



Sultan Qaboos University
College of Education
Department of Educational Foundations and Administration

Department of
Educational Foundations and Administration (DEFA)

Self-Study Report

Spring 2011

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Introduction:

Higher Education institutions have a responsibility towards members of their society to help them cope with current changes and competitiveness by equipping them with new knowledge and skills to face the scientific, technological and cultural challenges. The Sultanate of Oman is undergoing a period of profound changes in all sectors. Innovations and development have been part of the changes in education. Faculty at the College of Education in Sultan Qaboos University and its academic departments aim to achieve quality performance in all academic and administrative aspects.

In the Department of Educational Foundations and Administration (DEFA), we believe in the necessity and importance of the development processes at higher educational institutions because of its effect on overall university performance. Therefore, the DEFA puts a great effort to achieve excellence in performance in light of the university's vision, mission, and aims which are derived from the mission and goals in all sectors of the Sultanate. In line with the above, the department provides this self study report. The purpose of the self-study is twofold:

1. To review all inputs and processes in line with the aims of the department.
2. To establish a database for future evaluation.

This report contains key basic information about all academic activities and its programs. Part two describes in detail the three programs offered in the department:

- 1- Master in Educational Administration.
- 2- Diploma in School Administration.
- 3- Bachelor in Educational Administration

1- The Department of Educational Foundations and Administration

1.1 The Initiation of the Department

When Sultan Qaboos University was established in 1986, this department initially started as a unit under the umbrella of the Department of Education and Psychology in the College of Education. The unit was called “unit of foundations of education”. Due to the increased demand of education, the number of students increased dramatically and consequently the number of staff. The unit responded to the demand by opening new programs which lead to changing its name in 1997 to “The Unit of Educational Foundations and Administration”. In 1999, the Unit became independent department named 'Department of Educational Foundations and Administration' (DEFA). The department attempts since then to qualify students in various educational subjects and specializations particularly in educational administration at different levels (Bachelor, High diploma, Master), due to the expansion of knowledge and specializations in educational field, and to the global and local trends concerning administration resources and cadres in all their levels.

Consequently, from the vision of the department for the future of the educational administration is the preparation of the educational leading cadres in the Sultanate. It aims to develop its programs among which is the Master program in Educational Administration in order to to prepare and qualify educational cadres. It also aims to expand and vary research and scientific experiences, and meet the need of the society at the local, regional and global levels.

1.2 Department Vision:

The department seeks sustainable educational quality and improvement at local and regional levels in the fields of educational foundations and administration.

1.3 The Department Mission:

In order to achieve quality and sustainable improvement, the mission of the Department is to:

- Assure quality of programs in preparing professionals in the fields of educational foundations and administration.
- Assure Quality in scientific research.
- Attain quality in community services.
- Build effective partnership with related institutions.

1.4 The Department Goals:

The Department seeks to:

1. Develop students' knowledge, skills and attitudes in the educational administration field.
2. Introduce students to new educational trends and innovations.
3. Build positive attitudes towards the teaching profession.
4. Develop students' understanding of economic, political, cultural, environmental and informational challenges and their relation to education.
5. Develop students' research skills and competencies, and their application in education.
6. Improve research competency of the department academic staff.
7. Develop an effective partnership with educational and research institutions locally, regionally and internationally.
8. Develop skills to enable students to study and analyze educational issues in the local and regional community, and suggest methods and strategies to deal with them.

1.5 The Department's strategy:

The department strategy (in agreement) with the University strategic plan (2009-2013), which in general contributes to achieve the strategic aims of the college to prepare teachers for different educational stages, providing in- service training for educational leaders, and supplying the field of education with qualified personnel who hold post graduated degrees.

The department is continuing its efforts to achieve the college's strategic aims, using means and procedures to implement the new study plan of the bachelor degree, designing new programs for post-graduate studies, and conducting scientific research in cooperation with different Omani community organizations, mainly the Ministry of education. In addition, expand its efforts and service to the SQU University and the local communities.

1.6 The Department Plans in Teaching, Scientific Research and Community Services

The department strives to achieve the college strategic aims of 2004-2009 by providing a strategic workable plan yearly. The department's plan of the academic year 2006/2007 (See Appendix A) consists of many domains such as: implementing the department's self –study and the programs, following up graduates' performance of the Bachelor program in

educational administration, and revising and developing the MA program and the diploma in the light of the self study results and recommendations. In addition, the department is looking into required procedures to fine-tune its proposals for different programs such as a master program in educational planning, a diploma program in the field of adult education, and a master program in educational leadership. Finally, the department is completing scientific research projects funded by the university as identified in the plan. It also aims to improve the consultation services to the students and the local community. These efforts of the DEFA demonstrate its responsibility to achieve the university functions in teaching, scientific research and community services is indicated in the following plans:

1.6.1 Department Teaching Plans:

Faculty members in the department contribute to the implementation of plans related to the academic specialization and programs to prepare students educationally and professionally in the field of educational administration. In addition the department provides several graduates and undergraduates programs as well as courses to other departments at the college of education and other colleges in the university. The aims of the academic programs are linked to the college and university aims and their strategic plans in order to achieve the societal needs of the Sultanate and its comprehensive development plans. The programs in general contribute to the development of a stable personality and equip students with the knowledge and skills in all domains. The aims of the programs identified follow the international academic and professional standards. The programs offered by the department are:

- **Master in Educational Administration.** The first group enrolled in this program in 1995/96. The general aim is to equip students with skills and research techniques in educational administration in order to increase the effectiveness of the educational process and the educational system in the Sultanate of Oman
- **Diploma in School Administration.** The first group enrolled in this program in 1999/2000. The program aims to develop the administrative and professional abilities of school principals, assistant principals and others assigned to a job in school administration.
- **Bachelor in Educational Administration:** the first group enrolled in 2003/04 and the general aim is to develop administrative, supervisory and professional competence and experiences of school principals and assistant principals working in the field of educational administration.

Jointly with other departments, the DEFA offers a number of courses for the College of Education bachelor of education programs offered since 1986 in a variety of majors, and others at the postgraduate level such as the Higher Diploma in Education and Diploma in Educational Supervision and Guidance.

1.6.2 The Department Research Plan.

In the department, faculty members are participating in conducting funded research or hold workshops and training courses as a response to the societal needs. The Department is keen to announce any conferences, symposiums and workshops during its monthly meetings, and via the website, to encourage staff members to participate. In general, the need of research in solving educational problems in Oman is stressed.

1.6.3 The Department Community Service Plan.

The Department continuously facilitates its qualified members and resources effectively to serve the community following the procedures laid down by SQU. In coordination with the 'Centre of Community Service and Continuous Education', many programs and activities are provided in many fields. Other activities such as consultation, presenting lectures and seminars in various areas of specializations and evaluation of projects are provided to serve schools and society throughout the year. The department has a special connection to the Ministry of Education, Ministry of Higher Education and other educational providers.

1.7 *The systems, legislations, regulations and official guidelines.*

Administrative regulation stated in the University Law and its legislation is the basic reference to the organizational system of department's responsibilities and duties. The Department carries out its academic responsibility through scientific, administrative and social committees. Information and official instructions guides are available in the department (See F1) such as:

- Decisions and Regulations published on the College Website
- Annually printed documents i.e. Undergraduate- and Postgraduate Academic Regulations.
- Royal Decrees.
- Assigned responsibility and tasks in writing from HoD.
- Department Guidebook.
- Printed guidelines for students in 'Bachelor of Educational Administration'.

In addition, the Department uses the Postgraduate Academic Regulations to provide MA students with information related to research proposal during the implementation of their master thesis in EDUC 7501.

1.8 Performance Evaluation Procedures of DEFA:

According to the system and legislation, laid down by the University, the Department applies the following:

1.8.1 Evaluating the HoD by the staff members:

The college initiated the process of evaluating the head of the departments in spring 2006 and results were fed- back to the HoD.

1.8.2 Evaluation of non-Omani staff members:

This procedure is taking place at the time of renewing their contract. Two forms are in use. The first consists of items the staff member should fill and submit to the HoD. The second form is filled by the HoD with the evaluation of the staff's performance. Both forms are then submitted to the Dean of the College.

1.8.3 Courses evaluation by the students.

This evaluation is centralized throughout the University at the end of each semester to evaluate the specified courses. Staff members are provided with the quantitative and qualitative results. Any member who has fallen below 2.5, negative and positive points will be identified and discussion between the member and the HoD to suggest ways to improve the member performance.

1.8.4 Evaluation of Coordinators by the HoD.

It follows the University's regulations and the HoD fills the form in the present of the coordinator in order to apply justice and transparency, as it was advised by the president of the university in his guidelines to the colleges.

In the academic year 2009/10, the Department started using a form (Academic and Clinical Staff Appraisal Form) designed by the University to evaluate all its staff members yearly.

2. Department Space and Accommodation.

2.1 Department's Location within the College

The department is situated at the east-side of the College of Education and occupies approximately 20% of the first floor. All staff members have their own offices, as well as coordinator, who also has her own office. All staff offices have computers with updated software, and connected to the university network. The following table shows the distribution of the spaces:

Table 1 Distribution of Offices in the Department

Type	HoD	Staff	Coordinators	Storage
No of offices	1	16	1	1

Since the increase in number of students and the increasing teaching load, the DEFA invites visiting professors from outside the country. This results in a shortage of offices to accommodate the new staff, so sharing rooms is the only solution. DEFA is looking forward to expand its spaces in the near future in order to accommodate each staff and visiting professors and cancel the idea of sharing rooms. DEFA has no common room for staff members,. Lack of such space prevents social connections and exchange of ideas between staff.

2.2 Teaching classes and lecture rooms.

As all colleges in the SQU, DEFA uses classes in blocs A, B, C, D, E and F. Class size varies from one block to another (20-150 students). Distribution of time and class location is centralized through the Deanship of Admission and Registration. The average class size in the theoretical subjects is for 50 students. Teaching classrooms are equipped with technology and new software as well as other visual aids (overhead- and slide projectors.).The physical environment in all classes is considered to be very good, it's well ventilated, air conditioned and well maintained. In the case of the BA and diploma, adult students have difficulty with the normal seating and table arrangements. SQU provide the instructors with the opportunity to reserve any visual aids or IT equipment through the e-mail before the beginning of the semester.

2.3 Computer Labs and Workshops.

DEFA lacks the space for a multi media lab and workshop location, but students use the SQU labs of the college of Education and other colleges on a daily basis. Most of the computer

labs have at least 20 computers, and are connected to the internet. Printers and in some cases a scanner is provided.

