



RESEARCH PROJECT HANDBOOK

This document is a framework of Research Project handbook. It is a guideline to be used by students and faculty members in the Master of Cyber Security Program at Taif University in Taif City, Kingdom of Saudi Arabia.

Master in Cyber Security Program
Department of Information Technology
College of Computers & Information Technology

1443/1444



Acknowledgments

This handbook is built based on a previous effort in creating the handbook for the capstone project for the Information Technology program. Thanks to all faculty members who participated in the revision of this handbook.

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1 GLOSARRY

The following terms are frequently used throughout this handbook.

Term	Definition
RP	Research Project
IT	Information Technology Department
Faculty	A permanent faculty member with a PhD degree.
Student	A postgraduate student registering for RP in the Master in Cyber Security program at Taif University, KSA.
Supervisor	A faculty member who is in charge of managing and evaluating the research project deliverables.
Examiner	A faculty member who is assigned by the supervisory committee to evaluate some of the research project deliverables.
Supervisory Committee	The faculty members who manage all activities related to research project, such as assigning the examiners, creating examination schedule, etc.

2 RESEARCH PROJECT DESCRIPTIONS

2.1 Research Project Course Description

The Research Project course provides students with the opportunity to apply the knowledge acquired during their studies. The students extend their academic experiments of leadership into areas of personal interest and demonstrate their ability to work as a team to accomplish the project. The teams demonstrate their ability to analyze, synthesize, design, and evaluate information. During the first semester, the project team is required to complete the project analysis and design documentation, and the software and/or hardware implementation must be finished during the second semester.

2.2 Research Project Course Objectives

The main objectives of this course are:

- Ability to analyze problems and understand issues.
- Ability to develop detailed secure design and system architecture.
- Choose appropriate security technologies to solve problems in real-world cases.
- Produce requirements and specifications documents.
- Implement a software system based on the project requirements and design specification.
- Test the implementation of the design specification/algorithm to identify defects and to solve it.
- Evaluate, criticize, and defend the work accomplished in the project in writing visually and oral presentation.
- Work as part of a team and to demonstrate leadership qualities
- Recognize concepts of professionalism and ethics.

3 Research Project Process

3.1 Overview of RP Process

Research Projects are planned to be an intensive and active learning process as illustrated in Figure 1. It requires measurable effort planning, implementation, presentation as well as documentation. Enrolled Students must submit a written project proposal to be approved by their supervisor (a faculty member assigned by the program to the RP). The RP continues for two semesters. It will be evaluated each semester by the supervisor and examiners based on the project deliverables. By the end of Semester 1, the students are required to complete the project proposal, project report, and presentation, which will be marked and graded. For semester 2, students are graded individually and as a group by the following:

- The supervisor will evaluate the project demonstration, presentation, and final report based on their effort.

- Examiners will evaluate the demonstration and presentation of the project and submission of the project report. The examiners must be selected by the supervisory committee.
- Team members will evaluate each other's contributions to the overall work of the project. This is an optional tool to help the supervisor in the evaluation of the overall work.

The following are some important facts in the RP.

3.2 Assembling the Teams

At the beginning of the first semester, students meet with their supervisor to be aware of the overall research project process, the deliverables, and timeline. Students will be asked to form a team based on their interest and skills to complete the project. Team size should not exceed five students. The Supervisor will help students to select their team members and select a team leader to facilitate activities and communications during the semester. Team leaders are expected to be an individual with a strong management and communication skills who understand the operation and objectives of the RP course. Team members are expected to establish a formal method of communication among themselves and with their supervisor.

Project Deliverables and Supervision

The 1st week of the semester students are expected to meet their supervisor to discuss the RP requirements and expectations. In the 2nd week, students have to form teams of no more than 5 students and select a team leader. After the second meeting students have to start writing a formal project proposal with consultation with the supervisor. (See Appendix A.1).

Students are expected to deliver the following during semester 1:

- In the 3rd to 5th week students are expected to submit the final draft of the project proposal to their supervisor.
- After the project proposal is approved, the group continues to work on the RP plan; requirements and specification documents (see Appendix A.2).
- By the end of semester 1, each group should complete a project proposal, project requirements and specification, and prepare an oral presentation.
- Students and their supervisor are expected to meet on a weekly basis to discuss project issues and monitor progress.
- Students are required to submit an execution plan, and their meeting minutes to their supervisor.
- The supervisory committee should archive the project, select the examiners, and schedule a final presentation.
- Project evaluation will be conducted by the supervisor and the selected examiners by the 10th week.

