



# COLLEGE OF MEDICINE



# STUDENT HANDBOOK

2025 - 2026

**Dhofar University**  
**College of Medicine**

**Student Handbook**  
**2025 - 2026**

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*"The knowledge of anything, since all things have causes, is not acquired or complete unless it is known by its causes"*

*Ibn Sina 980-1037*

*"Knowledge is of two kinds; we know a subject ourselves or we know where we can get information upon it."*

*Samuel Johnson 1709 – 1784*

*"Knowledge is not enough, we must apply", "Willing is not enough, we must do."*

*Goethe 1749 – 1832*

## DEAN'S WELCOME MESSAGE

*Welcome to College of Medicine – Dhofar University!*

*We are excited to embark on this journey with you...*

Dear Students,

It is with great excitement that I welcome you to our newly established College of Medicine (CM) at Dhofar University. You are the first cohort to join our institution, and we are honored to have you on board as we begin this historic venture.

As you begin your medical education, it is crucial to recognize the profound impact that technological advancements, particularly in the realm of Artificial Intelligence (AI), and the paradigm shift in healthcare delivery are having on medical practice and, hence, medical education. The future of medicine is rapidly evolving, and it is our responsibility to equip you with the knowledge, skills, and mindset to thrive in this dynamic landscape.

To this end, coupled with the fact that medical education is moving towards “active learning”, our college has strategically adopted a Team-Based Learning (TBL) approach as the foundation of our educational curriculum. TBL is a proven teaching methodology that fosters collaboration, critical thinking, and self-directed learning – essential qualities for the healthcare professionals of tomorrow.

TBL immerses you in active structured discussions, systematic analysis of complex clinical cases, and collaborative problem-solving exercises. This evidence-based educational methodology enhances comprehension of core medical principles while simultaneously developing the analytical thinking, adaptive capacity, and clinical reasoning skills required to excel in contemporary healthcare environments. Also, this approach fosters the development of essential personal qualities and professional competencies.

Our college is the first in the Arab region to embrace TBL as a primary educational strategy from its inception. This determined move demonstrates our commitment to preparing you to be at the forefront of medical innovation and progress. By prioritizing self-learning and adaptability, we aim to instill in you the agility to embrace advancements in science and technology, ensuring that you are well-equipped to provide the highest quality of care to your future patients.

As you embark on this exciting journey, I encourage you to approach your studies with enthusiasm, curiosity, and an unwavering dedication to excellence. The path ahead may be challenging, but with

the support of our faculty, advanced facilities, and a collaborative learning environment, I am confident that you will thrive and emerge as the healthcare leaders of tomorrow.

Welcome to our College of Medicine. Together, we will shape the future of healthcare.

Sincerely,

**Professor Muna Al Saadoon**

Dean, College of Medicine



## **INTRODUCTION TO DHOFAR UNIVERSITY**

Dhofar University (DU) is a private institution of higher education in Salalah, Sultanate of Oman, established by Ministerial Decree No. 5/2004 issued in January 2004. The University formally commenced its operations in September 2004. DU has a Board of Trustees that represents its highest policy-making body.

### **Location and Climate**

Being in Salalah, the University community enjoys the well-known geographic beauty of Dhofar Region and the mild weather throughout the year particularly in the summer, which is locally known as Khareef. The temperature remains steady in the upper twenties, with occasional rise to mid-thirties. The long and clean sandy shores of Salalah, one of the most beautiful in the world, are ideal for fishing and swimming. The nearby mountains are ideal for hiking.

### **Campus Facilities**

DU campus is designed to conform to local needs and cultural context while meeting both international design standards and those of the Ministry of Higher Education, Research and Innovation (MoHERI). The campus includes: an administration building, three buildings for colleges and the Centre for Preparatory Studies (CPS), a common classroom building, a library building, a student activities center, a conference hall, a mosque, female student dormitories, housing for the senior administration and an engineering workshop.

### **Vision**

Dhofar University aspires to occupy a distinct position among the leading institutions of higher education in the Arab Region.

### **Mission**

To provide quality teaching and learning, conduct research in an inspiring environment conducive to creativity and innovation, and engage with the community.

### **Core Values**

The core values of DU are:

Excellence - Our commitment to excellence drives us to do better consistently.

Integrity - We believe in honesty and coherence between our words and actions.

Responsibility - We accept full responsibility for our actions all the times.

Commitment - We are committed to give our best and deliver what we promise.

Transparency - For us, transparency is the foundation of trust.

Adaptability - We believe adaptability is the key to success in an ever-changing environment.

## Statement of Diversity

At our College of Medicine, we recognize that excellence in medical education, research, and patient care can only be achieved through the meaningful inclusion of diverse perspectives and experiences. We commit to creating and sustaining an equitable learning opportunity as essential to our academic mission.

Our College is committed to applying equality amongst its students and staff to ensure that they are treated fairly, with dignity and respect. No one shall receive less favorable treatment on the grounds of age, disability, sex, race, tribe, religion, nationality and/or socioeconomic background. We actively reject discrimination in all its forms and work diligently to create systems that promote fairness and equal opportunity.

The College is also committed to providing an environment where its students and staff feel able to participate fully in college activities and have an equal opportunity to achieve their full potential. We recognize that achieving this environment requires ongoing effort, accountability, and transparent processes for addressing concerns.

If any student or staff member feels discriminated against, harassed, or victimized, they shall submit a written complaint to the Dean, CM, who will ensure a thorough and fair investigation. We take all reports of inequitable treatment seriously and are committed to prompt resolution of concerns while protecting individuals from retaliation.

