: Quality activities are integrated into the department's organizational structure with formally appointed committee members and defined responsibilities.
- Financial sustainability: Quality assurance activities are funded through the university's regular budget and supported by the College of Computing.
- Administrative sustainability: Formal committee formations, documented procedures, and institutional support ensure continuity regardless of personnel changes.

6. About the Program

6.1 Program Identification

Item	Details
Program Name	Master of Science in Computer Engineering
Department	Computer and Network Engineering (CEN)
College	College of Computing
University	Umm Al-Qura University (UQU), Makkah, Saudi Arabia
NQF Level	7 (Master's Degree)
Total Credit Hours	42
Study System	Semester-based
Mode of Study	Full-time

6.2 Program Mission

To cultivate competent and conscientious computer engineering graduates capable of intellectual leadership in industry, government, and academia. It also aims to foster an academic environment conducive to applied and innovative research, and to provide valuable professional services to the Saudi community

6.3 Program Goals

The MSc CE program aims to produce graduates who will:

- Practice as computer engineers in problem-solving, designing, and implementing computing systems.
- Utilize their professional education/knowledge for the benefit of the society or/and the profession.
- Keep their professional knowledge updated through further education or exploring available resources and through engineering educational seminars or workshops.
- Assume leadership positions in industry, academia and public service, and/or contribute positively to their growth and sustainability.

6.4 Program Tracks

The MSc CE program offers four specialized tracks:

Track	Code	Description
General Track	T1	Broad coverage across CE disciplines with flexible electives
Intelligent Systems	T2	Focus on AI, machine learning, and intelligent computing
Wireless Comm. and Networks	T3	Focus on wireless systems, protocols, and communication technologies
Embedded Systems and IoT	T4	Focus on embedded design, IoT architectures, and HW-SW integration

6.5 Curriculum Structure

General Track (T1) credit hour breakdown:

Component	Courses	Credit Hours	Percentage
Required Courses	8	24	57%
Elective Courses	4	12	29%
Graduation Project	1	6	14%
Total	13	42	100%

Specialized Tracks (T2, T3, T4) credit hour breakdown:

Component	Courses	Credit Hours	Percentage
Required Courses	11	33	79%
Elective Courses	1	3	7%
Graduation Project	1	6	14%
Total	13	42	100%

6.6 Core Courses

Course Code	Course Title	Credit Hours
CE6000	Computer Architecture	3
CE6024	Advanced Computer Networks	3
CE6003	Advanced Engineering Mathematics	3
CE6007	Research Methods for Engineers	3
CE6004	Embedded Systems	3
CE6028	Distributed Systems	3

CE6029	Networks Security Engineering	3
CE6030	Seminars in Computer Engineering	3
CE6097	Master's Capstone Research Project	6

Additional required courses vary by track and level. The full course listing is available in the program specifications document (TPG-151).

7. Organizational Structure and Roles

Quality assurance responsibilities for the MSc CE program are distributed across multiple organizational levels, from the university administration to individual faculty members. The following roles and their quality-related responsibilities are defined in alignment with UQU's institutional quality manual.

7.1 Vice Dean for Development and Quality (College Level)

- Spread QA and accreditation culture within the College of Computing.
- Train quality assurance committee members on QA procedures and NCAAA requirements.
- Monitor QA activities per university system requirements.
- Supervise strategic and developmental plan execution.
- Identify training needs for faculty and staff; identify difficulties and propose solutions.
- Prepare work templates per NCAAA good practices.
- Monitor survey application, KPI measurement, and analysis.
- Evaluate completion of quality requirements and documents at program level.

7.2 Department Head

- Monitor QA and accreditation work in the department.
- Provide technical support on quality matters to faculty and committees.
- Follow up on sub-committee work and ensure timely deliverables.
- Disseminate QA culture in coordination with the Vice Dean for Development.
- Prepare the annual QA report for the Department Council.
- Coordinate training of faculty on QA procedures.
- Verify the availability of quality documents for all courses and programs.

7.3 Graduate Studies Committee Chair

- Coordinate all quality-related activities specific to the MSc CE program.
- Ensure program specifications are current and aligned with NCAAA standards.
- Oversee the PLO assessment cycle and reporting.
- Coordinate with the Deanship of Graduate Studies on admission and academic matters.
- Report program quality status to the Department Head and Quality Committee.