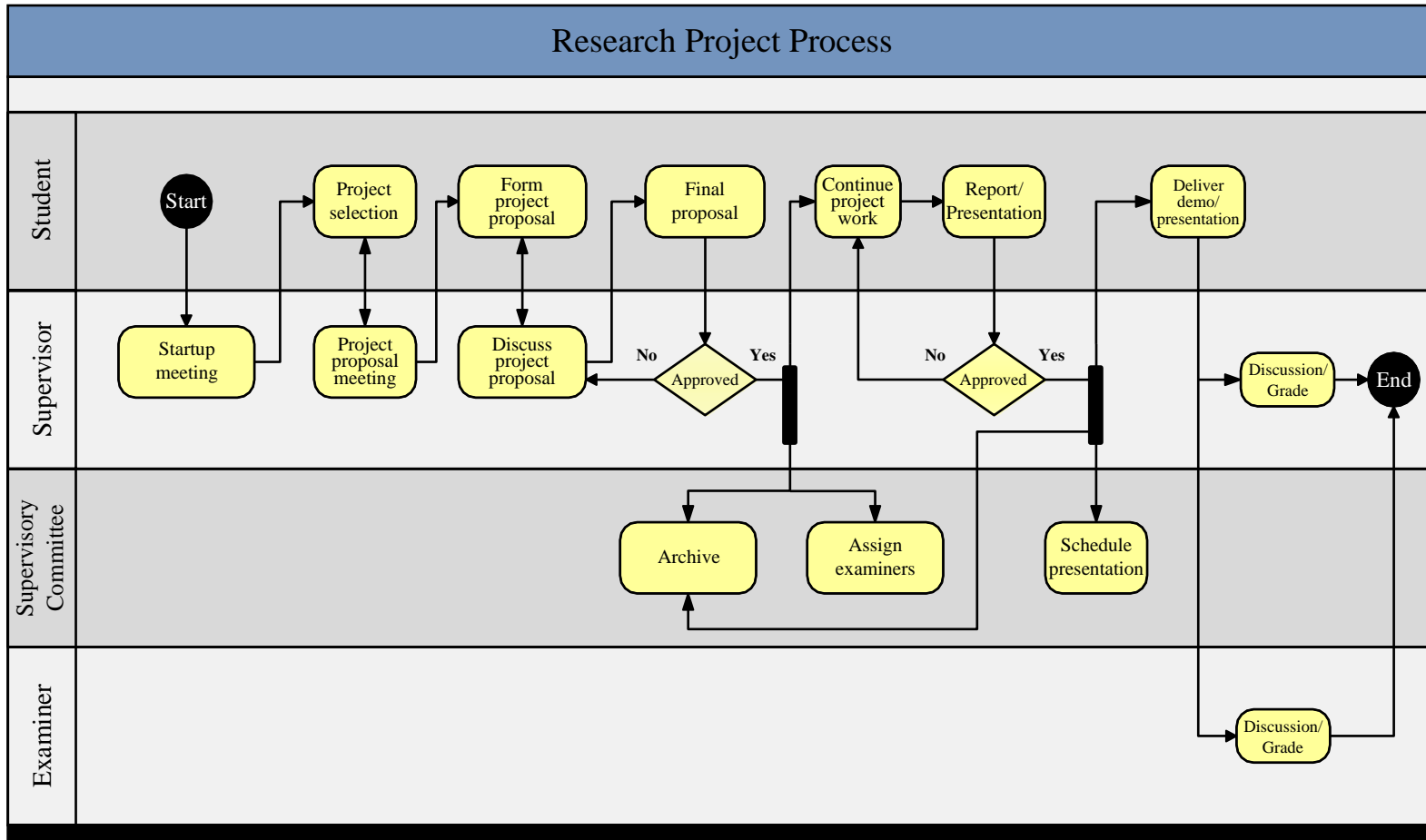


Figure 1: Capstone Project Process

- Each team will be responsible for preparing a project report and an oral presentation. The duration of the oral presentations is 40 minutes, and every team member must participate in presenting part of the project. The supervisor and the examiners will follow each presentation with 10 minutes question-and-answer session.
- The evaluations and suggestions of the final report and presentation received by supervisor and examiners should be adapted at the start of semester 2.
- Two weeks before the end of the semester 2, each group should submit the final research project report, the implementation plan, project poster, and be ready to present the final research.

3.3 Forming the Supervisory Committee

The Supervisory Committee consists of three faculty members, one from each department. The roles of the supervisory committee are to:

- Oversee the project progress.
- Select the project examiners.
- Schedule project presentation.
- Archive projects and proposals.

3.4 Project Evaluation

The following are the guidelines for research project evaluation:

- The head of department is responsible for selecting the supervisory.
- The supervisory committee is responsible for selecting the examiners for each team based on the selected field of the project and the qualifications of the examiner.
- The supervisor and the examiners are responsible for evaluating the students' contributions to the project according to rubrics provided in Appendix A.
- The supervisor may allow students in the same team to evaluate each other's contribution anonymously.

4 Research Project Deliverables

The RP deliverables illustrated in the following Tables clearly set the expectations from students throughout the course of the project. Table 1 and Table 2 include deliverables, descriptions, and due date for each deliverable. The deliverables are mandatory and to be submitted to the supervisor on the due date. The supervisor must approve any alternative documents or any change to the schedule due date. However, a penalty will be applied to any deliverable late submission.