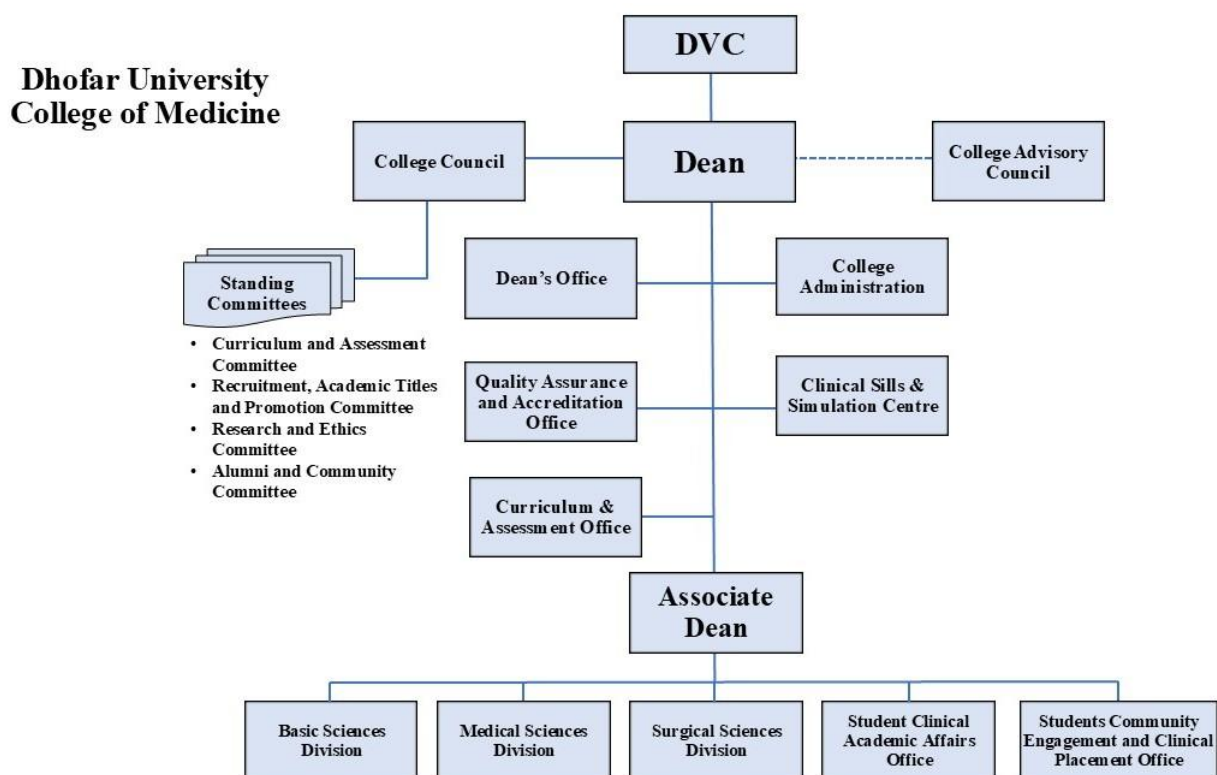
Our commitment extends beyond words to actionable practices. We actively recruit, support, and advance students, faculty, and staff from all backgrounds. We integrate cultural humility throughout our curriculum, research, and clinical training to prepare compassionate physicians capable of providing equitable care to diverse patient populations.

We measure our success not merely by representation but by creating a culture where differences are respected, where every individual has equitable access to opportunities, and where we continuously learn from each other's unique perspectives.

Through these commitments, we aspire to prepare medical professionals who will lead with integrity, advance health equity, and ensure that quality healthcare is accessible to all. Together, we build a community that reflects the diversity of the patients and communities we serve.

## COLLEGE ADMINISTRATIVE, ORGANIZATIONAL STRUCTURE AND DIVISIONS COMPOSITIONS.

### Administrative Organizational Structure



### DIVISIONS COMPOSITION:

The College of Medicine operates under an innovative division-based organizational model. This structure has been designed to enhance operational efficiency, promote collaboration, and enable timely decision-making. Accordingly, the College has established the following Academic Divisions, each encompassing a number of departments/specialties:

- **Basic Sciences Division** comprises the departments of Anatomy, Biochemistry, Genetics, Medical Informatics, Medical Microbiology, Pathology, Pharmacology, and Physiology.
- **Medical Sciences Division** encompasses the departments of Anesthesiology, Behavioral Sciences/Clinical Psychology & Mental Health, Pediatrics, Community & Public Health, Dermatology, Emergency Medicine, Hematology, Medical Imaging, and Internal Medicine.
- **Surgical Sciences Division** incorporates the departments of Otolaryngology, General Surgery, Obstetrics & Gynecology, Ophthalmology, Oral Health Sciences, and Orthopedic Surgery

## CURRICULUM AND PLAN OF STUDY(POS)

The MD program presents a comprehensive six-year medical education organized in a progressive, systems-based approach with several notable characteristics. Its design reflects modern medical education principles that emphasize early clinical relevance, system-based teaching, research competencies, and professional development alongside traditional biomedical knowledge.

### Curriculum Framework

The program follows a **vertically integrated curriculum** that begins with foundational basic medical sciences and gradually incorporates clinical experiences, culminating in Clerkships and Pre-Internship rotations. The structure includes:

- **Pre-medical foundation** Year with both university requirements and medical pre-requisites
- **Basic Sciences** (Years 1-2) focused on normal human structure and function
- **Systems-Based Learning** (Year -3) organized around major body systems
- **Clinical Years** (Years 4-6) dedicated to clerkship rotations in different specialties in hospitals and pre-internship.

