



CENTRE FOR PREPARATORY STUDIES

مركز الدراسات التحضيرية

FACULTY MANUAL

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1. Introduction

1.1 CPS: Introduction

The Centre for Preparatory Studies (CPS) is headed by a Director overseeing the following sections, in addition to general administration and quality assurance activities:

1. English Language Section (ELS)
2. Mathematics Section (MS)
3. Information Technology Section (ITS)
4. Curriculum Development and Assessment Section (CDAS)

The CPS Director is assisted by a Deputy Director. The Director is also supported by two advisory council bodies: CPS Council and CPS Advisory Council. As per the approved structure, the Director will also be assisted by an Assistant Director for Administration & Registration matters.

The Foundation Program (FP) offered by CPS is designed to bridge the gap between secondary education and university undergraduate studies. The program's focus is to ensure the students' readiness to embark on their university studies. The curriculum is aligned with the learning outcomes stated in the OAS for GFPs. The English program is divided into three levels and focuses on academic skills along with general study and communication skills. The Mathematics and IT programs are comprised of two levels along with a pre-Math/IT supporting level.

Dhofar University's Foundation Program follows the general standards and learning outcomes as outlined by the Oman Academic Accreditation Authority (OAAAQA). It aims to impart quality education to students and prepare them for their various majors. With courses ranging from Beginner to Intermediate, it caters to the curricular and co-curricular needs of students to actively bridge the gap between secondary and tertiary education.

Since its inception, the CPS has successfully met both these needs and the academic expectations of Dhofar University. The CPS owes much of its success to its multinational team of 53 highly qualified and dedicated teachers hailing from 12 different nationalities, serving as the backbone of our Centre. Committed to enhancing the quality, professionalism, and ethical standards of our services, the Centre is poised for growth. With a renewed focus, we plan to broaden our offerings through specialized and dedicated teams, fostering a holistic approach to student preparation, research, and community engagement. Additionally, we actively collaborate with our counterparts in other HEIs as well as in DU colleges, departments, and Centres, extending our reach in both academic and community realms.

This manual is to be read alongside the Dhofar University bylaws (which supersede any contradiction, if any). Faculty members are advised to read these bylaws (see www.du.edu.om) and the Oman Academic Standards (OAS) for General Foundation Programs for more information.

1.2 CPS: Vision, Mission and Values

Vision

The Centre for Preparatory Studies aspires to become one of the leading centres to provide foundation and other preparatory courses in the Arab region, equipping students to be more competitive in colleges inside and outside Oman.

Mission

The Centre for Preparatory Studies strives to expose students to rich, engaging curricula using innovative teaching and learning strategies that enable students to tap their learning potential to become autonomous, and life-long learners.

Values

The core values of the CPS are:

- Excellence
- Commitment
- Discipline
- Responsibility and Accountability
- Integrity
- Life-long learning

2. Organizational Structure

The CPS is an integral part of Dhofar University. It is composed of officers and both academic and non-academic personnel as the following:

1. CPS Director
2. Deputy Director
3. Assistant Director- Administration
4. QA Coordinator
5. Section Heads
6. Coordinators
7. Instructors
8. Non-academic Staff

2.1 Academic Personnel of the CPS

The academic personnel of the CPS shall consist of:

1. Assistant Professors
2. Lecturers
3. Instructors

2.2 Academic Sections

The CPS consists of four sections:

1. English Language Section

2. Math Section
3. IT Section
4. Curriculum Development & Assessment

2.2.1 Organization of Academic Sections

An academic section shall consist of academic personnel headed by a Section Head recommended by the Director.

English levels coordinators are responsible for each English Language level coordination and report to the CPS Director.

2.2.2 Meetings

The academic sections/levels shall meet as frequently as required upon the call of the Section Heads/Coordinator. Minutes of all meetings shall be duly taken by an appointed minute taker and shall be sent to the CPS Director as well as the secretary for filing purposes. If a motion needs to be voted on:

1. Voting faculty members shall consist of non-visiting, full-time academic personnel.
2. Voting is limited to faculty members actually present at the meeting.

2.2.3 Section Functions

1. The academic sections shall be responsible for implementing program requirements and maintaining high professional standards in all its transactions.
2. It shall also present to the Director recommendations and proposals for improving the functionality of the courses offered.

2.3 Recruitment, Leave, and Evaluation of Faculty Members

1. Established university policies and procedures shall govern actions regarding faculty members recruitment and promotion.
2. Recruitment of faculty members is subject to the recommendations of the Recruitment panel headed by the Deputy Vice Chancellor, as well as the approval of the Vice Chancellor.
3. Requests for leave shall be subject to the CPS Director's approval in accordance with the university rules and regulations.
4. New faculty members will be subject to a 3-month probationary period. During this period, the CPS Director, Deputy Director, Section Heads/Coordinators, and Mentors will evaluate the new faculty member. Based on their evaluations, the Director will submit a recommendation of continuation or dismissal to the Deputy Vice Chancellor.
5. CPS faculty members are required to submit an Annual Faculty Activities Report (AFAR) toward the end of the academic year for performance appraisal.

2.4 CPS Councils

2.4.1 Centre for Preparatory Studies Council (CPSC)

Members: Director, Deputy Director, Assistant Director (Administration), Heads of Sections, QA Coordinator, Coordinators, Sr. Exe Secretary (12)

Functions:

- Discuss and decide upon key or urgent issues pertaining to the CPS
- Review and approve key decisions brought forth by other committees
- Receive, examine, deliberate, and decide upon student and teacher grievances in writing on the prescribed petition form

2.4.2 CPS Advisory Council (CPSAC)

Members: CPS Director, Assistant Director (Administration), Chairs of CAAS 3 departments (Math & Science, ELL, and IT), one representative from CCBA and CE, External member, CPS QA Coordinator, 3 senior CPS Lecturers (12 members)

Functions:

- Advise the CPS along the lines of the college requirements, quality of the program, and ways and means of cooperation between CPS and colleges. This advising partnership is expected to enable the Centre to cater to the ever-evolving needs of the colleges.
- Advise on the strategic plan and operational plan of the CPS and its accomplishment.
- Advise on the suitability of the Foundation Program courses and help identify future areas for improvement
- Help and support CPS teachers to have better research culture and awareness.
- Support CPS community engagement initiatives and provide feedback.
- Be CPS ambassadors in the community, with alumni and organizations.
- Any other subject presented to the council.

2.5 Committees: Terms of Reference

2.5.1 Purpose

As per the bylaws of the university, committees are formed to ensure the smooth running of the various activities within the CPS.

2.5.2 Duties and responsibilities

CPS committee members will commit to:

- Attend all scheduled committee meetings.
- abiding by the leadership of the chairperson.
- participating in all activities related to the nature of the committee.
- being a part of the decision-making process related to the nature of the committee.

Details on the duties and responsibilities of each committee can be found under the Functions sections below.

2.5.3 Membership

Membership for CPS committees listed below is occasionally stipulated by CPS bylaws for a period of two years by the CPS Director, in consultation with the Deputy Director. These committees report to the Director.

CPS faculty members are provided with the opportunity to either remain on their present committee(s) or join one or more different committees. These committees are chaired by faculty members selected by the Director and Deputy Director and report to the Deputy Director, both on an ongoing basis and in annual reports. Committees should have a minimum of three members. Details on the membership of each committee can be found under the Membership sections below.

2.5.4 Meetings and Voting

The chairperson of each committee leads the meeting. A meeting quorum is at least two-thirds of the members. Committee decisions are made by an agreement of at least two-thirds of those present. Meeting agendas are provided by the chairperson, and the chairperson assigns the responsibility to a committee member to take minutes. Meetings must be held at least twice a term.

2.5.5 Committees & Functions

1. Academic Program Development & Review (APDRC)

Members: Director, Head of sections / Coordinators (8)

Functions:

- Review curriculum for relevance, purposiveness, and alignment with OAS learning outcomes.
- Develop new courses based on the requirements of internal and external community.
- Design curriculum and study plans for the new courses applied at CPS.

