



Program Specifications (PS)

Institution:	Majma'ah University
Academic Department :	Dental Medicine
Programme :	Bachelor of Dental Surgery (BDS)
Specification Approved Date :	.../ ... / 1437 H

Muharram 1437 H



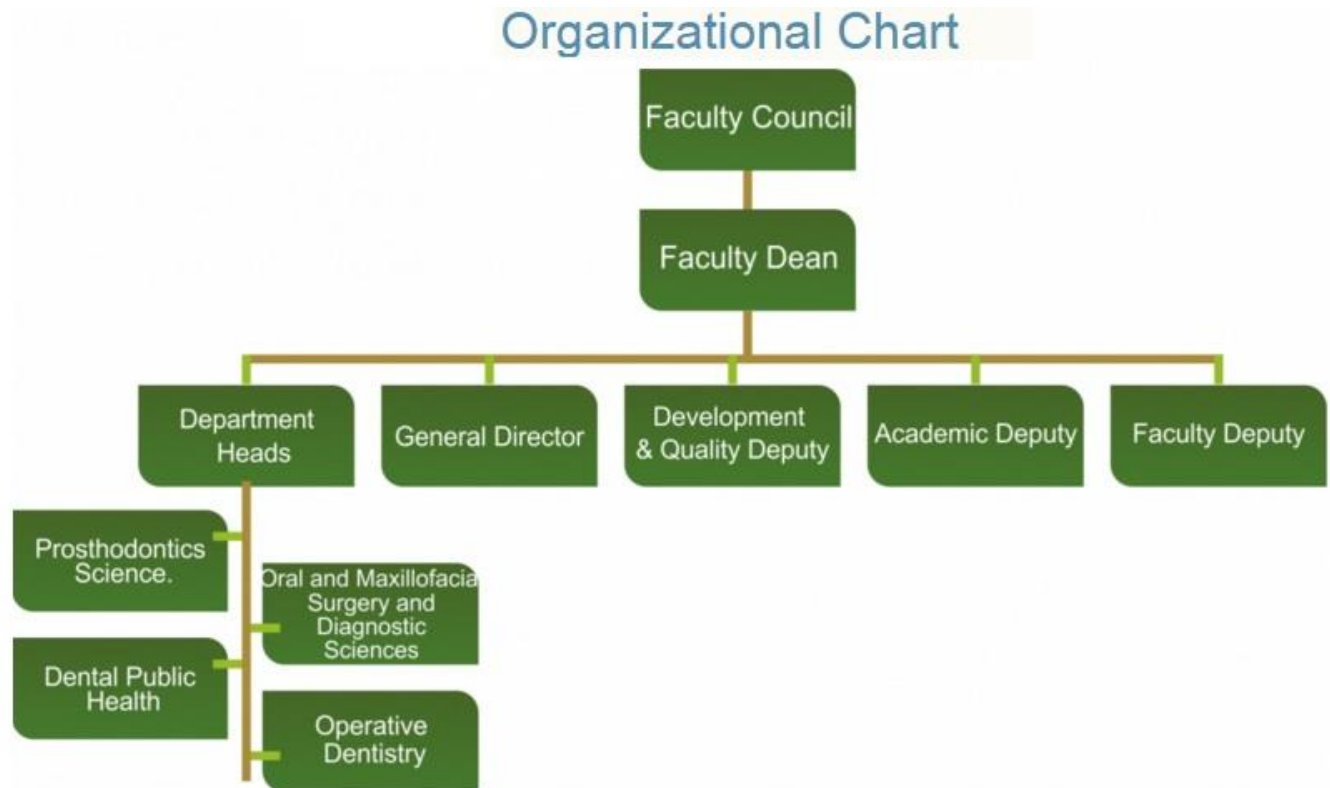
Program Specifications

1. Institution: **Majma'ah University** Date: **24 \ 06 \ 1437 H**

2. College / Department : **Dental Medicine /**

3. Dean / Department Head **Abdulrahman Alatram**

4. Insert program administrative flowchart :



5. List all branches/locations offering this program

Branch/Location 1.

MDS- (Maxillofacial Surgery and Diagnostic Department)/ Zulfi

Branch/Location 2

RDS- (Restorative Dental Sciences Department)/ Zulfi

Branch/Location 3.

SDS- (Prosthetic Dental Sciences Department)/ Zulfi

Branch/Location 4.