Almost all of these labs are open to all students daily from 8:00am to 6:00pm. In the college of education the following labs are available:

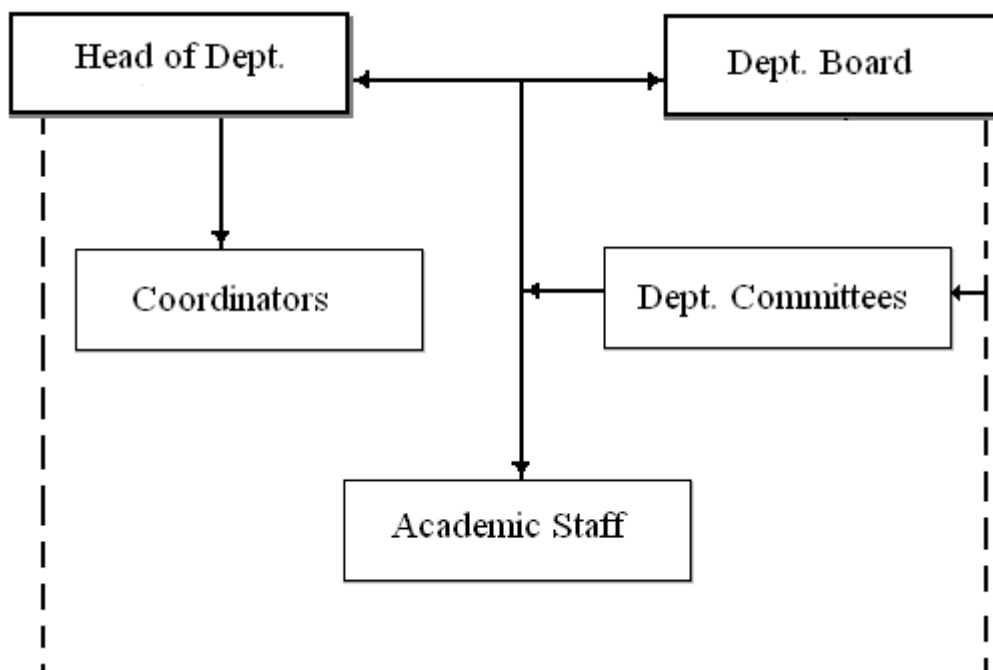
- Psychology Department Lab: Room 10, 25 and 1038.
- Islamic Education Department Lab: Room 2043

In addition, there are 12 labs at the Science College and 9 labs in block F. Providing the department with multi media labs for Educational Administration will enable students to combine theoretical knowledge with application, and will equip them with skills to function successfully as school principals and supervisors and other positions.

3. The Academic Administration

Work at the Department is organized according to the Sultan Qaboos University Code. The Code defines the rights and duties of the academic staff. Also, it gives the instructions that regulate the management and duties of the derivative departments. The Head of the Department is in charge of the Department management according to Article (11) of the University Code issued by the Royal Decree number 14/99 that regulates the relation between the Department Head and the Department Board.

3.1. The Department Organization Chart



Graph (1) The organization structure of DEFA is shown in the following figure:

Graph (1) DEFA organization Chart

The Department Head is nominated by the College's Dean and is appointed by the resolution of the Vice Chancellor of the Academic Affairs and Society Service for a three years contract subject to renewal. The Department Head's job assignments are defined in the Legislative Bill.

3.2. Department Board.

The Department Board is formed of all permanent academic staff. The Board meets regularly during the academic year; about twice or three times during one term. In emergency cases the Board holds ad hoc meetings depending on the importance of the proposed matters. The Department Head chairs the meetings where the matters concerning the Department Strategy, the Educational plans, suggestions of Development plans and other vital matters are discussed. The rapporteur is chosen from the members of the board. During the Department Board meeting, the academic staff members are informed with all issued circulars and instructions by the university and the college. The Department Representative in the College Board informs the members of DEFA of all the decisions related to the College.

Decisions are taken in a democratic manner. Ideas are introduced to members who then voice their opinions and if there were any view differences in making the decision, then voting is in order. Every member has the right to freely express his opinion concerning the development of work inside the department like programs development, performance development and other academic concerns. The freedom of thinking and expression of the teaching staff members is shown in different meetings and also in the seminars for master students.

3.3. Department Committees

There are several committees concerned with the department works (i.e curriculum, timetable, exams, seminars etc.). These committees are formed by the DEFA Board at the beginning of the academic year. Members of these committees are chosen at the level of the Department and at College and University levels. A chair person to each of these committees is chosen from amongst the committee members, who usually calls for regular meetings of these committees. The Department Head informs the college Dean of the appointed committees. The chair person's assignment is to pass the decisions of the committee meeting to the department board members during their monthly meeting. The board then discusses the results and approves it, if agreed upon. The committees at the department level are:

- Higher Studies and Educational Researches.
- Recruitment.
- Promotions.
- Examinations and Observation.
- Annual Report.
- Orientation Week.
- Text Books and References.
- Seminars and Academic Activities.
- Plans and Programs.
- Time Tables.
- University Day.
- Following-up students under probation.
- Social Relationship.
- Human Resources Development.

The following table gives a quantitative picture of the number of department members participating in committees at the three levels, the Department, College and University.

Table 2 Number of Staff Members Participating in Committees at all Levels

No	Committee Level	Participants	Participations
1	Department.	All Staff	16
2	College	All Staff	21*
3	University	1	1
Total			38

* Some Staff members are involved in more than one committee.

Quantitative analysis of the above table shows the density of the staff members in the committees on the department and college levels; where one staff member is involved in more than one committee. Participation in the committees at the university level is limited. That is because of the nature of these committees and the representation of all colleges at the university level.

3.4. Administrative Legislation and Instructions Regulating the Performance of the Department Tasks and Duties:

The Administrative Legislation stated in the University Code and its Executive Bill represents the main reference to the management organization of the department tasks and duties (available at the University site). The Department relies on the general bills to execute the academic and administrative tasks and, also, to the work procedures.

In the case of any suggested development of any rules regulating the work in the college, the Dean will communicate with all departments to discuss the suggested development in each Department Board to come-up with their suggestions.

Examples of the administrative instructions that organize the work in the Department:

- Issued Royal Decrees concerning the university.
- Guidelines from the college and university presidency.
- Resolutions concerning opening programs.
- Guidelines and instructions issued from the department.

3.5. Department Activities and Social Relation between Members:

The members of the Social Committee are nominated according to their desires. Financing the committee is done through department staff member contributions. The committee organizes social activities in many occasions such as receiving new members, welcoming visiting professors, congratulating staff members at different occasions, and conducting farewell parties for those who ended their contracts. There is no doubt that the continuous social activities create a warm and friendly ambiance between members.

3.6. Moral, Materialistic Entitlement and Bonus Systems:

The incentive system is subject to the college and university system (university code articles 168-179 and the executing bill). The Bill articles indicate the procedures that should be followed to spend the materialistic entitlements in connection with execution of the field work of some programs. In the case of assigning any staff member with certain task; the university declares the materialistic entitlement for doing the job and the additional efforts for the chosen member.

Staff members are encouraged to compete yearly to obtain the award for the best researcher and another one for the outstanding teacher at the college level. The college has made efforts to codify the materialistic bonus entitlement related to the extra teaching load

(hours). Suggestions made by all college departments were presented to the College Board on 16/3/2011.

4. Financial Resources

The university has a central budget system from which it allocates specific annual budget for each college, depending on its strategic development plans. There is no special budget for the department. However, the DEFA at the beginning of the academic year submit its annual needs of learning resources to the college. In addition, the academic staff members get some financial support from the university or the college budget for research and conferences.

5. Academic Staff and Coordinators

5.1. Academic Staff

The Department, since its establishment, was keen to attract qualified personnel from all over the universities and was always interested to recruit a variety of staff members who worked in different educational systems and acquired different experiences.

The following table shows the department staff members for the academic year 2010/2011

Table 3 DEFA Academic Staff

No.	Name	Academic Rank	Specialization	Nationality	Degree/Year	University/Country
1	Dr. Wajeha Thabit Al-Ani	HoD.- Associate Prof.	Philosophy of. Ed.	Iraqi	Ph.D. 1984	Kansas State University - USA
2	Dr. Salha A. Issan	Associate Prof.	Comparative Ed.	Bahraini	Ph.D. 1986	London University-UK
3	Dr. Abdullah M. Al Shanfri	Associate Prof.	Ed. Policy & Planning	Omani	Ph.D. 1991	Wales University UK
4	Dr. Bassam Mustafa Al-Omari	Associate Prof.	Admin. of Higher Ed.	Jordanian	Ph.D. 1986	Oklahoma State University- USA
5	Dr. Rashid Sulieman Al-Fahdi	Assistant Prof.	Admin. of Higher Ed.	Omani	Ph.D. 2002	Manchester University-UK
6	Dr. Homoud Khalfan Al-Harhi	Assistant Prof.	International Education	Omani	Ph.D. 2002	Pittsburgh University-USA
7	Dr. Salim Al Ghanbousi	Assistant Prof.	Quality Management	Omani	Ph.D. 2002	Manchester University UK
8	Dr. Khalfan Nasser Al Jabri	Assistant Prof.	Higher Ed.	Omani	Ph.D. 2008	Deakin University Australia
9	Dr. Aisha Salim Al-Harhi	Assistant Prof.	Adult and Cont Education.	Omani	Ph.D. 2007	Penn State University- USA
10	Dr. Amal Rashid Al-Kuimi	Assistant Prof.	Educational Supervision	Omani	Ph.D. 2009	Melbourne University Australia
11	Dr. Omar Hashem Ismael	Assistant Prof.	Educational Policies	Sudanian	Ph.D. 1991	Penn State University- USA
12	Dr. Salim Al Hashemi	Assistant Prof.	Educational Administration	Omani	Ph.D. 2005	University UK
13	Dr. Zahra Al Rasbi	Assistant Prof.	Educational Administration	Omani	Ph.D. 2006	Jordanian University- Jordan
14	Mrs. Dalal Hamdan Al-Hinai	Demonstrator	Economics education of	Omani	B.Sc. - 2004	Sultan Qaboos University- Oman
15	Mr. Khalaf Hamdan Al Abri	Lecturer	Educational Policies	Omani	MEd - 2010	Queensland University- Australia
16	Mrs. Huda Al Hosni	Demonstrator	Educational Planning	Omani	B.Sc. - 2007	Sultan Qaboos University- Oman

Extracted from the above table, the academic ranks in the department are represented in the following table:

Table 4 Number of Academic Staff by Rank

No	Rank	No.	Percent
1	Associate Prof.	4	%25
2	Assistant Prof.	9	%56
3	Lecture	1	%6
4	Demonstrator	2	%13
Total		16	100.00

The above table shows no number of teaching staff with the rank of professor which explains the department's need to advertise for such a position. The need will increase further still in the coming years as a result of the expansion of the department programs and the increased interest to present other programs for the higher studies such as MA in Educational Planning.

The table also shows that the percentage of assistant professor positions is 56% of the total teaching staff in the department. This situation creates great challenge in the department to encourage the staff to care more about the scientific research and their professional development in general. Hence, the department sees that lessening the teaching load of all staff members should have priority to support the development of the research.

