UNIVERSITY OF DAMMAM

وزارة التعليم
جامعة الدمام
عمادة السنة التحضيرية
والدراسات المساندة

MINISTRY OF EDUCATION
UNIVERSITY OF DAMMAM
DEANSHIP OF PREPARATORY YEAR
AND SUPPORTING STUDIES

Preparatory Year Handbook

1436/2015

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1. INTRODUCTION

The University of Dammam (hereinafter UOD) emerged as a new and independent university on 8 September 2009, rising from the structure of the former Dammam branch of King Faisal University. Now positioned as an independent university, UOD has the strategic opportunity to define its future, develop its strategic assets and become a benchmark of quality for the Kingdom's institutions of higher education.

Ever since the Preparatory Year Program (hereinafter PYP) at the University of Dammam was initiated in 1429H/2008G, a featuring trend marking the commencement of every new academic year has prevailed, whereby the Dean of the PYP would chair a welcome-orientation gathering for entertaining the new class candidate students and their teachers and introduce the Preparatory Year (PY) study programs. For inculcating the principles of discipline and commitment, the Dean would also throw light on the university's rules and regulations, and emphasize the fact that the Deanship of Preparatory Year and Supporting Studies (hereinafter DPYSS) is there for the purpose of helping students learn through word and example.

The Prep Year Program first set out with the just one college to serve, the College of Architecture and Planning, but it soon expanded to include all other colleges at the University of Dammam. The Prep Year Program now serves four tracks: Health, Engineering, Science, and Humanities. The Health Track covers the colleges of Medicine, Dentistry, Applied Medical Science, Nursing, and Clinical Pharmacy. Engineering Track covers the colleges of Architecture and Planning, Engineering, and Design. The Science and Management Track covers the colleges of Computer Science and Information Technology, and Business Management. Finally, the Humanities Track which serves the Community Colleges.

To lay the educational foundation and set up the principles for aligning and sustaining all subsequent education for candidates to the Bachelor degree, the University established the DPYSS in 1431H with the aim of managing the various prep year programs for all tracks.
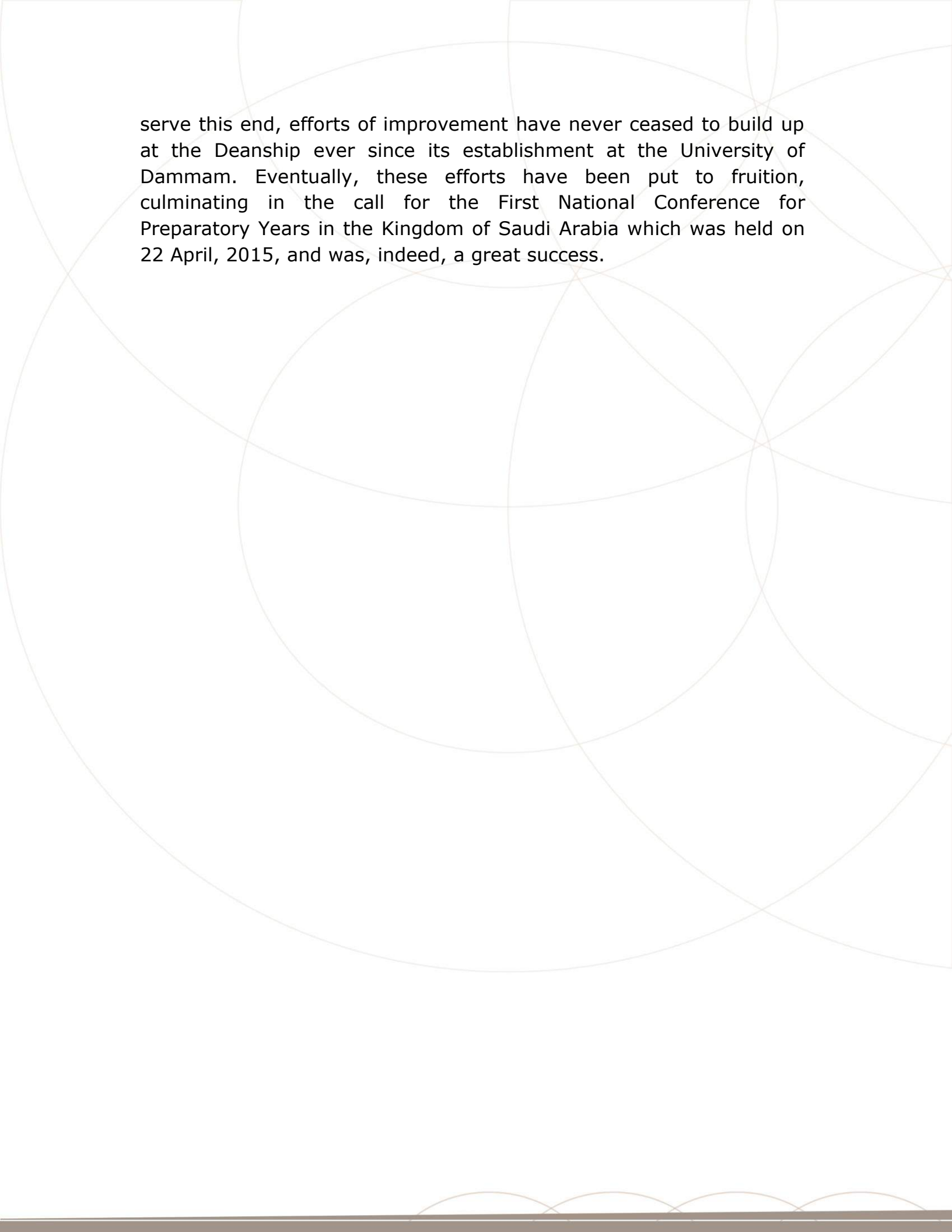
Since that year, interest in the first year has grown exponentially, and the Deanship has been working laboriously on the development of the program in close coordination with the other Deanships and Departments at the University.

The preparatory year program aims to help the students transition from the high school system of teaching/learning to that of the university, acquaint the students with the various academic disciplines at the university, and integrate them into the university environment prior to deciding on their future fields of study at the different disciplines. The program also prepares the students psychologically for their prospective fields of study in subsequent years. Furthermore, it offers intensive training courses to set students on the right track towards their professional careers and enrich their cultural background.

The program lasts for one year and covers the two semesters as well as an optional summer extension during which the students are given the chance to re-study the failed subjects, thus enabling them to pass the program and proceed to their specialty colleges in keeping with the criteria set by each college. Passing the Prep Year courses successfully is a requisite for proceeding to the first college year and continuing studies at any discipline.

Calling upon teachers and students, in a commencement ceremony, to always be positively interactive, one of the Dean's memorable quotes goes *"The prep year program is but a springboard over which ambitious and hardworking students leap energetically, assisted by their experienced teachers, towards their prospective careers, availing themselves of every moment and making full use of all affordable resources"*. It is an open invitation for both students and teachers to always be active and on their alert so as to attain to the aspired goals.

We believe we have had a solid start to our program and hope that exchanging expertise with other Saudi universities as well as universities round the world will yet enrich the Prep Year experience across the Kingdom and improve our students' learning outcomes. To

serve this end, efforts of improvement have never ceased to build up at the Deanship ever since its establishment at the University of Dammam. Eventually, these efforts have been put to fruition, culminating in the call for the First National Conference for Preparatory Years in the Kingdom of Saudi Arabia which was held on 22 April, 2015, and was, indeed, a great success.

2. This Handbook

To help you through the maze of university life, we wish to share with you a few notes about our Mission, our tradition and our main policies and procedures, hoping that the information provided will give you some understanding of the DPYSS and its programs and will help you feel at home here. If you need more detailed or specific information on any subject provided, please feel free to contact the Head of the Department of English, or the Vice Dean's Office, Building 450.

This **Handbook** establishes the procedures, policies, and strategies that are followed by both faculty and students at the Preparatory Year, and describes the Standards of Conduct and expected actions and behaviors all the way through semesters one and two. The contents of the handbook are meant for both faculty as well as Prep Year students as a guide; with the aim of introducing as much about the Deanship's administrative regulations, study programs, and governing rules as there is available. The contents of the handbook are subject to periodic modification, amendment, or updating, in fulfillment of and concordance with the latest decisions issued by the Board of the DPYSS.

Please review the policies, procedures, work plans, and timelines described in this handbook; since you will be asked to affirm that you have read, understood, and agreed to abide by what you have read. May Allah bless our Kingdom.

3. The Word of the Dean of Preparatory Year and Supporting Studies

H.E. Dr. Abdul-aziz Al fehaid

The Deanship of Preparatory Year and Supporting Studies is dedicated to quality education and embraces the perception that insight, perseverance, and organized planning, are ingredients of utmost significance for the attainment of success and excellence. The Deanship's time and effort are totally devoted to preparing intellectually competent students who are ambitious, positively interactive, and deeply committed to their duties and responsibilities. All the way through, the guiding principle for all of the Deanship's decisions is to **always seek the latest and greatest in the field of educational technology** for the sake of its students.

We are determined to turn the campus into an ideal place of learning, where faculty/staff and students are honored and cared for; and where all students find the encouragement and support they need to reach their fullest individual potential for excellence in their prospective specialties; where they are taught and trained to depend on their own potentials and evolve their own learning strategies.

By graduation, our students will be able to exhibit a good command of the academic skills required for success in the various disciplines waiting for them. At the Deanship of Preparatory Year and Supporting Studies, we are committed to making sure that our students are well on their way towards establishing their own entity, and moving towards their intended destinations, steadily and confidently.