PDS- (Preventive Dental Sciences Department)/ Zulfi



A. Program Identification General Information

1. Program title :	Bachelor of Dental Surgery	Code : (BDS)
2. Total credit hours needed for completion of the program :	194 Hours	
3. Award granted on completion of the program :	Bachelor of Dentistry	
4. Major tracks/pathways or specializations within the program :	<ul style="list-style-type: none"> - Operative dentistry - Endodontic - Dental Biomaterials - Oral and Maxillofacial Surgery - Oral Biology - Oral Pathology - Oral Diagnosis - Oral Medicine - Oral and maxillofacial Radiology - Periodontics - Orthodontics - Pediatric Dentistry - Community Dentistry - Prosthodontics 	
5. Intermediate Exit Points and Awards (if any) :	<p>Not applicable</p> <p>.....</p> <p>.....</p>	
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program) include professions or occupations at each exit point) from the program (eg. diploma or associate degree) include professions or occupations at each exit point) :	<p>Not applicable</p> <p>.....</p> <p>.....</p>	
7. (a) New Program	<input type="checkbox"/> No	Planned starting date : 1433/2012
(b) Continuing Program	<input type="checkbox"/> Yes	Year of most recent major program review 1437
Organization involved in recent major review: Curriculum Committee		

Accreditation review by : Abdulrahman Alatram, Abdulrahman Alharbi

Other : Mouetaz Kheirallah, Helmi salama

8. Name of program chair or coordinator.

(If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both)

Abdulrahman Alatram.....

9. Date of approval by the authorized body :

(MoHE for private institutions and Council of Higher Education for public institutions).

Campus Branch/Location	Approval By	Date
Main Campus:		
1: College of Dentistry	University	1432
2: The Preparatory Health Sciences Department	University	1433
3:	
4:	

B. Program Context :

1. Explain why the program was established.

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

Majma'ah University established in response to the educational and professional need of local community. It is located in the central region of KSA, and the establishment of it was a positive goal of Ministry of higher education to expand the higher education to all parts of the kingdom in order to absorb the growing numbers of high school graduates. College of Dentistry came to produce high competent graduates in oral health care and to render high quality dental services to the society.

b. Explain the relevance of the program to the mission and goals of the institution.

The College of Dentistry is striving to enhance the quality of its services in academics, research, and oral health care. The aim of the BDS curriculum at the College of Dentistry, Majma'ah University, is to produce lifelong learners with high standards of clinical and research capabilities.

2. Relationship (if any) to other programs offered by the institution / college / department .

a. Does this program offer courses that students in other programs are required to take?

Yes

NO

No

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

.....

b. Does the program require students to take courses taught by other departments?

Yes

NO

No

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

.....

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

Yes

NO

4. What modifications or services are you providing for special needs applicants?

.....

.....

C. Mission, Goals and Objectives

1 . Program Mission Statement :

Participation in providing therapeutic and preventive dental services with high professionalism through enhanced training using modern techniques and instills a sense of responsibility, honesty, and provides comprehensive information based on the evidence in all areas of dentistry, lifelong learning, and make important and innovative research projects.

List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.

Measurable Objectives	Measurable Performance Indicators	Major Strategies
1. Competencies of graduates	<p>1 - From current students and graduates of the program, the score of the program graduates in the comprehensive dental examination conducted by the Saudi Commission for Health Specialties. Surveys to evaluate the overall quality of the program by the students in the final year of the program, interns, and graduates from the program. Survey of the middle stage students in the program to evaluate their experience so far in the program and their prospective expectations and things to improve during the coming few years of the program. Survey of the early stage students in the program to examine the degree of their adaptability to the program and ability to cope with its requirements.</p> <p>2 - From independent advisors and/or evaluator, feedback and assessment of the College's. Extensive review of the program every five years by an international advisory team.</p> <p>3 - From employers and/or other stakeholders. Surveys to the parents of the students on their overall evaluation of the program and their expectations.</p>	Competitive graduates locally and globally
2. Quality of the research	Faculty members are encouraged to attend and participate in national and international scientific meetings in their respective field of study and research. Each faculty member has the opportunity to attend and participate in a certain number of scientific meetings.	Strengthening the research ranking of the College
3. Faculty	1 – Distinguished graduates are appointed as	Best faculty