Table 1: Research Project Deliverables for Semester 1

Semester 1		
Activity	Descriptions	Due
Project Proposal	The proposal includes a problem statement and proposed solution, budget, etc.	5 th week
Requirements/ Specifications Report	This document encompasses those tasks that go into determining the needs or conditions to meet for the proposed project.	9 th week
Project Presentation	The act of presenting the verbal project's report with illustrative material, such as slides, graphs, etc.	10 th week

Table 2: Research Project Deliverables for Semester 2

Semester 2		
Activity	Descriptions	Due
Continue Implementation Work	It is an overall guidance of the architecture of the project, and it explains the basis for design decisions taken. Develop system prototype.	3 rd week
Final Report	The final report should contain all the project deliverables from semester 1 and semester 2.	8 th week
Project Poster	The poster should tell the viewer the basics of your RP.	9 th week
Final Presentation/Demo	It helps supervisor and the examiners to evaluate the student's contributions as individuals and group.	10 th week

5 Deliverable Evaluations

Table 3 displays the criteria for evaluating the CP deliverables. It includes criterion, its description, and evaluator.

Table 3: Capstone Project Evaluation Criteria

Criteria	Description	Evaluator
1st Semester - Project Proposal	To evaluate that the chosen project is valuable and acceptable as Research Project. Ensure that the proposal is submitted within the specified period.	Supervisor
1st & 2nd Semester - Project Report	To evaluate the structure of the project report (planning, organization, documentations, etc.) Project report has to be submitted on time in both Semester 1 and Semester 2.	Supervisor/ Examiner
1st & 2nd Semester - Oral Presentation	To evaluate students' ability to communicate information logically and to show knowledge of the subject. Project presentation has to be submitted on time in both Semester 1 and Semester 2.	Supervisor/ Examiner
2nd Semester - Project Demonstration	To evaluate in real time the interfaces, coding, installation, and originality of the end product.	Supervisor/ Examiner
2nd Semester - Project Poster	To evaluate the visual appearance and summary of basic components of the research project.	Supervisor/ Examiner
Overall Work	To evaluate students teamwork, on-time meetings and deliverables, and attendance.	Supervisor

6 Evaluation Scale

The percentage distribution of the aforementioned criteria is illustrated in Tables 4 and 5. See Appendix A for Rubrics details.

Table 4: Semester 1 Evaluation Scale Criteria

Criteria	Supervisor	Examiner(s)	Total Score
1 st Semester Proposal	10%	-	10%
1 st Semester Report	18%	12%	30%
1 st Semester Presentation	12%	28%	40%
1 st Semester Overall Work	20%	-	20%
Total			100%

Table 5: Semester 2 Evaluation Scale Criteria

Criteria	Supervisor	Examiner(s)	Total Score
2 nd Semester Final Report	12%	28%	40%
2 nd Semester Presentation	12%	18%	30%
2 nd Semester Poster	4%	6%	10%
2 nd Semester Overall Work	20%	-	20%
Total			100%

7 Appendix A: Rubrics of Deliverable

7.1 A.1: Project Proposal Rubric (Supervisor)

Project Title: _____

Project ID: _____ Supervisor Name: _____

Category	Professional Quality “>=90”	Expected “80-89”	Acceptable “60-79”	Unacceptable “<60”	Student Score				
					St#1	St#2	St#3	St#4	St#5
Clarity of the Problem	<ul style="list-style-type: none"> Proposal illustrates clear understanding of problem. 	<ul style="list-style-type: none"> Proposal illustrates good understanding of problem. 	<ul style="list-style-type: none"> Proposal illustrates little understanding of problem. 	<ul style="list-style-type: none"> Proposal illustrates no understanding of problem. 					
Solution Practicality	<ul style="list-style-type: none"> Proposed solution represents clear understanding of real-world restraint. Proposal clearly establishes links between problem and proposed solution. 	<ul style="list-style-type: none"> Proposed solution represents good understanding of real-world restraint. Proposal establishes good links between problem and proposed solution. 	<ul style="list-style-type: none"> Proposed solution represents some understanding of real-world restraint. Proposal establishes some links between problem and proposed solution. 	<ul style="list-style-type: none"> Proposed solution represents no understanding of real-world restraint. Proposal establishes no links between problem and proposed solution. 					
Timeline	<ul style="list-style-type: none"> All requirements of the proposal were produced on time. 	<ul style="list-style-type: none"> Most of the proposal requirements were produced on time. 	<ul style="list-style-type: none"> Few of the proposal requirements were produced on time. 	<ul style="list-style-type: none"> None of the proposal requirements were produced on time. 					
Teamwork	<ul style="list-style-type: none"> All team members have appropriate roles and responsibilities. 	<ul style="list-style-type: none"> Most team members have appropriate roles and responsibilities. 	<ul style="list-style-type: none"> Few team members have appropriate roles and responsibilities. 	<ul style="list-style-type: none"> None of team members have appropriate roles and responsibilities. 					
Presentation	<ul style="list-style-type: none"> Proposal language is well written. All required elements of the proposal are included. Well delivery of oral presentation. 	<ul style="list-style-type: none"> Proposal language is fairly written. Most required elements of the proposal are included. Good delivery of oral presentation. 	<ul style="list-style-type: none"> Proposal language is good written. Few required elements of the proposal are included. Fair delivery of oral presentation. 	<ul style="list-style-type: none"> Proposal language is poorly written. None of required elements of the proposal are included. Poor delivery of oral presentation. 					
Total Grade									