Inshaallah, we will make of our students the living pride of their families, their society, and their beloved Kingdom.

May Allah Bless All.

4. Deanship of Preparatory Year & Supporting Studies

The Preparatory year program at the University of Dammam was initiated in 1429AH/2008G in the College of Architecture and Planning, and since that time it has expanded to include numerous other colleges at the University. In 2010 the Office of the Dean for Preparatory Year & Supporting Studies was established in order to manage the increasing number of Preparatory year programs at the University of Dammam.

One established aim of the Preparatory Year is to enable new students to explore the academic disciplines at the university, and be familiarized with the campus environment. At the same time, while studying different course subjects and exploring the variety of disciplines, students will also be earning credits that count towards their graduation. This organized exposure to the various disciplines will help students narrow down their choices and determine which way to go. By the end of the prep year, the students will have evolved a much clearer idea of what they intend to study, and are more prepared to begin their specializations the following year.

In order to move forwards and continue studies at specialty colleges, students first must pass their Preparatory Year courses. Only then can they be permitted to join specialty colleges. For students who fail to pass a course or two in the prep year, an opportunity will be granted to retake those courses during the summer following the second semester of the same year.

The Deanship is committed to providing support to students as they transition into, through, and out of the Prep Year. This requires effectively orienting students to the university environment; providing strategic academic support services; connecting students to critical university resources; and meeting specific needs of various cohorts of students within our community, e.g., students with disabilities, athletes, students in crisis, etc. As a result, students are well prepared to be meaningful contributors in their personal and professional lives at the university and beyond.

5. The Preparatory Year at UOD in Perspective

The Preparatory Year Program (PYP) at the University of Dammam (UOD) was established in 1429H (2008 G). The UOD's commitment to academic excellence gave birth to this program to help develop the promise in its students, enhance their capacity, and set them on the right track toward their professional careers. It is also the aim of the program to train students in collegiate disciplines and prepare them for university educational culture.

5.1. Historical Background

With the aim of building an educational foundation for candidates to the Bachelor Degree, the PYP set out as a support program for three colleges: College of Architecture & Planning, College of Engineering, and College of Interior Design; as an initial stage of development.

A year later, in 1430H (2009G), the University confided the supervisory duties and implementation task to the care of the Deanship of Preparatory Year and Supporting Studies (DPYSS). The DPYSS was established (1431H/2010G) to supervise the students of the preparatory year and to follow up the implementation of the programs in collaboration with the colleges concerned and the deanship of admission and registration. Henceforth, the study began in the program in the first semester of the year 1429/1430 H. Accordingly, 335 male and female students were admitted in the school year of 1429/ 1430 as well as 460 male and female students in the year 1430/1431.

Commissioned with the responsibility of providing study programs to a growing number of colleges, the DPYSS was then positioned directly in line with the Deanship of Admissions & Registration with regard to collaborating efforts and recommending its graduates for candidacy into the bachelor degree program at the University of Dammam.

So far, the Preparatory Year Study Program, has gone through six stages of development as illustrated below. (The seventh stage will be due in the academic year 2016/2017).

STAGE 1 (PYP)
1429-1430H/2008-2009G

MALE
FEMALE

COLLEGE OF INTERIOR DESIGN	COLLEGE OF ENGINEERING	COLLEGE OF ARCHITECTURE & PLANNIG
42 / 0	0 / 65	0 / 202
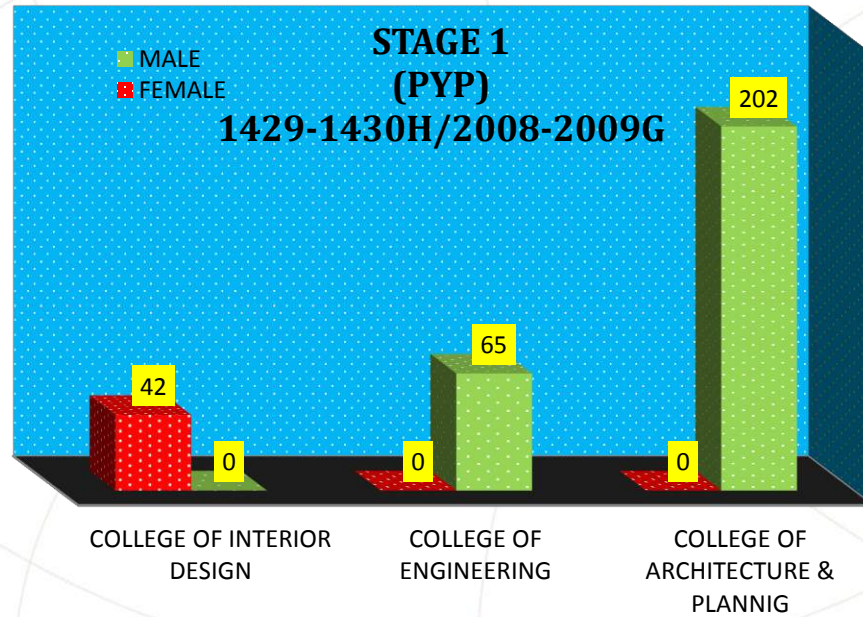
STAGE 1 PREPARATORY YEAR PROGRAM (PYP) 1429-1430H/2008-2009G			
STREAM/TRACK	MALE	FEMALE	TOTAL
COLLEGE OF ARCHITECTURE & PLANNIG	202	0	202
COLLEGE OF ENGINEERING	65	0	65
COLLEGE OF INTERIOR DESIGN	0	42	42

The DPYSS had then to provide curricular programs and prepare student candidates for four colleges, with one college more than previous year. This marked the start of stage 2 of development and lasted for two years, 1430 – 1431 (2009/2010). (See Table)

STAGE 2

DEANSHIP OF PREPARATORY YEAR & SUPPORTING STUDIES (DPYSS)				
YEAR	STREAM/TRACK	MALE	FEMALE	TOTAL
1430-1431H/2009-2010G	COLLEGE OF ARCHITECTURE & PLANNIG	140	0	140
	COLLEGE OF ENGINEERING	61	0	61
	COLLEGE OF INTERIOR DESIGN	0	49	49
	COLLEGE OF COMPUTER SCIENCS & IT	0	105	105
1431-1432H/2010-2011G	COLLEGE OF ARCHITECTURE & PLANNIG	243	0	243
	COLLEGE OF ENGINEERING	56	0	56
	COLLEGE OF INTERIOR DESIGN	0	54	54
	COLLEGE OF COMPUTER SCIENCS & IT	0	132	132

STAGE 2: 1430-1432H/2009-2011 (DPYSS)
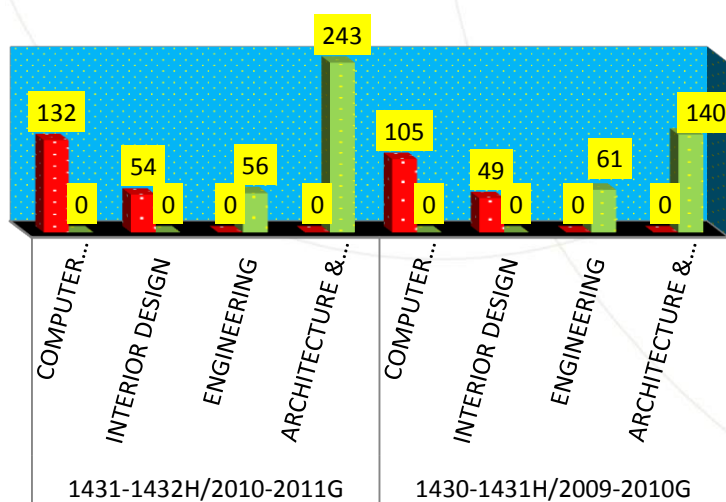
Stage three (1433H – 2012G), witnessed a noticeable growth in terms of number of candidate students as well as in number of colleges requiring preparatory programs. (See Table)

STAGE 3 DEANSHIP OF PREPARATORY YEAR & SUPPORTING STUDIES (DPYSS) 1432-1433H/2011-2012G			
STREAM/TRACK	MALE	FEMALE	TOTAL
ARCHITECTURE & PLANNIG	253	0	253
ENGINEERING	75	0	75
INTERIOR DESIGN	0	82	82
COMPUTER SCIENCS & IT	93	134	227
BIOMEDICAL ENGINEERING	0	31	31
ADMINISTRATIVE SCIENCES	154	173	327
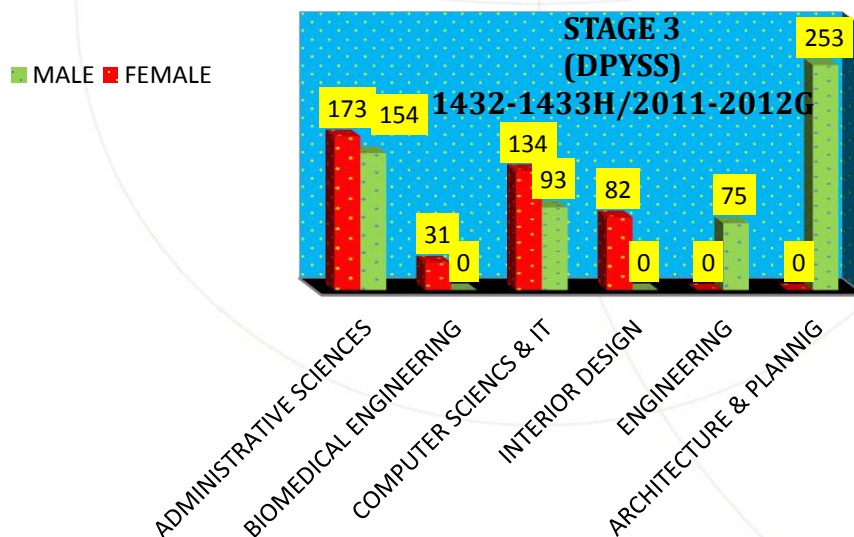
Stage four, 1434H (2013G), witnessed a dramatic change in the concept governing admission into the DPYSS's teaching-learning system. From that time on, candidate students were streamed into tracks/streams, rather than colleges as was the case in the earlier stages. The three tracks were: Health (Medicine, Dentistry, Pharmacology, Nursing, Applied Medical Sciences), Engineering, and Science. (See Table)