5.1.2. Recruitment System

The University Code article 110 is applied in appointing new teaching staff members. If an Omani member, who works in another Omani educational institution wishes to be transferred to the department, he/she should present his/her application directly to the university. The university committee will take the necessary procedure. If the applicant met the terms and conditions for the job, his credentials will be send to the department via the college dean.

The department is keen to attract distinguished staff to teach in its various fields. Most of the DEFA members have international qualifications from USA, the UK or Australia. Since the increased number of student enrolled in the High Diploma of School Administration and the BA program in Educational Administration, staffing resources are somewhat strained. To overcome the problem, the department invites at least four to five visiting consultants per semester to help in teaching.

The department recruits staff both locally and internationally mainly from the Arab countries.

The following mechanism is applied:

- Department needs are discussed in the Department Board, and then submitted to the recruiting committee in the college followed by the approval of the College Board.
- The university puts an advertisement for the position on their website (Arabic and English) and daily newspapers in some Arab countries.
- The recruiting committee in the department investigates and analyzes the applicants credentials in the light of the department's set standards where there is a special form to be filled out and grades are given.
- Three will be nominated according to the grades. Recommendation is then raised to the Department Board.
- The Department Board discusses the nominated names for approval and then puts its recommendation to the College Dean.
- The department rejects any applicant that did not meet the terms and conditions of the job. In such case a visiting professor will fill the vacant teaching position.
- To encourage the mutual cooperation agreements between the College of Education and those of other universities, the university is keen to exchange experiences by inviting them as visiting professor. A list of academic staff from the Arab and Gulf universities is available in the department.

5.1.3. Promotion System

Teaching staff members are promoted to associate Professor and Professor according to the promotion policy applied in the SQU. The mechanism followed in the department is:

- A staff member who desires to be promoted presents a request to **DEFA** Head, attaching all required documents.
- The DEFA Promotion Committee meets to examine the document to ensure it meets the terms of the promotion policy. The Committee then submits its recommendation to the HoD.
- The HoD submits the member's dossier to the College Dean, after ensuring that all proper procedures have been followed and all documents are complete. The HoD attaches his own recommendation, including the member's activities in teaching, scientific research and community service. The college dean receives 4 copies of all required documents.

5.1.4. Staff members' teaching and scientific research Duties

These duties are defined in the University Executive code in teaching, Scientific Research and community service. In addition, when necessary, some other administrative tasks could be assigned to the staff member. Every staff in the DEFA is a member in the committees at the three levels: the department, the college and the university. The number of committees could be 5-6 for each staff member. The HoD regularly follows up all tasks and performance of each committee.

The staff member has to teach 9-12 hours weekly in Spring. In the Fall the teaching hours increase to 18-27 hours weekly as a result of teaching the practical courses indicated in the study plan of BA in Educational Administrative Program. During these added hours faculty supervise students' practice rather than direct teaching. In addition, four office hours are allocated weekly for each staff member, and they are academic supervisors for 35-50 students.

The supervision of the master degree students is distributed amongst the staff members provided that it is not more than 5 students per member in one academic year. Teaching staff members are keen to participate in the research activities and training courses to serve the Omani community.

5.1.5. Professional Development Programs:

Professional development for staff members is done at two levels:

- First level, according to the staff member's research interests, he participates in conferences and seminars, locally, nationally or internationally.
- Second level, through participation in the training courses held by the college, the university or the local society, especially during terms breaks. Also, the seminars held in the department and in the college, in addition to the lectures given by the department to help exchange knowledge between staff members. The Center of Human Resources and Staff Development (CHRSD) offers training courses for new and existing staff in different academic and technical fields.

The Department held training courses for the teaching staff members, especially in the field of acquiring new technology skills. The staff members also participate in the courses given by the college or the university (See member's file).

The following table shows those courses:

Table 5 Training courses for Academic Staff in 2007-2010

No	Type	Participants
1	Use of SPSS Program	All Staff
2	Use of SIS System	All Staff
3	Use of Moodle Program	4

5.1.6. Staff Members Quantitative Growth:

According to the department's regular need for new staff members to face the increased number of students joining different programs and to execute the department development strategy in creating new programs to satisfy the need of the Omani society, the department is obligated to continuously recruit new staff.

The following table shows the quantitative growth for the teaching staff members in the period from 2006 to 2011.

Table 6 Quantitative Development of Academic Staff in the Department

Year	2006/07	2007/08	2008/09	2009/10	2010/11
No.	14	18	18	16	16

Despite an apparent increase in the number of the teaching staff members, as the table shows, it does not match the constant increase in the number of the students and the variety of the available programs in the department. The department finds it difficult to attract the right staff members who meet the terms and conditions of the position. Therefore, the department has no other alternative but to recruit visiting staff members in each academic term.

5.1.7. Omanization:

Omani staff members who hold a PhD degree in the department are 28.6% of the total staff members for the academic year 2006/2007 as shown in the following table:

Table 7 Number of Omani and non-Omani Staff

Specialization	Omani	Non-Omani	Total	% Omani
Educational Administration	2	-	2	75%
Admin. Of Higher Education	1	1	2	
Higher Education	1	-	1	
Comparative Education	-	1	1	
Educational Planning	2	1	3	
Adult Education	1	-	1	
Educational Supervision	1	-	1	
Philosophy of Education	-	1	1	
Educational policies	1	-	1	
Economics of Education	1	-	1	
Quality Management	1	-	1	
International Education	1	-	1	
Total	12	4	16	

Looking at the above table, it is clear that the percentage of the Omani staff is high (75%), which goes alongside the Omanisation policy of the Sultanate. At the present time there are 2

Omanis studying abroad on a scholarship to obtain the Master degree in different specializations.

5.1.8. Quantitative and Qualitative Production of the Teaching Staff Members

In spite of the many different courses offered by the department that could reach more than 50 courses, the teaching staff always tries to achieve outstanding level through their scientific research, supervision of MA thesis, and participating in the community service activities. The following table shows the average production of staff members:

Table 8: Average Work Product by the Academic Staff

Year	Teaching Load (hrs.)	Academic Supervision (Students)	MA Supervision	Publication of Scientific Research	Community Service Activities
2010/11	9-12	35-50	3	1- 4 per year for each member	All staff

5.2. Technicians

There is no information technology (IT) technician in the department. There is no doubt that the department is in urgent need of an IT technician, to participate in the preparation and maintenance of a Technology Lab, and to train the students in the department programs in the proper technology use in the educational and school administration field.

5.3. Coordinator

There is one coordinator in the department who has specific tasks according to the Department needs. The following table shows her details:

Table 9 Coordinator

No	Name	Job Title	Highest Academic Award	Awarding Institute/Year
1	Mahfoodha Al Zedjaly	Coordinator	General Diploma in Commerce	Oman

5.3.1. Recruitment, Qualifying and Scholarship Systems

The department follows the policy specified for recruiting employees in the university. Opportunities for Employees and scholarships are appointed according to the University policy and regulations. They are also managed by Center for Human Resources and Staff Development (CHRSD).

5.3.2. Tasks and Duties

To make the work in the college and departments smoother and more effective, the Dean of the College issued the following guidelines for coordinators:

- Numbering and filing all correspondences.
- Copying all correspondences.
- Making records for the incoming and outgoing Correspondence.
- Organizing and following up the staff member's portfolio.
- Distributing the incoming post to teaching staff members and coordinators.
- Participating in all activities organized by the department (conferences, seminars ...etc.).
- Coordinating with the administrative directors for the maintenance of equipments and secure printer cartridges and ink.
- Organizing and update the department bulletin board.
- Cooperating with the teaching staff members during exams.
- Photocopying, except for the exams and notes.
- Delivering of evaluation questionnaire to the office of Asst. Dean of undergraduates Academic Studies.
- Printing the staff timetables and updating it.
- Following up on correspondences concerning Diplomas and Postgraduates Studies.
- Preparing the department meetings, printing the agenda/minutes and distributing it to the staff members in coordination with the HoD and chair of the Committees.
- Checking with the staff members to collect data and reply to correspondence.
- Updating staff members' data in the SIS system at the beginning of each term.
- Delivering evaluation forms: HoD evaluation, course evaluation, teaching staff evaluation, and other forms, and then delivering them to the specific section in the college.
- Storing, organizing, and filing the department data electronically.
- Supplying staff members with their needs of stationeries in coordination with the administrative director.
- Doing any other tasks assigned by the HoD or his assistant.

The official working time for the coordinators ends at 2:30 pm, while the working time for academic staff depends up on their lectures.

5.3.3. Follow-up and Evaluation System

The performance evaluation of the department coordinator form is applied at the end of the year. The HoD will discuss the performance of the coordinators in their presence (individually) following the university guidelines. Strengths and weaknesses are pointed out.

5.3.4. Professional Development

The department encourages the coordinator to develop her profession by nominating her to attend training courses organized by both The Center for Human Resources and Staff Development (CHRSD), and other training centers as shown in the following table.

Table 10 Training Courses for the Coordinator

No	Name	Duration	Place
1	MS Office	08-18/1/2005	College of Education
2	Creativity in Desk Management and Effective Management Skills	02-06/04/2005	CHRSD
3	Writing Reports and official Memos	25-29/06/2005	CHRSD
4	Emotional Intelligent	24-25/04/2007	CHRSD
5	How to deal with university students	13-16/06/2009	Ambitious Centre for Studies, Consultant and Training
6	Official Writing Skills	17-21/04/2010	CHRSD

6. Programs and Academic Specialties

6.1. Department programs:

The specializations in the department vary according to the programs as it is shown in the following table:

Table 11 Specialization of Staff in the DEFA

No	Type	Number of Academic Staff/Rank					Total
		Professor	Associate Professor	Assistant Professor	Lecturer	Demonstrator	
1	Educational Supervisions and Planning	-	1	2	1	2	6
2	Comparative and Educational Administration	-	1	3	-	-	4
3	Foundations of Education	-	1	1	-	-	2
4	Higher Education		1	3	-	-	4
Total							16

6.2. Bachelors Degree Programs

The DEFA offers one program for the first university degree (Bachelor) named "Bachelor Degree in Educational Administration". In addition, the department provides services courses for BA in education at the different college of education's specialties, and offers elective courses to all universities' colleges. The following table illustrate the starting year of programs and courses:

Table 12 BA Program/Courses offered by the Department

No	Program/Courses	Start Year
1	Department Service Courses for BA in Education	1986/1987
2	BA in Educational Administration	2003/2004

6.2.1 Distribution of Credit hours of the Bachelor program plans:

The department offers a broad range of courses (compulsory and elective) in the Bachelor program in Educational Administration, and also other service courses in the BA in education (college requirement and university elective). The following table shows the distribution of the credit hours for the bachelor program:

Table 13 Distribution of Credit Hours offered by the DEFA

Program	Type of Course	Credit Hours
BA in Education	Compulsory/College	(3x3) 9
	Elective/College	(17x3) 51
		(2x2) 4
BA in Child Pre-school	Compulsory/College	(1x3) 3
BA. or B.Sc. (from other colleges)	Elective/University	(1x3) 3
		(2x2) 4
BA in Educational Administration	Compulsory/Department	(22x3) 66
		(1x6) 6
	Elective/Department	(2x3) 6

6.3. Diploma Program

The DEFA offers The School Administration Diploma Program to school principals and their assistants who are nominated by the Ministry of Education. The program duration is one academic year and the first class of this program was received in 1999/2000.