Examiner Signature: _____ Date: _____

7.2 A.2: Requirements and Specification Rubric (Supervisor)

Project Title: _____

Project ID: _____ Supervisor Name: _____

Category	Professional Quality “>=90”	Expected “80-89”	Acceptable “60-79”	Unacceptable “<60”	Student Score				
					St#1	St#2	St#3	St#4	St#5
Overall Description	<ul style="list-style-type: none"> Provide well defined background information on the general factors that affect the product and its requirements. All the main features of proposed system are described. 	<ul style="list-style-type: none"> Provide good defined background information on the general factors that affect the product and its requirements. Most of the main features of proposed system are described. 	<ul style="list-style-type: none"> Some background information on the general factors that affect the product and its requirements is presented. Some of the main features of proposed system are described. 	<ul style="list-style-type: none"> No background information on the general factors that affect the product and its requirements is presented. None of the main features of proposed system are described. 					
Development and Target Environments	<ul style="list-style-type: none"> Well description of the physical environment is presented. All descriptions of the hardware and software resources necessary to build and maintain the product are included. 	<ul style="list-style-type: none"> Good description of the physical environment is presented. Most descriptions of the hardware and software resources necessary to build and maintain the product are included. 	<ul style="list-style-type: none"> Some description of the physical environment is presented. Some descriptions of the hardware and software resources necessary to build and maintain the product are included. 	<ul style="list-style-type: none"> No description of the physical environment is presented. No descriptions of the hardware and software resources necessary to build and maintain the product are included. 					
System Model	<ul style="list-style-type: none"> Well-presented high-level view of major components of the system and their relationships with each other is illustrated. 	<ul style="list-style-type: none"> Good high-level view of major components of the system and their relationships with each other is illustrated. 	<ul style="list-style-type: none"> Some part of high-level view of major components of the system and their relationships with each other is illustrated. 	<ul style="list-style-type: none"> No high-level view of major components of the system and their relationships with each other is illustrated. 					
Functional and Non-Functional Requirements	<ul style="list-style-type: none"> Well system diagrams, ER or database diagrams, use-case diagrams, and other diagrams are illustrated. Clear description of the functional and non-functional requirements of the system is provided. 	<ul style="list-style-type: none"> Good system diagrams, ER or database diagrams, use-case diagrams, and other diagrams are illustrated. Good description of the functional and non-functional requirements of the system is provided. 	<ul style="list-style-type: none"> Some system diagrams, ER or database diagrams, use-case diagrams, and other diagrams are illustrated. Some description of the functional and non-functional requirements of the system is provided. 	<ul style="list-style-type: none"> No system diagrams, ER or database diagrams, use-case diagrams, and other diagrams are illustrated. No description of the functional and non-functional requirements of the system is provided. 					
Total Grade									

Examiner Signature: _____ Date: _____

7.3 A.3: Project Presentation/Demonstration Rubric (Supervisor & Examiner)

Project Title: _____

Project ID: _____ Supervisor Name: _____

Category	Professional Quality “>=90”	Expected “80-89”	Acceptable “60-79”	Unacceptable “<60”	Student Score				
					St#1	St#2	St#3	St#4	St#5
Organization	<ul style="list-style-type: none"> Student presents logical and interesting flow of information which audience can follow. 	<ul style="list-style-type: none"> Student has difficulty of presenting logical flow of information which audience can follow. 	<ul style="list-style-type: none"> Student presents logical flow of information which audience can follow. 	<ul style="list-style-type: none"> Student not able to present logical flow of information. 					
Subject Knowledge	<ul style="list-style-type: none"> Student explained and elaborated with full knowledge by answering all questions. 	<ul style="list-style-type: none"> Student explained and elaborated with knowledge by answering questions. 	<ul style="list-style-type: none"> Student tried to explain and elaborate with knowledge by answering questions. 	<ul style="list-style-type: none"> Student was not able to explain and elaborate with knowledge by answering questions. 					
Audio and Visual Aid	<ul style="list-style-type: none"> Student shows many new ideas and skills in creating aids and use technology. 	<ul style="list-style-type: none"> Student shows skills in creating aids and use technology. 	<ul style="list-style-type: none"> Student has difficulty showing skills in creating aids and use technology. 	<ul style="list-style-type: none"> Student was not able to create aids and did not use technology. 					
Delivery	<ul style="list-style-type: none"> Extemporaneous, relaxed body language; excellent eye contact, pace, and volume. 	<ul style="list-style-type: none"> Notes used minimum distraction; appropriate eye contact, pace, and volume. 	<ul style="list-style-type: none"> Obviously read or memorized major portions; little or no eye contact; too slow or fast; too soft or loud. 	<ul style="list-style-type: none"> Student could not speak clearly in expressing ideas. 					
Usability	<ul style="list-style-type: none"> Provide well designed, consist, and easy to use GUI. 	<ul style="list-style-type: none"> GUI is consistent and easy to use. 	<ul style="list-style-type: none"> GUI is not always consistent and easy to use. 	<ul style="list-style-type: none"> GUI is inconsistent and not usable. 					
Coding	<ul style="list-style-type: none"> All coding adheres to standards. Excellent and effective use of comments to explain the code. 	<ul style="list-style-type: none"> Most coding adheres to standards. Good and effective use of comments to explain the code. 	<ul style="list-style-type: none"> Some coding adheres to standards. Ineffective use of comments to explain the code. 	<ul style="list-style-type: none"> No coding standards followed. No use of comments to explain the code. 					
Correctness	<ul style="list-style-type: none"> No errors during execution. Excellent response time. 	<ul style="list-style-type: none"> Some errors during execution. Good response time. 	<ul style="list-style-type: none"> Lot of errors during execution. Slow response time. 	<ul style="list-style-type: none"> Could not execute. 					
Total Grade									