STAGE 4 DEANSHIP OF PREPARATORY YEAR & SUPPORTING STUDIES (DPYSS) 1433-1434H/2012-2013G			
STREAM/TRACK	MALE	FEMALE	TOTAL
SCIENCE TRACK	317	315	632
ENGINEERING TRACK	403	121	524
HEALTH TRACK	454	492	946

STAGE 4 (DPYSS) 1433-1434H/2012-2013G
MALE   FEMALE
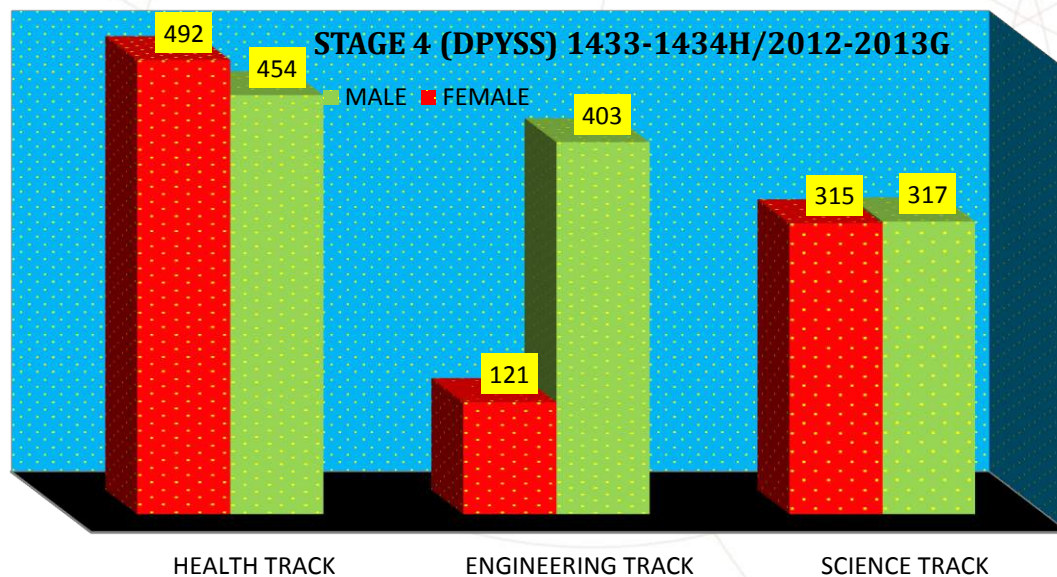
Stage five covered the two years 1435 - 1436H (2014 - 2015G) and was marked by the addition of two more colleges (Dammam Community College and Qatif Community College) and a large influx of students. (See Table)

STAGE 5 DEANSHIP OF PREPARATORY YEAR & SUPPORTING STUDIES (DPYSS) 1434-1436H/2013-2015G				
YEAR	STREAM/TRACK	MALE	FEMALE	TOTAL
1434-1435H/2013-2014G	SCIENCE TRACK	315	352	667
	ENGINEERING TRACK	526	161	687
	HEALTH TRACK	605	510	1115
	COMMUNITY COLLEGE(DAMMAM)	0	345	345
	COMMUNITY COLLEGE(QATIF)	0	338	338
1435-1436H/2014-2015G	SCIENCE TRACK	339	382	721
	ENGINEERING TRACK	353	158	511
	HEALTH TRACK	576	469	1045
	COMMUNITY COLLEGE(DAMMAM)	0	283	283
	COMMUNITY COLLEGE(QATIF)	0	247	247

STAGE 5 (DPYSS) 1434-1436H/2013-2015G
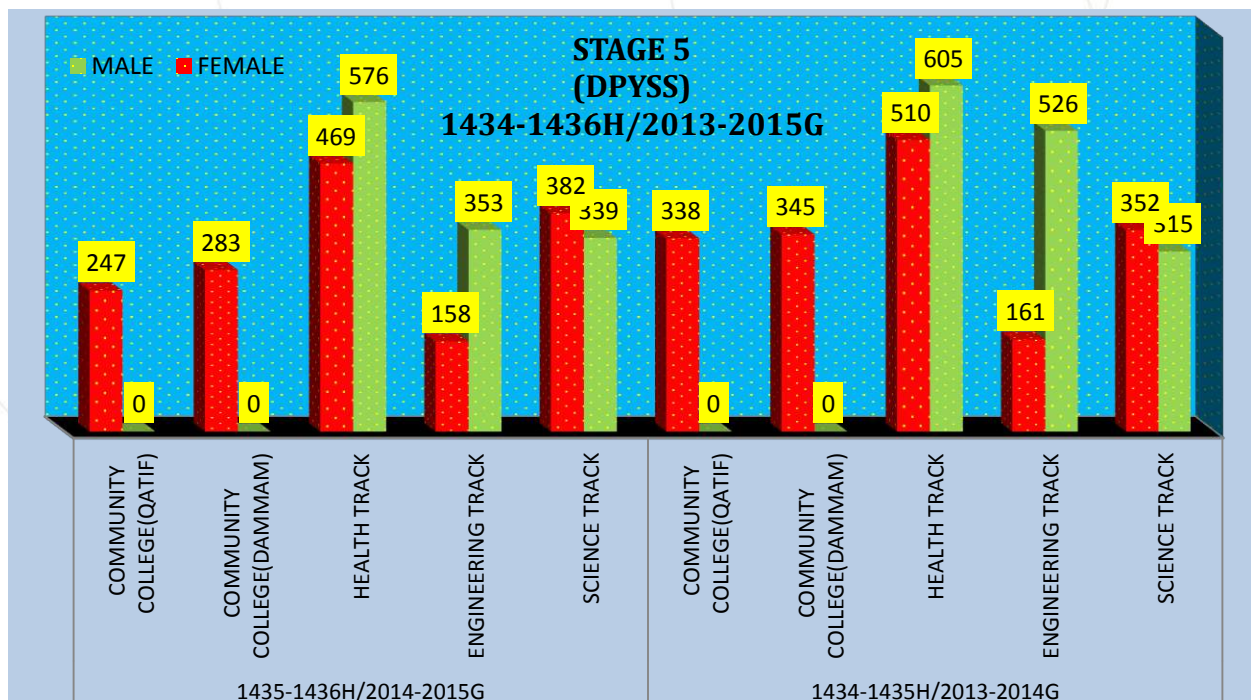
Stage six covers the academic year 1436 - 1437H (2015 - 2016G) and was marked by the inclusion of the college of Science in the Scientific Track.

Stage seven covers the academic year 1437 - 1438H (2016 - 2017G) and is marked by the inclusion of two more colleges in the Humanity Studies Track, i.e. College of Education and College of Arts.

5.2. Administrative Structure of the Deanship

With the support of the University Rector and the direct supervision of the Dean, five Prep Year managerial offices collaborate under the purview of the Deanship's Head Office. Assisted by an active team of administrators and staff, the managerial offices are always ready and on their alert to respond to your queries and entertain your needs. Also, the Office of Students' Affairs will be there for helping you overcome your worries and resolving all matters pertaining to campus life and other learning/teaching issues.

The Deanship's five managerial offices are:

- ❖ Vice-Dean for the Health Track
- ❖ Vice-Dean for the Engineering Track
- ❖ Vice-Dean for the Science Track
- ❖ Vice-Dean for Quality & Development (supervising six units):
    - Academic Guidance Unit
    - Academic Development Unit
    - Quality Assurance Unit
    - Research Studies Unit
    - Student Affairs Unit
- ❖ Director of Financial & Administrative Affairs

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                              DEAN

Vice-Dean for the    Vice-Dean for the    Vice-Dean for the    Vice-Dean for    Director of
Health Track         Engineering Track    Science Track        Quality &        Financial and
                                                               Development      Administrative
                                                                                Affairs

Vice-Dean            Vice-Dean            Vice-Dean            Academic
Assistant            Assistant            Assistant            Guidance
(Academic            (Academic            (Academic            Unit
Supervisor)          Supervisor)          Supervisor)

                                                               Academic
Student              Student              Student              Development
Supervi              Supervi              Supervi              Unit
sor                  sor                  sor

                                                               Quality
                                                               Assurance
                                                               Unit

                                                               Research
                                                               Studies
                                                               Unit

                                                               Student
                                                               Affairs
                                                               Unit
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5.3. Vision of the Deanship

Our Vision is to structure and put to practice a highly-organized, needs-oriented preparatory program with the aim of enhancing our students' aptitude for learning and acquisition, and preparing them for their future careers through a successful and rewarding academic experience.

5.4. Our Mission

Our Mission is to provide the ideal education environment for our students and teach them, in word and example, how to become creative, organized and self-motivated.

5.5. Strategies for Success in our Mission

To achieve our Mission, we are committed to the following:
- Providing a learning environment in which all members are treated with
  dignity and respect.
- Applying the highest standards of excellence in the planning, evaluation
  and revision of all programs for our continuing growth and development.
- Encouraging enthusiastic participation by all students and faculty/staff in the full range of activities offered within the University of Dammam.
- Insisting upon honesty and genuine accountability of everyone in maintaining and enhancing the common good of the community.
- Keeping pace with the latest and greatest in the fields of pedagogy and educational technology.