2. Health & Safety

Members: Faculty members

Functions:

- Implement the university's Health & Safety policy.
- Liaise with the DU Health and Safety Committee and implement the H&S Policy.
- Ensure health and safety of CPS students and faculty members on campus (7.2)
- Maintain records of health and safety accidents.
- Conduct mock drills on the possible hazards so as to demonstrate practically how the available safety measures can be used.
- Arrange first-aid training sessions at CPS.
- Maintain and stock first-aid kits.
- Ensure safety equipment checks are completed in a timely fashion.
- Run various health and safety campaigns (as per identified needs).
- Conduct awareness programs about the possible health and safety hazards.
- Including natural calamities within the university campus, the safety measures available at the university, and how these can be used to minimize the damage (7.2.1).

3. Risk Management

Members: Three English, one math, and one IT faculty members, including one Arabic speaker.

Functions:

- Identify potential risks in the CPS (4.3.2)
- Maintain a Risk Register and Risk Management Forms for each identified risk (4.3.2)
- Develop plans to mitigate effects of high risks (4.3.3)
- Provide Risk Management Forms to risk owners and follow-up (4.3.3)
- Increase awareness among CPS students and faculty members of university risk management policy (4.3.1)
- Conduct risk awareness programs for CPS faculty members and students (4.3.1)
- Liaise with the university's Risk Management Committee (4.3.4)
- Evaluate and review effectiveness of risk mitigation strategies (4.3.3)

4. Examination

Members: Three English, one math, and one IT faculty members, exam scheduler.

Functions:

- Ensure that all faculty members are aware of the invigilation procedures and students of the exam rules and regulations. (1.5.1)
- Ensure strict adherence to exam procedures, fairness, security, and academic integrity in the conduct of examinations in accordance with DU 'Examination Policy'. (1.5.3)
- Liaise with the Head of Curriculum Development and Assessment to carry on duties related to assessment and testing.

5. Student Affairs

Members: Faculty members, Students Affairs Rep (DU), Student rep (when is needed)

Functions:

- Discuss and recommend decisions on student-related issues, including student-academic and non-academic misconduct cases, to CPSC and maintain records of the same
- Increase awareness among students of DU policies, student handbook, and faculty manual (4.2.2)
- Ensure timely communication of decisions (6.7.2)
- Maintain and review record of student grievances (6.7.4)

6. Promotion

Members: Three CPS lecturers or assistant professors, one non-CPS faculty member.

Functions:

- Receive applications for promotion.
- Ensure that applications meet promotion criteria.
- Recommend promotion to the director if all criteria are met.
- Review and recommend updates related to promotion policy.

7. Recruitment & Induction

Members: Director, three faculty members

Functions:

- Ensure CPS carries out its annual personnel needs analysis (staff need analysis) based on the projected student intake for the coming year.
- Ensure advertising teaching positions / job vacancy announcements as per eligibility requirements on the websites. (5.5.1; 8.2.1)

- Short-list, interview, and recommend candidates for appointment and ensure that the staff profile is appropriate in size (5.1.3)
- Recruit qualified faculty members, ensuring equal opportunity and diversity in faculty profile (5.1.2)
- Attract and recruit qualified part-time Omani faculty members at CPS (5.5.3)
- Recruit fresh Omani graduates as Teaching Assistants at CPS (5.5.2)
- Liaise with the HR Department and DU Recruitment Committee.
- Conduct formal pre- and post-arrival induction for newly recruited faculty members (staff) in accordance with ‘Staff Induction Policy’ through a coordinated timeline of activities that ensures a successful transition into the CPS. (5.1.4)
- Provide support and guidance to new faculty members during the probation period.
- Review and update the CPS Induction Manual and Induction Checklists on a yearly basis.
- Review induction process, feedback methods and update accordingly. (5.1.7)

8. Professional Development & Research

Members: Faculty members (including representatives from Math & IT sections).

Functions:

- Enhance teaching and learning, and professional development by creating awareness, and organizing workshops.
- Facilitate professional development workshops with *Cambridge University Press* trainer (1.7.1; 5.2.2)
- Survey staff to assess training needs and interests and through AFAR analysis report for PD requirement (5.2.1)
- Hold staff-led educational workshops to bolster effective classroom approaches (1.6.1 1.6.3) (1.7.1) (5.2.2)
- Inform and educate the faculty members about conferences and CTL events (1.6.2)
- Promote research activities among faculty members of the CPS by disseminating information and other means to motivate them to conduct research in their respective academic fields (2.1.1)
- Provide self-paced Academic Research course via Moodle to enhance research skills among staff (2.1.2)
- Inform and educate the faculty members about DU research policies, the URB and the various research schemes, grants and incentives available to researchers at DU (2.1.1)
- Enhance research related activities by creating awareness, answering individual queries, approving and forwarding research proposals and grant applications, and organizing research-related workshops and articles discussion groups.

9. Student Support

A Regular Students

Members: Faculty members (Including representatives Math & IT sections).

Functions:

- Muraje’a Activities:
 - Monitor academic performance of underperforming students and provide additional academic support. (6.2.3)
 - Organize study groups at the Muraje’a Centre, liaising with the university’s Learning Support Center to do so. (6.5.1)
 - Provide supplemental sessions to underperforming students (6.5.3)
 - Update onsite remedial classes and online Muraje’a sessions (6.5.4)

- Student Club Activities:
 - Organize the Open Day program for students.
 - Plan and encourage student involvement in extracurricular activities on and off campus and keep a record (6.4.1)
 - Review student satisfaction with extracurricular activities (6.4.2)
- Outstanding Students' Activities:
 - Recognize outstanding students in English, Math, and IT from each level after each term and appreciate their achievements.
 - Create awareness among students and motivate them to excel in their academic achievements.
- Academic Advising:
 - Ensure the seamless execution of academic advising practices at the CPS.
 - Create awareness and maintain records of academic advising.

B Evening Students

Members: One faculty member, Muraje'a Rep, evening teachers.

Functions:

- Ensure that evening students have full access to the same support provided to morning students (regular students).

NOTE: This subcommittee has the same functions as the Student Support Committee but applied to evening students.

10. Community Service

Members: Faculty members from all three units.

Functions:

- Expand community outreach and engagement with the local community and strengthen relationships with other higher educational institutions (3.1 and 3.2)
- Organize community service activities.
- Encourage students and faculty members to engage in external community service.
- Maintain cordial relationships and involve local schools and Higher Education Institutions (HEIs) in events and activities.
- Maintain a comprehensive record of community service activities at CPS.

11. QA & Data Management Committee

Members: QAC, two faculty members from English, one each from Math & IT.

Functions:

- Ensure availability of DU policies, guidelines and related procedures for CPS stakeholders.
- Create awareness of DU policies and procedures among CPS stakeholders.
 - Create awareness about CPS's SP and OP among CPS staff & faculty members (4.1.2)
 - Increase awareness among students and faculty members of DU policies, student handbook and faculty manual (4.2.2)
 - Create awareness among faculty members and staff about existing HR Policies and DU Personnel Bylaws (5.3.1)
 - Strengthen awareness among faculty members of appraisal policy and system (5.4.1)
 - Increase awareness among students of the grievance policy & students code of conduct (6.7.1)

- Monitor the OP, based on pre-defined KPIs, and take appropriate and timely corrective actions to ensure progress towards set goals and objectives. (4.1.3)
- Facilitate accreditation process and monitor the status of the audit report.
- Facilitate benchmarking process with other HEIs and maintain records.
- Conduct surveys of faculty members and students, analyze results, and make recommendations for improving the program.
- Evaluate and enhance the effectiveness of academic advising, based on feedback collected from stakeholders (6.2.4)
- Report annually on progress and liaise with appropriate administration.
- Review the performance of CPS in accordance with the existing ‘Entity and Activity Review Policy’ (4.1.4)
- Liaise with APDRC, all section heads and coordinators to ensure uniformed and standard practices.
- Ensure all FP courses and other CPS courses are aligned with the GFP OAS & related DU policies & maintain records. (1.1.3)
- Ensure that all the activities of the Centre comply with the DU policies uniformly across the sections.
- Ensure different stakeholders maintain documents of evidence related to their area of activities.
- Maintain data on enrolment figures on a term-by-term basis.

