

Regulations of MSc Research Project (MAT 699)

1. According to the study plan of the master in Mathematics, MAT699 is a research project to be taken by a student during Semester 4.
2. However the student should complete successfully the first three semesters before he is allowed to register in MAT699.
3. Student's research project is supervised by a faculty member; this task accounts for 4 hours weekly of supervision.
4. The student completes his project by providing a written report and by making an oral presentation which occurs during the final exams period.
5. The graduate committee proceeds with research project preparation by the middle of Semester 3. Form 1 is sent to faculty members to fill in and suggested proposals are collected.
6. The graduate committee then invites students to select a research project consistent with the scientific track (Form 2). Priority will be given to students with higher grades. Research projects are distributed to students two weeks prior to Semester 3 final exams.
7. Once Semester 3 final grades are released, the student and his supervisor fill in Form 3 for official assignment.
8. At the midterm, the supervisor writes a report about the progress of the student project (Form 4).
9. As soon as the research project draws to a close, the supervisor prepares for a report according to the written evaluation form (Form 6), attributes a mark out of 40, and suggests two faculty members to form the examining board (Form 5). Furthermore, the supervisor checks the plagiarism level of the project. A maximum of 30% is tolerated. Otherwise, the student must make modifications in his project to fulfill this condition.
9. The graduate committee suggests a defense committee and proposes a date for project presentation. A form is filled in and then approved by the head of the department of Mathematics & Statistics.

10. Every member of the committee should make a written evaluation of the project (Form 6).

11. The oral presentation takes 60 minutes and consists of 40 minutes for project presentation and 20 minutes for questions by the examiners. The student is evaluated according to Form 7.

12. The student may be requested to make modifications and improvements in his manuscript. Three copies of the final version together with a CD are handed over to the graduate committee.

Attached forms:

Form 1: MSc research project proposal

Form 2: Student choices for a research project

Form 3: Project formalization

Form 4: Supervisor midterm report

Form 5: Supervisor final report

Form 6: Written evaluation

Form 7: Oral evaluation

<p>قسم الرياضيات والإحصاء ماجستير العلوم في الرياضيات</p>		<p>جامعة الإمام محمد بن سعود الإسلامية كلية العلوم</p>
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Research Project Proposal MAT 699

		<p>الفصل / العام الدراسي Semester/Year</p>
<p>Signature التوقيع</p>	<p>Name الإسم</p>	<p>المشرف Supervisor</p>
		<p>عنوان المشروع المقترح Title of the project</p>
		<p>مجال المشروع البحثي Area of research project</p>
		<p>المتطلبات Prerequisites</p>
		<p>الملخص Abstract</p>
		<p>الخطة التفصيلية للمشروع Detailed Plan of the Project</p>

<p>قسم الرياضيات والإحصاء ماجستير العلوم في الرياضيات</p>		<p>جامعة الإمام محمد بن سعود الإسلامية كلية العلوم</p>
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نموذج إختيار المشروع البحثي رياض 699

Student Name:

إسم الطالب(ة):

I.D.:

الرقم الجامعي:

Supervisor	Title	Area	Rank

الرجاء ترتيب المشاريع البحثية المذكورة أعلاه حسب إختيارك وذلك بتعبئة كامل العمود الأيمن بالأرقام 1، 2، 3، 4، 5.

Please arrange the above research projects of your choice by filling the entire right column with the numbers 1, 2, 3, 4, 5.