Examiner Signature: _____ Date: _____

7.4 A.4: Final Report Rubric (Supervisor & Examiner)

Project Title: _____

Project ID: _____ Supervisor Name: _____

Category	Professional Quality “>=90”	Expected “80-89”	Acceptable “60-79”	Unacceptable “<60”	Student Score				
					St#1	St#2	St#3	St#4	St#5
Writing Mechanics	<ul style="list-style-type: none"> Consistently correct use of grammar, punctuation, spelling, and mechanics. All figures and tables are neatly labeled with titles. 	<ul style="list-style-type: none"> Few errors of grammar, punctuation, spelling, and mechanics. Most figures and tables are neatly labeled with titles. 	<ul style="list-style-type: none"> Many errors of grammar, punctuation, spelling, and mechanics. Some figures and tables are neatly labeled with titles. 	<ul style="list-style-type: none"> Student not able to present logical flow of information. Inadequate presentation of figures and tables. 					
Writing Quality	<ul style="list-style-type: none"> Report is easy to read and understand. Coherent organization of the overall report. Writing is original and clear. 	<ul style="list-style-type: none"> Report is average level to read and understand. Organization of some sections is coherent. Writing is original but unclear. 	<ul style="list-style-type: none"> Report is below average level to read and understand. Organization of some sections is below average. Writing is original but overused parentheses. 	<ul style="list-style-type: none"> Report is hard to read and understand. Organization of some sections is poor. Writing is plagiarized from other work. 					
Technical Quality	<ul style="list-style-type: none"> Goals are clearly stated. Calculations can be followed easily without difficulty. Results are clearly reflecting the goals of experiment. Excellent evaluation of results. All references are cited, using appropriate format. 	<ul style="list-style-type: none"> Goals are partially stated. Calculations can be followed with difficulty. Most results are clearly reflecting the goals of experiment. Good evaluation of results. Some references are cited, using appropriate format. 	<ul style="list-style-type: none"> Goals are poorly stated. Calculations can be followed with more difficulty. Few results are clearly reflecting the goals of experiment. Fair evaluation of results. Few references are cited, using appropriate format. 	<ul style="list-style-type: none"> Goals are not stated. Calculations are difficult to follow. Results do not reflect the goals of experiment. Poor evaluation of results. No references are cited. 					
Total Grade									

Examiner Signature: _____ Date: _____

7.5 A.5: Poster Rubric (Supervisor & Examiner)

Project Title: _____

Project ID: _____ Supervisor Name: _____

Category	Professional Quality " ≥ 90 "	Expected "80-89"	Acceptable "60-79"	Unacceptable " < 60 "	Student Score				
					St#1	St#2	St#3	St#4	St#5
Defining the Topic	<ul style="list-style-type: none"> Clear, accurate, and complete definition of the topic. 	<ul style="list-style-type: none"> Sufficiently defined topic. 	<ul style="list-style-type: none"> Topic is defined but it is not accurate or clear. 	<ul style="list-style-type: none"> Topic is not defined. 					
Content	<ul style="list-style-type: none"> Purpose of project is stated very clearly. Conclusions are clearly stated with necessary details. 	<ul style="list-style-type: none"> Purpose of project is stated clearly. Conclusions are stated with necessary details. 	<ul style="list-style-type: none"> Purpose of project is stated but not clearly. Conclusions are stated with unnecessary details. 	<ul style="list-style-type: none"> Purpose of project is not stated. Conclusions are not stated. 					
Spelling and Grammar	<ul style="list-style-type: none"> Poster has no spelling or grammar errors. 	<ul style="list-style-type: none"> Poster has few spelling and grammar errors. 	<ul style="list-style-type: none"> Poster has many spelling and grammar errors. 	<ul style="list-style-type: none"> Poster has so many spelling and grammar errors. 					
Visual Appeal	<ul style="list-style-type: none"> Very neat, colorful, and professional details. 	<ul style="list-style-type: none"> Neat, colorful, and professional details. 	<ul style="list-style-type: none"> Need more details and color. 	<ul style="list-style-type: none"> Lack details and professionalism. 					
Total Grade									