### MD Program Features

1. **Language and Cultural Integration:** The curriculum uniquely balances regional context with global standards by including courses in Academic Writing in Arabic, Omani Society, and English for Medicine, suggesting an institution serving the Sultanate.
2. **Early Clinical Exposure:** Clinical integration begins in Year 2 through the "Early Clinical Exposure and Body Systems Integration" courses that continue into Year 3, indicating a spiral curriculum approach.
3. **Research Emphasis:** The program incorporates research requisite (Biostatistics in Year 2) followed by progressive research projects in Year 3, developing scholarly capabilities alongside clinical skills.
4. **Modern Medical Education Elements:** The curriculum includes contemporary aspects like Medical Informatics, Emerging Medical Technologies, and Community/Global Health, reflecting awareness of evolving healthcare needs.
5. **Entrepreneurship Focus:** The program includes Entrepreneurship-Innovation and Creativity in Year 1, suggesting preparation for healthcare leadership and innovation.

Overall, the curriculum applies medical education principles that emphasize early clinical relevance, systems-based teaching, research competencies, and professional development alongside traditional biomedical knowledge.

## COLLEGE EDUCATIONAL STRATEGY

The College of Medicine has adopted “active learning” as its foundational educational philosophy, representing a deliberate departure from traditional didactic approaches in medical education. Active learning transcends conventional passive knowledge transmission by immersing students in dynamic cognitive engagement, requiring them to construct understanding through application, analysis, and synthesis of complex medical concepts. This pedagogical framework is substantiated by robust empirical evidence demonstrating significant enhancements in cognitive retention, critical reasoning capacity, metacognitive development, and the cultivation of self-directed learning competencies essential for contemporary medical practice.

Active learning encompasses a diverse spectrum of instructional modalities, including but not limited to: flipped classroom environments, team-based learning protocols, interactive educational gaming constructs, targeted micro-didactic interventions, conceptual mapping exercises, and technology-mediated collaborative platforms. **Team-Based Learning (TBL)** has emerged as our pedagogical approach due to its exceptional efficacy in fostering clinical reasoning, interprofessional collaboration, and contextual knowledge application —critical competencies identified in contemporary medical education literature.

### **Team-Based Learning (TBL) Process**

The implementation of TBL adheres to rigorous methodological protocols to ensure optimal educational outcomes. The process begins with the intentional construction of heterogeneous learning cohorts comprising 5-7 students, strategically composed to maximize cognitive diversity through faculty-directed selection rather than self-selection bias. These learning units maintain continuity throughout extended curricular periods (typically spanning one to two semesters) to facilitate the development of sophisticated team dynamics and collective efficacy.

The TBL process necessitates substantive pre-class engagement with carefully curated materials, followed by a multi-phase in-class sequence: students first demonstrate individual cognitive accountability through the Individual Readiness Assurance Test (iRAT), subsequently engaging in collaborative problem-solving during the Team Readiness Assurance Test (tRAT). This progression ends in application exercises requiring the integration of foundational knowledge with clinical scenarios of progressive complexity.

The educational efficacy of TBL extends beyond mere knowledge acquisition to encompass the development of attributes essential for contemporary medical practice. Research indicates significant improvements in several domains critical to physician formation: enhanced metacognitive awareness, sophisticated clinical reasoning patterns, interprofessional collaborative competencies, and professional identity formation. Furthermore, TBL cultivates intellectual humility, communicative precision, and ethical reasoning—attributes increasingly recognized as essential for navigating the complexities of modern healthcare environments.

The assessment architecture within our TBL framework incorporates both formative and summative elements, with performance metrics derived from individual contributions, team achievements, and peer evaluations. This comprehensive approach ensures accountability while reinforcing the collaborative competencies essential for effective clinical practice in contemporary healthcare systems. For more Information on TBL, see Team-Based Learning Collaborative ([www.teambasedlearning.org](http://www.teambasedlearning.org))

### Plan of Study (POS)

The tables below depict the MD Program, POS per year:

Year 1 – Semester 1				
Fall		Course Code	Course Title	Credits
	UR	ENGL 101	Basic Academic English	3
	UR	ARAB 101	Academic Writing in Arabic	3
	UR	ENTR 200	Entrepreneurship: Innovation and Creativity	3
	UR	SOCS 102	Omani Society	3
	CR	MEDI 101	English for Medicine	3
<b>Total</b>				<b>15</b>
Year 1 – Semester 2				
Spring	CR	MEDI 121	Cell Biology	2
	CR	MEDI 122	Human Body Structure I	4
	CR	MEDI 123	Human Physiology I	4
	CR	MEDI 124	Biochemical Basis of Body Functions	3
	CR	MEDI 125	Behavioral & Social Sciences	3
	CR	MEDI 126	Medical Informatics	2
				<b>18</b>
<b>Total Year 1 Credits</b>				<b>33</b>

Year 2 – Semester 1				
Fall		Course Code	Course Title	Credits
	CR	MEDI 211	Human Physiology II	3
	CR	MEDI 212	Basics of Medical Genetics	2
	CR	MEDI 213	Principles of Medical Microbiology and Immunology	3
	CR	MEDI 214	Introduction to Pharmacology	2
	CR	MEDI 215	Human Body Structure II	4
	CR	MEDI 216	General Pathology	2
	CR	MEDI 217	Early Clinical Exposure and Body Systems Integration I	CC
<b>Total</b>				<b>16</b>
Year 2 – Semester 2				
Spring	CR	MEDI 221	Hematopoietic & Immune System	3
	CR	MEDI 222	Community and Global Health	2
	CR	MEDI 223	Research in Health and Biostatistics	3
	CR	MEDI 224	Respiratory System	3
	CR	MEDI 225	Cardiovascular System	3
	CR	MEDI 217	Early Clinical Exposure and Body Systems Integration I	4
<b>Total</b>				<b>18</b>