5.6. Our Goals

- Prepare the students for the rigors of university life.
- Develop the students' English language and improve their communication skills.
- Expand the students' capabilities and help them be initiative.

- Develop, maintain and update Preparatory year programs that reflect the quality academic standards that the University of Dammam requires.

5.7.Our Philosophy

Our academic program prepares students for their specialization challenges of the first year, while developing the personal qualities required for success: perseverance and integrity. Our dedicated faculty is committed to helping students discover their love for learning by fostering an environment where interactivity and collaboration are honored.

Establishing a strong foundation for each student in the studied course and building each student's capacity is the focus of our prep year core program. Moving into their first year, students can pursue their advanced studies with surety and confidence.

We believe in the foundational importance of our prep year study program, the value of development and innovation, and the need for academically competent students to belong to the University of Dammam. We build our students' confidence, academically as well as socially, and provide the tools to help them meet their personal challenges. In knowing and valuing our students' needs, we believe we can create an environment oriented toward helping each student become the most he or she can be.

In the whole, our Prep Year curricula are oriented toward developing each student's strengths and capacities through education based on six core beliefs:
- We believe that high expectations and dedicated effort encourage students to seek excellence and strive to do their best.
- We affirm that deep learning requires patience and a lot of practice.
- We work in a collaborative environment that gives students opportunities to express themselves.
- We learn from the past and educate our students for the future, integrate word and example, and help students to learn and practice.

- We prepare students to make a positive difference and encourage engagement in all activities.
- We dedicate ourselves, as teachers and mentors, to our own ongoing development, with commitment to learning and growth.

5.3. Deanship's Strategy for Development

In light of the University's educational policy, and for the improvement of quality teaching-learning outcomes, the Deanship of Preparatory Year and Supporting Studies has set up a comprehensive Development Program, governed by a carefully scheduled time plan. The program of development will hinge on three decisive factors: the candidates's ability to competently communicate in English, suitability of his/her field of major, and experience in teaching at college level. Since English is the language of instruction at the University of Dammam, it is imperative for the teaching faculty at all disciplines to be fluent speakers of English – indulging in Arabic explanations of notes and lessons in class is a well-established evidence that the instructor lacks competency in communicative English, and is a good reason for being disqualified from teaching at the University of Dammam.

The Development Program is based on the following action steps:

- Emphasizing professionalism - recruiting professional teachers of high profile
- Setting up of specific metrics for recruitment – new recruits must be specialized in education, experienced in teaching, and competent in spoken and written English – competency in English is a must
- Providing training for professional staff and creating consistent program evaluations to determine effectiveness training
- Track and monitor post semester performance and practices of the teaching faculty
- Track the academic progress and success of our students and benchmark their academic progress and success with comparable institutions

- Coordinate weekly student-stakeholders sessions throughout the academic year that foster an environment that is supportive of student needs.
- Host focus groups with students to discuss their experience and determine their level of satisfaction with the in-class performance of their instructors
- The University's quality & professional standards require that faculty members of all disciplines should be professionally competent in communicative English so they can conduct their lectures efficiently, and has set up a two-year timeline to attain to this end. (Proficiency in communicative English will be one of the decisive factors upon which contract renewal is based)

5.4. Prep Year Study Program

The preparatory year study program applies to students who have been admitted into the colleges of health, engineering, and science, in accordance with the conditions specified by these colleges and stated by the university council.

The preparatory year study program covers the two semesters of the year, and may be extended to include a summer semester where students are offered the opportunity to retake the failed modules, provided they meet the requirements for admission to the specialty colleges.

5.5. Aims of the Study Program

The Prep Year Study Program at the DPYSS is tailored for accommodating both students' needs and their specialty colleges' requirements, and serves as a transitional phase of development in the lives of students. The aims of the study program can be summed up as:

- Equipping the students with the necessary tools of success in their specialty colleges and thereafter; most importantly, enhancing their aptitude to think critically and interact creatively.

- Promoting the student's self-confidence and self-dependence in order to proceed, steady-footed, toward their specialization colleges.
- Inspiring the students of the importance of self-organization and time management.
- Helping them acquire the study skills upon which they can lay the bases for learning strategies at college and in their careers thereafter.
- Orienting the students with the styles of academic and social life at campus through exposing them to the rules, regulations, and by-laws of the UOD, acquainting them with the various methods of learning and research, and encouraging them to mingle with their instructors and socialize with their peers.
- Enhancing the students' sense of responsibility, cooperation, and commitment.
- Easing the students' psychological stress, and creating the convenient environment that appeals to their liking and dissipates their worries.
- Removing the factors of and promoting concepts of positive interaction

5.6. The study program tracks (also: streams or paths)

Fresh students are streamed into three tracks/streams/paths currently covered by the Prep Year Study Programs: Health, Engineering, and Science; each track is assigned a curriculum and a certain number of credit hours. It takes the students two full semesters to complete these study programs and be admitted as first year students at their specialty colleges. As the University of Dammam continues to grow, new colleges will be added to these existing tracks and even other Preparatory year programs will be added if the need arises.

1. Health Track: College of Medicine
College of Dentistry
College of Nursing
College of Applied Medical Sciences

College of Clinical Pharmacy

2. Engineering Track: College of Architecture & Planning
College of Design
College of Engineering

3. Science Track: College of Business Administration
College of Computer Science & IT
College of Science
Community College - Dammam
Community College - Qatif

Track	Credit Hours
Health	32
Engineering	32
Science	29

The preparatory study program at the University of Dammam aims at setting students who have finished their high school education on the right track toward their specialty colleges and professional careers. It also aims at supporting the students' knowledge and enabling them to approach all branches of science and technology with surety and confidence. In order to be allowed to proceed to the specialty college, however, students have to pass their Prep Year study programs successfully, which lasts for two semesters. Students who fail the prep year study program (fail to score a minimum of 60% of the total) are given the chance to attend an additional intensive course during the summer time, and are then required to achieve the pass rate (60%) stipulated for success.

Learning at the Prep Year is assessed continually through graded practice, repeated exposure, and a lot of active in-class participation, in addition to the official tools of measurement, including quizzes, tests, and exams both in class and online.

At each track, Prep Year students have to study a number of subjects as required and determined by the specialty college they intend to enroll at upon passing the preparatory study program successfully. These subjects include, but are not limited to, physics, biology, math, chemistry, research studies, communication skills, computer sciences, Islamic studies, and English language.

Basically, these subjects are scheduled as among the core subjects of the first year specialty colleges, but have been transferred to the Prep Year Program and integrated as components of the preparatory program for purposes pertinent to student preparation and orientation. They are, therefore, listed by the Deanship of Preparatory Year and Supporting Studies as requisites, allotted credits, and perceived as constituents of the student's GPA, at the end of the year. The student's earned grades are eventually calculated and entered into the student's end-of-year cumulative average.

In fact, all prep year curricular subjects of a given track are requirements for the colleges affiliated to that particular track. At the health track, for instance, all scheduled curricular subjects, such as physics, chemistry, biology, English, are among the requirements for admittance at those colleges; and such is the case with the rest of the colleges, each according to its declared policy and regulations. The program courses must be passed at a rate of 3 out of 5, at the minimum, or else a student will be disqualified from competing for a place in the colleges operating within the purview of the opted track.

6.   Academic Plans

Your academic plan provides information about the courses you might schedule, semester by semester, as you pursue your studies at the Prep Year. It is your roadmap that helps you arrive at your destination – transitioning successfully to your specialty college – in a timely manner and with few distractions. This information serves several purposes and assists in various aspects: students, advisers, departments, deans, registrars, admissions officers, and family members. Each college or department at the Deanship maintains

recommended academic plans for its own majors. These academic plans aim to:

- Identify normal academic progress and course offerings needed, and reveal course sequencing;
- Assist students and advisers in planning students' schedules both short-term and long-range, and registrars and departments in planning course offerings;
- Help prospective students and their families to anticipate the academic workload and courses needed to pass a study course, and students to anticipate when courses will be offered in order to appropriately schedule prerequisites;
- Serve as tools to learn the curriculum.