2.6 Administrative Staff: Prerogatives and Duties

2.6.1 Director

Appointment

In accordance with the bylaws and regulations of Dhofar University, the Director is appointed by the Vice Chancellor. The initiative for the appointment of a Director and his or her continuation in office rests upon the recommendation of the Vice Chancellor. For absences of the Director lasting for three months or more, an Acting Director shall be appointed by the Vice Chancellor upon the recommendation of the Director and after consultation with the CPS Council. For shorter absences, the Deputy Director shall cover the role of the Director until he or she returns.

Duties, Responsibilities, and Prerogatives of the Director

The Director, as the academic and executive head responsible for the CPS, shall have his or her duties, responsibilities, and prerogatives defined by DU bylaws and the Vice Chancellor. Within the CPS, his or her duties, responsibilities, and prerogatives shall include, but not be limited to, the following:

- Execute the Vice Chancellor’s directives and enact the policies of the CPS.
- Oversee the performance of the Deputy Director, the Section Heads, and Coordinators and ensure the proper delivery of the courses taught.
- Develop the CPS in regard to academic programs, curricula, academic personnel, student body, and physical facilities.

- Make recommendations to the Vice Chancellor or Deputy Vice Chancellor on all matters pertaining to recruitment, contract termination, contract renewal, non-renewal of contracts, and leave in consultation with CPS Council.
- Prepare the budget proposal for CPS after consultation with the parties concerned.
- Prepare quarterly and annual activities reports and submit them to the Deputy Vice Chancellor.
- Appoint members to committees where necessary in consultation with CPS Council.
- Chair meetings of committees when necessary.
- Have the prerogative of final action on all committee decisions.
- Determine which decisions of the committees of the CPS shall be in the form of actions and which shall be regarded as recommendations to the faculty members.
- Appoint Coordinators as needed.
- Inform Section Heads and Level Coordinators of new academic and administrative actions and follow-up implementation.
- Update faculty members on new university decisions pertaining to CPS.
- Perform any other duties as mandated by the Vice Chancellor or his deputy.
- Establish and maintain open communication between the CPS and Dhofar University administration, students, and their parents.
- Monitor and ensure the effective functioning of student support services, academic resources, and equipment.
- Liaise with the Office of Registration and Admission regarding student examination results and registration of students.
- Meet with Class Representatives to discuss possible issues and impart information regarding new policies and regulations.

Meetings

- The Director shall call regular meetings of the faculty members at least once a term. A written notice with a stated agenda shall be sent to faculty members at least one working day prior to the date of the meeting.
- Special meetings with stated agendas shall be called by the Director at her/his discretion or at the written request of the CPS Council.
- The Director or her/his Deputy shall chair all faculty members meetings.
- The Director shall appoint a minute taker from among the faculty members on a term basis. The minute taker shall duly take the minutes of the meetings, write them up, and send them to the Director for inspection before they are sent to the faculty members and the Deputy Vice Chancellor.

2.6.2 Deputy Director

The Deputy Director shall assist the Director in the implementation and administration of all aspects of the Centre for Preparatory Studies, including the management of the teaching team and their performance.

Duties and Responsibilities

- Support the Director in the overall management of the CPS.
- Stand in for the Director in his absence.
- Ensure that faculty members maintain the standards set out in OAS guidelines.
- Supervise the effective implementation of curriculum and assessment in the CPS.
- Ensure that a high standard of teaching is maintained with students receiving well-planned, well-taught, and relevant lessons.
- Observe, motivate, and appraise faculty members and give documented feedback on their performance.
- Supervise the planning and effective administration of CPS examinations.
- Supervise the planning and effective implementation of the CPS registration process.
- Supervise community service programs involving the CPS.
- Supervise professional development programs for faculty members, staff, and student representatives.
- Assist the Director in forming CPS committees.
- Oversee the functioning of the various CPS committees.
- Assist the Director in the recruitment of new faculty members and staff.
- Plan and direct the orientation of new faculty members and staff.

2.6.3 Assistant Director for Administrative Affairs

The Assistant Director for Administration Affairs (ADAA) shall assist the Director in the implementation and administration of all aspects of the Centre for Preparatory Studies.

Duties and Responsibilities: The ADAA shall discharge the following duties:

- a) Attend CPSC meetings as a member of the CPS Council, participate in decision-making, report on and follow-up assigned tasks.
- b) Supervise and support the work of administrative staff daily and report the same to the director.
- c) Identify the strengths & weaknesses of each individual and develop a strategy to develop and enhance their skills.
- d) Create an effective work environment that helps the team to achieve the goals pursued by the Centre/University.
- e) Assist the Director in budget preparation and follow-up CPS purchase orders and expenditures.
- f) Plan and follow up CPS logistics and any other services needed for CPS events and activities.
- g) Ensure effective communication between the CPS Units and other departments to meet the needs of the administrative and academic staff.
- h) Provide the necessary support to students and follow up their requests.
- i) Ensures the availability and allotment of offices to CPS teachers.
- j) Coordinate with other departments like CNC & DARSA to ensure that offices and classrooms are well-equipped with the required services.

- k) Develop proposals and plans for the new staff / students' induction day, in partnership with the Student Affairs Department and CPS induction committee.
- l) Follow up with the Purchasing & HR Departments booking flights & hotel reservations for CPS faculty members & staff when needed.
- m) Coordinate with CNC Department to solve system problems (logos), so that faculty members and students can use it easily.
- n) Ensure the readiness of students' exam venues and required support.
- o) Send students exam results to Admission and Registration Department.
- p) Plan and follow up the CPS archive system with high level of confidentiality and integrity of information and ensure that all files are updated periodically.
- q) Perform any other functions/tasks as assigned by the CPS Director.

2.6.4 Sections Heads

2.6.4.1 Head of Curriculum Development and Assessment

Duties and Responsibilities:

- a. Undertake periodically a thorough evaluation of the current CPS academic programs relevancy, practicality, teaching practices, resources, and futuristic sustainability.
- b. Assessment of the alignment of the programs, with CPS mission, vision, values, goals, objectives, CPS operational plan and graduate attributes.
- c. Review curriculum for relevance, purposiveness, and alignment with OAS learning outcomes, on receipt of the inputs and recommendations from Program Review Teams.
- d. Review of final exams & exit exams.
- e. Analyze input and feedback received from all stakeholders to craft a set of reasonable recommendations for further improvement.
- f. Incorporate the stakeholders' recommendations to improve the program's effectiveness, especially adapting it to the Omani conditions to make it relevant and effective.
- g. Supervise and follow up all examination committee tasks and activities.
- h. Form an ad-hoc Program Review Team approved by the CPS director.
- i. Ensure that all CPS instructors are familiar and able to implement the assessment policy effectively.
- j. Liaise with examination committee and unit/level coordinators to make sure that all assessment procedures used by instructors are appropriate in relation to the intended learning outcomes.

2.6.4.2 Head of English Section & Professional Development

Duties and Responsibilities:

- a. Link section projects, tasks, and activities with CPS mission, vision, values, goals, objectives, CPS operational plan and graduate attributes.
- b. Analyze input and feedback received from all stakeholders to craft a set of reasonable recommendations for further improvement.
- c. Recommend appropriate textbooks and teaching materials for the required courses.
- d. Supervise and evaluate teaching performance and provide feedback to CPS Director.
- e. Prepare initial course schedule and documents for the target courses.
- f. Plan and implement IELTS and other preparatory courses required for CPS, DU community, and outside applicants.
- g. Collaborate with QA Unit and provide related documents needed for QA purposes.

- h. Promote cooperation between the CPS and course/ material providers.
- i. Prepare the Academic year calendar contains offered courses and activities that will be provided by CPS.
- j. Liaise with the concerned departments/Centres at DU and engage in community outreach plans.
- k. Enhance the quality of teaching and learning, and professional development programs.
- l. Conduct needs analysis tasks to identify the target PD activities.
- m. Plan and schedule PD activities.
- n. Supervise and follow up all PD committee tasks and activities.
- o. Promote research activities among faculty members by disseminating information.
- p. Create awareness, answer individual queries, review, and forward research proposals and grant applications to the Research Department.
- q. Organize research-related workshops and article discussion groups.
- r. Organize conferences and symposia pursuant to DU rules and regulations.