	<p>demonstrators in the college based on a clear mechanism.</p> <p>2 – The appointed demonstrators search for acceptance to graduate study programs abroad in well-recognized institutions at the area of interest with the help of present faculty members and the Support Unit for Lecturers and Demonstrators at the University level.</p> <p>3 - Most demonstrators who perform their graduate studies abroad come back with PhD or Board Certification in the area of specialty and get appointed as Assistant Professors.</p> <p>4- External applicants (from outside the college) submit their applications to the Dean's office who forward them to the appropriate department. The applications are reviewed and evaluated by the respective department and a recommendation is made at the level of the department whether the applicant is a good candidate to join the faculty based on his/her credentials and the need of the department.</p> <p>5- . Periodic evaluation of course's progress and students performance takes place during each department's meeting. The department members discuss all concerns reported by the course director and recommend resolutions.</p>	
4. Community services	<p>1 - Establishing a patient–dentist relationship that allows the effective delivery of dental treatment including, when appropriate a relationship with a parent.</p> <p>2 - Identifying patient expectations, desires and attitudes (needs and demands) when considering treatment planning and during treatment.</p> <p>3 - Identifying the psychological and social factors that initiate and/or perpetuate dental, oral and facial disease and dysfunction .</p> <p>4- . Sharing information and professional knowledge with both the patient and other professionals, verbally and in writing, including being able to negotiate and give and receive constructive criticism.</p> <p>5- Working with other members of the dental team.</p>	1 – Excellence in patient care and community services
5. Communications	<p>1. Identifying of behaviour factors that facilitate the delivery of dental care.</p> <p>2. Applying principles of stress management to oneself, to patients and to the dental team as appropriate.</p>	Building bridges; local, regional and global communications
6. Infrastructures	<p>1. Every year, a comprehensive review process of the program will be conducted. This process includes feedback from all stakeholders involved directly or indirectly in the program, internal and external assessment and review process, benchmarking, and extensive literature review process to highlight the most recent modalities in infrastructure of colleges of dentistry.</p> <p>2. From independent advisors and/or evaluator, feedback and assessment of the college infrastructure.</p>	Optimal infrastructures using smart technologies.



D. Program Structure and Organization

1. Program Description:

List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table

(A separate table is required for each branch IF a given branch/location offers a different study plan).

Curriculum Study Plan Table

* **Prerequisite** – list course code numbers that are required prior to taking this course.

Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
Prep Year						
		All data are at Preparatory year Deanship				
1st Year Semester 1						
	113 ANA	Anatomy, Embryology & Histology	Required	None	4	dentistry
	113 PSL	General Physiology	Required	None	3	dentistry
	113 BCH	Biochemistry	Required	None	2	dentistry
	113 MDS	Oral Biology	Required	None	1	dentistry
	111 RDS	Dental Morphology	Required	None	1	dentistry
	111 PDS	Introduction to Dentistry	Required	None	2	dentistry
1st Year Semester 2						
	113 ANA	Anatomy, Embryology & Histology	Required	None	4	dentistry
	113 PSL	General Physiology	Required	None	2	dentistry
	113 BCH	Biochemistry	Required	None	1	dentistry
	113 MDS	Oral Biology	Required	None	2	dentistry
	122 RDS	Introduction to Operative Dentistry	Required	None	2	dentistry
	132 RDS	Basics of Dental Materials	Required	None	1	dentistry
	122 PDS	Behavioural Dentistry	Required	None	1	dentistry
	132 PDS	Applied Computer Technology in Dentistry	Required	None	2	dentistry
2nd Year Semester 1						
	213 MDS	Local Anaesthesia and Exodontia	Required	113 ANA	1	dentistry
	223 MDS	Oral & Maxillofacial Radiology-I-	Required	113 ANA, 111 RDS	2	dentistry
	213 RDS	Pre-Clinical Operative Dentistry	Required	111 RDS, 122 RDS	3	dentistry
	223 RDS	Dental Biomaterials Science	Required	132 RDS	1	dentistry
	213 PATH	General Pathology	Required	None	1	dentistry

Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
	213 PHL	Pharmacology-I-	Required	None	1	dentistry
	233 MDS	Oral Pathology	Required	None	2	dentistry
	211 MAC	Microbiology & Immunology	Required	None	1	dentistry
	211 PDS	Professional Ethics & Standards	Required	None	1	dentistry
2nd Year Semester 2						
	213 MDS	Local Anesthesia and Exodontia	Required	113 ANA	1	dentistry
	223 MDS	Oral & Maxillofacial Radiology-I-	Required	113 ANA, 111 RDS	2	dentistry
	213 RDS	Pre-Clinical Operative Dentistry	Required	111 RDS, 122 RDS	2	dentistry
	223 RDS	Dental Biomaterials Science	Required	132 RDS	2	dentistry
	213 PATH	General Pathology	Required	None	2	dentistry
	213 PHL	Pharmacology-I-	Required	None	1	dentistry
	233 MDS	Oral Pathology	Required	None	2	dentistry
	242 MDS	Oral Diagnosis-I-	Required	233 MDS	2	dentistry
	222 PDS	Preventive Dentistry	Required	None	1	dentistry
	212 SDS	Introduction to Prosthodontics	Required	None	2	dentistry
3rd Year Semester 1						
	313 MDS	Clinical Oral Surgery-I-	Required	213 MDS	2	dentistry
	323 MDS	Oral & Maxillofacial Radiology-II-	Required	223 MDS	2	dentistry
	313 RDS	Clinical Operative Dentistry-I-	Required	213 RDS	2	dentistry
	323 RDS	Pre-Clinical Endodontics	Required	213 RDS	2	dentistry
	313 PDS	Clinical Periodontics-I-	Required	None	2	dentistry
	313 SDS	Pre-Clinical Prosthodontics	Required	212 SDS	3	dentistry
	311 MED	Basic Life Support	Required	113 ANA, 113 PSL	2	dentistry
	331 MDS	Oral Diagnosis-II-	Required	242 MDS	2	dentistry
3rd Year Semester 2						
	313 MDS	Clinical Oral Surgery-I-	Required	213 MDS	2	dentistry
	323 MDS	Oral & Maxillofacial Radiology-II-	Required	223 MDS	1	dentistry
	313 RDS	Clinical Operative Dentistry-I-	Required	213 RDS	1	dentistry
	323 RDS	Pre-Clinical Endodontics	Required	213 RDS	2	dentistry
	313 PDS	Clinical Periodontics-I-	Required	None	2	dentistry
	313 SDS	Pre-Clinical Prosthodontics	Required	212 SDS	2	dentistry
	322 PDS	Pre-Clinical Paediatric Dentistry	Required	213 RDS	2	dentistry
4th Year Semester 1						

Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
	413 MDS	Clinical Oral Surgery-II-	Required	313 MDS	2	dentistry
	413 RDS	Clinical Operative Dentistry-II-	Required	313 RDS	2	dentistry
	423 RDS	Clinical Endodontics	Required	323 RDS	2	dentistry
	413 PDS	Clinical Periodontics-II-	Required	313 PDS	2	dentistry
	423 PDS	Clinical Paediatric Dentistry-I-	Required	322 PDS	2	dentistry
	433 PDS	Pre-Clinical Orthodontics	Required	None	2	dentistry
	413 SDS	Clinical Prosthodontics	Required	313 SDS	2	dentistry
	411 MAC	Oral Microbiology	Required	211 MAC	2	dentistry
	411 GIM	General Internal Medicine	Required	None	1	dentistry
	411 GSO	General Surgery	Required	None	1	dentistry
4th Year Semester 2						
	413 MDS	Clinical Oral Surgery-II-	Required	313 MDS	1	dentistry
	413 RDS	Clinical Operative Dentistry-II-	Required	313 RDS	1	dentistry
	423 RDS	Clinical Endodontics	Required	323 RDS	1	dentistry
	413 PDS	Clinical Periodontics-II-	Required	313 PDS	2	dentistry
	423 PDS	Clinical Paediatric Dentistry-I-	Required	322 PDS	2	dentistry
	433 PDS	Pre-Clinical Orthodontics	Required	None	2	dentistry
	413 SDS	Clinical Prosthodontics	Required	313 SDS	1	dentistry
	422 MDS	Oral Medicine-I-	Required	331 MDS	2	dentistry
	412 ENT	Ear, Nose & Throat Surgery	Required	None	1	dentistry
5 th year Semester 1						
	513 SDS	Comprehensive Clinical Dentistry	Required	413 RDS, 423 RDS, 413 PDS, 413 SDS	4	dentistry
	523 SDS	Clinical Dental Implantology	Required	413 SDS	2	dentistry
	513 PDS	Dental Public Health & Community Dentistry	Required	222 PDS	2	dentistry
	523 PDS	Clinical Pediatric Dentistry-II-	Required	423 PDS	1	dentistry
	511 MDS	Oral Medicine-II-	Required	422 MDS	2	dentistry
	531 PDS	Clinical Orthodontics	Required	433 PDS	1	dentistry
	541 PDS	Biostatistics in Dentistry	Required	132 PDS, 222 PDS	1	dentistry
	511 PHL	Pharmacology-II-	Required	213 PHL	1	dentistry
5 th year Semester 2						
	513 SDS	Comprehensive Clinical Dentistry	Required	413 RDS, 423 RDS, 413 PDS, 413 SDS	4	dentistry
	523 SDS	Clinical Dental Implantology	Required	413 SDS	1	dentistry

Year	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	College or Department
	513 PDS	Dental Public Health & Community Dentistry	Required	222 PDS	2	dentistry
	523 PDS	Clinical Pediatric Dentistry-II-	Required	423 PDS	1	dentistry
	512 RDS	Esthetic Dentistry	Required	413 RDS	2	dentistry
	552 PDS	Dental Practice Management	Required	211 PDS	1	dentistry
	532 SDS	Geriatric Dentistry	Required	422 MDS, 413 SDS	1	dentistry

2. Required Field Experience Component

(if any, e.g. internship, cooperative program, work experience).

Summary of practical, clinical or internship component required in the program.

Note: see Field Experience Specification

a. Brief description of field experience activity

This is a one-year Internship Program that is required for graduation. It takes place after successfully completing the five-year BDS program. It involves a comprehensive training in general dentistry and an original research project under the supervision of faculty members. The program is designed to be a transitional experience from closely-supervised clinical activities during the undergraduate courses to an independent general practice in the near future of the students.