6.1. Academic Plan for the Health Track/Path

Semester one

Course ID	Course title	Credit hrs	Contact hrs	Pre-requisite
ENGL 101	General English	7	20	-
BIOL 102	Biology	2	2	-
CHEM 103	Chemistry	1	1	-
PHYS 104	Physics	1	1	-
COMP 131	Computer Skills	2	4	-
LRSK 142	Commun. Skills	2	2	-
ISLM 271	Creed & Ethics	2	2	-

Semester two

Course ID	Course title	Credit hrs	Contact hrs	Pre-requisite
ENGL 101	General English	-	8	-
ENGL102	ESP	3	12	-
BIOL 101	Biology	3	4	-
CHEM 101	Chemistry	2	3	-
PHYS 101	Physics	2	3	-
LRSK 141	Learn. & Search. skills	2	2	-
PHEDU162	Health and Phys. Edu.	1	2	-
ISLM 272	Social System in Islam	2	2	-

6.2. Academic Plan for the Engineering Track

Semester one

Course ID	Course title	Credit hrs	Contact hrs	Pre-requisite
ENGL-101	English Language 1	7	20	-
MATH-111	Mathematics 1	3	3	-
ARCH-121	Basic Design Studio 1	3	4	-
LRSK-141	Learn. & Research Skills	2	2	-
PHEDU-152	Health and Phys. Edu.	1	2	-

Semester two

Course ID	Course title	Credit hrs	Contact hrs	Pre-requisite
ENGL 101	General English	-	8	-
ENGL-102	ESP	3	12	-
MATH-112	Mathematics 2	3	3	-
ARCH-122	Basic Design Studio 2	3	4	ARCH-121
PHYS-132	Physics	3	3	-
LRSK-142	Communication Skills	2	2	-
COMP-131	Computer Skills	2	4	-

6.3. Academic Plan for the Science Track

Semester one

Course ID	Course title	Credit hrs	Contact hrs	Pre-requisite
ENGL 101	General English	7	20	-
MATH 111	Mathematics (1)	3	3	-
COMP 131	Computer Skills	2	4	-
LRSK 141	Learn. & Search. skills	2	2	-
PHEDU-152	Health and Phys. Edu.	1	2	-

Semester two

Course ID	Course title	Credit hrs	Contact hrs	Pre-requisite
ENGL 101	General English	-	8	-
ENGL102	ESP	3	12	-
MATH 112	Mathematics 2	3	2	MATH 111
STAT 132	Statistics	3	3	-
CMSK 142	Communication Skills	2	2	-
COMP 121	Computer Applications	3	4	-

6.4. Academic Plan for the Community Colleges - Dammam & Qatif

Semester one

Course ID	Course title	Credit hrs	Contact hrs	Pre-requisite
LRSK 141	Learn. & Research Skills	2	2	-
MATH 111	Mathematics (1)	3	3	-
ENGL 101	General English	7	20	-
STAT 132	Statistics	3	3	-
COMP 131	Computer Skills	2	4	-

Semester two

Course ID	Course title	Credit hrs	Contact hrs	Pre-requisite
ENGL 101	General English	-	8	-
ENGL 102	ESP	3	12	-
MATH 112	Mathematics 2	3	3	MATH-111
PHEDU-152	Health & Phys. Edu.	1	2	-
COMP 122	Computer Applications	3	4	-
LRSK 142	Communication Skills	2	2	-

7. Prep Year Academic Departments

All departments operating under the purview of the Deanship of Preparatory Year & Supporting Studies provide their students with all types of cultural, intellectual, and physical activities. These departments are: Department of English Language, Department of Basic Sciences, Department of Computer, Department of Islamic Studies, and Department of Self-Development. In addition to these departments, four supporting studies programs run in parallel and collaborate with them: the English Language Program, the Computer Program, Test Preparation Program, and the Summer Program in computer and English (for the children of UOD employees).

Following is a brief description of the role of each:

7.1. Department of English

The Department of English Language (DEL) administers the English courses for preparatory year students at all UOD colleges, and develops these courses in accordance with the requirements of the

respective colleges as well as the quality benchmarks set by the Ministry of Higher Education. The English language program conducted by the Department of English branches into two courses: General English Language (ENGL-101), and English for Academic and Specific Purpose (ENGL-102)

The Department's vision is to address and develop the students' intellectual, cultural, and communicative skills and enable them to communicate and interact with other cultures.

Goals
- Enhancing the students' level of general and academic English.
- Providing a smooth transition from high school to university.
- Promoting the principles of scientific research and developing their communication skills
- Providing supportive job-related English Language courses for the university staff for upgrading work performance
- Providing facilities for global standardized tests for students, such as TOEFL and IELTS

The DEL is staffed by 60 male and female highly experienced teachers of English. It is also assuming academic responsibility over about 80 male and female teachers who work on contractual basis for a private Saudi Institution under the name Education Experts (EdEx) and operating within the purview of the DPYSS. And, being the sole provider of English language programs at UOD, the DEL has set up a comprehensive quality assurance plan as well as a number of regulatory procedures which aim at monitoring the teachers' performance and professionalizing them. Quality assurance is a systematic set of mechanisms, processes, and procedures designed to measure growth and build quality into a learning program and ensure that it is delivered as planned. The frameworks of quality assurance rely on collecting significant feedback from quality review processes, instructors, students, and data analysis.

In consultation with the respective colleges, the English language program utilizes customized strategies and flexible instructional materials to suit the specific needs of each track and level. The DEL's methodology focuses on practical applications, measured progress,

and repeated exposure. Students are taught and encouraged to engage in critical and creative thinking skills in word and example.

At the present time, the DEL's faculty and staff are working laboriously on a five-year strategic development plan which weaves together the most recent experiential endeavors that lead to meaningful improvement in students' academic commitment and achievement. It calls for all faculty members to contribute to the development efforts through their field researches, experience, and class observations. According to the development plan, all constituents of the educative process, most importantly curriculum and methodology, are scrutinized, re-evaluated and restructured in light of their relevancy to students' needs.

One aspect of the Development Plan is the construction of a well-grounded PY curriculum which is based on the students' needs analysis. Data about curriculum are procured through a collection of campus-based research papers and success in structuring the curriculum hinges, for much of it, on providing answers to the following questions: Why are students at UOD learning English? What are the goals of learning English? What are students learning? How are students learning? What is the teacher's role? What are the materials and resources used? And, how is students' progress assessed?

One of the DPYSS's prominent initiatives towards achieving this goal is devoting a great deal of time and effort to the task of collecting data and investigating the most appropriate methods of teaching. In pursuit of empirical data, the DPYSS has indulged in conducting a series of field studies which incorporated surveys, questionnaires, interviews, seminars, workshops and conferences. Applying the student-centered learning-teaching strategy, the (DEL), on its side, has set out towards laying the basis for a curricular strategy which aims at re-orienting the act of teaching to one of learning.

To attain to this goal, the DPYSS has established six task committees, i.e. exams committee, professional development committee, pacing schedule & time plan committee, teachers' & students' support

committee, quality assurance committee, and blended learning committee.

Furthermore, a self-access learning center has been inaugurated recently and made available for all students at any time during the weekdays.

Realizing the significance of team work and the role it plays in the process of change, His Excellency the Dean has called for a synergy between all stakeholders (decision makers at UOD, educationists, service providers, faculty & staff, students). He has made it so clear that longstanding partnership and intimate integration in a team, both theoretically as well as practically, will be the most crucial factor of putting the process of change into success and creating the right learning environment for the right learner. According to Tinto (1993), a fundamental concern of all higher education institutions is to 'consider ways to change our institutions to better fit our students, rather than change the student to fit the institution'.

The Language Course

English is one of the requirements of the Prep Year Program. And since it is an interdisciplinary subject, students of all tracks have to study and pass the required course with an end-of-year percentage score of no less than 60%. Prior to setting out towards their study program at the onset of each academic year, students have to set for a placement test whose result determines which level he/she will be registered at; beginner, intermediate, or advanced.

Contact with the three-level Prep Year students lasts for the two semesters of the academic year and integrates intensive general English (Engl. 101)) with English for Specific Purposes (Engl. 102)). Students have to study and pass English 101 (semester 1) as a requisite for studying English 102 (semester 2). Throughout the first semester, the focus is on GE, whereas in the second semester the focus is steered towards ESP. The first is an intensive integrated course which extends across the whole of the first semester. It aims at raising the level of performance by equipping students with the necessary general language tools for mastering the five major

constituents of the language: reading, writing, listening, speaking, and vocabulary. The English language program for the second semester is designed in such a way as to fit into the students' specific needs, introduce and acquaint the students with the language of science and technology (form, content, and style), and prepare them for utilizing academic and technical English in their respective fields of study.

The Deanship of Preparatory Year and Supporting Studies, in collaboration with the Deanship of E-learning, has recently launched 'phase one' of its 'blended learning program'. The blended learning program at UOD integrates face-to-face learning as well as a carefully balanced percentage of online learning to provide a mix of experiences which support each other in achieving the desired learning outcomes. Accordingly, students of all levels are taught a portion of the studied material (10% as a preliminary step) through the LMS electronic facilities made accessible by the Deanship of E-learning at UOD (Blackboard & Oxford).

To complete the English language program, the student must pass all required study courses with no less than a score of 60% of the final grade(600 contact hours: 450 = GE, 110 = ESP, 40 = EAP), earn a minimum grade point average (GPA) of 3.0/5.0, and earn at least a D grade in General English. To alleviate pressure on students of high caliber, they are privileged with the right to be exempted from the GE course provided they submit authenticated documents certifying a minimal score of 6+ on the IELTS standard exam. However, the exempted student's IELTS score shall not be included within his/her cumulative average.

7.2. Department of Basic Sciences

The Department's vision is to provide students with Islam-related scientific skills, systemic thinking, and good behavior, in order to enable them to actively participate in serving their community.

Goals
- Laying the foundations of good faith and right morals.

- Composing an excellent scientific personality in the understanding of Islam.
- Expanding righteous fair thinking, and support intellectual security.
- Promoting scientific research in Islamic studies, and employ it to solve problems efficiently.

Courses

Course	Course Code
Faith Morals	271
Social System in Islam	272
The Economic System in Islam	273
Political system in Islam	274

7.3. Department of Computer

The department administers two courses: Computer Skills (COMP-131), and Computer Applications (COMP-122). The computer department seeks to develop the students' IT basic practices and their professional and theoretical skills pertinent to their future specialties.

Goals
- Promoting the concepts of computer and information technology.
- Enabling students to cope with diverse computer-based issues.
- Developing their ability of using software programs, dealing with image processing, and graphics designing.
- Promoting principles of statistics and the application of statistical programs and E-Tables.
- Using computers in completing graphical operations quickly and accurately.
- Developing the students' knowledge about search engines on the internet, using e-mails, and creating sites on the internet.
- Developing the students' skills of analysis, design and production of databases and learning how to create tables, forms, queries, and reports.