2.6.4.3 Head of Sections (Math / IT)

Duties and Responsibilities:

- a. Recommend appropriate textbooks and teaching materials for the required courses.
- b. Prepare study plans, assessment matrix & rubric, scope & sequence.
- c. Participate in preparing the Academic year calendar and other related documents containing offered courses and activities provided by CPS.
- d. Compile a comprehensive course file and submit it to the Director at the end of each term.
- e. Supervise and evaluate teaching performance and provide feedback to CPS Director.
- f. Ensure that faculty members maintain good teaching standards in the implementation of curricula.
- g. Apprise the Director of progress and performance within the section.
- h. Analyze input and feedback received from all stakeholders to craft a set of reasonable recommendations for further improvement.
- i. Promote cooperation among levels and sections of CPS.
- j. Prepare semester course schedule.
- k. Link Department projects, tasks, and activities with CPS mission, vision, values, goals, objectives, CPS operational plan, and graduate attributes.
- l. Identify students at risk and coordinate with the Students Support Committee to provide appropriate remedial sessions.
- m. Maintain a register for students at risk at the Section level.
- n. Ensure adequate awareness of policies, procedures, and guidelines is created among the team members concerning CPS functions and activities.
- o. Conduct regular meetings at the section level. Convey the CPSC and Director's directives, instructions, and guidelines to all members of the team.
- p. Encourage teamwork, collegiality, and collaboration among the team members and between instructors and their students.

2.6.5. Coordinators

2.6.5.1 Level Coordinators

Level Coordinators are appointed by the Director. There are three Coordinators for the Foundation Program English Courses. The appointment is usually for two years, subject to renewal.

The duties and responsibilities of the coordinators shall include the following:

- Recommend appropriate textbooks and teaching materials for the courses in line with OAS

and scope and sequence documents.

- Prepare syllabi, study plans, rubric, calendar, supporting teaching materials, portfolios and related documents for each term.
- Call regular meetings to discuss matters pertaining to teaching materials, exams, student performance, etc.
- Decide dates and timings for tests in consultation with the Director.
- Ensure preparation and review of tests/exams in alignment with exams specifications and examination policy.
- Ensure that faculty members maintain good teaching standards in the implementation of curricula.
- Oversee student progress, attendance, and well-being.
- Apprise the Director of progress and performance within the level.
- Encourage teamwork, collegiality, and collaboration among instructors and between instructors and their students.
- Convey the CPSC and Director's directives, instructions, and guidelines to faculty members and promote good understanding between CPS management and faculty members.
- Ensure adequate awareness of policies, procedures, and guidelines is created among the team members concerning CPS functions and activities.
- Compile a comprehensive course file and submit it to the Director at the end of each term.

2.6.5.2 Registration Coordinator: Duties and Responsibilities

- Coordinate the whole registration process.
- Serve as the primary point of contact among all parties concerned during registration.
- Prepare registration schedules and assign tasks to the registration team.
- Ensure that the registration process runs smoothly and suggest ways and means of improvement.
- Update the Director on the running of the registration process.
- Ensure that registration is fair and unbiased to all students.

2.6.5.3 Placement Test Coordinators: Duties and Responsibilities

- Prepare placement tests in line with CPS standards and requirements and update them on an annual basis.
- Coordinate the operation of placement tests including scheduling and administering them, assigning proctors and markers, overseeing marking, and finalizing and tabling results.
- Interpret test scores and place students in their respective levels.

2.6.5.4 Course Schedule Coordinator: Duties and Responsibilities

- Undertake all aspects of planning and operation for the production of staff timetables for each term.
- Ensure that teaching timetables are prepared and ready well ahead of time.
- Ensure given overload sections, if any are prepared and organized before the start of the classes.
- Prepare and discuss the overload forms with the CPS Director.

- Prepare exam and proctoring timetables and work alongside section heads and coordinators to determine the number of proctors needed.

2.6.5.5 Mentors for New Faculty Member: Duties and Responsibilities

A mentor is an experienced instructor with an excellent teaching record, a positive attitude, and at least two years of experience at Dhofar University. He or she is usually chosen by the Level Coordinator / Section Head or Director. The mentor's main duty is to help the new faculty member integrate into DU for a period of one term. He or she should act as a guide and a role model for the new faculty member.

Responsibilities are as follows:

- Provide knowledge and a degree of comfort in the basics of classroom management, lesson preparation, ethics, attendance, and time management.
- Discuss the required teaching methodologies and learning outcomes in relation to DU's teaching and learning policy.
- Explain cultural differences and taboos.
- Keep mentees informed of CPS related news until university email addresses are activated.
- Answer mentees' questions and inquiries during their first term at the CPS.
- Complete and submit a comprehensive performance / attitude report to the CPS Director through section heads / coordinators at the end of the mentoring session.

2.7 Non-Academic Staff

2.7.1 Senior Executive Secretary: Duties and Responsibilities:

- Check CPS Director's agenda daily to schedule appointments and follow up.
- Reschedule CPS Director's meeting agenda and appointments.
- Attend CPS Council and CRs Meetings.
- Contact DARSA and follow up with the new students' intake list and registration.
- Prepare and follow up messages regarding Placement Tests (PT) to new students.
- Send the PT results to the Registration Dept.
- Liaise with the Registration Coordinator in preparing schedules regarding CPS Students registration.
- Facilitate the required induction procedures and follow up with the Induction Committee Chair.
- Follow up with Students Affairs Dept.
- Prepare the budget with the CPS Director and Assistant Director for Administration.
- Oversee and mentor junior administrative staff helping with their tasks.
- Follow up and distribute secretary daily tasks ensuring work efficiency and integrity.
- Follow all purchase orders and report to the Assistant Director about any delays.
- Handling confidential documents, records, and correspondences ensuring proper filling and storage.

- Provide- high level administrative support to the Assistant Director and CPS Management.
- Coordinate travel arrangements for the CPS director including booking flights, accommodation and ground transportation.

2.7.2 Secretaries: Duties and Responsibilities:

- Organize work by reading and routing correspondence, collecting information, and initiating communication.
- Maintain calendars for faculty members and arrange meetings and workshops.
- Provide administrative and clerical support to the Director / Deputy Director / Assistant Director.
- Schedule meetings and reserve exam and meeting halls.
- Provide reference by utilizing filing and retrieval systems.
- Alert Coordinators to meeting calls or cancelations.
- Prepare correspondence for faculty members.
- Manage spreadsheets.
- Handle student affairs.
- Coordinate office management activities.
- Ensure office allocation to new faculty members.
- Relay directives, instructions, and assignments to Coordinators and faculty members.
- Receive and relay telephone messages.
- Maintain hard copy and electronic filing systems.
- Coordinate operations between CPS administration and other departments.
- Maintain office supplies inventory by checking stock to determine inventory level, anticipating needed supplies, placing and expediting orders, and verifying their receipt.

2.7.3 Messenger: Duties and Responsibilities

- Collect mail from and deliver to CPS staff.
- Ensure recorded delivery of important messages and documents between the CPS and various university colleges / departments.
- Photocopy, collate, and staple tests, as per instructions of CPS Section Heads / Coordinators.
- Liaise with purchasing for kitchen supplies, stationery, etc.
- Affix display boards and teaching schedules on the office doors of faculty members.
- Carry out basic repair of photocopiers, printers, and other equipment.
- Serve tea, coffee and refreshments.

3. Faculty Personnel: Rights and Duties

3.1 Induction and Probation Period of New Faculty Members

New faculty member will undergo a three-month probationary period starting from the commencement of their employment. They will be provided with all necessary assistance to equip them for this period. The period itself has three phases: Orientation, Observation/Assistance, and Evaluation.