The DEFA also, participates in other diploma programs of other departments by teaching certain specialized courses. These Diplomas are*:

- Higher Diploma in Education.
- Diploma in Educational Supervision & Guidance.

* For more details (See appendix B)

6.3.1. Distribution of credit hours in the Diploma program plan:

The credit hours for the courses taught by the DEFA in the Diploma programs on the college level are distributed as shown in the following table:

Table 14 Distribution of Credit hours in the Diploma Program Plan

No	Program	Department	Courses	Credit Hours
1	School Administration	DEFA	4	12 (4x3)
2	Educational Supervision and Guidance	Curriculum and Teaching Instruction	3	9 (3x3)
Total				21

6.4. Master Degree Program

The DEFA offers the Master program in Educational Administration in compliance with the accepting terms and the set duration in the program plan. The first class was received in 1995/1996.

6.4.1 Distribution of Credit Hours in the Master Program Plan

The Credit Hours in the Educational Administration Master Program Plan are distributed between the DEFA and the Department of Psychology in the College of Education as shown in the following table:

Table 15 Distribution of Credit hours in the MA Program Plan

No	Program	Participating Department	Courses	Credit hours	Total
1	Master in Educational Administration	DEFA	6	6x3	18
2		Psychology Dept.	2	2x3	6
Total					24

In the case of a student applying for Master Degree in Educational Administration and has previously studied courses related to the specified courses of the master program at the DEFA and has obtained a grade 'B', then the policy of the bridging courses is applied. The credit hours for the master bridging courses are (9) hours.

6.4.2. Distribution of the Credit Hours of the Bridging Courses offered by the DEFA in the Master Program:

The student applying for the Master program has to study some or all Bridging Courses in order to be admitted in the program. The credit hours are distributed as shown in the following table:

Table 16 Number and Credit Hours of MA Bridging Courses.*

No	Program	Participating Departments	Courses	Credit Hrs.	Total
1	Master in Educational Administration	Educational Foundation and Administration	4	x3	12
		Computer / Science College	1	x3	3
		English Language / Lang. Centre	1	x3	3
Total					18

6.5. Academic Courses offered by DEFA:

To achieve the vision and mission, the department offers a range of courses to develop students' knowledge and professional competency in education and administration. The department offers various compulsory or elective courses at the college and the university levels. The department also presents courses to serve other departments and colleges such as courses for pre-school education programs (See appendix E).

6.6. Continuous Development and Evaluation of Programs and

Academic Courses.

Development and evaluation of courses are reviewed regularly through updating and revising the content of individual courses. Innovations of the courses are accomplished through research studies conducted by the staff members and also, through the remarks mentioned in the course evaluation form done by the students. The form contains questions related to the courses, content, method of teaching and instructors.

As an example for the above; the published research entitled: "Effectiveness of the School Administrative Diploma Program in the College of Education – Sultan Qaboos University, from the points of view of the graduates and their present principals and administrative directors". The results of this research led to the amendment of the contents of the academic courses in the Diploma to include practical application related directly to their work in the schools.

As for developing the service courses offered by the department for BA in Education, it is done through the attendance of the staff members to the conferences and seminars and meetings held by the Ministry of Education in the Sultanate of Oman. Also, the department is informed about the recent changes and innovations that took place in the educational system in the Sultanate of Oman. Consequently the planning committee in the department presents the

recent developments to all teaching staff to update the contents of courses. Examples of the courses that have been updated to follow the education innovations (See course files):

- EDUC 3104: The teaching hours increased to be (4) hours and contents were updated to achieve the new educational aims.
- EDUC 2007: The content of the practical part is updated on a regular basis to match the new textbooks and some instructors used on-line teaching.
- EDUC 2004: Development took place to be taught partially online.

In regard to the development and evaluation of the Bachelor of Administration Program; some staff members have made interesting studies like "Adult Education and Quality of Life" (Gomaa & Al-Ani, 2006). Another study conducted by the coordinator of the Program (Dr. Aisha Al Harthi) in 2008 to evaluate the Bachelor of Educational Administration. According to these studies, the department is in the process of developing the current program and updating course content, to match and follow the new advanced trends in the educational administration field.

As for the Evaluation of the Master Program, a study has been done by committee of evaluating and developing Master program at the college level under the supervision of the Assistant Dean of Graduate Studies and Research. Accordingly, the department is working toward a "Developed Master Program in Educational Administration". (see the attached plan for Developed Master Program).

6.7. Educational Guidelines and Procedures

Guidelines and Procedures are available in the department for all students during their under- and post-graduate studies. The guidelines include useful information of the course plan, terms of admittance, and others. Some of these Guidelines and Procedures are available in hard copies and others electronically. All information is presented in the Arabic language (2005/2006). At the present time, the department is preparing another guideline in Arabic and English, to include updates of all DEFA programs.

The following guidelines and brochures available are:

- The Department's Guidebook.
- Guidelines of the Bachelor Program in Educational Administration.
- Guidelines of General Form and Specification of the Research/Thesis Project.
- Guidebook of the Postgraduate Academic Regulation.
- Guidebook of the Undergraduate Academic Regulation.

In line with offering useful information to students, the department has prepared the first draft for the Master Program in Educational Administration to guide them through their studies mainly during the preparation time of the research thesis.

All Guidelines contain the DEFA vision, mission and aims, as well as, a full description of courses syllabi. Others identify the system, procedures, and instructions which the student and the staff members should adopt in the implementation of the course program.

6.8. Teaching Methods applied:

Teaching methods vary and differ in different courses to suit the designed curriculum for each course. Opportunities for the development of the cognitive skills such as critical thinking, problem solving, inference, decision-making, and practical skills are developed throughout the use of various teaching methods.

The course syllabi include the teaching methods (Department's guidebook 2010). The teaching methods used throughout the program to achieve the intended learning outcomes are: Lectures, dialogues, discussions, workshops, independent learning, field visits to the educational establishments in the Sultanate (schools and ministries), Team work, brain storming, students presentation of problems related to the Omani society, critical thinking, imitation, and sampling of the planning of projects.

7. Scientific Activities

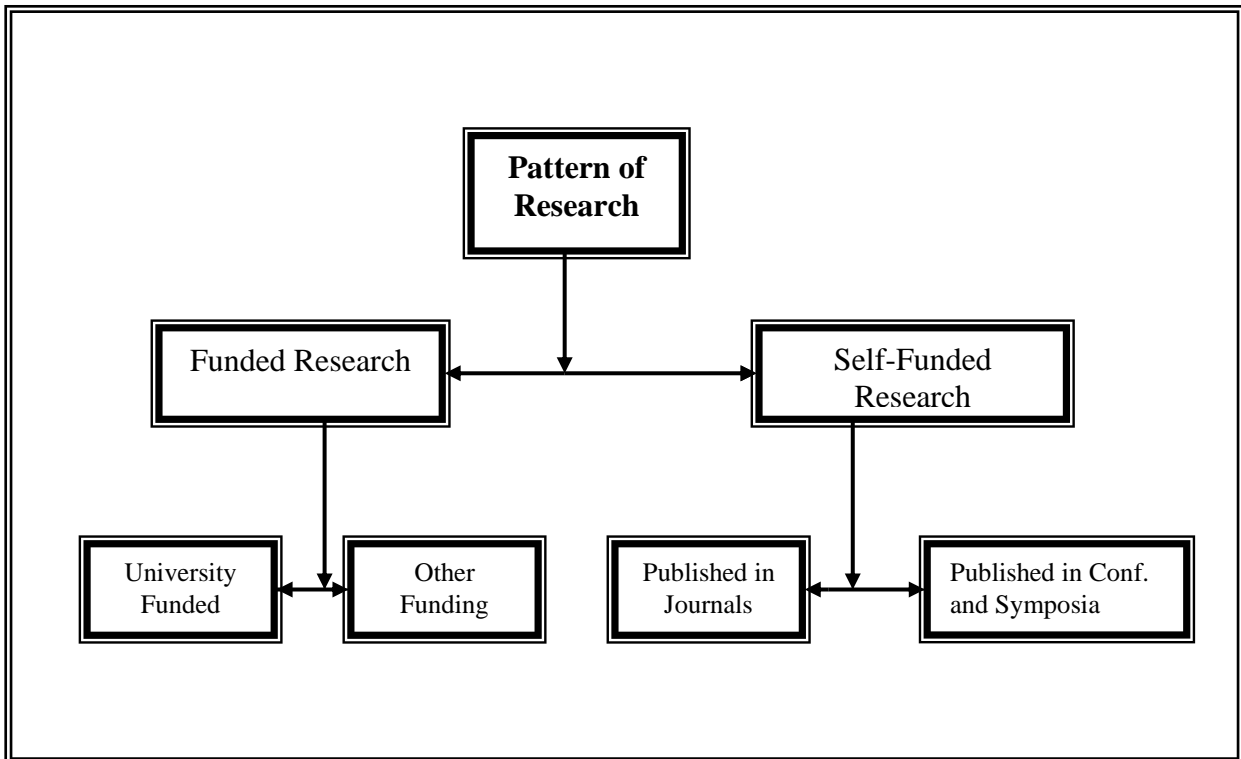
7.1. Scientific Research Plan

There is no designed scientific research plan in the department, except the plan for the university funded research, to the timetable of which, the research team is committed. The department believes in the importance of research to develop the educational system in the Sultanate of Oman. To respond to the needs of the Omani society, staff members continuously carry out research studies that help to solve the social and educational problems. The department also reacts to the development and innovations in the whole of the Sultanate.

University funded and non-funded research studies contribute to the progress of the staff members' professional development. Many research studies are carried out inside as well as outside the university. To help staff members to participate in and contribute to research, the department takes care to announce all conferences and seminars in the fields. Also, the announcement goes onto the bulletin board and details are kept in the information file. The

department follows the College Dean’s Assistant for the post-graduate studies instructions, concerning the funding research timetable. The following figure shows the pattern of the research activity in the department:

Graph (2) Pattern of Research



7.2 Scientific Research Funding Mechanism and Support:

Sultan Qaboos University encourages teaching staff members to participate in research activities that serve the Omani Society. Every year, the university allocates a budget to finance research in all colleges. Also, His Majesty's university grants are supporting any research of national benefit. In order to obtain a fund for research, certain steps have to be followed. The mechanism in this matter is:

- The Assistant Dean of postgraduate studies (DPSR) at the college of education announces the time and the format of presenting the research project proposal.
- Staff members submit the research project proposal for approval by the HoD.
- The HoD presents the project proposal to the DPSR by November for the strategic research project and by February for the internal funded research (See F8).
- Assessment of the research project proposal will be carried out by the chosen referees and upon the final approval from the Deanship of postgraduate studies, the suggested budget is allocated.
- In public, the approved strategic research is announced every year at the University Day.