7.4. Department of Islamic Studies

The department's vision is to provide students with excellent scientific skills linked to Islamic ways of thinking and behavior, and prompt them to actively participate in serving their community.

Goals
- Laying firmly the foundations of faith and morality.
- Enhancing the understanding of Islamic ethics and principles.
- Expanding righteous thinking and supporting intellectual entity.
- Promoting Islamic research studies and employing research in solving problems.

Courses:

Course	Course Code
Faith Morals	271
Social System in Islam	272
The Economic System in Islam	273
Political System in Islam	274

7.5. Department of Self-Development

Our vision is to provide programs which help students in the area of cognitive and emotional development, in line with the vision and mission of the Deanship of the Preparatory Year, and focus on communication and research skills in order to integrate students, both psychologically and socially, into the college community, and prepare them for future life.

Goals
- Developing students' communicative skills both inside and outside the campus
- Mastering the necessary skills of writing research according to scientific standards
- Developing students' learning skills and helping them to excel and innovate
- Preparing students to practice thinking skills in their diversified forms
- Developing students' health awareness and physical fitness
- Helping students to adapt to the university environment and encourage them to participate effectively in the various activities within the university community and outside

Courses:

Course	Course ID
Learning and Searching skills	LRSK-141
Communication Skills	LRSK-142
Health and Physical Education	PHEDU-162
Basic Design Studio (1)	ARCH -121
Basic Design Studio (2)	ARCH 122

8. Supporting Studies Programs

The supporting studies comprise four programs: English language, computer skills, preparation for aptitude and achievement tests, and summer programs. These programs are intended to enhance the students' desire to make use of their time, and meanwhile acquire the necessary skills that qualify them for their study courses. Students are very well taken care of by highly qualified teachers and in light of a carefully prepared program.

8.1. English language programs

The supporting English language program targets male and female lecturers and graduate assistants of all levels: beginner, intermediate, advanced, and preparation for the IELTS. Besides preparing students to the IELTS-level tests, the program focuses on the language core components, such as listening, reading, writing, as well as the conversational and communicative skills.

Objectives of the program:
- Teaching students to speak and communicate fluently.
- Providing the students with the tools to read and write with ease.
- Providing the students with the skills and academic background that enable them to successfully pass the IELTS test, and qualify to enroll in graduate programs in universities abroad.

8.2. Computer programs

The supporting computer program targets all UoD male and female employees of all levels: beginner, intermediate, advanced, and preparation for the ICDL. Besides preparing students for the ICDL, the program focuses on: operation systems and computer management (OS windows), word-processing programs (such as Microsoft Word), presentation programs (PowerPoint), and spreadsheet programs (Excel).

Objectives:
- Provide the student with both the basic and advanced skills necessary to effectively use computers and familiarize the students with their applications in the workplace.
- Introduce the students to concepts and terminology used in information technology.
- Provide the necessary knowledge for managing and employing the most common operating systems.
- Teach the students how to use different office applications effectively in order to further their careers.
- Improve the students' skills with regards to the MS Office package.

8.3. Summer program

This supporting program for the summer time has two axes: English language and computer skills. The English language program focuses on the core skills: reading, listening, structure, and communicative skills. The Computer programs offers three training programs (from which the trainee has to choose one program only); i.e. Office, Internet, and Design.

1. Office:
   - Arabic print program manager
   - Microsoft Office Word 2007
   - Microsoft Office Power Point 2007
2. Internet:
   - The use of social networking sites
   - Web Expression-4 program
3. Design:
   - Adobe Photoshop

Date and time of the program: Beginning and end of the summer semester of each year, from 09:00 am to 02:00 pm. Venue: Buildings 300 and 450, Deanship of the Preparatory Year and Supporting Studies, University of Dammam.

9.   Administrative Departments & Units/Divisions

There are four departments and a management division at the Deanship: Department of Student Affairs, Department of Quality, Department of Academic Development, Department of Academic Affairs, and Financial & Administrative Affairs Division.

No	Department	Unit
1	Department of Student Affairs	1. Student Follow-up Unit
		2. Student Activities Unit
2	Department of Quality	1. Quality Unit
		2. Training & Community Service Unit
3	Department of Academic Development	1. Academic Development Unit
		2. Teaching and Learning Unit
4	Department of Academic Affairs	1. Academic Follow-up Unit
		2. Self-Learning Unit
		3. E-Learning Unit
5	Department of Financial & Administrative Affairs	1. Financial Affairs Unit
		2. Administrative Affairs Unit

9.1. Department of Students' Affairs

In addition to providing different student activities, the Department also seeks to provide students with the services of registration and educational guidance inside their learning environment. The Student Affairs Department consists of two units: the Student Follow-up Unit and the Student Activity Unit.

9.1.a. Student Follow-up Unit
Objectives:
- o Following up with students' attendance
- o Setting up plans and distributing students among classes
- o Following up with students' problems and offering advice and guidance to help them transition smoothly from high school to university environment
- o Providing student services and preparing their personal profiles
- o Promoting discipline, good manners, rules and by-laws
- o Supporting special-needs students
- o Implementing the educational and academic guidance plan of the Deanship

9.1.b. Student Activity Unit
Objectives:
- o Maintaining the students' culture and encouraging them to socialize
- o Creating the chance for students to practice their activities of interest
- o Encouraging students to best benefit from and manage their time
- o Providing educational and cultural activities
- o Organizing competitions, contests, trips, external visits, and sports activities
- o Organizing assembly meetings and lectures
- o Organizing exhibitions and awareness campaigns

9.2.Department of Quality

The mission of the Quality Department is to promote the preparatory year culture and standards of quality in accordance with the requirements of quality and accreditation, and to achieve the goals and vision of the Deanship of the Preparatory Year and Supporting Studies.

The Quality Department consists of two units: the Quality Unit and the Training & Community Service Unit.

9.2.a. Quality Unit

Objectives:

- o Cultivating the culture of quality and continuous training
- o Implementing quality standards in the prep year programs
- o Preparing and following up an assessment system for academic performance in accordance with quality standards
- o Preparing reference materials, surveys, and tools of evaluation to complete the program evaluation
- o Creating an information system for collecting, classifying, and saving the information necessary for following up with the academic performance and its different tasks at the Deanship.
- o Following up and implementing the prep year program curricula

9.2.b. Training & Community Service Unit

Objectives:

- o Providing plans and developing training programs in collaboration with the concerned sections in keeping with the vision of the Deanship of Preparatory Year and Supporting Studies
- o Highlighting training needs of university employees in contribution with the Administration of Administrative Development and the Deanship of Higher Studies
- o Maintaining continuous support to university employees and making the best use of Ongoing Teaching and Training Services
- o Communicating cooperatively with the society sectors and organizations in different fields for the purpose of training university employees
- o Holding training programs, lectures and workshops to improve teaching
- o Holding training programs and courses in Computer and English in cooperation with the respective departments
- o Supervising and following up with Computer Department ICDL tests
- o Supervising and following up with English Department IELTS tests

9.3. Department of Academic Development

The mission of the Academic Development Department is to contribute effectively to the training needs and development of the faculty members in order to achieve the goals and vision of the Deanship of the Preparatory Year and Supporting Studies.

The Department of Academic Development consists of two units: the Academic Development Unit and the Teaching and Learning Unit.

9.3.a. Academic Development Unit
Objectives:
- Establishing an integrated system for training and professionalizing the teaching faculty
- Developing the teaching skills related to course design
- Developing effective communication skills among the teaching staff
- Benefiting from international experiences in the teaching field
- Following up with the program evaluation of the prep year

9.3.b. Teaching and Learning Unit
Objectives:
- Improving and updating the teaching methods to cope with self and electronic learning
- Holding training courses, lectures and workshops needed for the improvement of teaching.
- Enhancing the teaching staff proficiency and assessment abilities
- Improving the teaching staff IT skills
- Following up teaching requirements as labs, classes and Internet

9.4. Department of Academic Affairs

The mission of the Department of Academic Affairs is following up the educational procedures as well as the students' academic performance through active communication with the Course Coordinators in light of the Deanship's vision. The Department of

Academic Affairs includes three units: the Academic Follow-up Unit, the Self-Learning Unit, and the E-Learning Unit.

9.4.a. Academic Follow-up Unit

Objectives:
- Preparing studies and reports about the courses development
- Following up students' evaluation in each course
- Following and preparing Mid and Final Exams Results to be submitted to the Chair of Academic Affairs
- Meeting with course teachers and coordinators for follow-up
- Ensuring accurate application of syllabus according to the set time plan
- Planning and preparing for Preparatory Year students' introductory week
- Providing an end-of-year report to the chair of Academic Affairs

9.4.b. Self-Learning Unit

Objectives:
- Adopting the learner-centered, self-dependent philosophy
- Preparing training bags that fit into the self-learning methodology
- Motivating talented students to be more inventive

9.4.c. E-Learning Unit (Blackboard)

Objectives:
- Making electronic education available whenever and wherever desired by students
- Creating an electronic library to achieve course targets
- Establishing electronic contact channels between the teaching staff and their students

9.5. Department of Financial & Administrative Affairs

The Financial & Administrative Affairs Division consists of two units: the Financial Affairs Unit, and Administrative Affairs Unit.

9.5.a. Financial Affairs Unit

Objectives:
- Preparing transaction bills to prove disbursements and imbursements
- Preparing fully reviewed documents of monetary transaction notes
- Preparing annual financial reports
- Preparing final accounts for the Deanship.
- Processing the incomings and outgoings by receiving documents from and submitting them to administration.
- Documenting accounting processes in administration archives
- Checking and reviewing the incomings and outgoings of all financed activities such as courses, seminars and trips.
- Checking and reviewing all budget expenditures that directly reach the administration.