<b>Total Year 2 Credits</b>	<b>34</b>
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<b>Year 3 – Semester 1</b>				
<b>Fall</b>		<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
	CR	MEDI 311	Locomotor System	3
	CR	MEDI 312	Clinical Nutrition	2
	CR	MEDI 313	Alimentary System	4
	CR	MEDI 314	Urogenital System	3
	CR	MEDI 315	Research Project I	2
	CR	MEDI 316	Emerging Medical Technologies	2
	CR	MEDI 317	Early Clinical Exposure and Body Systems Integration II	CC
<b>Total</b>				<b>16</b>
<b>Year 3 – Semester 2</b>				
<b>Spring</b>	CR	MEDI 321	Endocrine System	3
	CR	MEDI 322	Human Nervous System	4
	CR	MEDI 323	Special Senses	2
	CR	MEDI 324	Research Project II	3
	CR	MEDI 317	Early Clinical Exposure and Body Systems Integration II	6
<b>Total</b>				<b>18</b>
<b>Total Year 3 Credits</b>				<b>34</b>

<b>Year 4 – Semester 1</b>				
<b>Fall</b>		<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
	CR	CLIN 411	Medical Ethics and Professionalism	2
	CR	CLIN 412	Patient Support and Safety	2
	CR	CLIN 413	Medical Imaging and Radiology	2
	CR	CLIN 414	Evidence-Based Medicine	2
	CR	CLIN 415	Interpretation of Laboratory Data	3
	CR	CLIN 416	Clinical Psychology	3
	CR	CLIN 417	Communication Skills	2
<b>Total</b>				<b>16</b>
<b>Year 4 – Semester 2</b>				
<b>Spring</b>	CR	CLIN 421	Child Health Skills and Procedures	6
	CR	CLIN 422	Surgical Skills and Procedures	6
	CR	CLIN 423	Medical Skills and Procedures	6
	CR	CLIN 424	Obs/Gyn Skills and Procedures	6
	CR	CLIN 425	Mental Health I	6
<b>Total</b>				<b>30</b>
<b>Total Year 4 Credits</b>				<b>46</b>

<b>Year 5</b>				
<b>Year 5</b>		<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
	CR	CLIN 501	Medicine I	7
	CR	CLIN 502	Child Health I	7
	CR	CLIN 503	Surgery I	7
	CR	CLIN 504	Obs/Gyn I	4
	CR	CLIN 505	Community and Primary Care I	4
	CR	CLIN 506	Anesthesia	2
	CR	CLIN 507	Radiology	2

	CR	CLIN 508	ENT	2
	CR	CLIN 509	Dermatology	2
	CR	CLIN 510	Oral Health	2
	CR	CLIN 511	Community and Primary Care II	2
	CR	CLIN 512	Emergency Medicine	4
	CR	CLIN 513	Clinical Selective	2
	CR	CLIN 514	SLT (Forensic Medicine, Social Encounters with NGOs)	1
<b>Total Year 5 Credits</b>				<b>48</b>

<b>Year 6</b>				
<b>Year 6</b>		<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
	CR	CLIN 601	Medicine II	7
	CR	CLIN 602	Clinical Elective	7
	CR	CLIN 603	Child Health II	4
	CR	CLIN 604	Hematology	2
	CR	CLIN 605	Community and Primary Care III	4
	CR	CLIN 606	Mental Health II	4
	CR	CLIN 607	Surgery II	4
	CR	CLIN 608	Orthopedic	4
	CR	CLIN 609	Obs/Gyn II	4
	CR	CLIN 610	Ophthalmology	4
<b>Total Year 6 Credits</b>				<b>44</b>

<b>Pre-Internship</b>				
<b>PI</b>		<b>Course Code</b>	<b>Course</b>	<b>Credits</b>
	CR	CLIN 621	Medicine	4
	CR	CLIN 622	Surgery	4
	CR	CLIN 623	Child Health	4
	CR	CLIN 624	Obs/Gyn and Primary Care	4
<b>Total Pre-internship Credits</b>				<b>16</b>
<b>Total Program Credits</b>				<b>255</b>



## EXAMINATIONS, GRADING SYSTEM AND PROGRESSION CRITERIA

### Student Assessment in Years 1, 2 and 3 (Pre-Clinical Years)

**Standard Setting and Distinction - Coordinators will set the grade**

#### Examinations

##### In-Course Examinations

- These are held for all courses during any particular course delivery.

##### End-Course Examinations

- These are held for all courses offered in any semester, once at the end of that semester.

##### Re-sit/Repeat Examinations:

- These are held at the end of the Summer Period prior to starting the new Academic Year.

#### Grades

- A scale of A-F will be used to grade students' overall performance in examinations. Each grade carries a numeric value of 1-4 which will be used to calculate CGPA required for progression.
- A student will be awarded a 'Grade' with a numeric value (see table below) that corresponds to his/her performance in each course. Some curricular components are awarded a Pass/Fail grade which bears no numerical value.
- The highest grade to be awarded for any Re-Sit Examination is C

Grade	Numeric Value	Grade	Numeric Value
A	4.00	C	2.00
A-	3.70	C-	1.7
B+	3.30	D+	1.30
B	3.00	D	1.00
B-	2.70	F	0
C+	2.30		

#### Final Grade

A combined final grade would be awarded for each course. This grade is obtained from various components, which will consist of an in-course assessment and will vary from course to course and may consist of contributions from laboratory work, presentations, case-based discussions, mini-CEX, observed long case, take-home essays, and mid semester examinations. The percentage contribution of each of these components will be clearly specified in the course Syllabus for each course/rotation.