The teaching staff members are encouraged for their contribution in teaching and in outstanding research. The college follows certain steps: first, the staff member who had contributed to research activities will give the opportunity to apply for the best researcher. The department submits the nominees to the Dean of the college, supported by documents after the nomination of the department committees. The same procedures are applied for the best teacher. The chosen best researcher and teacher are presented in the in the University Day celebration.

7.3. Department Research publications

The Research publications of the DEFA are indicated in the following table (17):

7.4. Publications

Staff members contribute to the world of knowledge and to the Omani educational development through their publications. Some of the books published by the staff are considered as main reference for the Omani students, since there are a very limited number of books dealing with education in the Sultanate of Oman. In general, the DEFA encourages staff members to provide work in the line of composed reference books (See appendix A).

Table 17 Number of publications.

No	Publication Type	Year			Total
		2007/08	2008/09	2009/10	
1	Scientific Research (University funded)	4	1	-	5
2	Publication in Scientific Journals	12	5	15	32
3	Published Books	2	1	4	7
4	Publication in Conference and Symposium	4	5	5	14

7.5. Recommended Textbooks

In the college of education, certain textbooks are distributed to the students at the beginning of each term and collected from them at the end of the semester. Since the establishment of the university, it has been its policy of providing students with the textbooks related to the subject matter of the course.

Some staff members in the department assemble handout folders for specific courses, which are kept in the College book store for distribution at the beginning of the term. For example: the folder of modern trends in education and the educational system in Oman. Staff members do not only use the textbooks as main sources of information, but use other resources in their teaching also. Materials from the web are also commonly used.

7.6. Awarded scientific MA Thesis.

Every year, there are 15-18 students joining the DEFA to obtain the Master Degree in Educational Administration. After finishing the course work in the first year, students register for the thesis project EDUC 7501. The work for MA requires the application of an idea, which must be new. At the end of the first semester, the student forwards his title and a summary of the research steps in the department seminar. The following table shows the number of awarded Master degree from 2007 – 2010:

Table 18 M.A. Research in DEFA

M.A. Research						Total	On-going
Year	Before 2007	2007	2008	2009	2010		
No.	64	16	4	21	11	116	20

7.7. Conferences, Symposia, Seminars, Workshops and Lectures:

The department staff members continuously, throughout the academic year, participate in conferences and seminars, training courses ...etc. as part of the community services inside and outside the Sultanate of Oman. Developing the department depends on research activities, as well as its contribution to the professional development of the staff in general. Research activities is the major element to assess a staff member at the time of promotion or renewal of contract. (See appendix A)

8. University and Community Service

8.1. Community Service

The DEFA has a variety of human resources with different specialties which lead to a continuous participation in many activities related to serving the University and the Community all year round. The DEFA contributes to the service of the Omani educational development through the following certain procedures:

- The department receives a formal request with type and time of introducing needed service from the Assistant Dean for Training and Educational Services in the College of Education (via the Centre of Community Service and Continuous Learning).
- The HoD announces these requests to the staff during the monthly meeting. The one who wishes to be involved announces his desire to participate. In some cases the request goes directly to the person specialized in the field of the service.
- The name of the nominee is sent to the college dean.
- The DEFA receives the confirmation by a formal letter and the beneficiary partner coordinates with the participating member(s) about execution procedures.

8.2. Department Plan for the University and Community Service.

There is no comprehensive plan for university community service, but DEFA directs all its abilities and the department's financial and human energies towards serving the university and society. There are different ways to do such service; teaching, scientific research or community services. The DEFA has to follow the policy and the guidelines that define the authority and specialty of the scientific departments presently in force in the university.

8.3. The Department Role in the University and Community

The department offers many services to the different institutions and educational institutions in the Omani society. On top of the list of institutions served by the department are the Ministry of Education, Ministry of Higher Education and Ministry of Defense. (See appendix A).

9. The Department's Students

9.1. Admission and Registration Policy

The department follows the general admission and registration policy set by the SQU. The procedures differ according to the different programs in the department. Admission is centralized and each student registers online according to the study plan for each specialty.

In the case of BA in Educational Administration program, the department programs coordinators inform the Ministry of Education, the Assistant Dean for the undergraduate studies and the Assistant Dean for the postgraduate studies and research of the acceptable number of applicants. These are then sent to the registration office to carry out the registration procedures. The same procedures are followed in the case of accepting the Master Program students after fulfilling the terms of admission (See Master Program).

9.2. Data of admitted students and its development:

Table 19 Number growth of Students admitted in the B.A. and Diploma Programs.

Program	Year				Total
	2007	2008	2009	2010	
B.A. in Education	307	292	377	287	1263
B.A. in Educ. Administration	97	103	98	94	392
Diploma in School Admin.	45	43	40	40	168
Grand Total	449	438	515	421	1823

The following table shows the admitted number for the Master Degree in Educational Administration from the academic year 2007 to 2010.

Table 20 Growing Number of Students Admitted in the M.A. Program.

Year	Students Admitted				Total
	2007	2008	2009	2010	
No.	10	21	22	14	68

9.3. Failure, Drop-out and under Probation Students

The following table shows the number of Failure, Dropout and under probation cases

Table 21 Failure, Drop-out and under Probation Students in all DEFA Programs

Program	Failure	Withdraw	Probation	
	2007 – 2010		2009/10	Fall Semester 2010
BA. in Educ. Admin.	-	-	4	5
Dipl. In School Admin.	-	-	-	-
Ma. In Educ. Admin.	-	-	1	-

From the above table, it's noticeable that there is no number of failure and dropout. The only program that has students with under probation is the BA in educational administration.

9.4. Academic Supervision of Students

The department staff members are appointed by the college as academic supervisors for students in different academic specialties, in addition to the students who register in the department programs as shown in the following table:

Table 22 Number of Students academically supervised by DEFA Staff

Specialization	Number
BA. in Educ. Admin.	180
Dipl. In School Admin.	40
Ma. In Educ. Admin.	30
BA. in Education	153
Total	405

From the above table, the average number of students for each staff member is 42.

9.5 Transfer

The department provides very specific programs for certain institutions hence; the transfer system does not apply.

9.6 Following-up Students under Probation and who Face Difficulties in Studies.

The DEFA is following up students under probation and who face difficulties in studies with co-ordination of the Assistant Dean of the academic affairs and the committee of academic probation on the college level. The procedures applied are:

- The academic supervisor is informed via e-mail of student's names under probation and students who face difficulties in their studies.
- The academic supervisor will be provided with the online 'Case Study Form' to fill.
- The academic supervisor will e-mail the concerned student and set up a meeting to identify reasons obstructing his academic progress and try to solve it. The solution differs with different students and different cases. For example, if illness was the main reason, the supervisor will communicate with the student's teachers to inform them of the case, at the same time, advise the student and guide him.
- The HoD will advise academic supervisors to attend the special training courses using the SIS system and how to activate it in the academic supervision process.

The main reasons behind students facing difficulties in their studies lay in their inability to adapt. This is always the case with the new students and mainly in Science and English, where the study is mostly performed in English.

The department follows the procedures of SQU, where a student who received GPA less than 2 will be registered for 12 credit hours in the next term. According to the study plan, the student will receive advice and guidance to which courses he/she should register. He /she will also be encouraged to obtain the grade which will enable him to get out of the probation. The academic supervisors always keep in touch with the student via electronic mail to follow up his case and build up confidence (see Undergraduate Academic Regulation).

9.7. Outstanding Students

Outstanding students are being cared for and followed up as individual cases, where they are always encouraged to show the best of their abilities. The observation and following up of students at all levels is one of the department's methods to nominate the distinguished students for being potential members in the department in the future

9.8. Department Students Groups Activities:

The Education Activity Group (cultural, physical, social, educational etc.) was formed in 2000/2001 and a supervisor was appointed from the DEFA. In 2004 all groups were united to form this one group. Students join the group to represent the College at the University level. At present, there is no specific group for students in the department.

10. Information and Learning Resources

10.1. Information Resources:

The Libraries in the university and in the College of Education are the main resources of information and knowledge for all students and teaching staff members. The college library is located on the ground floor.

The main university library as well as other libraries like the Commerce College Library provide all resources for all students. The latter, mainly for students in the MA program in educational administration. In addition, the main SQU library provides electronic resources for books and journals.

10.2. Administrative Policy and Procedures for Selected Books and

References:

The academic department Committee for Books and University References takes charge of this task. The following mechanism is applied:

10.2.1. University textbooks for the department students.

- The library committee in the department identifies the department's need of textbooks and references and suggestions are put forward.
- The committee presents the proposed books to staff members for content approval.
- The HoD presents the proposed books before the department board to approve it, if agreed upon.
- The new list of the new books goes to the College Library Committee and the College Dean to secure the required budget to purchase them.
- Requested numbers of copies of the textbooks are decided upon according to the number of students in the courses.

10.2.2. Reference Books

Regularly, the College of Education provides all college departments with an amount of money to purchase reference books. Books are bought during the Muscat Book Fair where many publishers are available from many Arab and some foreign countries. The library committee members purchase the books within the allocated budget and provide the college administrative director with the purchasing documents.

10.3. The Number of References and Scientific Journals in the

Department Specialty:

10.3.1. University and College libraries:

The numbers of books and references in the department classified by specialty available in the libraries are shown in the following table:

Table 23 Information Resources available

Type	Main Library	College of Education Library	
		All Educ. Subjects by Titles	No. copies subject Specialization
Books for borrowing	301	6000 (by title)	540
		10094 (number of copies 8386 books and 1688 thesis)	557
Books in DEFA Specialization (Arabic)	297	3365 (Arabic and English)	5474
Books in DEFA Specialization (English)	449	-	-
Printed Journals (Arabic)	2	9 (by title)	280
Printed Journals (English)	41	-	-
Electronic. Journals	230	-	Connected to Main Library by Amicus
Database	4	-	
Other Services	Loans from other Libraries	Training Students at beginning of the Academic Year	
Opening hours	Sat.- Wed. 07:30-21:00 Th. 7:30-14:30	Sat. – Wed. 8:00 – 14:30 (allocated two days for females and two days for male at BA level students, and one day for graduates student only)	

Staff members provide students with recommendation to use other library in the Sultanate of Oman or outside.