9.5.b. Administrative Affairs Unit

Objectives:
- Following up the personnel tasks
- Following up the technical support tasks
- Following up the safety section
- Following up the maintenance section
- Following up the attendance sheets of the Deanship employees

10. Administrative Development and Community Services

The Deanship of Preparatory and Supporting Studies sponsors annual "Intensive English and Information Technology Training Programs" which are open to students, faculty, teachers, staff and participants in the Deanship's various programs. Courses for women are usually held in Building 300, and those of the men are held in Building 450, at the Preparatory Year's Offices, at UOD's main campus in Dammam, on Khobar Coastal Road. Also, placement tests for new arrivals are held at the inception of every academic year to determine the students' level in English.

11. Research Unit

UOD is one of the most respected research institutions in the Kingdom, and our researchers have made great strides across all disciplines. The university's commitment to research is evidenced by not only the juried scientific journals published here, but also by the numerous research entities across the Kingdom.

UOD now assumes an important role and responsibility for the future growth, prosperity and wellbeing not only of the Dammam-Khobar region but also the entire Eastern Province. To that end, the Prep Year research enterprise has a strategic responsibility to develop its assets and programs in concert with this new institutional role, and advance new knowledge and discovery to the benefit of human wellbeing and the region's economic development. Recognizing these new opportunities, this Strategic Plan for Research aspires for an ambitious course for growth and development of the research mission at UoD and its anticipated benefits for students, faculty, as well as the local community and the Kingdom at large.

The efforts of the Research Unit comply with the standards and guidelines of the National Commission for Assessment and Academic Accreditation (NCAAA), and the focus is on "good practice in relation to Research" as described in the *Quality Standards for Post- Secondary Institutions.*

Our future research development plan is vibrant and open to continuous reviewing, as tasks, objectives and even endpoints should be open for periodical reconsideration and modification to allow agility in responding to future yet uncovered opportunities.

Mission
The mission of the Research Unit is to *"Create a culture of intellectual curiosity, and conduct research of the highest ethical standards to generate new knowledge through research & discovery".* To pursue this strategic end, the strategic design for the research mission has been founded on the following basic principles:

- Creating a research environment that adheres to and advances the highest Islamic values, ethics and morality standards for research and discovery
- Implementing and supporting the principles of scientific and empirical research
- Creating a core resource that advances and attracts high quality research and discovery amongst all disciplines
- Fostering intellectual curiosity through the development of programs aimed at attracting student and faculty participation in research activities.

12. Electronic Facilities Provided by the Preparatory Year Deanship

The Deanship of Preparatory Year and Supporting Studies advocates the use of electronic services for its faculty, staff, and students through its trained staff as well as Website. In collaboration with the Deanships of E-Learning and Information Technology, the Deanship provides the students with a package of e-services, including e-registration, attaining to scheduled courses (accomplished and remaining ones), pacing schedules, enquiring about earned grades and cumulative average, accessing exam results, student's academic record, and updating personal information. The knowledgeable staff commissioned with electronic services at the Deanship can handle all other issues relating to students' academic information and their study program professionally.

Furthermore, the Computing Service offers a comprehensive range of support, including:

- a service desk and extensive online help information
- a programme of free training courses, ranging from introductory to advanced levels
- Assistive Technology advice and training for first-time users

12.1. Student academic record

The Deanship has allocated a special division for keeping and organizing students' academic records. An academic record is a formal

transcript of the student's academic history at the University. This record includes all unit attempts and the student's grade for each unit. If he/she was enrolled in more than one course, it lists all courses and all units studied at UOD. The students' academic record usually contains:

- ✓ student name and ID number
- ✓ date of issue
- ✓ course and unit titles
- ✓ ear of study and teaching period
- ✓ credit points
- ✓ marks and grades
- ✓ exemptions or credits
- ✓ grade point averages (GPA)
- ✓ weighted average marks

The student academic records section at the Deanship reviews the accuracy of student data upon a student's matriculation and is responsible for maintaining all academic records. This maintenance includes ensuring that all changes to student records, such as name changes and grade changes, are done accurately and according to UOD policy. This area is also responsible for posting all final grades, including grades from all study courses credit by exam.

12.2. Other Electronic Facilities Offered by the Deanship

The Deanship's computing facilities aim at helping students of all disciplines with their academic work. This includes a University email account, and access to central file storage for their work. All Prep Year Departments and Colleges provide networked PCs in their computer suites, with access to a range of general and specialist software, as well as printers and scanners. In addition, the Deanship provides its students with self-access electronic services including:

- Issuance of postponement letters
- Issuance of apology letters
- Receive medical excuses for students in the case of absence from lectures
- Printing of academic records
- Printing student timetable

- Answering students' questions about the academic status
- Forms of special requests to object to or change a test mark

13. Unit of Counseling & Educational Guidance

The role of the Deanship of Preparatory Year and Supporting Studies is not confined to the transfer of information and scientific knowledge, but it is also concerned with the growth and maturity of the student's personality and its integrity in all aspects. The services of the Guidance and Counseling Unit at the Deanship integrate with this perception, come in complement of the educational process, and contribute to the student's personality development. The mission of the Counseling & Guidance Unit is to ensure high-quality counseling and guidance services for prep year students at UOD, and introduce specialized programs that help students enhance their academic and personal abilities and explore their potentials.

With this significant role in perspective, and in keeping with the religious values, ethical principles, and philosophy of education in the Kingdom, the Unit of Counseling and Guidance aims to provide student guidance support across the various stages of development in order to be positively contributive to the efforts of social and intellectual construction, both inside and outside the Kingdom. The Counseling & Guidance Unit also helps students evolve their own attitudes, develop their critical thinking abilities, and acquire aptitude for overcoming challenges encountered in their lives. The Unit is committed to the achievement of the following objectives:

- o Developing the students' degree of awareness, helping them explore their potentials, and provide guidance services.

- o Helping students understand the educational environment, interact positively with life challenges, and overcome hindrances.

- o Fostering aspects of natural growth and helping them attain to maximum psychological and social maturity.

- o Creating a safe environment for students to help them adapt to university life.

- o Developing the students' skills of self-reliance, commitment, and responsibility.

- o Guiding them in dealing with various types of social, academic, and psychological stress.

- o Arranging for workshops to help students acquire the necessary skills in their university.
- o Promoting principles of mental and physical health care.

- o Guiding students towards building personal and social skills that enable them handle life challenges with care and diligence, and providing them with the key skills to solve problems and make decisions.

- o Motivating students to do their best in their study programs and achieve the highest scores.

- o Fostering positive behaviors and harnessing negative ones.

- o Exploring and enhancing students' talents and creative abilities.

- o Helping students in their vocational choices in accordance with their professional abilities and inclinations, and in light of the needs of the society and labor market.

14. Programs of the Counseling & Educational Guidance Unit

The unit provides direction and guidance and provides opportunities for students to apply and practice the strategies that have been learned in order to improve the level of academic success. It offers the following programs:

a. Study Skills: Study skills aim at helping students develop and practice effective means of study, and teaching critical thinking

skills leading to success in college.

b. Time Management: Time management helps students organize and schedule the volume of work per week and determine the degree to which they can manage their weekly activities.

c. Concentration: Many students complain about their inability to concentrate and a sense that they do not perform work as efficiently as they wish due to dispersion of thought. It is the aim of the unit to help students overcome such worries and develop own study strategies.

d. Preparedness for the Exam: To train students in how to study and get prepared for their exams, and promote their academic abilities to the level of efficiency.

e. Special Care for the disabled: For helping students who suffer from learning disabilities or chronic physical inability obtain vocational careers.

15. Regulatory and Operational Rules Governing the Prep Year

The Deanship has set up a package of regulations to regulate the procedures and principles governing education offered to Prep Year newly admitted students.

In the Preparatory Year, the normal duration of education is one academic year and the medium of instruction at the University is English. The periods and dates of activities such as registration and courses are regulated through the academic calendar.

The newly admitted students' English proficiency is assessed at the beginning of each academic year through a placement test which is prepared and administered by the National Center for Assessment & Measurement at Higher Education. The level in which students are placed is determined by the score they obtain on the Placement Exam. The provisions concerning the weekly contact hours of levels are determined by the Departmental Board at the beginning of each academic year.

15.1. Admission

The admission requirements are set by the Deanship of Preparatory Year and Supporting Studies in coordination with the concerned faculties as well as the Deanship of Admissions and Registration, and in compliance with the regulatory code of the University of Dammam.

Admittance into a college program is stipulated by meeting the pass requirements of the intended or concerned colleges. Priority is given to students based on the grade point average (GPA), along with their choice of faculty and potentials. Students incapable of meeting the minimum requirements cannot proceed to colleges that require a pass in the preparatory year if they fail to complete all modules scheduled for the two semesters. Failing students receive an academic record of the earned modules and grades for their own files. They may be offered another chance through submitting their records to the Deanship of Admission which, in turn, may transfer them to other colleges not requiring as high a level as the previous one. However, this is dependent on each college's rules and regulations as set by the Examinations Operational Procedures of the University of Dammam.

However, due to the ongoing process of evaluation and development, students have to maintain pace with whatever new instructions and regulations may evolve through the Deanship, particularly at the inception of each academic year. But generally, the following requirements represent the core regulatory notes students are advised to keep their eyes on.