When course assessment is combined with a final examination, the final grade will be presented as a letter grade according to the following scheme:

<b>(A, A-)</b>	Excellent performance, all course learning outcomes achieved.
<b>(B+, B, B-)</b>	Very good performance, with at least two-thirds of the course learning outcomes achieved.
<b>(C+, C, C-)</b>	Satisfactory performance with the majority, but less than two-thirds of the course learning outcomes achieved.
<b>(D+, D)</b>	A minimally acceptable level of performance is achieved in the course learning outcomes.
<b>F</b>	Unacceptable performance, minimum required course learning outcomes not met.
<i>The plus (+) and minus (-) signs denote finer distinctions within each letter grade.</i>	

### **Progression Criteria in Pre-clinical Years**

**The maximum allowed time to successfully complete the Pre-Clinical Years is 4 years.**

#### **Semester-to-Semester Progression**

- Semester-to-Semester progression is not subject to student academic performance. Therefore, a student may progress from one semester to the next (within the same year) regardless of the number of courses he/she may have failed.

#### **Year-to-Year Progression**

- A student is allowed to undertake “Re-sit” examination/s with a maximum of three failed courses. If a student fails more than three courses, he/she should repeat the year.
- A student is allowed to register for the next academic year with no more than one failed course.

#### **Pre-clinical Years-to-Clinical Years Progression**

- A student may progress from Pre-clinical Years to Clinical Years only if he/she passed all Pre-clinical Years (Years 1-3) courses and scored a CGPA of 2.0 or more.

- A student may repeat courses to attain a CGPA of 2.0 or more providing he/she does not exceed a total number of 4 years in the Pre-clinical Years.

**Student Assessment in Years 4, 5 and 6 (*Clinical Years*)** and Progression from Year 4 to Year 5  
Will be announced in due course

## **COURSE REGISTRATION AND ACADEMIC ADVISING PROCEDURES**

Step-by-step guide on the enrollment process, including required documents and deadlines to ensure students are well-informed about administrative procedures and timelines.

### **Approval of Registration**

Should be by the Dean/Associate Dean after being “accepted” by the academic advisor concerned with the Registrar.

### **Department of Admission, Registration and Student Affairs (DARSA):**

<https://www.du.edu.om/departments-of-admission-registration-overview/>

## CODE OF CONDUCT AND ACADEMIC INTEGRITY

Dhofar University has established comprehensive policies addressing academic conduct, ethical standards, and scholastic integrity to articulate clear expectations for student performance and to underpin the paramount importance of intellectual honesty. These frameworks encompass the undergraduate academic policies, which delineate precise parameters for evaluation methods, course withdrawal protocols, academic standing criteria, and degree awarding requirements, among other academic governance matters. Such policies serve to elucidate institutional expectations and procedural mechanisms for maintaining satisfactory academic progress.

The university has implemented various regulatory frameworks pertaining to student engagement throughout their academic tenure at Dhofar University. These policies can be categorized into two distinct classifications: those directly associated with the Program of Study, and those governing broader aspects of the student experience within the university environment.

### DHOFAR UNIVERSITY POLICIES

<https://www.du.edu.om/policy-management-system/>

#### Student Policies Directly Related to the Plan of Study

S.No.	Name	Purpose	Key points
1.	Student Code of Conduct Policy	To ensure a safe, respectful, and academically honest university environment	Set behavioral expectations (respect, integrity, dress code etc.). Distinguishes between academic (e.g. cheating) and non-academic (e.g. harassment) violations. Outlines penalties ranging from warnings to expulsion provides a transparent appeals process.
2.	Students at Academic Risk Policy	To identify, support, and manage students at risk of academic failure to dismissal.	Define academic risk and probation thresholds. Limits probation periods outline dismissal rules. Requires documented advice and counseling referrals. Caps courses loads and mandates written undertakings from at risk students.
3.	Assessment Policy	To establish fair, transparent, and outcome-based assessment practices	Assessment breakdown (e.g. final exam 40-60%) Requires alignment to assessments with learning outcomes. Includes clear grading rubrics, feedback expectations, and makeup exams rules.
4.	Academic Advising Policy	To ensure all students receive effective academic guidance	Advisors guide registrations, planning and academic progress. Special focus on at risk and graduating students. Requires use of LOGSIS, minimum advising hours, and regular advisor-student contact. Emphasizes proactive support and referrals.
5.	Student Grievance Policy	To provide a clear and fair mechanism for resolving academic and non-academic complaints.	Cover grievances on grades, misconduct, discrimination etc. Two-tier resolution process (formal complaints, then appeals). Assures confidentially, fairness and non-retaliation
6.	Research Ethics & Code of Conduct Policy	To ensure research integrity, accountability, and alignment with ethical standards.	Emphasize consent, transparency, and non-misconduct. Define clear misconduct procedures and appeals. Encourages mentorship, academic freedom, and collaboration.