Signature

التوقيع

<p>قسم الرياضيات والإحصاء ماجستير العلوم في الرياضيات</p>		<p>جامعة الإمام محمد بن سعود الإسلامية كلية العلوم</p>
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Research Project MAT 699

			<p>الفصل / العام الدراسي Semester/Year</p>
			<p>عنوان المشروع Title of the project</p>
<p>التوقيع Signature</p>	<p>Name الإسم ID الرقم الجامعي</p>	<p>الطالب Student</p>	
<p>التوقيع Signature</p>	<p>Name الإسم</p>	<p>المشرف Supervisor</p>	
<p>التوقيع Signature</p>	<p>Name الإسم</p>	<p>اعتماد لجنة الدراسات العليا Committee Approval</p>	
<p>التوقيع Signature</p>	<p>Name الإسم</p>	<p>اعتماد رئيس القسم Chairman Approval</p>	

<p>قسم الرياضيات والإحصاء ماجستير العلوم في الرياضيات</p>		<p>جامعة الإمام محمد بن سعود الإسلامية كلية العلوم</p>
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Midterm Report on Research Project MAT 699

		<p>الفصل / العام الدراسي Semester/Year</p>
		<p>عنوان المشروع Title of the project</p>
		<p>الطالب Student</p>
		<p>تقرير منتصف الفصل (يتضمن نسبة التقدم في المشروع) Midterm Report (including the progress rate of the project)</p>
<p>التوقيع Signature</p>	<p>الاسم Name</p>	<p>المشرف Supervisor</p>

<p>قسم الرياضيات والإحصاء ماجستير العلوم في الرياضيات</p>		<p>جامعة الإمام محمد بن سعود الإسلامية كلية العلوم</p>
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Supervisor Report on Research Project MAT 699

	<p>الفصل / العام الدراسي Semester/Year</p>
	<p>عنوان المشروع Title of the project</p>
	<p>الطالب Student</p>
	<p>التقرير (يتضمن تقييم من 40 درجة) Report (including evaluation from 40 grades)</p>
	<p>إقتراح أعضاء مناقشة Proposal of Committee Members</p>
<p>التوقيع Signature</p>	<p>الإسم Name</p>
	<p>المشرف Supervisor</p>

RESEARCH PROJECT WRITTEN REPORT (EVALUATION)¹

Department: _____ Program: _____

Student Name: _____ Student ID: _____

Course: _____ Title of the research project _____

Evaluator name: _____ Date: _____ Semester: _____ Year: _____

Criteria	Levels				score
	1 Beginning	2 Developing	3 Proficient	4 Mastery	
A. Abstract					
B. Structure					
C. Reference list					
D. Completeness					
E. Language					

Total:

Evaluator signature:

¹ To be filled individually by each evaluator.

Sample

Criteria	Levels				score
	1 Beginning	2 Developing	3 Proficient	4 Mastery	
A. Abstract	The description of the summary lacks coherence and does not prescribe the problem, research methods or results.	Two out of three items (problem, methods and results) are described in the summary.	The problem, methods and results in the summary are described at a basic level.	The problem, methods and results in the summary are logically connected.	
B. Structure Logical ordering of ideas, transitions between paragraphs, coherence, conciseness	Sections are incomplete. Headings inconsistent or missing. Correlation among sections is missing.	All sections are present. Headings are partly inconsistent. Relation between sections is poor and not substantiated.	Good balance between introduction, body and conclusions. Sections are logically connected and mutually related (research question is leading).	Sections are logically connected and show a perfect overview of research. Sections are mutually related and provided with critical argumentation (research question is leading).	
C. Reference list	The list of references is incomplete, contains mistakes, and inconsistent. Many references are not noticeable.	The list of references is compiled as stated by the criteria of the journals, but with many mistakes.	The list of references complies with the criteria of the research journals. Maximum of two mistakes allowed. References are complete.	The list of references obeys with the criteria of the research journals with no mistakes. References are complete, pertinent, and trackable.	
D. Completeness Level of detail, depth, development of ideas, appropriate length	The text does not supply sufficient depth; important ideas and details are omitted; undeveloped or unclear; report is too brief.	Additional depth is needed; important ideas and details are in some cases omitted or not completely developed; the report might be short.	The text provides sufficient depth; some ideas or details are omitted; the need for sufficiently developed ideas; the length of the report is appropriate.	The text shows depth and good detail; ideas will be ameliorated; facts have sufficient background; the report satisfies the specified length.	
E. Language Correct usage, spelling, propersentence/paragraph structure, follows accepted format conventions	The text includes many misspellings, grammar, or punctuation; report lacks required sections; sentences are incomplete.	The text may include some misspellings, grammatical, sentence errors, or punctuation; the report includes most of the desired sections.	The text does not contain grave misspellings, grammatical or punctuation mistakes; sentences are often complete; the report satisfies the desired sections.	The text does not contain misspellings, grammatical or punctuation mistakes; sentences are legible and complete. The report includes the desired sections.	