Specialty colleges differ in their requirements (as to cumulative GPA) for admission, and students who have passed all courses successfully should be careful as to finding about such specific requirements which are usually determined by the specific needs and capacity of each college.

- Only through a valid excuse can withdrawn students be allowed the chance of re-studying or completing missed courses.
- A student is disqualified from the study program of the Prep Year, and may even be dis-enrolled in case of failing the assigned courses altogether, failing a course (or more) three

successive times, or failing two (or more) courses more than once.

- Students who are forced -under uncontrollable circumstances- to absent the course need to submit an authentic evidencing proof to the concerned office, before given a permission to withdraw from or drop a course.

- Re-enrollment (after withdrawal or quittance), omissions or adjustments of program courses, changing sections or transferring tracks, and postponement of the study program are all not permitted.

N.B. Unexcused absences exceeding (15%) of the total number of classes shall disqualify the student of entering the final exam; and he/she will not be permitted to continue the study program, either.

15.2. Passing the preparatory year program

A student passes the preparatory year study program and is offered the opportunity to select a college from the previously mentioned ones and apply online, based on the following requirements:
- **a**. passing all preparatory program modules undertaken throughout the year (scoring a percentage of no less than 60% of the total grade), and
- **b**. acquiring a minimum of (3:00 out of 5:00) in the cumulative average.

15.3. The cumulative average point (CAP)

The cumulative average point (CAP) is the average grade point of all preparatory year modules taken by a student. It is used to track the progress of the student. The grade point for a module can be obtained from the grade which one has received using the following table:

GRADE	GRADE POINT
A+	5.0
A	5.0
A-	4.5
B+	4.0
B	3.5
B-	3.0
C+	2.5
C	2.0
D+	1.5
D	1.0
F	0.0

  a. Points and grades achieved by a student during the preparatory
  program are counted as part of his/her cumulative average.
  b. Credited hours are counted as part of the total number required
  for graduation in the intended program.

Semester and cumulative grade point averages appear on each
student semester grade report and on the permanent academic record
(transcript). The information given below illustrates how the GPA is
calculated. To figure the GPA, the numerical value of each grade (see
tables below) is multiplied times the number of credits for each course
in which a letter grade is received. This gives the total number of
earned points. The total earned points divided by the total graded
credits = GPA.

EXAMPLES:

Semester one:

DEPT	CRSE	GRADE	CREDIT	CALCULATION
BIOL	100	A-	4	3.67 x 4 = 14.68
ENGL	101	B	4	3.0 x 4 = 12.00
MATH	100	B+	4	3.33 x 4 = 13.32
PHYS	107	A	1	4.0 x 1 = 4.00
COMP	122	B-	4	2.67 x 4 = 10.68
			17	17 54.68

Sem. GPA = 54.68 / 17 = 3.216
Rounded = 3.22

Semester two:

DEPT	CRSE	GRADE	CREDIT	CALCULATION
COMP	131	F	4	0.0 x 4 = 0.00
ENGL	102	A+	4	4.0 x 4 = 16. 00
LRSK	141	F	4	0.0 x 4 = 0.00
CHEM	26	B+	4	3.33 x 4= 13.32
			12	29.32

Sem. GPA = 29.32 / 12 = 2.443
Rounded = 2.4

For CUMULATIVE AVERAGE:
Semester 1 EARNED POINTS = 54.68 CREDITS = 17
Semester 2 EARNED POINTS = 29.32 CREDITS = 12
84.00 divided by 29 = 2.896 CUM GPA
Rounded = 2.90

NOTE: For each semester, the total EARNED POINTS must be added together to figure the cumulative GPA. You **cannot** add up each semester GPA and divide by the number of semesters

15.4. Academic cautions and warnings

a. Students whose accumulative grade point average (GPA) drops below (3.00/5.00) receive an academic caution by the end of the semester.

b. Students whose GPA drops below the minimum grade average required for graduation from the college path receive a warning notice every semester.

15.5. Dismissal from the University

According to UOD regulatory acts, a student whose accumulative average is less than 2 out of 5 shall be dismissed from the preparatory year program. However, there are some other reasons for dismissal from the university, such as repeatedly violating the regulations or purposely breaching the university disciplinary rules. Penalty may range between a written warning through to deprivation, disenrollment

and dismissal. Here is a list of offenses and rule violators which students are advised to avoid falling in:

- o Disrespect and misconduct: students must show respect to their teachers, administrative personnel, and the other students of all disciplines, in class and across the campus. A misconduct or disrespect shall bring about the type of penalty as stated by the by-laws of the University of Dammam, which may reach up to dismissal.
- o Causing, indulging in, or sharing any act of damage of the university property shall result in severe penalty, including warning, indemnity or study deprivation.
- o Repeated unjustified absences: playing truant, malingering, or deliberately missing scheduled classes shall put the student at the risk of a warning, disqualification from sitting for the exam, or disenrollment from the whole semester.
- o Violation of exams regulations: Students are advised to closely abide by the exam regulations and abstain from any negative acts, such as cheating, causing disturbance, instigating disorder, or talking to other neighboring students.
- o Violation of social, moral, or Islamic values: Students are to avoid any acts or words that may lead them to be denied the study or dismissed. Any disgraceful act of the kind shall be deemed as against the morals and a breach of the university rules that necessitates due penalty.
- o Triggering/participating in trouble, rows, disputes, or committing any act of violence results in a warning or deprivation, and may lead to dismissal.

Note:

a. The operational rules governing the study at the Preparatory Year are reviewed every 3 years, where amendments are approved by the university council prior to endorsement.
b. Whatever is not mentioned in the above rules shall be governed by the rules and regulations of the University of Dammam.

16. Definitions of Used Terms

Wherever the following terms appear in this handbook, they shall be taken to refer to:

Academic year   two semesters each of which comprises at least sixteen weeks

Academic semester   a period of about 15 weeks of teaching the curriculum

Academic caution   a notice that is directed at a student due to a drop in his accumulative grade point average (3.00-5.00) by the end of each semester, during his study in the preparatory year

Academic warning   a notice that is directed at a student due to a drop in his accumulative grade point average (which is below the minimum grade stated in the examination handbook of the University of Dammam)

Accumulative average   the total of points that a student achieve in all subjects divided by the total allocated units

Academic coordinator   a faculty member or a person of the same rank who is in charge of supervising students, giving them directions, and following them up during their study

Course   a module constituting a part of the adopted study plan for each discipline. Each course has a code, number, name and detailed description to discern it in terms of content and level from other courses. Some courses may require pre-requites

Course coordinator   a faculty member of outstanding academic and administrative competence who is in charge of coordinating the academic affairs of a given course and implementing and following up the department's directions pertinent to the course

Cumulative point average (CPA)   the outcome of dividing the total amount of grade points earned in all the courses since joining the university by the total credit hours of these courses

Departmental Board (DB) This is a board composed of the chairperson, assistant chairpersons and advisors to the chairperson. It takes decisions regarding the preparation and application of the educational programs. These decisions are subject to the approval of the Dean

Department coordinator a distinguished faculty member of an outstanding academic and administrative competence entrusted with coordinating academic and administrative affairs

Denied students students who are not allowed to take the final exam due to their low attendance rate in a course (less than 75%), and is decided on by the Deanship Board or the person in charge (such students are usually marked (DN) in their academic records)

Denied (DN) marked for those not allowed to resume their study course nor sit for their final of the respective course, due to excessive absence

Exam committee a committee commissioned with organizing exams, overseeing them, setting exams' dates, and distributing proctors and supervisors during final exams

Final grade the sum of all semester assessment grades added to the grade of the final exam for each subject (out of 100)

Final examination a course exam that is held at the end of the term for term courses, and at the end of the year for year courses

Final exam grade the grade a student gets in the final exam, at the end of the term for term courses, and at the end of the year for year courses

Final score the total of class work in addition to the grade of the final exam of each course (out of 100)

General grade a description of the student's academic achievements while studying at the university

Grade point average (GPA) the outcome of dividing the total of the student's earned grade points by the total amount of credit hours of all courses in a given term (the points are calculated by multiplying credit hours by grade weight that a student gets in each course)

IELTS   International English Language Testing System

Incomplete (IC)   marked for a course that has not been completed within scheduled time span by the student

Ongoing (IP)   marked for a course (or courses) that take more than one semester to accomplish

Placement exam   the examination which determines the language levels of students who are to study in the Preparatory Year

Preparatory year   the preparation-year program scheduled for fresh students

Proctor   a faculty member whose role is to supervise and proctor inside the exam room during exam time (he/she is assigned the job of organizing the exam room, handing in exam papers to students, reviewing them, collecting and counting them, and validating attendance information (verifying university ID cards and signature rosters)

Rating   an alphabetical description of the student's final score

Summer semester/term   a summer time period that extends to 8 weeks

Specialty college   the college students join after completing the prep year program

Study unit   a class of fifty minutes, or a field work (practice) of one hundred minutes

Students disciplinary committee   a committee that is set up to look into cases of violating the rules and regulations enforced by a college or the deanship, or even deviating from academic norms and Islamic manners (if such a case is proven against a student, the committee shall take the appropriate decision and pass it to the Deanship or College Board in order to pass it to the University Board for taking the appropriate procedure according to regulations)

Study load   the total of study units that a student is allowed to register in one term (the maximum/minimum load is set according to the university's by-laws and regulations)

Track college   a college that shares the fundamental skills and academic program with other colleges of the same track

Term class work a class work grade that shows a student's scores in all educational activities related to the course

Undergraduate program a higher education program consisting of a minimum of eight semesters,

**Withdrawn (W)** marked for students officially excused from continuing their study

ABSTRACT COMPOSITION