S.No.	Name	Purpose	Key points
7.	Students with Disabilities Policy	To ensure equitable academic access and support for students with disabilities.	Requires disclosure during admission Offers academic adjustments (e.g., extra exam time assistive tech.) Ensures physical accessibility and promotes inclusive campus life. Faculty trained for inclusive teaching, volunteer support available.
8.	Learning Support Center Policy	To provide targeted academic support, especially for at risk or struggling students.	Services include tutoring, workshops, and skill building. Peer tutors are trained, monitored, and paid. Available to all students by walk-in or referral Records and feedback used for continuous improvement.
9.	Student Feedback Policy	To establish formal feedback channels that drive improvement in services and academics.	Student Advisory Council is the main feedback body. Feedback collected via meetings, surveys and advisors. Outcomes must be communicated transparently to students.
10.	Student Society Policy	To promote extracurricular engagement and holistic student development.	Clear roles for administrators and committees. Allow students to form a society and share interests. Society must conform to cultural norms and get approval. Structured leadership and reporting required. Academic support society is also permitted within the colleges.
11.	Access to Lifelong Learning and Educational Resources Policy	To promote continuous learning opportunities for students, alumni, staff, and the community.	Aligns with UNSDGs (e.g., equity, quality education). Offers upskilling entrepreneurship and outreach programs. Modernizes infrastructure and promotes inclusivity. Involves multiple university units in implementation

## DHOFAR UNIVERSITY CENTERS AND DEANSHIPS

### Student Services and Support

Dhofar University Undergraduate Student Handbook (2025-2026)

[https://www.du.edu.om/images/Download\\_Section/DU-Undergraduate-Studies-Catalogue-2025-26.pdf](https://www.du.edu.om/images/Download_Section/DU-Undergraduate-Studies-Catalogue-2025-26.pdf) is a valuable source of information for students; it provides the essential knowledge on:

### Centre for Preparatory Studies (CPS)

Together with other DU colleges and their offered academic programs are found:

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

### Deanship of Admission, Registration and Student Affairs and its departments

<https://www.du.edu.om/departments-of-admission-registration-overview/>

- Department of Admission & Registration: Application procedures, admission requirements, credit transfers, registration, grading system, academic probation/dismissal policies.
- Department of Student Affairs: ID cards, orientation, student activities, athletics, cafeterias, on-campus clinic
- Department of Female Student Residency: Four on-campus dormitory buildings with full facilities

**Health and Safety Guidelines:** information on campus safety protocols, health services, and emergency procedures to ensure students are aware of how to stay safe and access medical care.

### **DU Clinic**

DU has an on-campus clinic that serves the basic health needs of students. Medical Staff are available on campus for 24 hours a day during which students can visit and seek consultation. The Clinic provides basic medical assistance for minor physical injury and sickness. Urgent and emergency cases are transferred to the nearby Saada Medical Complex or to city hospitals. This medical assistance is also made available to female students in the DU hostel on a 24/7 basis.

### **Other Emergency Contacts**

DU and non-DU emergency contact numbers are listed hereafter:

- DU Clinic: 23237135/23237131
- Emergency Office: 23237060
- Emergency GSM: 99496766
- Civil Defense Centre and Ambulance: 9999
- Civil Defense Centre and Emergency Management: 23234971
- Police Office (Salalah): 23290099
- Police Station (Saada): 23234170
- Sultan Qaboos Hospital (Salalah): 23216100
- Health Centre (Saada): 23225613

## **ACADEMIC ADVISING**

### **Philosophy**

Academic advising is a key attribute of authentic education that enriches student's learning experience. It serves as an essential educational process that mentors, guides, and inspires students while helping them understand their academic rights and responsibilities. Effective advising develops student capacities through commitment, integrity, and trust, requiring advisors to be patient, understanding, and fully aware of programs, policies, and software applications.

### **Advisors**

Academic advisors must assign at least two hours weekly for advising with posted office schedules. They should remain available during official hours (08:00-15:00) and registration periods. Advisors must provide individual guidance on course selection, credit hours, and academic load while following university registration rules. Special attention is required for at-risk and graduating students, with prompt email responses and appointment flexibility when necessary.

## **Students Role**

Students must seek advisor guidance when selecting and registering for courses, becoming fully responsible for selections made without consultation. All students should complete registration using the DU online system and respond promptly to advisor communications via email. Students must actively follow Plan of Study guidance, adhere to academic integrity standards, and utilize recommended support services.

## **Student at Academic Risk**

While DU emphasizes motivation, guidance, and structured support to help academically struggling students improve performance it maintains clear dismissal criteria for those who exhaust all opportunities. Therefore, it stipulated the “Students at Academic Risk Policy”. The most important issues addressed by the Policy are:

## **Probation Levels**

Maximum 3 for MD students.

Five Risk Categories:

1. Students under probation due to low SGPA
2. Final semester students with low CGPA
3. Students who passed all courses but have an insufficient CGPA to graduate
4. Students failing compulsory courses (MD students are allowed 4 attempts)
5. Students at risk of exceeding maximum study periods (MD students 9 years)

## **Support System**

- Academic advisors provide mandatory guidance and monitoring
- DARSA ensures visibility of at-risk students and manages registration restrictions
- Students under probation have limited credit-hour registration
- Referrals to counseling services for non-academic issues
- Required undertaking acknowledgment before registration

## **Other Student Support Services**

The university provides comprehensive support through: Career Services Center, Student Counselling Center, Library, Bookstore, Computing and Networking Center, Community Service Center, Students with Disabilities Unit, Learning Support Center, and International Students Support.

## **Student Conduct and Discipline**

See above for more details, such as code of conduct and dress code requirements, academic integrity policies covering cheating, plagiarism, collusion, Disciplinary measures ranging from warnings to expulsion and Student grievance & appeal procedures.

## FINANCIAL INFORMATION AND TUITION

Breakdown of tuition fees, payment schedules, scholarships, and financial aid options to provide costs and available financial support.

### Fees and Expenses

#### Tuition Fees (*excluding books, transportation or late registration*)

Tuition fees are as follows:

- 1,385 RO for each of two semesters for the Centre for Preparatory Studies.
- 190/210 RO for each credit hour taken for each semester for MD Program.