10.3.2. Centre of Textbooks in the College of Education:

This centre is located in the College of Education and the main responsibility is to distribute and collect books. Students are not facing any difficulties in getting these textbooks. The distribution of the textbooks is set according to the timetable for each specialty.

The following table shows the textbooks and its numbers in the center:

Table 24 No. of Text Books in the Book Centre, 2002 - 2007

No	Program	No. of Courses	No. of Books	Comments
1	BA in Education	4	2071	-
2	BA. in Educ. Admin..	24	1920	-
3	High Dipl. In School Admin	4	50	-
5	Ma. In Educ. Admin.	6	-	Use reference books at university libraries
Total		38	4041	-

11. Evaluation and Follow-up of the Department Graduates

11.1. Graduates numbers of DEFA graduates:

The following table shows the growth of programs graduates in the department during the previous years, from 2006/07 to 2010/11:

Table 25 Growth in Numbers of Department Graduates from 2006/07 to 2010/11

No	Program	Academic Year					Total
		2006/07	2007/08	2008/09	2009/10	2010/11	
1	MA in Ed.Admin.	13	16	4	21	11	65
2	Diploma in Sch. Adm.	40	41	37	40	40	198
3	BA in Ed.Admin.	80	85	85	87	94	431

It is clear from the above table that the number of the department's programs graduates corresponds with the actual needs of the beneficiary on one side and with the department's human and financial capabilities on the other. It is worth mentioning that the department offers courses in teacher education in different specialties, as well as some elective courses are offered to other departments in the college and other colleges.

11.2. Information System of the Department Graduates and Place of Work:

The department, the university and the college administration co-ordinate with the Ministry of Education during the joint committee meetings to assist in obtaining the graduates' information and working areas through the following procedure:

- The HoD obtains the needed information form the Program Coordinator, and forwards it to the College Dean.
- The College Dean communicates with the place of work, in order to respond and feed the college with the required information.
- It is also possible to obtain more specific information from the beneficiaries or from the graduates themselves during the meeting held by the department.(See Bachelor of Administration program)

The Department has created a new web site for the graduates. The following table identifies the place and type of work which gives an indication about the graduates roles and tasks assigned to them:

Table 26 Graduates work institution and position

Program	Beneficiaries	Position
MA in Educational Administration	MoE, MoHE, MoD, SQU, MoSALVTC	School Principals, Dept. Directors in MoE, Head of Planning Dept. and Projects in other Ministries and Institutions
Diploma in School Administration.	Ministry of Education	School Principals and Assistants at all Ed. Levels, Admin. Supervisors, Technical Dept. at MoE. And its Provinces
BA in Educational Administration	Ministry of Education	School Principals and Assistants at all Ed. Levels mainly in Basic Ed., Admin. Supervisors, Technical Dept. at MoE. And its Provinces, The Omani Royal Court, and Dept. of Planning in Directorate of Dhofar

11.3. Survey on Work Institution's Views on Graduates' Performance.

The Department seeks knowledge of graduate's performance and their competency. The kind of information the department is looking for will help designing, amending and developing curriculum and courses. The department welcomes the information given by some of the Ministry of Education's personnel during the regular meetings. The department has taken the following procedures to obtain information and opinions of the beneficiaries:

- Conducting scientific research studies to investigate the efficiency of the program from the graduates' point of views.
- Inviting personnel – the Director of Human Resources department in the Ministry of Education, the graduate's administrative supervisors in the field, and the graduates themselves, for an open discussion each year.
- Designing and using a special form and conduct interviews with the graduates. The outcome of the interviews will help the department in amending the plan and develop the content of the curriculum in all its programs.

12. Weakness and Strength

The analysis of the department self study shows some points of weakness and strength in its performance. It is a very important step for the department to acknowledge its performance as a stepping stone for improvement. These are classified into various axes as follow:

12.1. First Axis: Teaching and Learning

12.1.1. Strengths:

- Bachelor courses in the Department create positive attitudes in students toward the teaching career and their professional practices.
- Bachelor, Diploma and Masters Programs in the Department enhance administrative thinking in Ss and provide them with a robust cultural base in all aspects of educational administration.
- Department programs provide students with different administrative skills and competencies.
- Department programs provide students with the latest updates in Educational Foundation and Administration.
- Department programs provide students with contemporary applications in educational administration to be used in schools.
- Department programs help in the exchange of experiences among students, through interaction with others from different educational areas and through providing students with multiple experiences.
- Department programs provide graduates with the opportunity to follow higher studies or advance to higher levels in the administrative and leadership career in the educational field.
- Department programs meet the requirements of educational development aiming at educational professionalization and renovation in the Sultanate.
- The Department continuously revises its educational courses, reconfiguring them to cope up with the educational updates at the different educational levels (Bachelor, Diploma, and Masters).
- The Department is distinguished in the Faculty by the type and quality of supervision provided for Ss in the Masters program.
- Masters dissertations are distinguished by their relevance to the contemporary educational requirements in the educational field in the Sultanate.
- Multiplicity of specialization paths in the Masters program in educational administration, in its new plan which will meet the needs of the educational field.

12.1.2. Weaknesses:

- Existence of unneeded courses for students which imposes a burden on them.
- Intensity of the courses in the current educational plan of BA program in educational administration.
- Summer term in the BA program in educational administration (BEDA) represents a burden on the Department and on Ss, as it requires visiting professors while such professors are hard to find. In addition, it contains three specialist courses in a short time period.
- Practical applications in some of the courses offered in the BEDA program are few, while the theoretical aspect is overwhelming.

- The course rapporteur bears too much administrative burdens, such as coordination and registration of Ss, preparing reports on Ss progress, studying the academic status of students, etc.
- It is hard to reconcile the professional requirements of BEDA Ss' worksites and the specialist requirements of the program in the internship term.
- Masters students are characterized by their weakness in research methodology in the field of educational administration, as this methodology is taught by other Departments.

12.1.3. Opportunities:

- Existence of large numbers of intermediate diploma holders wishing to acquire the degree of BA in educational administration.
- BEDA program can be reorganized to span three years rather than two and half years, while summer classes can be dispensed with.
- Employing the contents of BEDA field term to include applied projects and field studies to serve the Omani society.
- Development of BEDA program to meet the needs of individuals and ministries other than the Ministry of Education (MoE).
- The distinguished and unique status of the Diploma of School Administration Program (DSA) compared to similar programs in HE institutions, being the only program of its kind in the Sultanate in the field of school administration.
- MoE's wishes to qualify its staff working in the field of school administration through the programs offered by the Department.
- The increasing numbers of students applying for the Masters of Educational Administration program (MEDA) as a result of the change in the organizational structure of the MoE.

12.1.4. Challenges:

- MoE's reduction of the numbers of candidates for BAEA (Bacelor of Education in Educational Administration).
- Competing programs offered by local, regional and Arab higher education institutions and similar to those offered by the Department.
- The decreasing inclination of MoE to qualify its students in the Diploma of School Administration, which results in directing them to masters studies.
- Launch of competing educational administration programs by private sector universities in the Sultanate
- Existence of competing programs in most Gulf universities and the offering of MEDA programs by some Arab and foreign universities.
- Existence of competing MEDA programs in universities applying distance education .

12.2. SECOND AXIS: SCIENTIFIC RESEARCH

12.2.1. Strengths:

- Cooperation among academics in universities and research centers inside and outside the Sultanate.
- The financial and moral support offered to scientific research at the levels of the Faculty and the University.
- The diversity of experiences of the Department staff in the field of scientific research.
- The effective contribution by Department Staff through various educational researches and studies.

12.2.2. Weaknesses:

- No separate space is allocated for the Department in the Faculty Journal.
- Weakness of research partnerships between staff and students of higher studies in the Department.
- Greater focus on conducting quantitative studies than on qualitative studies, especially among students of higher studies.
- The multiplicity of teaching and administrative burdens on the teaching staff, resulting on less participation in scientific research from their part.

12.2.3. Opportunities:

- Investing in the financial and moral support offered by His Majesty to scientific research.
- Investing in the financial and moral support offered by Scientific Research Deanship through researches funded by the University and the Faculty.
- Making use of agreements of research cooperation concluded by the University with various local, regional and world educational and research institutions.
- Making use of the financial and moral support offered by some Arab and foreign universities to educational institutions.

12.2.4. Challenges:

- Striking a balance between the teaching and administrative burdens, and the effective participation by the Department Staff in research activities.
- Preparing an integrated work plan for Departmental participation in research activities, and enacting research partnerships with other departments inside and outside the University.
- Difficulty in securing partnerships in the field of scientific research with the local organizations.
- Difficulty in collecting research data.
- Insufficient use of the Departmental research findings by the relevant parties.

12.3. THIRD AXIS: Community Service (CS)

12.3.1. Strengths:

- Cooperation between Department staff and the Center for Community Service and Lifelong Education (CSLLEC).
- Existence of communication channels between the Department and MoE and other educational institutions in the Sultanate.
- Participation of some of the Department staff in external committees with civil society organizations.
- Conduction of a number of researches, studies and consultations by the Department staff in various areas of local CS.

12.3.2. Weaknesses:

- Absence of an integrated work plan for all Departmental activities related to local CS.
- Lack of communication between the Department from one part, and graduates of BEDA, MEDA and DSA from the other.
- Inadequacy of the number of the teaching staff engaged in projects with high educational gains in the field of CS.
- Excess of the teaching and administrative burdens lying on the staff resulting in reduction in their participation in CS.

12.3.3. Opportunities:

- Investing in the financial and moral support offered by CSLLEC.
- Potential use of the support offered by the Faculty to training and CS.
- Continuous support offered by the University Administration to effective Departmental participation in CS and provision of high quality community services in line with the status of the University as an expert house.

12.3.4. Challenges:

- Lack of the financial support offered by organizations of the local community to participatory activities with the Department.
- Communication between the local community and the Department is mainly done through traditional means.
- The slowness of cooperation procedures related to communications between the Local Community and the Department.
- Insufficient marketing of services offered by the Department to the society.

12.4. FOURTH AXIS: HUMAN RESOURCES

12.4.1. Strengths:

- Some of the Department staff's possession of high quality teaching skills in certain areas, enabling them to provide training workshops to their colleagues.
- The existence of an assistant to the Dean specialized in the training of teaching and administrative staff facilitates implementation of training programs.
- The willingness and motivation of the teaching and coordination staff to have advanced and high level training programs, contributing to their professional development.

12.4.2. Weaknesses:

- The overload of teaching and administrative burdens lying on the Department Staff, limiting their participation in training programs and workshops organized at the Faculty and University levels.
- Inconvenience of the timing of some training programs offered to the Department with the lecture schedule and obligations of the teaching staff.
- Insufficient specialized training of the coordinator in the activities of academic coordination.

12.4.3. Opportunities:

- Diversity of the programs offered by different parties inside and outside the University.
- Possibility of obtaining the support needed to finance training workshops and programs from inside and outside the University.