Examiner Signature: _____ Date: _____

7.6 A.7: Project Performance Index Survey

TAIF University, College of Computers and Information Technology

IT Department, Al-Haweiyah Campus

Project Performance Index Survey

Name: _____

ID: _____ Academic term/year: _____

Areas of Achievement (e.g.)	Unacceptable 1	Basic 2	Good 3	Excellent 4
Self-learning	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood, and applied concepts learned in the course.
Problem solving	The research problem cannot be comprehended. No progress in solving the problem.	The research problem under study can be described. Some research methods are used to solve the problem and the problem is partly solved.	<ul style="list-style-type: none"> Causes of the problem under study can be fully explained; The pros and cons of each proposed solution found in the literature can also be explained. Suitable research methods are used to solve the problem and the problem is reasonably solved. 	The problem under study is fully analyzed with solution being proposed. Suitable research methods are used to solve the problem and the problem is fully solved.
Technical skills	Engineering analysis infrequently used or appears trivial and leads to obvious conclusions. Poor technical (software/hardware/mathematical) skills are demonstrated during the project.	Included some analysis, but not very detailed or challenging; many steps seem not supported by calculations. Basic technical (software/hardware/mathematical) skills are demonstrated during the project.	Detailed & challenging engineering analysis; but some steps seem not supported by calculation. Good technical (software/hardware/mathematical) skills are demonstrated during the project.	Detailed & challenging engineering analysis at every stage of the design process. Excellent technical (software/hardware/mathematical) skills are demonstrated during the project.
Formulation of design problem	Not formulated clearly.	Unclear in some respects and not well thought out.	Clear, but the scope is not well defined.	Clear, well thought out and scope well defined.
Project output	<ul style="list-style-type: none"> Unreasonable output with poor quality. Development on software/hardware is not completed even for the most basic part. Software/hardware developed is not functional. 	<ul style="list-style-type: none"> Output reasonable though not publishable. Development on software/hardware is partially completed. Software/hardware developed is functional with acceptable quality. 	<ul style="list-style-type: none"> Output having the potential for academic publication. Development on software/hardware is mostly completed. Quality of software/hardware developed is good, though it is not comparable to that of commercial products. 	<ul style="list-style-type: none"> Output with academically publishable quality. Development on software/hardware is fully completed. Quality of software/hardware developed is equivalent to that of commercial products.
Extension of knowledge	<ul style="list-style-type: none"> Basic concepts not applied correctly; new areas not included. No innovative work initiated. 	<ul style="list-style-type: none"> Basic concepts used; new ideas are not introduced. Innovative work initiated; of minimal importance. 	<ul style="list-style-type: none"> Basic concepts used easily and include some new concepts. Innovative work initiated; but of minimal impact. 	<ul style="list-style-type: none"> Basic and new concepts frequently used. Promising innovative work initiated.

7.7 A.8: Project Rubric Survey

*TAIF University, College of Computers and Information Technology
IT Department, Al-Haweyyah Campus
Project Rubric Survey*

Personal Information

Name: _____

ID: _____ Email: _____

Please circle the response that best describes your agreement with the following statements. Use the following numerical assignments for your responses: **5 (strongly agree)**, **4 (agree)**, **3 (neither agree or disagree)**, **2 (disagree)**, **1 (strongly disagree)**

Project Rubrics Survey		
Question	Assessed Skill	score
1	The Project did require knowledge in computing and mathematics	5 4 3 2 1
2	Analysis of requirements	5 4 3 2 1
3	The project Design phase was thorough	5 4 3 2 1
4	The implementation stage was reached	5 4 3 2 1
5	The evaluation was done in a professional way	5 4 3 2 1
6	The Team work was conducted in a satisfactory way.	5 4 3 2 1
7	The impact on social issues was discusses and reflected in all phases	5 4 3 2 1
8	The ethical and legal issues were discussed in the context of the region andglobally	5 4 3 2 1
9	The professional issues and responsibilities were brought up and took part inthe phases	5 4 3 2 1
10	The presentation was thorough	5 4 3 2 1
11	The impact on society was discussed in the document and in the presentation	5 4 3 2 1
12	Future professional development was part of the project plans	5 4 3 2 1
13	Current and adequate techniques, skills, and tools were used for the project	5 4 3 2 1

7.8 A.9: Resource Request Form

Student Section			
Team ID:	_____	Supervisor Name:	_____
Team Name:	_____	Semester:	_____
Team Leader Name:	_____	Completion Date:	_____
Request Date:	_____		
Item Descriptions			
Web Links	_____		

Supervisor Section			
Justification for Request			
Supervisor Name:	_____	Signature:	_____
Approved Date:	_____		
Department Section			
Chairman Name:	_____	Signature:	_____
Approved Date:	_____		
College Section			
Request ID:	_____	Signature:	_____
Dean Name:	_____		
Approved Date:	_____		

8 Appendix B: Content of Deliverable

8.1 B.1: Cover Page

[Project Title]

Document History:

Version Number	Issued Date	Authors	Descriptions	Signature

Team Members:

Student Name	Student ID	Date	Signature

Supervised by: < Name>

<Date>

<Signature>

Approved by Supervisor Committee:

Supervisor Name	Date	Signature

Department of Information Technology

8.2 B.2: Project Requirements and Specification

Table of Contents

Revision History

1. Introduction
 - 1.1 Purpose
 - 1.2 Document Conventions
 - 1.3 Intended Audience and Reading Suggestions
 - 1.4 Product Scope
 - 1.5 References
2. External Interface Requirements
 - 2.1 User Interfaces
 - 2.2 Hardware Interfaces
 - 2.3 Software Interfaces
 - 2.4 Communications Protocols
3. Other Nonfunctional Requirements
 - 3.1 Performance Requirements
 - 3.2 Safety Requirements
 - 3.3 Security Requirements
 - 3.4 Software Quality Attributes
 - 3.5 Business Rules
4. Other Requirements
 - 4.1 Database Requirements