### Tuition Fees Refund

A student may withdraw from a semester after registration, but the refund of tuition fees depends on the timing of the withdrawal:

1. Full tuition fees will be refunded only to those students who withdraw from the semester before the end of the first week of classes.
2. 50% of tuition fees will be refunded to those students who withdraw before the end of the second week of classes.
3. NO REFUND to be made to students who withdraw from the semester from the beginning of the third week of classes onwards.



## **TECHNOLOGY AND LEARNING RESOURCES**

All students must ensure they have access to a laptop, as per the College of Medicine policy. Dhofar University provides various technological and learning resources to support students, summarized below.

### **Computing and Networking Center**

The Computing and Networking Center (CNC) offers an integrated information technology environment to support and enhance academic activities. Numerous computer laboratories and campus-wide networked facilities provide robust academic computing capabilities. All laboratories are networked with access to local and remote servers, as well as the internet. University buildings and labs are connected via fiber optic networks, and email services are available to all faculty, staff, and students.

### **Moodle**

The University uses Moodle to support and enrich its learning environment. Moodle is an interactive web-based platform for course management, allowing faculty to create online course pages that include teaching schedules, study materials, glossaries, references, web links, discussion forums, quizzes, assignments, grades, and announcements.

### **Email**

It is the primary communication channel between the University and students. All students are assigned a user account and university email address upon enrolment, which must be activated and renewed periodically. Accessible both on and off campus, the email system is reliable, secure, and easy to use. Students are expected to check their email regularly for important updates, absence notifications, and university announcements.

### **Library**

The DU Library, named *Sheikh Mustheel bin Ahmed bin Ali Al-Mashani Library*, was established in 2004 and re-located to its current three-stories building (4,000 sqm) in 2010. It provides access to books, references, periodicals, and electronic databases, along with services such as counselling, lending, and reservations. Centrally located among university colleges, it includes reading rooms, computer labs, and administrative departments to support users. The library operates through five departments: Acquisition, Circulation, Reference, Cataloguing and Classification, and e-Library, and is open daily from 7:30 am to 8:00 pm.

### **University Bookstore**

Is operational since February, 2017, the DU Bookstore supplies printed and electronic textbooks for students and teaching resources for faculty at affordable prices. With a stock of over 9,000 textbooks across disciplines, it has served more than 10,000 students. Located on the ground floor of the Common Classroom Building (Room 003-C), students must present their course schedule and university ID to purchase books. The bookstore is open from 8:00 am to 3:00 pm.

## **EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS**

Dhofar University offers a wide range of clubs, societies, and extracurricular activities to encourage student engagement and personal development beyond the classroom. Consideration may be given to establishing a dedicated Medical Students Group to further support these aims.

### **Community Service and Continuing Education Center**

Community service activities are coordinated by the Department of Student Affairs (DSA), providing opportunities for students to engage in social, cultural, and scientific events. Notably, Cultural Week, held annually in the last week of April, allows students to participate in cultural, intellectual, and entertainment activities, showcasing their talents to the university and wider community.

Medical students are encouraged to engage with the Community Service and Continuing Education Center (CSCEC), which aims to address local community issues by leveraging university resources and expertise. CSCEC partners with public and private organizations to support community initiatives and foster meaningful connections between students, faculty, and the local community through various events and programs. Medical students are especially encouraged to participate in community activities during Khareef.

### **Department of Public Relations and Information**

The Department of Public Relations and Information (DPRI), reporting to the Vice Chancellor, oversees Public Relations and Information. It serves as the university's primary liaison with the community, promoting understanding and trust through outreach activities, media publications, visual coverage, and advertising.

### **International Cooperation Office**

This office facilitates international partnerships and agreements, manages related documentation, supports student exchange programs, and promotes Dhofar University to international students.

### **Student Societies (Growing Beyond the Classroom)**

Engaging students in society that address community health needs is a cornerstone of the college's strategy to foster passion, commitment, and a humanitarian spirit. These experiences enrich students' personal and professional development, equipping them for successful careers in medicine.

#### *Objectives of Students Society:*

- Serve the Local Community – Through health education campaigns, participation in health-related events and cultural celebrations, and organizing fundraising activities.
- Support Transition to Clinical Practice – Create meaningful connections between students and residents, alumni, and healthcare professionals to ease the shift from academic learning to clinical training.

- Enhance Clinical Competency – Provide additional opportunities for students to develop essential clinical skills during their basic science years.
- Foster Global and Community Health Awareness – Deepen students’ understanding of public health challenges and the ethical and moral responsibilities of the medical profession.
- Advance Medical Education – Encourage students to actively contribute to improving medical education and, ultimately, healthcare delivery.

Activities may span across diverse domains to fulfill these objectives, including:

- Health-related issues and Public Health
- Medical Education and Professional Ethics
- Research

***Key Characteristics of Student Societies:***

- Inclusive of active student membership and faculty support
- Responsive to evolving community needs
- Aligned with current trends in healthcare and the medical profession

***Currently Existing Student Groups:***

- Media Group
- Theatre Group
- Innovation Group
- Fine Arts Group
- Photography Group
- Music Group
- Sports Activities Group
- Ceremonies Group
- Environmental Group.

## **INDUCTION AND ORIENTATION**

Dhofar University conducts an “**Orientation Week**” for all new students at the beginning of the first academic year. The **College of Medicine** holds a special session for its newly admitted students, and attendance at this welcome session is **highly recommended** for all.

## **Communication Channels and Contacts (as a separate document)**

Find below the key contact information for DU and COM.