During Orientation, a well-structured, three-part induction program will be provided to new faculty member, consisting of briefings by the Secretary, the Induction Team, and the Section Head /Level Coordinator, as per the prescribed checklist for the induction program. New faculty member will also be assigned a mentor to assist them and answer questions. At any time, they may also solicit guidance from the appropriate Level Coordinator. During this phase, feedback sessions may be convened by the Section Heads / Level Coordinator to address questions and concerns raised by the new faculty member.

During Observation phase, there will be two normal classroom observations: by Section Heads / Level Coordinators. If required a third unannounced classroom observation should be conducted by the Director or Deputy Director for further confirmations related to the target teacher's classroom performance. In addition to the reports from these observations, confidential reports will be collected from mentors and Section Heads/Level Coordinators.

During Evaluation phase, the content of these reports, as well as complaints or compliments from students and other faculty members (if any) will be taken into consideration for the continuation of new faculty members contracts. The final decision on the probationary period will be communicated to new faculty members by the Human Resources department.

The university and new faculty members may, at any time during the probationary period, terminate the contract with prior notice of at least seven (7) days.

3.2 Academic Responsibilities of Faculty Members

Faculty members are responsible for helping to build and maintain an environment of high-quality education according to the rules and regulations of Dhofar University in a three-fold manner:

1. Conduct classes in a way that promotes active learning via the free exchange of information and ideas.
2. Keep abreast of research in their respective fields.
3. Strive to build a strong CPS in cooperation with other colleges / departments of the university, and local community.

The CPS faculty member should adhere to the guidelines mentioned under Academic Responsibilities of Faculty Members (pp. 9-10) mentioned in the DU Faculty Appraisal Policy.

3.3 Working Hours

Working hours for academic staff shall be forty-two and a half (42.5) hours per week and may be in the morning, afternoon, or evening such that the total teaching hours shall be 20 Teaching hours per week. (DU Bylaws Document May 2018 (p. 44, Article 22)

3.4 Office Hours

Section Heads and Level Coordinators should have at least 8 office hours per week. However, faculty members are required to hold at least six office hours including academic advising hours distributed evenly Sunday-Thursday between the hours of 8am and 4pm. The office hours schedule should be posted on the office doors at the beginning of each term for each faculty member. Faculty members must be in their offices and available to meet with students during the posted hours.

3.5 Teaching Responsibilities

Dhofar University strives for excellence in teaching, characterized by:

- Thorough, up-to-date knowledge of the subject matter.
- Organized, lucid presentation of course material using illustrations, handouts, and technology as appropriate.
- Motivating students to think and assume responsibility for their role in the learning process
- Comprehensive and meaningful evaluation of student performance through assignments, quizzes, and examinations.
- Fair grading based on academic criteria and provided rubrics.

3.6 Teaching Load

Teaching timetables are set by the Course Schedule Coordinator in consultation with the Director and Deputy Director. Considerations of the common good of students and the centre outweigh matters of convenience to individual faculty members.

Full-time faculty members normally have a teaching load of 20 hours per week each term. Faculty members with administrative responsibilities (such as Section Heads, Level Coordinators) teach a reduced load per the approval of the Vice Chancellor. Coordination of outside programs and other such responsibilities, with an accompanying reduction in teaching load, as appropriate, will be assigned by the Director duly approved by the DVC.

3.7 Recruitment Procedures

Advertisements for academic vacancies are placed on the university website with the approval of the Director and the Vice Chancellor. Applications are considered by the Recruitment Committee for an initial review. Shortlisted candidates are interviewed by the DU Academic Recruitment Committee, and recommendations based on established criteria adopted by the university are made. The Academic Recruitment Committee makes recommendations to the Vice Chancellor for final approval.

3.8 Performance Review and Contract Renewal

Toward the end of the academic year, the faculty members submit their Annual Faculty Activities Report (AFAR) to the Director for his appraisal review. After the appraisal, the Director forwards the performance review report about each faculty member to the Deputy Vice Chancellor, to make

recommendations for final decision on contract renewal / non-renewal approved by the Vice Chancellor. Copies of performance reviews are kept in personnel files and are strictly confidential.

The university is obligated, in cases of non-renewal, to inform the faculty member concerned three months prior to the end of the contract. The same applies to a faculty member who does not wish to renew her / his contract informing the Director of her / his decision.

Faculty members are not expected to resign during the academic year unless having extreme circumstances approved by the DVC.

3.9 Evaluation of Faculty Members Performance

Faculty member performance is evaluated from three perspectives:

Teaching (70%): One aspect of teaching effectiveness lies in students' ability to meet the learning outcomes outlined in the course syllabus. A key part of the evaluation process is a student-administered questionnaire regarding faculty members performance, conducted at the end of each term. The responses from this questionnaire are analyzed, summarized, and reviewed collaboratively by the Director and the faculty members involved. This analysis incorporates transcribed student comments and comparative statistics for both the CPS and Dhofar University as a whole. Additionally, course files, other academic activities, and reports from coordinators, self-assessments, and peer reviews are taken into account.

Research (10%): Research (including publication) is taken into account during faculty evaluation process. Where applicable, more weight is given to research publications in academic journals and presentations at conferences.

Community Service (20%): Faculty members are also evaluated according to their involvement in the community, including committee work, lectures (both on - and off - campus), and participation in student activities.

3.10 Vacation and Leave

Faculty members are entitled to an annual leave of 60 days (July-August), plus public holidays during the year. Nine additional types of leave are also available to faculty members, pending approval of the Director. For further information see the Dhofar University Bylaws, chapter 5 Working Hours and Leaves, page 44.

3.11 Promotion Policy

3.11.1 Promotion from Instructor to Lecturer

Promotion to Lecturer, an instructor must have:

- A Master's degree in a relevant discipline (received at least two years prior).
- Completed at least two (2) years of continuous service at DU.
- A total experience period of five (5) years within the rank (tertiary-level teaching experience).
- A total score of at least 3.5/5 in the Annual Faculty Activities Report (AFAR).
- A promising professional record (i.e., good references from Coordinators, Chairs of Committees associated with, or any other higher authorities at FP or DU).
- Positive student evaluations (no less than the department mean).

- A measurable and proven record of his/her commitment to the image and growth of the FP/DU.

An instructor should submit his or her application along with an updated CV and academic achievement portfolio to the chair of the CPS Promotion Committee (PC) for review and evaluation. The application shall be reviewed by the PC, and applications of successful candidates, together with the recommendations of the Committee, shall be forwarded by the CPS Director to the DVC for the final approval of the University Council.

3.11.2 Promotion from Lecturer to Assistant Professor

Standards and requirements for promotion to the academic grade of Assistant Professor shall be in line with the DU Academic Promotion Policy.

3.12 Confidentiality

Discussions in level and committee meetings of personal and professional matters related to appointment, reappointment, academic leave, academic review, promotion conducted at any level in the university, student final results, and test items are strictly confidential. Breaches of confidentiality shall be dealt with according to applicable rules and regulations.

3.13 Missed Classes

Faculty members are not permitted to miss classes except for valid reasons and after notifying the concerned Section Head / Coordinator well ahead of time. Faculty members must abide by the cover policy and cover schedule set each term.

3.14 Disciplinary Measures

Anyone violating university rules and regulations and/or the laws of the Sultanate of Oman may be subject to disciplinary measures commensurate with such violations.

3.15 Grievances

Faculty members have the right to appeal to a higher level (Director) than the one directly supervising their performance by submitting a petition. If they are not satisfied with the decision, they may submit a petition to the University Appeal Committee.

4. Curricular Outline

4.1 CPS Foundation Program (FP) Overview

The FP is designed for students who are not sufficiently prepared to join the academic programs at the university. Incoming students are generally required to spend one or more terms in the CPS depending on the results of placement tests administered by the university. The program is designed to equip students with knowledge and skills in English, Information Technology, Mathematics, and study skills that will allow them to succeed in their chosen major.