7.4 Course Coordinator

- Assist instructors in understanding course requirements and responsibilities.
- Ensure a unified and organized educational process across course sections.
- Prepare and standardize assessment tools for the course.

- Develop question banks in collaboration with course instructors.
- Develop and follow up on course improvement plans.
- Document in the course file: exam samples, model answers, student answer sheets, collective course reports, assignment samples, statistical tables, and random sample grading reports.

7.5 Faculty Member

- Adhere to teaching, learning, and assessment strategies specified in course and program specifications.
- Provide comprehensive course information to students at the start of each semester.
- Evaluate courses periodically and submit course reports to the course coordinator.
- Provide timely feedback to students on their performance.
- Participate in CLO measurement tool development and question bank development.
- Set exams per specification tables and question banks; prepare answer keys.
- Prepare the course file and CLO measurement file at the end of each semester.
- Participate in program evaluation and development activities.

8. Strategic Themes

The MSc CE program's quality assurance efforts are guided by the following strategic themes, aligned with UQU's strategic plan and the College of Computing's objectives:

8.1 Academic Excellence

Deliver high-quality graduate education that meets national and international standards, producing graduates with advanced knowledge and skills in computer engineering.

8.2 Research and Innovation

Support innovative research in computer engineering through the capstone research project, faculty-supervised research, and collaboration with industry partners.

8.3 Industry and Community Engagement

Foster interaction with industries and communities to ensure program relevance, provide graduates with practical skills, and contribute to national development goals aligned with Saudi Vision 2030.

8.4 Professional Development

Develop professional skills and ethical standards among graduates, preparing them for leadership roles in computer engineering practice and research.

8.5 Collaboration and Benchmarking

Establish partnerships with peer institutions nationally and internationally for benchmarking, knowledge exchange, and collaborative research.

8.6 Accreditation and Certification

Achieve and maintain NCAAA programmatic accreditation as a formal validation of the program's quality and its alignment with national standards.

9. Tasks and Responsibilities of the Development and Quality Unit

9.1 Implementation of Quality Assurance

- Spread quality culture through workshops, training sessions, and informational materials.
- Assist in forming and supporting External Advisory Boards for the program.
- Review quality documents, including course reports, course specifications, annual program reports, and self-study documents.
- Support the Deanship of Development and Quality in institutional-level quality initiatives.
- Coordinate the collection and review of course files per the established workflow.

9.2 Accreditation Support

- Apply QA principles based on NCAAA standards to all program activities.
- Prepare and compile accreditation application materials, including self-study reports and evidence portfolios.
- Follow up on pre- and post-accreditation communications with NCAAA.
- Ensure timely completion of all accreditation requirements and deliverables.

9.3 Course File and CLO Workflow

The Development and Quality Unit oversees the following course file approval workflow:

- Faculty member submits the course file and CLO measurement file to the course coordinator.
- Course coordinators collect and review course files for completeness.
- Course files and coordinator reports are submitted to the department's Quality Assurance Committee.
- The coordinator's report is presented to the Curriculum and Study Plans Committee.
- The Curriculum Committee issues recommendations for course modifications, presented to the Department Council.
- The Department Council approves modifications, and updated course specifications are circulated.

9.4 Course File Requirements

Each course file must contain the following deliverables:

- Complete the course report form (filled in English).
- Random student samples (at least 10% of enrolled students) reflecting the full grade distribution (A/A+, B/B+, C/C+, D/D+, F).