Total:

Evaluator signature:

RESEARCH PROJECT

WRITTEN REPORT (EVALUATION)

Department: _____ Program: _____

Student Name: _____ Student ID: _____

Course: _____ Title of the research project _____

Advisor name: _____ Date: _____ Semester: _____ Year: _____

Criteria	Levels				score
	1 Beginning	2 Developing	3 Proficient	4 Mastery	
A. Abstract					
B. Structure					
C. Reference list					
D. Completeness					
E. Language					
F. Time management					
G. Autonomy					
H. Student responses					
I. Cooperation & communication with supervisor					

Total:

Advisor signature:

Sample

Criteria	Levels				Score
	1 Beginning	2 Developing	3 Proficient	4 Mastery	
A. Abstract	The description of the summary lacks coherence and does not prescribe the problem, research methods or results.	Two out of three items (problem, methods and results) are described in the summary.	The problem, methods and results in the summary are described at a basic level.	The problem, methods and results in the summary are logically connected.	
B. Structure	Sections are incomplete. Headings inconsistent or missing. Correlation among sections is missing.	All sections are present. Headings are partly inconsistent. Relation between sections is poor and not substantiated.	Good balance between introduction, body and conclusions. Sections are logically connected and mutually related (research question is leading).	Sections are logically connected and show a perfect overview of research. Sections are mutually related and provided with critical argumentation (research question is leading).	
C. List of References	The list of references is incomplete, contains mistakes, and inconsistent. Many references are not trackable.	The list of references is compiled as stated by the criteria of the journals, but with many mistakes.	The list of references complies with the criteria of the research journals. Maximum of two mistakes allowed. References are complete.	The list of references obeys with the criteria of the research journals with no mistakes. References are complete, pertinent, and trackable.	
D. Completeness	The text does not supply sufficient depth; important ideas and details are omitted; undeveloped or unclear; report is too brief.	Additional depth is needed; important ideas and details are in some cases omitted or not completely developed; the report might be short.	The text provides sufficient depth; some ideas or details are omitted; the need for sufficiently developed ideas; the length of the report is appropriate.	The text shows depth and good detail; ideas will be ameliorated; facts have sufficient background; the report satisfies the specified length.	
E. Language	The text includes many misspellings, grammar, or punctuation; report lacks required sections; sentences are incomplete.	The text may include some misspellings, grammatical, sentence errors, or punctuation; the report includes most of the desired sections.	The text does not contain grave misspellings, grammatical or punctuation mistakes; sentences are often complete; the report satisfies the desired sections.	The text does not contain misspellings, grammatical or punctuation mistakes; sentences are legible and complete. The report includes the desired sections.	
F. Time management	The student has gravely exceeded the specified time or was unable to complete the proposed project within the specified time without significant concessions to the quality of research.	The student was unable to implement the project on time or had to make minor adjustments to the suggested project to be able to terminate it in time.	The project was executed in the scheduled time, thanks to the supervisor.	The project was carried out on time without compromising the quality of the research.	
G. Autonomy	The student has no ideas and does not follow the instructions of the supervisor. Does not respect the planned tasks and schedules.	Ideas are given by the supervisor. Student's tasks are primarily initiated by the supervisor (demonstrating, reflecting, making choices, and planning). Needs close monitoring by supervisor.	Ideas were primarily given by the supervisor. Tasks are initiated by a combination of student and supervisor. Student follows-up on given direction.	Ideas are arrived in conjunction with supervisor. Meetings are a combination of teacher-regulated and student-directed interaction (recognizing where help is needed and asking for it).	
H. Student responses	Student has not responded to feedback.	Student has only marginally/selectively responded to feedback.	Student implements feedback without interpretation or consideration.	Student uses feedback for improvement of the thesis.	
I. Cooperation & communication with supervisor	Not good. Student missed appointments / annulled appointments at the last moment / arrived unprepared.	Meetings with supervisor were scheduled in advance. Student sent draft texts timely and came partially unprepared	Good. Meetings with supervisor were scheduled well in advance. Student sent draft texts timely and came prepared.	Good. Meetings with supervisor were scheduled well in advance. Student sent draft texts timely and came well prepared. Moreover, Student takes the initiative to communicate with the advisor	