Study Plan

The following tables summarize the FP study plan:

1. Regular Program

Level 1		
Code	Course Title	Hours/Week
FPE 101A	English Level 1	20
FPM 100	Math pre-Level	4
FPT 100	IT pre-Level	2
Level 2		
Code	Course Title	Hours/Week
FPE 102B	English Level 2	20
FPM 101A	Math Level 1	4
FPT 101A	IT Level 1	4
Level 3		
Code	Course Title	Hours/Week
FPE 103C	English Level 3	20
FPM 102B	Math Level 2	4
FPT 102B	IT Level 2	4

2. Law Program

Law Courses		
Code	Course Title	Hours/Week
FPEL 100	English for Law	20
FPML 100	Math for Law	4
FPTL 100	IT for Law	4

3. Education Program (Arabic)

Education Courses		
Code	Course Title	Hours/Week
FPEE 100	English for Education	20
FPME 100	Math for Education	4
FPT E 100	IT for Education	4

4. Social Work Program (Arabic)

Social Work Courses		
Code	Course Title	Hours/Week
FPES 100	English for SW	20
FPMS 100	Math for SW	4
FPTS 100	IT for SW	4

5. Arabic Language Program

Arabic Language Courses		
Code	Course Title	Hours/Week
FPMA 100	Math for Arabic	4
FPTA 100	IT for Arabic	4

6. Computer Science Program for SENS

Computer Science Courses		
Code	Course Title	Hours/Week
FPEC 100	English for CS Level 1	10
FPMC 100	Math for CS Pre Level	4
FPTC 100	IT for CS Pre Level	3
FPMC 101A	Math for CS Level 1	4
FPTC 101A	IT for CS Level 1	3

4.2 Program Structure

The FP is designed to bridge the gap between secondary education and university undergraduate studies. The curriculum is aligned with the learning outcomes stated in the Oman Academic Standards for General Foundation Programs*. The emphasis of the English program is on general communication and academic skills. The Math program is divided into Basic, Applied, and Pure sessions, while the IT program focuses on the skills required to use technology effectively in routine studies. Tests and alternative assessment schemes are used to evaluate the students' performance throughout the semester.

*For more information visit: <https://oaaqa.gov.om/>

English Language Courses

Overview

As English is the medium of instruction for most of the courses at DU, there is a clear need to approach English education in a systematic, meaningful, and purposeful manner. The English Unit offers incoming students with low proficiency in English an intensive program to help them pursue their studies in the major of their choice through the medium of English with the aim of immersing them in the language.

Ten hours a week are dedicated to Reading & Writing, with ten hours a week dedicated to listening and speaking. Students take a midterm exam, a summative quiz, and a final exam. Grades are determined by summative as well as formative assessments, portfolios, progress tests, and quizzes. The weighting for each skill area is as follows:

Skill	Weighting (%)	Formative assessment weighting	Midterm exam weighting	Summative Quiz weighting	Final exam weighting
Reading & Writing	55%	30%	20%	10%	40%
Listening & Speaking	45%				

FPE 101A Foundation Program English Level 1 (20 hrs)

FPE 101A is an intensive pre-intermediate level English course designed to develop both English skills and good study habits. Skills taught include Reading & Writing and Listening & Speaking. Learning outcomes are aligned with Oman Academic Standards. Upon completion, students transition to FPE 102B (Level 2).

FPEL 100 Foundation Program English for Law (20 hrs)

FPEL 100 is an intensive elementary-level English course for intended law-degree students designed to develop both English skills and good study habits. Skills taught include Reading & Writing and Listening & Speaking. Upon completion, students are expected to have attained an elementary level of English.

FPEE 100 Foundation Program English for Education (20 hrs)

FPEE 100 is an intensive elementary-level English course for intended Education degree students designed to develop both English skills and good study habits. Skills taught include Reading & Writing and Listening & Speaking. Upon completion, students are expected to have attained an elementary level of English.

FPES 100 Foundation Program English for Social Work Arabic (20 hrs)

FPES 100 is an intensive elementary-level English course for intended Social Work degree students designed to develop both English skills and good study habits. Skills taught include Reading & Writing and Listening & Speaking. Upon completion, students are expected to have attained an elementary level of English.

FPEC 100 Foundation Program English for Special Needs (10 hrs)

FPEC 100 is an intensive elementary-level English course for Special Educational Needs Students (SENS) designed to develop both English language skills and good study habits. Skills taught include Reading & Writing. Upon completion, students are expected to have attained an elementary level of English.

FPE 102B Foundation Program English Level 2 (20 hrs)

FPE 102B is an intensive intermediate English course designed to develop both English skills and good study habits. Skills taught include Reading & Writing and Listening & Speaking. Learning

outcomes are aligned with Oman Academic Standards. Upon completion, students transit to FPE 103C (Level 3).

FPE 103C Foundation Program English Level 3 (20 hrs)

FPE 103C is an intensive upper intermediate English course designed to prepare students to meet the IELTS Band 5.0 requirement for exiting the program. Skills taught include Reading & Writing and Listening & Speaking. Upon completion, students transfer to their respective majors.

Mathematics Courses

Overview

The Mathematics section offers FP courses that aim at bridging gaps in students' knowledge of Mathematics. Students are placed either in Pre-math, Math Level 1 or Math Level 2 as per their math placement test score (see 8.2 above). Level 2 Math has two programs, i.e. Pure or Applied Math. Students are placed in either Pure or Applied Mathematics as per the requirements of their majors.

Course Descriptions

1. FPM 100 Pre-Foundation Math Program (4 hrs.)

This course aims to help incoming students understand basic concepts of Mathematics. This four-hour course reinforces basic concepts and terminologies through the medium of the English language. The course covers real number systems, basic rules of addition, subtraction, multiplication and division, properties of basic arithmetic operations, polynomials, factoring polynomials, and reducing rational expressions, first-degree equations, and inequalities.

2. FPM 101A Foundation Program Mathematics Level 1 (Basic) (4 hrs.)

This course aims to teach conceptual understanding and problem-solving. The course covers graphing linear equations using intercepts, graphing linear inequalities in two variables, metric unit conversions, exponents, graphing quadratic equations, equations of circles, straight lines, basic trigonometric functions, and the Pythagorean theorem.

3. FPM 102B Foundation Program Mathematics Level 2 (Pure & Applied) (4 hrs.)

This course aims to prepare students for further study of higher-level mathematics at higher and other non-mathematics-related subjects. The course covers concepts of functions, exponential and logarithmic functions, and recognizing three types of symmetric functions, basic statistics, and introduction to probability. For the Pure course, in addition to that, other topics are covered such as graphing trigonometric functions, identities, and using the law of sine and cosine to solve triangles.

4. FPML 100: Foundation Program Mathematics for Law (4 hrs.)

This course aims to provide students who intend to major in Law with a basic understanding of mathematical concepts, Sets, and Real numbers. Basic mathematical operations and their properties, metric unit conversion, adding and subtracting polynomials, straight lines, circles, and basic trigonometric functions.

5. FPMA 100: Foundation Program Mathematics for Arabic (4 hrs.)

This course aims to provide students who intend to major in Arabic with a basic understanding of mathematical concepts, sets, and real numbers. Basic mathematical operations and their properties, metric unit conversion, adding and subtracting polynomials, straight lines, circles, and basic trigonometric functions.

6. FPME 100: Foundation Program Mathematics for Education (4 hrs.)

This course aims to provide students who intend to major in Education with a basic understanding of mathematical concepts, sets, and real numbers. Basic mathematical operations and their properties, metric unit conversion, adding and subtracting polynomials, straight lines, circles, and basic trigonometric functions.

7. FPMS 100: Foundation Program Mathematics for Social Work Arabic (4 hrs.)

This course aims to provide students who intend to major in Social Work with a basic understanding of mathematical concepts, sets, and real numbers. Basic mathematical operations and their properties, metric unit conversion, adding and subtracting polynomials, straight lines, circles, and basic trigonometric functions.

8. FPMC 100: Pre-Foundation Program Mathematics for Computer Science (4 hrs.)

This course aims to help students entering the FP to understand basic concepts of Mathematics. This four-hour course reinforces basic concepts and terminologies learned in the Arabic language in schools through the use of the English language. The course covers real number systems, basic rules of addition, subtraction, multiplication and division, properties of basic arithmetic operations, polynomials, factoring polynomials, and reducing rational expressions, first-degree equations, and inequalities.