### **Dhofar University**

- **Tel:** 23237000                      **Fax:** 23237777
- **Call Centre:** 80018001

### **College of Medicine**

- Dean's Office: Tel: 23237601/7611
- Registrar: Tel: 23237615
- Curriculum and Assessment Office: Tel: 23237607
- Student Academic Affairs Office: Tel: 23237618
- Student Community and Clinical Engagement Office: Tel: 23237618

### **Other Colleges & Centre for Preparatory Studies**

- Centre for Preparatory Studies: Tel: 23237500 /7501/7502
- College of Arts and Applied Science: Tel: 23237201/7202
- College of Commerce and Business Administration: Tel: 23237401/7403
- College of Engineering: Tel: 23237301/7303
- College of Law: Tel: 23237171

### **Deanship of Admission, Registration and Student Affairs**

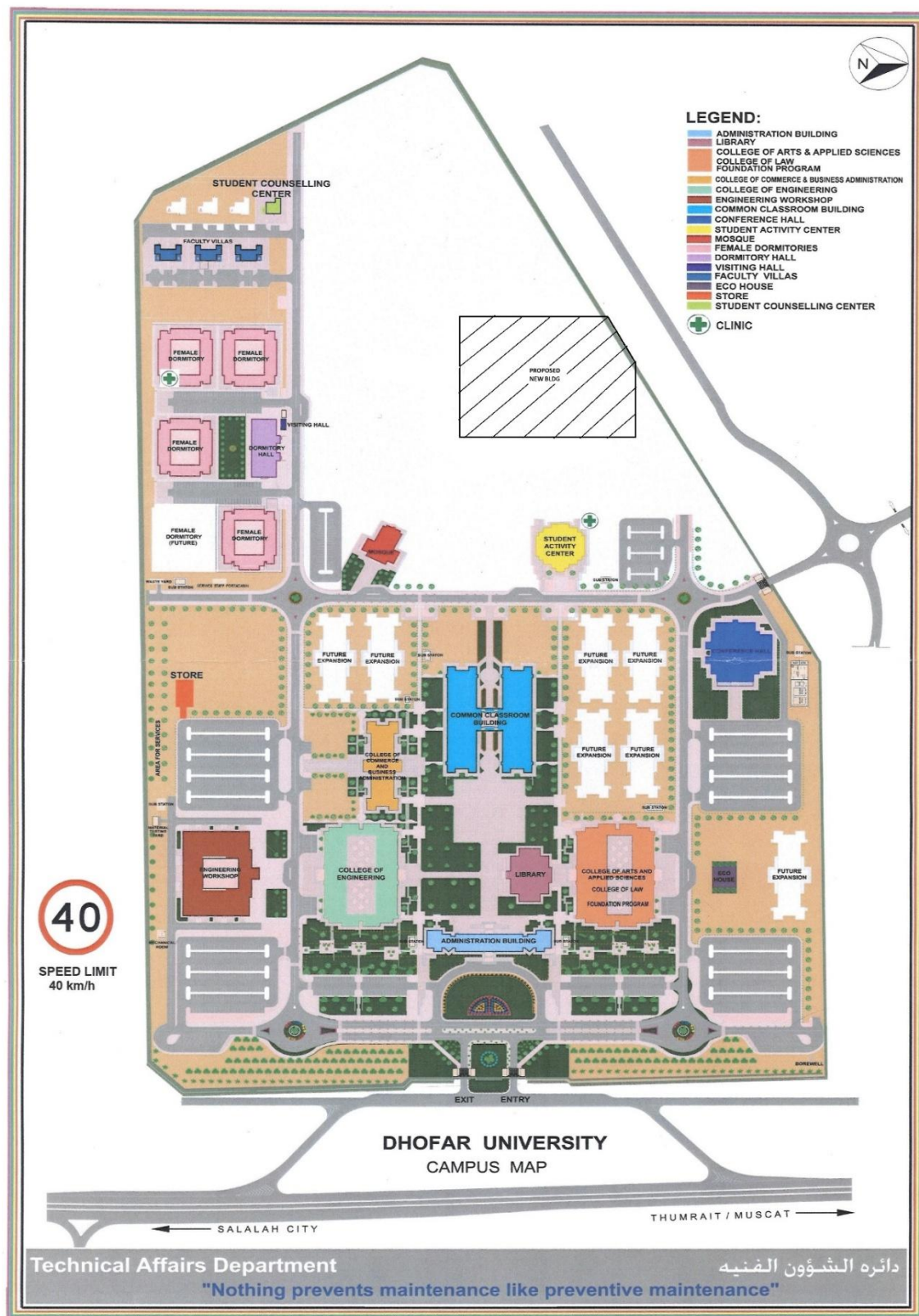
- Admission: Tel: 23237142/23237144
- Registration: Tel: 23237045/7046/7047/7048
- Scholarship Section: Tel: 23237049/7042/7043
- Department of Student Affairs: Tel: 23237137
- Department of Female Student Residency: Tel: 23237113

### **Canter and Units**

- Computing and Networking Centre: Tel: 23237081/ 7082/ 7078
- Students with Disability Unit: Tel: 23237266
- Learning Support Center: Tel: 23237266
- International Students Support Services: Tel: 23237044
- Community Service & Continuing Education Centre: Tel: 23237161
- Centre for Career Services and Alumni: Tel: 23237470/7472/7474
- Centre for Student Counselling: Tel: 23237480/7488

### **Emergency**

- Emergency DU: Tel: 99496766
- Campus Security: Tel: 23237397
- Emergency (Police, Fire, Accident): Tel: 9999
- Sultan Qaboos Hospital – Emergency: Tel: 23211151
- Salalah Airport – Head Office: Tel: 23367461



## DHO FAR UNIVERSITY MAP