Total:

RESEARCH PROJECT ORAL PRESENTATION (EVALUATION)¹

Department: _____

Program: _____

Student Name: _____

Student ID: _____

Course: _____

Title of the research project _____

Evaluator name: _____

Date: _____

Semester: _____

Year: _____

Criteria	Levels				score
	Beginning	Developing	Proficient	Mastery	
	1	2	3	4	
A. Content					
B. Structure:					
C. Completeness					
D. Language skills:					
E. Documentation:					
F. Speaking Style/ Delivery:					
G. Interaction:					

Total:

Signature

¹ To be filled by each evaluator.

RESEARCH PROJECT

ORAL PRESENTATION (EVALUATION)

SAMPLE

Criteria	Levels				score
	Beginning	Developing	Proficient	Mastery	
	1	2	3	4	
A. Content	Presentation includes several wrong scientific data and facts; Topic requires significance.	Presentation includes some errors in scientific facts; Topic needs further focus.	Presentation has very little errors; Topic is satisfactorily focused and significant; Main facts are perfect.	presentation includes precise data with no fact errors; Topic is strongly focused and significant;	
B. Structure:	Presentation parts are unclear; There is no clear transition between main ideas; Ideas loose the logical ordering.	Some parts of presentation are unclear; transitions are required between some ideas; Some ideas are not in suitable order;	Presentation is generally clear; There are sufficient transitions between most main ideas; Nearly all ideas are in logical order.	Presentation is clear; There are successful transitions between main ideas. All Ideas are in logical order	
C. Completeness	Presentation is too long or too short; presentation lacks sufficient depth; There is no sufficient background.	Presentation is diminutive or lengthy; Further deepness required in presentation; Some significant data is deleted.	Presentation has specified length; Presentation supplies sufficient deepness; little desired details are absent; main ideas sufficiently developed.	Presentation has particular duration; Presentation gives superior deepness; satisfactory background given for all Facts.	
D. Language skills:	Presentation includes numerous main grammar/usage errors; sentences are long, incomplete .	Presentation may have some sentence or grammar or errors; sentences are long.	Sentences are good comprehensive; Presentation has no significant errors;	No errors are present in presentation ; Sentences are typically comprehensive	
E. Documentation:	Little reference for main ideas are given; There is no visual assists; No sourcing given	There are some reference support and visual assists; diagram assists require work	Satisfactory support supplied for main concepts; visual assists are given.	Helpful reference sustains given in the form of facts; visual assists;	
F. Speaking Style/ Delivery:	The sound is weak and unclear. The method of diction is slow or fast; visual assists badly used.	Extra sound volume required at some times; tempo is slow or fast; sufficient form; visual assists could be enhanced.	Sufficient sound volume; commonly well tempo; professional appearance; visual aids used sufficiently	superior sound volume; appropriate tempo; professional appearance; visual aids used successfully	
G. Interaction:	Lack of effective visual communication and poor listening skills. lack of ability to answer questions asked	Increased capacity for effective visual communication is required at times; Improved listening skills are required; The existence of some obstacles to answer questions addressed to him	Somewhat good ability for effective visual communication; An improvement in listening skills; Has the ability to answer questions posed to him satisfactorily	High ability for effective visual communication. Have excellent listening skills. Answer questions with high efficiency and accurate	

Total:

Signature