9. FPMC 101A Foundation Program Mathematics Level 1 for Computer Science (4 hrs.)

This course aims to teach conceptual understanding and problem-solving. The course covers basic algebraic operations, metric unit conversions, exponents, graphing systems of linear inequalities, quadratic equations, equations of circles, straight lines, basic trigonometric functions, and Pythagorean theorem.

IT Courses

Overview

The IT section offers FP courses that aim to bridge the gap for students who wish to join DU but lack university-level IT competency skills. It emphasizes the essential parts of a standard curriculum in IT as required by OAS for CPS. The curriculum provides students with a basic understanding of computers, file management, use of word-processing, spreadsheet, presentation software, internet, email and essential IT skills. It follows a practical approach through the investigation of a variety of situations from across the spectrum of technology. The overall courseware equips students with the IT skills required for their future majors.

Course Descriptions

1. FPT 100: Pre-Foundation IT Program (2 hrs.)

This course aims to enable students to develop the basic IT skills and computer access necessary to source, communicate, and process information related to higher education. This two-hour course reinforces basic concepts of IT and terminologies through the use of the English language. The course covers the use of a keyboard, basic typing skills, introduction to a word processor, using DU SIS, DU webmail, and basic computer operations. Students are also exposed to the Moodle platform environment.

2. FPT 101A: Foundation Program IT Level 1 (4 hrs.)

This course aims to equip students with the knowledge and skills of IT necessary to source, communicate, and process information related to higher education. Students experience hands-on training with various day-to-day software packages, including MS Windows and word processing. Students are also exposed to basic IT-related concepts, hardware, software, operating systems, and file management.

3. FPT 102B: Foundation Program IT Level 2 (4 hrs.)

This course aims to further equip students with the knowledge and skills of IT necessary to source, communicate, and process information related to higher education. Students experience hands-on training with various day-to-day software packages including MS Excel and MS PowerPoint. Students understand the concept of networks, mobile devices, the internet, security and maintenance, digital learning, and electronic mail. Students are also exposed to concepts, practices, and usage of the Internet in day-to-day life.

4. FPTL 100: Foundation Program IT for Law (4 hrs.)

This course aims to equip Law students with the knowledge and skills of IT necessary to source, communicate, and process information. Students experience hands-on training with various day-to-day hardware, and software packages, including MS Windows, MS Word, MS Excel, and MS PowerPoint. Students are also exposed to basic IT-related concepts, computer operations, and file management.

5. FPTA 100: Foundation Program IT for Arabic (4 hrs.)

This course aims to equip students who intend to major in Arabic with the knowledge and skills of IT necessary to source, communicate, and process information. Students experience hands-on training with various day-to-day hardware, and software packages, including MS Windows, MS Word, MS Excel, and MS PowerPoint. Students are also exposed to basic IT-related concepts, computer operations, and file management.

6. FPTE 100: Foundation Program IT for Education (4 hrs.)

This course aims to equip students who intend to major in Education with the knowledge and skills of IT necessary to source, communicate, and process information. Students experience hands-on training with various day-to-day hardware, and software packages, including MS Windows, MS Word, MS Excel, and MS PowerPoint. Students are also exposed to basic IT-related concepts, computer operation, and file management.

7. FPTS 100: Foundation Program IT for Social Work Arabic (4 hrs.)

This course aims to equip students who intend to major in Social Work with the knowledge and skills of IT necessary to source, communicate, and process information. Students experience hands-on training with various day-to-day hardware, and software packages, including MS Windows, MS Word, MS Excel, and MS PowerPoint. Students are also exposed to basic IT-related concepts, computer operation, and file management.

8. FPTC 100: Pre-Foundation Program IT for Computer Science (3 hrs.)

This course aims to enable students to develop the basic IT skills and computer access necessary to source, communicate, and process information related to higher education. This three-hour course reinforces basic concepts of IT and terminologies through the use of the English language. The course covers the use of a keyboard, basic typing skills, using DU SIS, DU webmail, and basic computer operations. Students are also exposed to the Moodle platform environment.

9. FPTC 101A: Foundation Program IT Level 1 for Computer Science (4 hrs.)

This course aims to equip students with the knowledge and skills of IT necessary to source, communicate, and process information related to higher education. Students experience hands-on training with various day-to-day software packages, including MS Windows and word processing. Students are also exposed to basic IT-related concepts, hardware, software, operating systems, file management, and e-mail concepts.

Study Skills

General study skills are integrated into the English, Mathematics, and IT Programs and aim to help students develop the range of useful study skills that they need to succeed at the university level. They learn how to use and organize their time, read faster with comprehension, expand their vocabulary, take good notes in class, keep track of assignments, interpret and analyse graphic information, and adopt the most effective communication strategies.

4-3 Tests and Examinations

1. Tests and exams should be comprehensive and measure students' grasp of the material and their ability to apply it in new contexts.
2. Proctoring of tests and examinations is part of the responsibilities of all faculty members. Proctors are expected strictly to supervise students throughout the duration of the test or exam.
3. Feedback on tests should be discussed with students.
4. Answer booklets and question sheets of final exams are kept for a period of one year after the date of the final exam, after which they are disposed of.

4.4 Invigilation Policy: Duties and Responsibilities

Head Proctor: The Head proctor should

1. Receive test papers **no later than 45 minutes before the time of the exam from the Controller of Examinations.** (Note: If they are bulky, proctors will help the

Head Proctor carry them to the exam hall.)

2. Ascertain that proctors monitor the sections assigned by the Level Coordinator.
3. Announce to the students the following:
 - start and finish times of the exam, as well as one-hour and two-hour marks for longer exams.
 - phones are not allowed and if seen, students will be given a warning.
 - students are not allowed to share stationery.
 - the students' DU ID cards must be placed on their desks throughout the exam.
4. Make students aware of exam rules and regulations before the commencement of the exam and ensure that proctors make students read the rules given on the front page of the answer sheet and sign it.
5. Explain questions to students ONLY if the instructions are not clear.
6. Ensure that the exam commences and ends at the time specified in the examination schedule.
7. Encourage students to use the restroom PRIOR to the start of the exam and discourage requests during the exam.
8. Permit students to enter and leave the exam hall according to university policy. (Students should not be allowed to enter the exam hall 30 minutes after the commencement of the exam except in the case of the English Listening Exam, for which as soon as the audio commences late students will be denied entry to the exam hall. No extra time is to be allowed for late comers. Likewise, students should not be allowed to leave the exam hall within the first 30 minutes of the examination).
9. Fill out the Noteworthy Events and Feedback sections of the Exam Comprehensive Form after the exam, noting comments made by ALL proctors as well as their own ideas, and submit it to coordinators on the SAME DAY.

Proctors: The proctor should

1. reach the exam venue **30 minutes prior** to the exam. (**15 minutes prior to IT Exam**) Vigilantly proctor throughout the exam and refrain from relaxing, using mobile devices, or engaging in conversations with other proctors. (Note: Head Proctor reports such instances to the Director.)
2. Guide students to their respective rows as assigned by the Level Coordinator.

3. Check students' university identification cards and take attendance. Attendance sheets are to be countersigned by the Head Proctor. (Note: Dhofar University ID/Civil ID/Pass Form will be considered as sufficient evidence.) The Proctor must also ensure that students keep their DU IDs on their desks for the duration of the examination.
4. Visit the sections that they teach to check for imposters 30 minutes after the commencement of the exam. English teachers visit their sections **30 minutes after the commencement of Reading Exam and prior to the Listening Exam**. Proctors (section teachers) must sign the impersonation box at the bottom of the attendance sheet when they visit their sections.
5. Accompany students to the restroom if the exam is held in a hall. Make sure that the student does not bring extraneous material with them (mobile phones, books, papers, etc.).
6. Record warnings on the attendance sheet. Only after a student receives a red card (under any circumstance) must their information be recorded on the Exam Report Form. These forms are to be kept close to the section proctor.
7. Give up to three verbal warnings to students found cheating. *
8. Bring any disciplinary matter to the notice of the Head Proctor.
9. Refrain from conversation with students.
10. Receive completed answer sheets from the students in the rows they are responsible for.