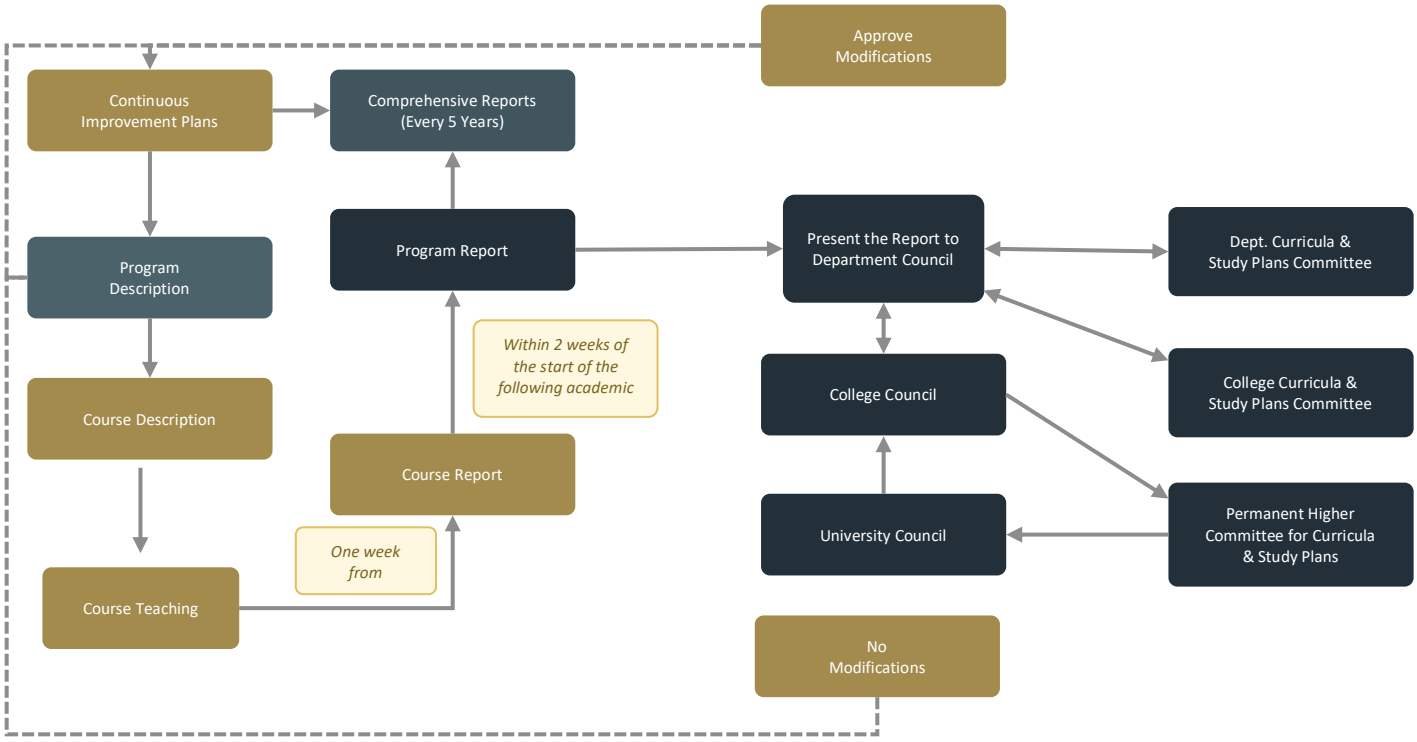

Figure3 Program and course report update cycle

- Model exam questions and answer keys for midterm and final exams.
- Updated CV of each course instructor.
- CLO measurement form.
- Indirect assessment measurement report.
- Random sample of midterm and final exam answer sheets across all grade levels.

File naming convention: CourseName-CourseNumber-SectionNumber (e.g., ComputerArchitecture-CE6000-01).

9.5 Program and Course Report Cycle

Figure 3 shows the typical cycle for reviewing and revising the program and course specifications and descriptions.

10. NQF Domains and PLO Mapping

The MSc CE program learning outcomes (PLOs) are defined across the three domains of the Saudi National Qualifications Framework (NQF, 2023 edition). Each PLO is mapped to specific courses in the curriculum using the PLO mapping matrix, which tracks the level of engagement: Introduced (I), Practiced (P), or Mastered (M).