Appendix A: Glossary


Appendix B: Analysis Models

Appendix C: To Be Determined List

Name	Date	Reason For Changes	Version

8.3 B.3: Sample Poster for Research Project

Research Project Title



First Name Last Name, First Name Last Name, First Name Last Name, First Name Last Name, and First Name Last Name

College of Computers and Information Technology

Abstract

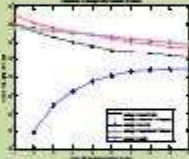
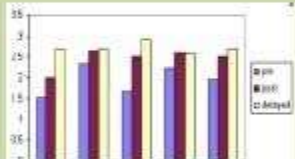
The abstract is a summary of the report. The abstract describes whether someone will read your report or not. It should include a justification for the study, approach, experiment, results, and conclusion. Students are encouraged to write the abstract last. The abstract is about 100-250 words.

Introduction

The abstract should not include new information. Capstone Projects are planned to be intensive and active learning process as illustrated in Figure 1. It requires a measurable effort planning, implementation, presentation as well as documentation. Enrolled students must submit a written project proposal to be approved by their supervisor. The Capstone Project continues for two semesters. CP will be evaluated each semester by the supervisor and examiners based on the project deliverables.

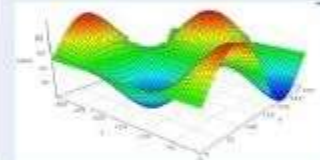
Results

The summary results of an experiment or testing of prototype should be illustrated. The summary results of an experiment or testing of prototype should be illustrated. The summary results of an experiment or testing of prototype should be illustrated.


Results

The Capstone Projects are planned to be intensive and active learning process as illustrated in Figure 1. It requires a measurable effort planning, implementation, presentation as well as documentation. Enrolled Students must submit a written project proposal to be approved by their supervisor. The Capstone Project continues for two semesters.



Methods

Capstone Projects are planned to be intensive and active learning process as illustrated in Figure 1. It requires a measurable effort planning, implementation, presentation as well as documentation. Enrolled Students must submit a written project proposal to be approved by their supervisor. The Capstone Project continues for two semesters.



Capstone Projects are planned to be intensive and active learning process as illustrated in Figure 1. It requires a measurable effort planning, implementation, presentation as well as documentation. Enrolled Students must submit a written project proposal to be approved by their supervisor. The Capstone Project continues for two semesters. CP will be evaluated each semester by the supervisor and examiners based on the project deliverables. By the end of Semester 1, the students are required to complete the project proposal, project report, and presentation, which will be marked and graded. Capstone Projects are planned to be intensive and active learning process as illustrated in Figure 1. It requires a measurable effort planning, implementation, presentation as well as documentation. Enrolled Students must submit a written project proposal to be approved by their supervisor. The Capstone Project continues for two semesters. CP will be evaluated each semester by the supervisor and examiners based on the project deliverables. By the end of Semester 1, the students are required to complete the project proposal, project report, and presentation, which will be marked and graded. Capstone Projects are planned to be intensive and active learning process as illustrated in Figure 1. It requires a measurable effort planning, implementation, presentation as well as documentation. Enrolled Students must submit a written project proposal to be approved by their supervisor. The Capstone Project continues for two semesters. CP will be evaluated each semester by the supervisor and examiners based on the project deliverables. By the end of Semester 1, the students are required to complete the project proposal, project report, and presentation, which will be marked and graded.

Conclusions

Capstone Projects are planned to be intensive and active learning process as illustrated in Figure 1. It requires a measurable effort planning, implementation, presentation as well as documentation. Enrolled Students must submit a written project proposal to be approved by their supervisor. The Capstone Project continues for two semesters. CP will be evaluated each semester by the supervisor and examiners based on the project deliverables. By the end of Semester 1, the students are required to complete the project proposal, project report, and presentation, which will be marked and graded. Capstone Projects are planned to be intensive and active learning process as illustrated in Figure 1. It requires a measurable effort planning, implementation, presentation as well as documentation. Enrolled Students must submit a written project proposal to be approved by their supervisor. The Capstone Project continues for two semesters. CP will be evaluated each semester by the supervisor and examiners based on the project deliverables. By the end of Semester 1, the students are required to complete the project proposal, project report, and presentation, which will be marked and graded.

9 Appendix C: Elements of Technical Report

9.1 C.1: Format

Page Style

Proposal and final reports must follow the following conventions:

- Standard font 12 point, A4 size paper
- Font = Times New Roman
- Margins: Top = 1.5" , Bottom = 1.0", Left = 2.0", and Right = 1.0"
- Spacing: Line Spacing = 1.5, Paragraph Spacing = 6 pts
- Indent all quotations comprising 4, lines by 5 spaces from left.

Title

The title is to be informative, specific, and understandable.