12.4.4. Challenges:

- Establishing direct communication between the Department and training institutions inside and outside the Sultanate.
- Striking a balance between the teaching and administrative loads lying on Department staff and the training programs offered to them.
- Striking a balance between the professional obligations of the coordinators and the training programs offered to them.

12.5. FIFTH AXIS: Students' (Ss) ACADEMIC ENVIRONMENT

12.5.1. Strengths:

- Availability of lecture halls equipped with all of the educational requirements.
- Employing the courses on educational administration in the professional development of Ss.
- Departmental encouragement of skilled and distinguished Ss to peruse their higher studies.
- Existence of student communication committee to identify Ss' concerns at the BA, diploma and MA levels, under the supervision of the teaching staff.
- Departmental provision of work opportunities to Ss to develop their research and academic skills.
- Promoting Ss cultural development through cultural meetings and evenings.
- Provision of study and research seminars to develop the skills of students of higher studies in the field of scientific research.

12.5.2. Weaknesses:

- Unavailability of a meeting hall dedicated for students of higher studies.
- Current Departmental financial means are insufficient to implement educational projects and dedicated seminars.
- Unavailability of technicians specialized in employing modern technology in the field of educational administration.
- Rarity of Ss' participation in conferences and symposiums on educational administration inside and outside the Sultanate.
- No separate budget is dedicated for supporting Ss' participation in academic and research activities, forums and conferences.
- Rarity of opportunities of student visits and exchange between the Department students and students in other regional, Arab and world educational institutions.

12.5.3. Opportunities:

- Availability of potentials and facilities in the University (teaching hall, Computer labs... etc).
- Making use of the forums and conferences held by the University.
- Participation in activities, open days and cultural competitions held by the Faculty of Education and the University.
- Modern educational trends calling for the importance of the comprehensive preparation of the administrative staff in the educational field.
- Existence of organizations concerned with administration inside and outside the Sultanate through the cooperation with which, student visits and cognitive student exchange can be implemented.

12.5.4. Challenges:

- Provision of financial support to increase the percentage of student employment in the Department.
- Provision of the necessary academic requirements to accommodate the increase in the Department students.
- Affecting Ss participation in academic and research activities, forums and conferences.

13. Proposals and Recommendations

As a result of the self study, the department suggests a strategy for the coming years 2011-2013 to include the following framework:

- Expansion of Higher Studies Program in specialties that serve the Omani society in general and the education sector in particular (higher, public and private). These programs will help Omani personnel to qualify for work in different educational and training establishments. Examples of the suggested programs are Developed MA in Educational Administration (Four Tracks), and Ph.D. in Educational Administration.
- Provide training programs (long and short) to serve the needs of the educational sectors (adults and others). Examples of these programs: Adult and Continuous Education, and Mentor education.
- Develop the BA in education to prepare the secondary school teacher. Such program will need qualified instructors and sophisticated equipment and facilities, which at the present time are available only at SQU and the College of Education.
- Qualify and train the Omani personnel in the department and develop their academic and research skills.
- Concentrate on the strategic research that focus on the educational, cultural, and social issues.
- Raise the number of the teaching staff members in the department to accomplish quality in education and at the same time limit the number of students in the class to 25.
- Provide the department with supporting staff to accomplish the department's mission.
- Provide the department with a computer lab equipped with the latest technology to serve the Educational Administrative students.
- Expand the department spaces and accommodation to facilitate a special library for the department.
- Improve the incentive system.
- Apply the accreditation to all programs to raise quality, improve efficiency, promote the skills and experiences of the students joining the department according to the international level.
- Host, on a regular basis, scholars from Arab and Western universities to exchange ideas and gain experience of applied knowledge in the field of educational administration and foundations of education.

Glossary

MoE,	Ministry of Education
MoHE,	Ministry of Higher Education
MoD,	Ministry of Defense
SQU,	Sultan Qaboos University
MoSALVTC	of Social Affairs, Labor and Vocational Training Centers
EDUC	Course Prefix
DEFA	Department of Educational Foundation and Administration
HoD	Head of Department
CoEd	College of Education
BAEA	BA in Educational Administration

Appendix A

Scientific Research (University Funding):

Research title	Name of researchers	Budget R.O.	Starting date	Expected compl. date	Current status
Strengthening English Teaching Through Service Learning	A- Northern Kentucky University, Yale University, Saint Josph College, UAE University and SQU College of Education (2006-2009). B-Local Team : -Issan.Salha, (Principal investigator) -Al Barwani Thuwayba, Al -Mekhlafi, Abdo. -Al Farsi ,Basim, And -Al Khatiry Atoom.	250000 \$	2005	2008	Finished
Evaluative study of the effectiveness of school Management diploma program .Sultan Qaboos University. IG/EDU/DFEA/03/01	Salha A. Y. Issan (Principal investigator) Aref Attari,; Nariman Gomaa,; Hafidh, Hindawi	5000 OR	2006	2007	Finished
Internal and External Efficiency of Sultan Qaboos University from the Perspective of 1990-2007 Graduates Cohorts	- Dr. Salim Saleem Al Ghanboosi -Dr. Ali Mahdi Kadhem -Dr. Hamoud K. Al Harthy -Dr. Balqees G. Al-Shar'I -Dr. Ali A. Al-Jabri -Prof. Dr. David Anthony Clayton -Dr. Abdalla K. Al-Kindi	14500 OR	2007	2008	Submitted
Study to Evaluate the School Performance Assessment Project for the Purpose of Raising the Quality in Teaching, Learning, and School Management in all	Dr. Ali Azameli, Dr. Wajeh Alani, Dr. Humayraa Alsulymani (SQU), Mr.Muhmmmed Alkumi, Mr. Abdullah Alkumi, Mr,. Hashem Alshamisee, and Abdullah Alebree (Ministry of	4,500 OR	2007	2008	Finished and published

Research title	Name of researchers	Budget R.O.	Starting date	Expected compl. date	Current status
Omani schools	Education)				
Causes Of Teachers Absence in Relation to their Attitudes Toward Teaching In The Sultanate Of Oman (IG/EDU/DFEA/08/01)	Salha A. Y. Issan (Principal investigator) Ali M. Khazem Wajeha . Al Ani H. Al Nabhani K .Al Hanai S.A. Al Sakati,	10000 OR	2008	2010	Finished

Scientific Publications: Examples of Some Published Research

Year	Research Name	Journal-Country-Year-Vol.(issue) PP:
2007	E-Learning Students' Views, College of Education at Sultan Qaboos University,	Dirasat Journal, University of Jordan, Jordan, 34 (2), 2007:341-356
2007	E-Learning Obstacles in Using WebCT and Moodle Programs from Students' View Points in the College of Education, Sultan Qaboos University.	Ajman Journal of Studies and Research, United Arab Emirates, 6 (1), 2007:64-84.
2007	Higher education in Transition: Gender and Change in the Sultanate of Oman	Scottish Educational Review, 2(39) , 2007, 173-185.
2007	Evaluation of educational administrative diploma in the colleges of education at Sultan Qaboos University and Hilwan University in view of international standers of quality assurance agency	Educational and social studies- Egypt- 2007- v 13 (1) pp215-315
2007	Schools' Crisis and Ways of Treating with them in the Sultanate of Oman	Educational and Psychological Sciences, Bahrain, 8 (3), 2007, pp 63-84,
2007	E-Learning as It is Perceived by students at the College of Education, SQU.	Dirasat, Educational Sciences, Jordan University, Hashemite Kingdom of Jordan, accepted for publication, will be published, No. 2, September ,2007
2008	Family Partnership Support in Student Counseling on Campus as Perceived by College of Education Students, Sultan Qaboos University. Association of Arab Universities	Journal for Education and Psychology, Damascus University, Syria, 6 (1), 2008: 43-76
2008	Role of Educational Technology in Knowledge Management in College of Education at Sultan Qaboos University	Al-Basaer Journal, Jordan,12 (1), 2008: 59-106
2008	The English as Foreign Language Students	Malaysia Journal of learning and Instruction (5), 2008: 63-78.

Year	Research Name	Journal-Country-Year-Vol.(issue) PP:
	Teachers' Perceptions of the Use of Moodle in a Foundations of Education Course,	
2008	The Role of Educational Supervisors and their Performance Obstacles According to Some Factors in Sultanate of Oman,	Resalat Ul-Khaleeg Al- Arabi Journal, Kingdom of Saudi Arabia, 28 (106):15-46 (Arabic) 2008
2008	Evaluative study of the effectiveness of school Management diploma program .Sultan Qaboos University	Journal of Education, College of Education, University of Al-Azhar, 136, 2008,349 - 431.
2008	Globalization appearances with the students of Sultan Qaboos University in view of Omani society culture	journal of the faculty of education (beni swaif)- Egypt – 2008- issue 14 pp 1-35
2009	Students' Acquire Scientific Experience from doing research activities In the light of Some Demographic Variables	Journal of College of Education, Damascus University (accepted for publishing, 2009.
2009	Modern Strategies of In Service Teacher Training (Singapore Experience)	Risalat Altarbia Journal, Ministry of Education , Sultanate of Oman, 23, 2009, pp26-45.
2009	Quality Assurance and Accreditation at Sultan Qaboos University	Journal of The Union of Islamic World Universities, 7, 2009, pp101-146.
2009	University's Quality Climate From Perspective of Sultan Qaboos university Students	Education Journal. Egypt, 25(12), 2009, pp 89-120
2009	Standards to Nominate Educational Leaders to Enroll at the Educational Administration and Supervision Programs in the Sultanate of Oman: by using the Delphi Technique.	Educational Sciences Journal. Egypt,17(4), 2009, pp 199-229
2010	Knowledge Work Supervision: Transforming Omani Schools into Learning Organizations	International Journal of Education leadership Preparation. 2(5), 1-18.ijelp.expressacademic.org. (2010).
2010	A. Reform in the Public Education System in the Sultanate of Oman and the Reality in the curriculum of grades Eleventh and Twelfth	Journal of Educational Sciences, University of Cairo, 18.106-141. (2010).
2010	The Leadership Behavior of Omani Academic Faculty at Sultan Qaboos University.	Journal of Educational Psychological Sciences, (accepted for publication, 15/4/2010).
2010	School Performance Development System in the Sultanate of Oman: An Evaluative Study	Journal of Educational Psychological Sciences, University of Bahrain, Kingdom of Bahrain Accepted for