The program allows the students to experience all dental disciplines by providing comprehensive dental treatment to patients and attending specially-designed treatment plan sessions that emphasize multidisciplinary treatment approach and supervised by faculty members from various dental disciplines. The program is administered and monitored by the College of Dentistry, but carried out in collaboration with other governmental dental health care sectors throughout the country. The program is rotational-based and this gives the chance to expose the students to different work environments and practice experiences.

b. At what stage or stages in the program does the field experience occur?

(eg. year, semester)

One year training after graduation

c. Time allocation and scheduling arrangement.

(eg. 3 days per week for 4 weeks, full time for one semester)

Full time for all year

d. Number of credit hours (if any)

Not applicable

3. Project or Research Requirements (if any)

Summary of any project or thesis requirements in the program.

(Other than projects or assignments within individual courses)

(A copy of the requirements for the project should be attached.)

a. Brief description

Not applicable

b. List the major intended learning outcomes of the project or research task.

Not applicable

c. At what stage or stages in the program is the project or research undertaken?

(e.g. year, semester)

Not applicable

d. Number of credit hours *(if any)*

Not applicable

e. Description of academic advising and support mechanisms for students.

Not applicable

f. Description of assessment procedures

(including mechanism for verification of standards)

Not applicable

4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

NQF Learning Domains and Learning Outcomes		Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	An understanding of the normal structure and function of the whole human body with special emphasis on the craniofacial and oral complex.	1. Lectures: to present and discuss the theoretical and practical aspects related to a specific topic.	<ol style="list-style-type: none"> 1. Mentor evaluation of student's knowledge during case discussion and problem solving dialogue. 2. Assessment of student's ability to apply knowledge toward appropriate diagnosis and management of clinical cases in the clinical courses. 3. Assessment of student's performance in the comprehensive clinical course in the final year. 4. Assessment of performance of students in the community service project in the final year and their ability to apply the required knowledge and assessment of project's outcome.
1.2	An understanding of abnormal structure/function relationships in human body with a focus on the etiology, pathophysiology, diagnosis, prevention and management of oral lesions.	2.Small group discussion and demonstration: this takes place during clinical simulation sessions where instructors and students divide into small groups to discuss the topic and demonstrate the practical approach related to the topic utilizing the clinical simulation unit.	
1.3	Comprehensive knowledge of various principles and techniques of clinical dental practice.	3.Class and group assignments: to stimulate the students' capabilities of searching information resources, analyzing the information related to the assigned topic or problem and reporting on their perspective management approach. This also augments the goal of lifelong learning and knowledge acquisition.	
1.4	An understanding of the basic epidemiologic principles and the use of statistics in describing illness within a defined population.	4.Assigned readings: for each lecture or topic to be discussed there is/are reference/s that students are referred to read and broaden their knowledge in that particular topic.	
1.5	An understanding of the major challenges to the oral health of the community in Saudi Arabia, as well as a familiarity with the prevention and treatment strategies needed to address the challenges.	5.Preclinical and clinical exercises: these exercises and projects are the core of developing and sharpening the manual skills of the students and preparing them to practice high standard general dentistry. Methods of assessment of knowledge acquired	
1.6	Knowledge of the medical emergencies in dental practice and their etiology, prevention and treatment, including basic life support and resuscitation.	6.Mid-term and end of semester examinations consisting of multiple choice and short essay questions.	
1.7	Knowledge of the ethical principles, professional standards and health care systems in Saudi Arabia and how to apply it.	7.Quizzes consisting of multiple choice and short answer questions.	
1.8	Understanding of the principles of evidence based scientific research.	8.Final examinations consisting of multiple choice and short essay questions. 9.Individual or group assignments including written reports and oral presentations. 10.Preclinical and clinical continuous assessments. 11.Final oral competency exam in the fifth year.	

NQF Learning Domains and Learning Outcomes		Teaching Strategies	Assessment Methods
2.0	Cognitive Skills		
2.1	An ability to evaluate emerging trends in health care and its applications.	Problem solving and case discussion approach, (example in Oral Medicine) students are assigned clinical cases and scenarios and asked to gather, analyze and discuss differential diagnosis and various management alternatives. 2.Early clinical exposure: the early introduction of clinical courses in the program combined with close supervision and monitoring allow early development of cognitive skills among students by proper history gathering, information analysis and integration, diagnosis and proper treatment plan formulation. 3.Comprehensive case management: Students in their final year practice comprehensive dental care to patients including diagnosis, treatment planning and performance of clinical treatment procedures. This allows the students to integrate knowledge background and previous clinical experiences learned in different disciplines into single diagnostic and treatment delivery system. 4.Community service project: this project takes place in the final year and it helps the students to build multiple aspects of cognitive skills by recognizing and tackling oral health concerns among specific groups of the community.	1.Mentor evaluation of student's cognitive skills during case discussion and problem solving dialogue.
2.2	Utilization of critical thinking and problem solving skills to apply in diagnosis and treatment of oral diseases.		2.Assessment of student's ability to apply cognitive skills toward appropriate diagnosis and management of clinical cases in the clinical courses.
			3.Assessment of student's performance in the comprehensive clinical course in the final year. 4.Assessment of performance of students in the community service project in the final year and their ability to apply the required cognitive skills and assessment of project's outcome.
3.0	Interpersonal Skills & Responsibility		
3.1	An appropriate interaction on the personal level with all involved individuals in the work environment.	1.Courses as part of the curriculum on communication and interpersonal skills, professional ethics and standard code of conduct, and practice management. 2.Assignment of group projects to encourage and develop interpersonal interactions. 3.Early clinical exposure of students in the program with teaching and reinforcement of how to deal and interact with patients and clinical staff in the clinical courses.	1.Performance of students in related courses.
3.2	Ability to work as one team and have a leadership role.		2.Evaluation of student's interaction with patients, faculty, and clinical staff is part of the continuous assessment in clinical courses.
3.3	An awareness of the importance of continuing self-development, and lifelong learning.		3.Continuous monitoring of professional attitude and adherence to the rules and regulations by the college's authority.