- Title= 24 bold (Times New Roman)
- Sub-title=16 bold (Times New Roman)
- Heading 1 (Font Size) = 16 (Bold), Font = Times New Roman
- Heading 2 (Font Size) = 14(Bold), Font = Times New Roman
- Heading 3 (Font Size) = 13 (Bold, Italics), Font = Times New Roman
- Avoid "charming " titles
- The title should appear on the Cover Page
- All nouns are capitalized in the title
- The title is centered on the page
- Students' names and date appear below the title
- No abbreviations in the Title

Page Numbers

The title page should not have a page number. All pages between the title page the first page of the body must numbered consecutively with lower case roman numerals (i, ii, iii, iv, and so on). You should start the first page with Arabic numeral (1, 2, 3, and so on). List page numbers on the center of the page.

Abstract

The abstract is a summary of the report. The abstract determines whether someone will read your report or not. It should include a justification for the study, approach, experiment, results, and conclusion. Students are encouraged to write the abstract at last. The abstract is about (150-250 words. The abstract should not include new information, figure, and/or references.

Table of Contents

It contains page numbers of the titles and subtitles of different sections of the report.

References

You must list all books, papers, reports, and Internet sources used to complete the project and write the final report. All references listed must be cited in the report. You should list references in the same order in which they were first cited.

Appendices

Any tool, method, and code which is not the primary concern of the research or project but is used in the project can be put into an appendix. Appendices are numbered or lettered and are attached to the end of the report. You should list appendices in the same as the order in which they were first cited in the report. All appendices must be cited in the text of the report.

For more details please refer to (<http://www.ieee.org/documents/stylemanual.pdf>)



RESEARCH PROJECT TITLE (Font Size 24 Bold)

A Senior Project Submitted To:

The College of Computers and Information Technology

in Candidacy for the Degree of

Master in cyber security

by

Student Name 1 – ID 1

Student Name 2 – ID 2

Student Name 3 – ID 3

Student Name 4 – ID 4

Supervised by:

Dr. Supervisor Name

Month YEAR

9.2 C.2: Contact Information

Authors Information		
Name	Contact Number	Email
1 Student name 1	Contact 1	Email 1
2 Student name 2	Contact 2	Email 2
3 Student name 3	Contact 3	Email 3
4 Student name 4	Contact 4	Email 4

Supervisor:

<Supervisor Name>

<Department Name>

9.3 C.3: Co-Supervisor Contact Information

Co-Supervisor (if applicable)			
Name	Address	Organization	Phone

9.4 C.4: Students' Property Right Declaration

I hereby declare that the work in this capstone project at Taif University is my own except for quotations and summaries which have been duly acknowledged. This work with the title _____ has not been accepted for any degree and is not concurrently submitted for award of other degrees. It is the sole property of Taif University, and it is protected under the intellectual property right laws and conventions.

Authors:		
Name	Signature	Date
<Student Name 1>	<signature>	<date>
<Student Name 2>	<signature>	<date>
<Student Name 3>	<signature>	<date>
<Student Name 4>	<signature>	<date>

Supervisor:		
Name	Signature	Date
<Supervisor Name>	<signature>	<date>

9.5 C.5: Students Anti-Plagiarism Statement

I hereby declare this report is my own work except for properly referenced quotations and contains no plagiarism; it has not been submitted previously for any other assessed unit on this or other degree courses.

I have read and understood the College's rules on assessment offences which are available in the Taif University Handbook.

أنا الممضي أسفله أشهد أن هذا التقرير هو عملي الخاص أنا ومجموعة الطلبة المذكورة أسماؤهم بأول هذا التقرير ما عدا ما هو مذكور مصادره صراحة وأنه لا يحتوي على محتويات منقولة بدون عزوها لكتابتها الأصلي. وأشهد أن هذا العمل لم يسبق أن أستخدِم كعمل رسمي بمقررات أخرى بهذه الكلية أو غيرها.

أشهد أني اطلعت على قوانين الكلية الخاصة بتقييم الطلبة الموجود بلانحة الدراسة والاختبارات للجامعة.

Authors:

Name	Signature	Date
<Student Name 1>	<signature>	<date>
<Student Name 2>	<signature>	<date>
<Student Name 3>	<signature>	<date>
<Student Name 4>	<signature>	<date>

9.6 C.6: Dedication

This work is dedicated to my dear

9.7 C.7: Abstract

Abstract— This document gives formatting instructions for authors preparing papers for publication in the Proceedings of an IEEE conference. The authors must follow the instructions given in the document for the papers to be published. You can use this document as both an instruction set and as a template into which you can type your own text.

Keywords— Includes at least 5 keywords or phrases.

9.8 C.8: Deduction Guidelines

Solving a problem within a time frame is one of the main objectives of the research project. Students are expected to apply effective time management to meet project's due dates. Late projects usually cause higher costs due to their delay. Therefore, late submissions and being late or missing meetings may result in deduction of marks depending upon the supervisor's judgment.

Work Delay	Marks Deduction
1 day	1%
2 days	4%
3 days	16%
Late on meeting	1%
Missing a meeting	2%

9.9 C.9: Plagiarism

Plagiarism will result in 0 grades in Project Report, Project Presentation, and Project Demonstration and may only get marks for Semester 1 & 2 processes. This means that student(s) may lose 80% of the marks. In order to detect plagiarism, we will resort to “SaveAssign” tool available by Taif University on the BlackBoard.

10 References

- [1] IEEE Std. 830-1998 *IEEE Recommended Practice for Software Requirements Specifications*.