Year	Research Name	Journal-Country-Year-Vol.(issue) PP:
		publishing 8/2/ 2010).
2010	Sustainable Development of Basic School Buildings (SDBSB) in Sultanate of Oman: Challenges and the Way-out	Journal of Research in Education and Society, 1(2/3), 2010, pp. 85-92
2010	Educational systems and the internal efficiency of education and the role of economics of education. Journal of Education Mission	Ministry of Education, Sultanate of Oman, 29, 26 – 37. (2010)..
2010	Postgraduate Studies, Research and Community Service in Higher Education Institutions in the Sultanate of Oman: A systematic Analysis	Journal of American Arabic Academy for Sciences and Technology– AMARABAC, 1 (1), 133-157(2010).
2010	Preparing for women of the future – Literacy and Development in the Sultanate of Oman	Journal of Women of the Middle East and the Islamic World. Vol.8,No 2 ,2010, p. 120-143. ISSN1569-2078 & 1569-2086 Online Version , Brill.n1/haww
2010	The ability of applied of an academic accreditation system at college of education at sultan Qaboos university in Oman in view of faculty staff	Culture and development-Egypt-2010- issue 35 pp 176-244
2011	Omani Teachers' Attitudes Towards Teaching as a Profession	Indian Journal of Psychology and Education (IJPE), Vol. 1, No. 1, January, 2011,41-57
2011	Predicting difficulties faced by students living off campus at SQU in the light of some demographic variables	Research Journal Specific Education, Egypt, Vol.22, July,2011.
2011	Omani Teachers Absenteeism from school In the light of Some Demographic Variables	Jordanian Journal for Educational Since, Yarmok university, Jordan (Accepted for publishing, 2011.
2011	The Core Values of Basic Education Philosophy and its Embodiment by School administrators in Sultanate of Oman	Arabian Journal for Educational Administration, Kuwait Association for Education Administration Accepted 17/2/2011.
2011	Teaching Profession Ethics	Journal of Education Mission, Ministry of Education, Sultanate of Oman, 2011 (In Press).
2011	Stratification about University Study among Sultan Qaboos University Students (1990-2007).	Kuwait Association for Education Administration Journal (accepted)

Published Books

year	Author(s)- Name of the Book-Year-Publisher-Country-City
2007	Dr. Salha Issan (2007), Education in the Arab Gulf States and the Sultanate of Oman. SQU: Scientific Publication Board.
2007	Issan. Salha A. Y.; Attari, Arif Tawfiq; and Ani, W. (2007). Contemporary Trends In Education. Jordan: Al Maseerah for Printing, publishing & Distribution
2008	Dr. Salha Issan & Dr. Aref Atari and Dr. Wajeha Thabit al- Ani (2008). Contemporary Trends in Education, Jordan: Dar Al Massira,.
2009	Naser Alrasbi, Rashid Almahrizi, <u>Rashid Alfahdi</u> and Holais Aloraimi – The situation and ways of developing educational supervision in Oman. 2009 . Ministry of Education. Oman. Muscat
2009	Naser Alrasbi, Rashid Almahrizi, <u>Rashid Alfahdi</u> and Hohais Aloraimi – The situation and ways of developing educational supervision in Oman. 2009 . Ministry of Education. Oman. Muscat
2010	Issan, Salha A. (2010). Oman – National Systems of Education. in International Encyclopedia of Education, 5, 3rd ed., edited by Barry McGaw, Penelope Peterson and Eva Baker, Elsevier, 718-726. http://www.elsevier.com .
2010	Issan , S. A (2010) . Education Reform in Oman Its Reality in 11 * 12 Grades Curriculum. In Educational Reforms in the Middle East - Self & Other in Schools Curricula.. Eds. Alayan S. And Others, Jordan: al Sharouq for Publishing & Distribution. Isbn978-9957-00-434-7, p 79-109

Participations in Conferences and Symposia Inside and Outside University:

Year	Activity	Paper Title (if any)	Place	Date	Type of participation
2007	developing of educational leadership in Egypt and Arabian countries	developing of educational leadership in the sultanate of Oman	Ein Shams university- Egypt	27-28 Jan 2007	Presented paper
2007	Statistics forum	The role of SQU to enhance statistics abilities through training and research	Muscat, Oman	November, 2007	Presenting paper
2007	Annual Congress,	Quality Education experiences of Higher Education in the sultanate of Oman.	UAE Dubai	25-27 /3/ 2007	Paper
2007	the Conference of the management	A. "School as Learning	Queen Rania	June 26 to 28 (June	Presentiner

Year	Activity	Paper Title (if any)	Place	Date	Type of participation
	and development of human resources in , contemporary organizations	organization: an exploratory study in some schools in the Sultanate of Oman."	Center for Jordanian	2007),	
2009	The ICET 54th World Assembly Developing leadership for learning Organization	Knowledge Work Supervision and Omani Teacher Performance - a Way to School as a Learning Organization Maintaining Strategic Agility: Managing Change and Assuring Quality in Education for Teaching.	Muscat, Oman.	December 14-17-2009,	Presenter
2009	London International Conference on Education	Educational Reforms of Post Basic Education (Grades 11-12) - The Case of the Sultanate of Oman.	(LICE-2009) London, UK.	November 9-12, 2009,	Presenter
2009	The occasion of Teachers Day	A seminar on the development of teachers in the Sultanate of Oman within the framework of international reports and the efforts of UNESCO	The Ministry of Education, Office of the Ministry, Oman	21/10/2009	Participating in round table discussion
2009	INTERNATIONAL COUNCIL ON EDUCATION FOR TEACHING	The future leadership roles for school principals in Oman - practice study	Muscat	December 14-17, 2009	Presented paper
2009	Workshop	Experiences of Accreditation in Sultanate of Oman. Presented in Universities	Egypt Al Hurdaga	11-14/7/2009	Presentation
2010	Education and crises	academic accreditation system at college of	Sohaj – Egypt	April 28-29/2010	Presented paper

Year	Activity	Paper Title (if any)	Place	Date	Type of participation
		education at sultan Qaboos university in Oman in			
2010	Symposia	Adam in the development era	Adam, Oman	October, 2010	Presenting paper
2010	Conference	Obstacles of Implementing E-Management in Basic Education in Ministry of Education Schools' in Oman.	Muscat,	12-14/12.2010	Paper
2011	A seminar on Ethics between Reality and Expectations	Ethics education and the role of Islamic values in the consolidation	Ministry of Higher Education/ Nizwa College of Applied Sciences.	15-16/3/2011	Presenter and chairing a session
2011	NCATE Spring Meeting	Attending conference	Georgia State, USA	6-8/2011	Attending

B. Other activities: Lectures, Counseling and Visiting

Activity	Clients	Date	Place
Lecture (skills of presentation and talking ahead of the audiences)	Ministry of Foreign	20/3/2007	Diplomatic Institution- Ministry of Foreign
Workshop (applied of accountability standard)	Ministry of Education	21-22/12/2008	Ministry of Education
MA thesis examiner	Master student	12/4/2009	College of Education- Sahar University
MA thesis Referee	Master student	13/5/2009	College of art and Science, Nizwa University
Lecture (the leadership in Islam)	Ministry of Defense	6/7/2010	Ministry of Defense
Workshop (designing educational research)	Ministry of Education	13/11/2010	Ministry of Education
MA thesis Examiner	Master student	13/4/2011	College of Education- Sahar University
Visit colleges of Education at Georgia State University and Kennesaw University	Assistants Deans	3-6/4/2011	Georgia State - USA

C. Training courses and workshops:

Activity	Organizer	Clients	Paper or Lecture Title	No. of Clients	Date	Place
Training workshop on Writing Behavioral objectives	SQU College of Medicine	members of the College of Medicine	Writing General and Operational Objectives	35	March, 2007	the College of Medicine
Workshop on Procedures for applying for academic promotion at SQU	College of Education	College of Education faculty members to discuss	Regulations and procedures for Academic promotions	46	6/6/2007	College of Education

Activity	Organizer	Clients	Paper or Lecture Title	No. of Clients	Date	Place
Workshop on SQU Self Study Experience	SQU	Deans ,academic and administrative staff at Colleges and Institutes of Health – Ministry of Health	Preparation of Self Study Experience at SQU	70	29/12/2009 10:00 am - 2:00 pm.	Institutes of Health/ Ministry of Health

Appendix B

Department courses in all programs

Name of program	No. Code	Name of the course	Credit hours	Teaching hours
BA in Educational Administration	EDUC 2102	Basic Theories in Administration	3	3
	EDUC 3008	Sociology of Education OR	3	3
	EDUC 2006	Contemporary Trends in education	3	3
	EDUC 2103	Introduction to Educational Planning	3	3
	EDUC 4103	Management organizations of Educational local community	3	3
	EDUC 4014	Managing Educational Community Organizations	3	3
	EDUC 3105	Educational System in Oman & the Gulf	3	3
	EDUC 3108	School Management	3	3
	EDUC 3107	Economics of Education	3	3
	EDUC 3110	Modern Trends in Educational Administration	3	3
	EDUC 3106	Educational Administration from Islamic Perspective	3	3
	EDUC 3113	Educational Policies & Legislations	3	3
	EDUC 3116	Educational Supervision	3	4
	EDUC 4102	Educational Leadership	3	3
	EDUC 4305	Educational Research	3	4
	EDUC 3112	Human Resources Management	3	3
	EDUC 4110	Organizational Behavior in Educational Institutions	3	3
	EDUC 3114	Comparative Ed. Administration	3	3
	EDUC 4205	Adult and Continuing Education	3	3
	EDUC 3301	School Comprehensive Evaluation	3	4
	EDUC 4105	Futuristic of Education	3	3
	EDUC 3115	Professional Development	3	3
	EDUC 4106	Practicum in School Administration	6	12
EDUC 4107	Projects	3	3	
EDUC 3109	Education & Development	3	3	

Name of program	No. Code	Name of the course	Credit hours	Teaching hours
BA in Education	EDUC 2004	Foundations of Education	3	3
	EDUC 2007	Educational Aims and Objectives	3	3
	EDUC 3104	Education System in Oman and the Gulf and its Administration	3	4
Diploma in Educational Administration	EDUC 5203	philosophical and social foundations of education	3	3
	EDUC 5205	School Administration and its new trends.	3	3
	EDUC 5204	Educational supervision	3	3
	EDUC 5206	Educational planning	3	3
Diploma in Educational Supervision and Guidance	EDUC 5111	Educational supervision	3	3
	EDUC 5112	Educational planning	3	3
	EDUC 5103	Practical application in Educational planning and Supervision	3	3
Higher Diploma in Education	EDUC 5201	Foundations of Education	3	3
	EDUC 5202	Educational System and its Administration in Oman and the Gulf	3	3
MA in Educational Administration	EDUC 6001	Philosophical and Sociological Foundations of Education	3	3
	EDUC 6001	Philosophical and Sociological Foundations of Education	3	3
	EDUC 6109	Educational and School Administration	3	4
	EDUC 6104	Educational Planning	3	4
	EDUC 6102	Readings in Educational Administration in English	3	3
	EDUC 6105	Educational Supervision	3	4
	EDUC 6002	Education and Development of Omani Society	3	3
	EDUC 7500	Research by Thesis	-	3