NQF Learning Domains and Learning Outcomes		Teaching Strategies	Assessment Methods
4.0			
4.1	Ability to communicate effectively with all members of the medical team, and understanding of risk management and documentation.	1.Courses on IT skills, health informatics and biostatistics. 2.Course assignments that require specific use of information technology resources. 3.Projects that require the preparation and presentation of effective audio-visual materials. 4.Gradual conversion to e-learning and teaching approach in all courses of the program (Blackboard system). 5.Establishment of student computer lab with continuous technical support. 6.Courses and workshops to develop IT skills of students.	1.Performance of students in assigned courses. 2.Continuous assessment of performance in assigned projects. 3.Level of participation and contribution of students in the e-learning process.
4.2	The ability to assess and application of modern medical technology in dental science.		
4.3	Ability to make statistical standards and use them in scanning of oral health problems.		
5.0	Psychomotor		
5.1	Essential skill for hand-eye coordination during patient clinical examination and therapeutic treatment plans.	1.Early patient encounter in the program introduces the students to the required basic psychomotor skills in the respective dental discipline. 2.Comprehensive clinical simulation instruction and training to develop and master all required motor skills to perform the assigned dental procedures. 3.Clinical case scenarios that mimic the clinical situations.	1.Evaluation of clinical simulation assignments using standardized evaluation criteria. 2.Evaluation and assessment in the clinical courses. 3.Assessment of psychological skills of the students during discussion of clinical simulation scenarios.



Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to teach the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale.

Levels : I = Introduction(Introduce) R = Reinforce (Proficient) E = Emphasize (Advanced)

Courses	Program Learning Outcome NQF Learning Domains and Learning Outcomes															
	Knowledge								Cognitive Skills		Interpersonal Skills & Responsibility			Communication, Information Technology, Numerical		
113 ANA	I															
113 PSL	I															
113 BCH	I															
113 MDS	I				I											
111 RDS	I															I
111 PDS				I		I		I					I			
122 RDS		I		I												
132 RDS				I					I							
122 PDS								I		I	I	I				
132 PDS														I	I	I
213 MDS	R	I	I			I	I		I							I
223 MDS			I				I		I					I		
213 RDS		I	I						I							
223 RDS			I		I			I	I			I				
213 PATH	R	I		I				I								
213 PHL		I														
233 MDS		R	I	I	I				I							
211 MAC		R	I	I					R							
211 PDS							I				I					
242 MDS	R	R	I			I	I		I		I			I		I
222 PDS		R	I		R				I		I			I		
212 SDS	R	R	I													
313 MDS	E	R	R			R			R							R
323 MDS		R	R						R							R
313 RDS		R	R													R
323 RDS	E	R	R													R
313 PDS	E	R	R													R
323 SDS	E	R	R													R
313 SDS	E	R	R													R
311 MED	E	R	R			R				R				R		R
331 MDS	E	E	R							R	R			R		R
322 PDS	E	E	R			R										R
413 MDS		E	R			R				R						R

413 RDS		E	R					R	R							R
423 RDS		E	R					R	R	R						R
413 PDS		E	R							R						R
423 PDS		E	R			R				R						R
433 PDS	E	E	R							R						R
413 SDS		E	R					R		R						R
423 SDS		E	R					R		R						R
411 MAC		E	R	R					R							R
411 GIM	E	E	R													
411 GSO	E	E	R													
422 MDS	E	E	R	R	R					R				R		R
412 ENT	E	E	R				E									
513 SDS		E	E			E	R		E	E	E	I	R	E	R	R
523 SDS			E						E	E						E
513 PDS		E	E	E	E		E	R	E	E	E	R	R	E		R
523 PDS			E				E			E						E
511 MDS		E	E		E			R		E				E		E
531 PDS		E	E							E						E
541 PDS				E				E	E	E					R	
511 PHL			E			E				E						
512 RDS	E	E	E				E		E	E	E		E	E		E
552 PDS					E		E		E	E		E	E	E	E	E
532 SDS	E	E	E			E	E		E	E	E	E	E	E		E

5. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

1. Applicant must be a high school graduate with a GPA of at least 90%, and an average of not lower than 90% on the following subjects Physics, Chemistry, Biology, Math and English.
2. Applicants are ranked based on their grades in high school, and the top students are accepted into the program.
3. Applicants accepted into the program must pass with good grade at less in the pre-dental year.