(Note: Proctors may receive answer sheets from students in other rows but should hand them over to the responsible proctor.) Check students' ID and the name on the answer sheet again.

11. Count answer sheets and confirm that the number matches the number of students who sat the exam.
12. Fill out the Exam Report Form and the Exam Record Form on the envelope at the end of the exam and deliver the envelope to the Head Proctor along with answer sheets and attendance sheets.

*Any student involved in cheating (aside from extraneous material cheating) should be warned with a **yellow card (Warning 1!)** in the first instance. If they repeat the offence, they should be moved to a different seat (within the proctor's invigilating area) **and an orange card (Warning 2!)** will be issued. If they are caught for a third time, **they will receive a red card (Warning 3!)** and be referred to the Student Affairs Committee. In reference to extraneous material cheating, proctors should confiscate any extraneous material found with students and issue a special type 2 red card (Warning!). All students accused of cheating should be permitted to continue the examination. Proctors must document warnings on the attendance sheet. Any case that is to go to the Student Affairs Committee must be documented in the Exam Report (see Misconduct Report section).

4.5 Course Files

A file should be kept at the CPS for every course offered. Section Heads and Coordinators of each unit and the faculty member who teaches the course in question are responsible for updating the course file at the end of each term.

The course file should contain the following:

1. Course syllabus, study plans, portfolio, and samples of supplementary material.
2. Faculty members teaching schedule and level meeting minutes.
3. Exams, their specifications, rubrics, and solutions.
4. Class lists with final course grades along with all grades given throughout the term.
5. Midterm and final exam booklets of students who scored the highest, lowest, and median grades.
6. Proctoring schedules and policy along with exam schedules.
7. Result statistics: course coordinator undertaking end of term course report.

4.6 Change of Grade:

1. Once grades are posted online, a change of grade is not allowed unless a demonstrable mistake was made in the correction of the final examination or calculation of the grade. If a change of grade would result in a change in the student's academic status, supporting evidence for any change must be presented to the Unit Coordinator and the Director.
1. Students may petition using the e-petition system to request a review of their final exam papers in case they have reason to believe that some oversight may have been made in correction or in calculating the course grade. Such petitions must be submitted within one week from the date of posting course grades. The appropriate action will be taken by the Section Heads / Coordinators/ Course instructors concerned.
2. To change a course grade, the teacher must complete a special form available from the Registrar's Office and submit it to the appropriate coordinator along with supporting evidence. If the coordinator approves the change of grade, he/she will sign the form and give it to the Director for final approval.

4.6 Placement and Exemption Criterion

Students are placed in the appropriate level or exempted from the CPS based on their results in the placement tests for English, Mathematics, and IT.

1. Placement criteria for English

Regular Program		
Remarks	Level	Remarks
0-32	1	Students who (a) score 50+ on the Cambridge University Online Placement Test (CEPT) or (b) produce either an IELTS certificate with a band of 5.
33-42	2	
43-49	3	
50+	Exempt	

Law Program, Education Program, Computer Science Program, and Social Work Program		Remarks
0-32	1	Students who (a) score 33+ on the Cambridge University Online Placement Test (CEPT) or (b) produce either an IELTS certificate with a band of 5.
33+	Exempt	

2. Placement criteria for Mathematics

Regular Program		
Remarks	Level	Remarks about Exemption
0-39	Pre	Students who score 60+ on the Moodle-Based Mathematics Placement Test are exempted from the FP's Mathematics program.
40-49	1	
50-59	2	
60+	Exempt	
Law Program, Education Program, Arabic Program and Social Work Program		
0-49	1	
50+	Exempt	
Computer Science Program		
0-39	Pre	
40-49	1	
50+	Exempt	

3. Placement criteria for IT

Regular Program		
Criterion	Criterion	Criterion
0-49	Pre	Students who (a) score 70+ on the Moodle-based IT Placement Test, (b) provide an International (English) IC3 or (c) provide a Domestic (Arabic) IC3 or any other equivalent certificates AND achieve a 60% score on an in-house IT Challenge Test are exempted from the FP's IT program.
50-59	1	
60-69	2	
70+	Exempt	
Law Program, Education Program, Arabic Program and Social Work Program		Remarks about Exemption Students who (a) score 60+ on the Moodle-based IT Placement Test, (b) provide an International (English) IC3 or (c) provide a Domestic (Arabic) IC3 or any other equivalent certificates AND achieve a 60% score on an in-house IT Challenge Test are exempted from the FP's IT program.
0-59	1	
60+	Exempt	
Computer Science Program		
0-49	Pre	
50-59	1	
60+	Exempt	

4.8 University Policies

DU has a well-established Policy Management System with a comprehensive set of 46 policies, categorized under Academic (14), Administrative (16), Human Resources (10), and Research (5) policies. All university policies are available on the DU website, ensuring easy access for all university stakeholders.

Please find below a list of DU Policies:

LIST OF DU POLICIES

Academic Policies

1. DU-AC-001 Schedule Preparation & Modification Policy
2. DU-AC-002 Academic Staff Teaching Load Policy
3. DU-AC-003 Academic Advising Policy
4. DU-AC-004 Assessment Policy
5. DU-AC-005 Moderation Policy
6. DU-AC-006 Examination Policy
7. DU-AC-007 Academic Integrity Policy
8. DU-AC-008 Academic Programs Development and Review Policy
9. DU-AC-009 Learning Support Center Policy
10. DU-AC-010 Student at Academic Risk
11. DU-AC-011 Students with Disabilities Policy
12. DU-AC-012 Student Exchange Policy
13. DU-AC-013 Access to Lifelong Learning and Educational Resources Policy
14. DU-AC-014 Academic Freedom and Responsibilities Policy

Administrative Policies

1. DU-AD-001 Policy Management System
2. DU-AD-002 Risk Management Policy
3. DU-AD-003 Entity and Activity Review Policy
4. DU-AD-004 Students' Code of Conduct
5. DU-AD-005 Student Grievance Policy
6. DU-AD-006 Students feedback Policy
7. DU-AD-007 Communication Policy
8. DU-AD-008 Student Club Policy
9. DU-AD-009 Student Employment Policy

10. DU-AD-010 Health and Safety Policy
11. DU-AD-011 Data Protection Policy
12. DU-AD-012 Community Services Policy
13. DU-AD-013 Energy and Water Conservation Policy
14. DU-AD-014 Transportation Policy
15. DU-AD-015 Non-Discrimination, Harassment and Modern Slavery Policy
16. DU-AD-016 Sustainable Development Goals Policy

Research Policies

1. DU-RE-001 Consultancy policy
2. DU-RE-002 Ethics Policy
3. DU-RE-003 Biosafety Policy
4. DU-RE-004 Intellectual Property Policy
5. DU-RE-005 Research Ethics and Code of Conduct Policy

HR Policies

1. DU-HR-001/A Academic and Research Staff Recruitment Policy
2. DU-HR-001/B Non-Academic Staff Recruitment & Promotion Policy
3. DU-HR-002 Omanisation Policy
4. DU-HR-003 Staff Induction Policy
5. DU-HR-004 Professional Development Policy
6. DU-HR-005 Incentives and Rewards Policy
7. DU-HR-006 Academic Promotion Policy
8. DU-HR-007 Severance Policy
9. DU-HR-008 Succession Planning policy
10. DU-HR-009 Faculty Appraisal Policy
11. DU-AD-010 Staff Grievance Policy

4.9 University Bylaws

Faculty members who would like further details regarding any point referred to here, whether professional, academic, or curricular, are advised to refer to the university bylaws, can meet the respective Level Coordinator or Section Head or the Director. A hardcopy of DU Bylaws is available at the Director's office.

Please note that if there is any contradiction between the CPS Faculty Manual and Dhofar University's bylaws, the university's bylaws shall supersede the CPS Faculty Manual.

We wish you a prosperous career and a wonderful academic experience with the CPS, a "Gateway to Academic Success"!

Websites:

Dhofar University Website: <https://www.du.edu.om/>

CPS Website: <https://cps.du.edu.om/>