10.1 NQF Domains

Domain	Code	Description
Knowledge and Understanding	K	Broad, in-depth, integrated knowledge of theories, principles, concepts, processes, and techniques
Skills	S	Application of theories, problem-solving, critical thinking, communication, and use of digital tools
Values, Autonomy and Responsibility	V	Commitment to professional and ethical standards; planning for self-development

10.2 Program Learning Outcomes

PLO	Domain	Description
K1	Knowledge	Identify and formulate complex computer engineering problems
K2	Knowledge	Explain fundamental concepts and recent advances of computer engineering at a deep level
S1	Skills	Design and implement creative and novel solutions and models for current issues in various complex contexts related to computer engineering by applying critical thinking and principles of engineering, science, and mathematics.
S2	Skills	Acquire and apply new specialized knowledge in the field of computer engineering as needed, using appropriate learning strategies
S3	Skills	Communicate effectively with a range of audiences to transfer computer engineering knowledge and skills
S4	Skills	Conduct inquiries, investigations and research for complex computer engineering issues and problems
V1	Values	Demonstrate commitment to ethical and professional responsibilities in scientific research and engineering situations to make informed judgments while considering global, economic, environmental, and societal impacts
V2	Values	Function effectively as an individual and in a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

10.3 PLO Mapping Matrix

The complete PLO mapping matrix maps all the courses in the MSc CE program to the 8 PLOs using the I-P-M framework. The full matrix is maintained in the program specifications document (TPG-151). Each course is mapped to indicate whether it Introduces (I), Provides Practice in (P), or enables Mastery of (M) each PLO.

10.4 Teaching and Learning Strategies

The MSc CE program employs the following teaching and learning strategies:

- Classroom lectures and seminar-style discussions
- Reading assignments and research article reviews
- Research presentations by students
- Laboratory work and hands-on projects
- Capstone research project under faculty supervision
- Collaborative group work and peer review

10.5 Assessment Methods

Assessment methods include both direct and indirect measures:

Direct assessment:

- Homework assignments and problem sets
- Midterm and final examinations
- Course projects and technical reports
- Oral presentations and research defenses
- Capstone research project evaluation

Indirect assessment:

- Student course evaluation surveys
- Graduate exit surveys
- Employer satisfaction surveys
- Alumni surveys

11. Student Outcomes and PLO Assessment

The MSc CE program follows a cyclical process for assessing student outcomes and program learning outcomes, aligned with NCAAA requirements and the UQU institutional quality framework.

11.1 Assessment Cycle

The PLO assessment cycle consists of the following steps:

- Define the program's mission and goals.
- Define Program Learning Outcomes (PLOs) aligned with NQF domains.
- Map Course Learning Outcomes (CLOs) to PLOs.
- Measure PLOs through direct and indirect assessment methods.
- Analyze assessment results against targets and benchmarks.
- Develop improvement plans based on analysis findings.
- Implement improvement actions and document results.
- Feed results back into the next assessment cycle.

11.2 Assessment Frequency

PLOs are assessed at least once per program cycle for graduate programs, with annual assessment recommended. Course-level CLOs are assessed every semester through the course report and CLO measurement file process.

11.3 KPI Framework

The MSc CE program monitors key performance indicators at two levels:

NCAAA-required KPIs:

- Student completion rate
- Student satisfaction with the program
- Graduate employment rate
- Employer satisfaction with graduates
- Faculty-to-student ratio
- Faculty qualifications

Program-specific KPIs:

- PLO achievement rates
- Course CLO achievement rates
- Research output (publications, conferences)
- Capstone project completion rate and quality
- Student retention rate
- Time-to-degree

The target achievement period for all KPIs is 3 years, as specified in the program specifications. KPI data is collected, analyzed, and reported annually, with benchmarking against both internal (UQU) and external (peer institution) targets.

13. References

- NCAAA Standards for Program Accreditation (2022 Edition). Education and Training Evaluation Commission (ETEC).
- Saudi National Qualifications Framework (NQF), 2023 Edition.
- UQU Deanship of Development and Quality. Institutional Quality Manual, Third Edition (2025).
- UQU College of Computing. Quality Manual for Faculty (2025–2026).
- NCAAA TPG-151: Program Specifications of the Master of Science in Computer Engineering. Department of Computer and Network Engineering, College of Computing, UQU.
- NCAAA Forms and Templates.

Prepared by the Graduate Studies Committee (GSC):

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Chairman of the Committee	Dr. Anas Hazim Daghistani	1
Member	Dr. Thamir Mohammad Tajudin Qadah	2
Member	Prof. Saleh Mohammed Saleh Basalamah	3
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