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- a. Attendance.
- b. Progression from year to year.
- c. Program completion or graduation requirements.

Applied the list of study for undergraduate by the Higher Education Council resolution No. (13/27/1423) of the twenty-seventh session of the meeting, held on 02.11.1423. Also Prime Minister and Chairman of the Higher Education Council No. (7 / b / 45888) dated 11/23/1423 H. With the following in mind:
Based on Article VI of this system are the study at the Faculty of Dentistry collected at the University on the basis of full school year, according to the rules and procedures in this regulation after the replacement of the

term "school year" in place of "classroom" where the Word, not inconsistent with the following:

1. offering courses in the annual system throughout the academic year, at least two of thirty (30) weeks, not including the registration periods and the final tests.
2. hold a final test for each course at the end of the school year, and may be for practical and clinical training with the nature of the decisions that are the final test at the end of the training period.
3. precipitate the student stays in the second round or in the decisions do not have a second role in the same year and re-study courses that failed them, and the College Board or his authorized representative shall be allowed to examine the decisions of the following year.
4. determines the number of years that can be recorded courses where the student two years in a row.
5. hold a second test role after the appearance of the final results to be before the start of the school year no later than two weeks at least, allowed to enter the second round of the decision, which failed it in accordance with the following conditions:

(A). The number of courses in which the student or the student failed does not exceed 50% of the total number of hours of the decisions of the school year recorded them.

(B). The student must have earned a grade of not less than 40% of the quarterly grades of the course.

(C) calculated the degree of the second round (test repetition), according to class scheduled for the final test. For example, if the temperature of the quarterly sixty tests (60) degrees and the degree of the final exam than forty (40) degrees, the test return in the second round corrects than forty (40) Degree.

(D) shall be tested in the second round allocated for the final test scheduled content by course description with a similar class (same weight).

(E). Monitors for those who succeed in the second round of estimate d (2: successful in the second round grade acceptable) instead of the previous estimate of repetition. And. Allowed to enter the second round in all courses that are taught outside of college or the decisions of the study plan of the college, which consists of a theoretical part only. The clinical and practical courses purely as well as courses that consist of two parts, a clinical / practical and theoretical allowed them to enter the second round, or lack thereof, on the recommendation of the Faculty Council.

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement :

(eg check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

A program has been established at the level of the university; Attracting Unit for Distinguished University Staff (AUDUS) to attract high caliber figures in their fields of study to join faculty stronghold of the university.

Periodic evaluation of course's progress and students performance takes place during each department's meeting. The department members discuss all concerns reported by the course director and recommend resolutions.

The last department meeting in the academic year is scheduled after finalization of all course reports of the courses related to the department and is mainly dedicated to study and analyze the course reports and formulate recommendations for improvement accordingly.

All course reports and the recommended modifications by the departments are to be submitted to the Deanship of Quality and Development at the University level to ensure continuous monitoring of progress and improvements taking place in the program.

F Student Administration and Support

1. Student Academic Counselling

Describe the arrangements for academic counselling and advising for students,

including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

Each member is responsible for providing the academic guidance for one specific year group of students. The member is assigned for the year group based on the number of courses (degree of involvement) offered by the department in that particular year. The course registration at the college is based on a yearly system with defined course work for each specific year level, which makes it less challenging for the student in terms of selecting courses at each level like in some other programs. However, still the member of the Student Support Unit is helpful to the group of students who fail some courses and the following year they need to combine courses from both year levels. Also, it needs to be mentioned that all faculty members of the college are available for academic guidance and advises through announced and respected office hours posted on their offices.

A form to request a help or academic guidance is available at the Student Support Unit office and through the College's website to be filled out by the student. The member of the Unit study the requests and decide if they can be managed by the member or to inform the head of the unit to call for a meeting. However, the view for the Student Support Unit is to out-reach for the students in need of help or support and not to wait for the request to be made. Also, the unit is expected to provide more than the academic guidance service to the students. It shall encompass social and financial assistance, psychological counselling, academic and personal skills development, and inter-cultural student exchange programs. The unit is working closely with the Student Support Program at the Vice Rectorate for Health Specialities and the Deanship of Student Affairs to fulfil its objectives and services that extend beyond its limitations.

2. Student Appeals :

Attach the regulations for student appeals on academic matters, including processes for consideration of those appeals.

Feedback from the students and evaluation of the course is obtained and included in the course report. This feedback contributes to the recommendations for improvement suggested by the course director. Evaluation of the course director and teaching strategies by the students is obtained through an online survey carried out by the University.

The final marks of the students in all courses are obtained and sent to the respective department for review and analysis. Any course that is showing an odd distribution of students grades either positively or negatively is to be discussed with the course director. The reasons for this divergence and recommendations for avoidance are discussed and approved at the department level.

The student's evaluations of the course directors are supplied to the chairman of the department confidentially. The course directors who scored below average are considered by the department's chairman and potential reasons are privately discussed with the course director. Those courses are kept under close monitoring.

G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

A coordinator for textbooks is usually allocated within each department and one coordinator at the college level. Textbooks for the following academic year are recommended by the prospective course directors and approved by the respective department before the end of the second semester of the current year.

Full list of requested textbooks from all departments is forwarded to the Deanship of Student Affairs before the end of the current academic year to be purchased by the Book Store.

By the beginning of the new academic year, all requested books should be available for the students to purchase with 50% discount at the book store.

A copy of each text book is given complementary from the book store to each respective Course Director.

A request is made to the Deanship of Student Affairs to provide the library of the college with the new textbooks.

Request for reference books can be made by faculty members through their respective departments to the office of the Vice Dean for Academic Affairs.

A request is made to the Deanship of Library Affairs to provide the library of the College with the requested reference books.

Electronic and web-based resources are planned to be requested by the faculty members through their respective departments from the Informatics and Academic Development Unit. The Informatics and Academic Development Unit is working on providing the students and faculty members with an extensive electronic library of learning and teaching materials, respectively.

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

Each department approves the requested textbooks and monitor its adequacy and availability through reports from course directors.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

A special committee is formulated by the Deanship of Library Affairs for the science colleges to monitor and request books and journals in the library.

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

The office of Vice Dean for Academic Affairs oversees the availability of textbooks and references at the book store and library.

4. What processes are followed for textbook acquisition and approval?

A special committee is formulated by the Deanship of Library Affairs for the science colleges to monitor and request books and journals in the library.

H. Faculty and other Teaching Staff

1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

The appointed demonstrators search for acceptance to graduate study programs abroad in well-recognized institutions at the area of interest with the help of present faculty members and the Support Unit for Lecturers and Demonstrators at the University level.

Most demonstrators who perform their graduate studies abroad come back with PhD or Board Certification in the area of specialty and get appointed as Assistant Professors. The demonstrators obtain full scholarship from the Ministry of

Higher Education to perform their graduate studies abroad.

Some demonstrators choose to enroll in the Master of Science degree in the college in the area of interest and get appointed as Lecturers after completion of the program.

External applicants (from outside the college) submit their applications to the Dean's office who forward them to the appropriate department. The applications are reviewed and evaluated by the respective department and a recommendation is made at the level of the department whether the applicant is a good candidate to join the faculty based on his/her credentials and the need of the department.

A committee has been formulated within each department to study the department's need for new faculty members at each area of specialization under the department's umbrella based on the current faculty/student ratio and the prospective turnover ratio between the number of demonstrators studying abroad in a particular specialty and the expected retirement and academic promotion of current faculty members. Also, the committee is entitled to search for pioneers in teaching and research in the area of specialization of the department to be appointed as faculty members at the college.

2. Participation in Program Planning, Monitoring and Review

a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

Through the curriculum committee

b. Explain the process of the Advisory Committee (if applicable)

Meeting every month

3. Professional; Development

What arrangements are made for professional development of faculty and teaching staff for:

a. Improvement of skills in teaching and student assessment?

Training workshops in recent teaching and learning modalities.

b. Other professional development including knowledge of research and developments in their field of teaching specialty?

Seminars with case presentations including technics for research.

4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

Integrated orientation lecture for new staff at the beginning of the year.

5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/College/institution policy on appointment of part time and visiting teaching staff.

(ie. Approvals required, selection process, proportion to total teaching staff, etc.)

We don't have part time staff.



I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning?

(eg. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies)

We have Quality committee and curriculum committee with heads of departments including department of dental education.

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

Questionnaires.

2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes

(i) From current students and graduates of the program?

Questionnaires.

(ii) From independent advisors and/or evaluator(s)?

Visits.


(iii) From employers and/or other stakeholders.

Feedback.

Attachments :

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all courses including field experience specification if applicable.

Authorized Signatures

Dean /Chair	Name	Title	Signature	Date
Program Dean or Program Chair Main Campus	Abdulrahman Alatram	Assistant prof.		5/4/2016





جامعة المجمعة
Majmaah University

Program Specifications (PS)

Muharram 1437 H



This form compatible with NCAAA Edition