

Program manual

Manual Committee

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1. Introduction

Al Baha University seeks to achieve regional leadership and global excellence in the field of dental research and services and aims to prepare students with professional competencies in dental sciences through a distinguished and comprehensive education with a focus on the needs of the community of Saudi Arabia and the Gulf region and provide an environment for lifelong learning.


A Royal Decree No. 5088 / MB was issued on 7/8/1432 AH for the establishment of the Faculty of Dentistry, Al-Baha University, to achieve excellence for Al-Baha University and to achieve its role in serving the Al-Baha community and around it. The faculty started its work by accepting twenty students at the beginning of the academic year 1437/1438. It is in Al Baha Province of the Kingdom of Saudi Arabia with its main campus in Al Aqiq, about 30 km away from Al Baha town. The faculty was established for the improvement of the health services and the advancement of the dentistry profession and to cope with the educational policy of the kingdom, which is distinguished by applying the most advances in the technology and sciences in various fields.

The Bachelor of Dental Surgery program seeks to graduate highly qualified dentists with scientific, practical and professional skills, who adhere to the ethical and religious principles of society, able to take responsibility and teamwork for employment and community service, and to follow scientific and technical progress in various fields of dentistry in the world. And in Saudi Arabia. Also, to be able to meet the governmental and community needs in improving and developing health care services in oral health and contribute to raising the level of community awareness of oral health in line with Vision 2030.

2. Faculty Vision

| | | |
|---|--------|---|
| Achieving excellency in dentistry through empowering dental education and community service | Vision |  |
|---|--------|---|

3. Program Vision

| | | |
|---|--------|---|
| Achieving excellency in dentistry through empowering dental education and community service | Vision |  |
|---|--------|---|

4. Faculty Mission

Providing suitable environment for education and scientific research in dentistry besides continuous participation for improving community dental services

Mission



5. Program Mission

To prepare professionally trained dental graduates to be competent in knowledge, clinical skills, evidence informed dental practice, patient management skills and professional attitude to provide quality dental care to the patient and community

Mission



6. Program Goals/Objectives

Program Goals/ Objectives



Goal-1: Correlate basic and clinical dental subjects' knowledge to enhance graduate clinical practice.

Goal 2: Practice evidence-based dentistry in routine dental practice/ or to treat common oral diseases.

Goal-3: Develop essential clinical skills to demonstrate proficiency in patient management according to national and international standard of dental care.

Goal-4: Display communication skills and professional behavior to deliver ethical care to

Goal-5: Apply dental informatics and biostatistical principles in primary and secondary research for advancement of dentistry.

7. Relationship between Program Mission and Goals

The Bachelor of Dental Surgery program is consistent with the mission and vision of Al Baha University to move the faculty of dentistry towards recognition through accreditation from national and international agencies. The program aims to qualify dentists to be able to compete locally and internationally, and able to conduct distinguished scientific research with optimal technical resources.

8. Program Values

- To graduate professionally qualified dentists who acquire lifelong learning skills.

- To Obtain national and international accreditation by establishing a quality system to ensure excellence of program outputs.
- To Support and encourage scientific research among students and faculty.
- To provide quality dental services to patients and the community.
- To graduate professionally trained dentists with integrated and balanced personality capable of serving his community and country.

9. Program Graduate Attributes

1. Clinical Competence: Graduates should have the ability to demonstrate clinical competency in their practice of dentistry.
2. Professionalism: Graduates should behave professionally and ethically in all aspects of their personal and professional life, respecting diverse perspectives and treating all patients with compassion, dignity, and respect.
3. Communication: A good dental graduate should have excellent communication skills to effectively communicate with other healthcare professionals and patients.
4. Critical Thinking and Problem Solving: Graduates should possess the ability to evaluate, analyze, and solve problems related to dental care, diagnosis, and treatment planning.
5. Evidence-Based Practice: Graduates should know how to base their decisions on current evidence-based practices and principles.
6. Lifelong Learning: Graduates should possess the curiosity and motivation to learn throughout their careers and update their knowledge in accordance with emerging technologies and innovations.
7. Interpersonal Skills and Teamwork: Graduates should possess excellent interpersonal skills to build and maintain collaborative relationships with coworkers, patients and their families.
8. Cultural Competency: Graduates should be conscious of cultural differences, sensitive to diverse patient needs and beliefs, and able to serve them with respect and professionalism.
9. Management and Leadership Skills: Graduates should be equipped to manage dental practices, understand financial management, and lead the dental team.
10. Patient-Centered Care: Graduates should be committed to delivering high quality, patient-centered care with compassion and empathy.
11. Research: Graduates should have basic knowledge on biostatistics and research methodology to perform research as a team.

10. Program Learning Outcomes (PLOs)

| Knowledge and Understanding | |
|-----------------------------|---|
| K1 | Describe the application of oral biology, dental and general anatomy, health education, biomaterial and biomedical in practice of dentistry. |
| K2 | Justify the general medical principle, surgical application, biological and pathological effect on health and sickness as well its effect on oral and general health of population. |
| K3 | Justify the general medical principle, surgical application, biological and pathological effect on health and sickness as well its effect on oral and general health of population. |
| Skills | |
| S1 | Apply essential pre-clinical skills and clinical skills, to diagnose, plan, treat and prevent common oral dental diseases encountered in general dental practice and in community setting. |
| S2 | Formulate an executable treatment plan and apply the same to manage failures, complications, and medical emergencies in dental practice. |
| S3 | Formulate an executable treatment plan and apply the same to manage failures, complications, and medical emergencies in dental practice. |
| S4 | Perform basic investigation and interpret the same to diagnose and treat oral diseases in professional dental practice. |
| S5 | Apply dental informatics and biostatistical principles in primary and secondary research for innovation and advancement of dentistry. |
| Values | |
| V1 | Display balanced personality, leadership skills, and teamwork while demonstrating capacity of self-reflection, professional attitudes, and ethical behaviors of a professional dentist. |
| V2 | Council patients and those with special needs, their families on oral health care and preventive education. |

11. Program Admission Requirements:

- Getting a high school certificate (scientific section) or equivalence from inside or outside the kingdom.
- Getting a minimum score of 90% in the high school certificate.
- Passing the General Aptitude Test (GAT), which is organized by the Education and Training Evaluation Commission.
- Passing the Academic Achievement Test for Scientific Specializations, which is organized by the Education and Training Evaluation Commission.
- Passing professional fitness test.
- Preference for admission will be given for graduates of the same year.
- Should fulfill any additional requirements set by the University Council at the admission time.

12. Program Study System

Bachelor of Dental Surgery consists of six years and one-year mandatory internship. The academic year is divided into three semesters. The study for any semester is not less than eleven weeks (not including the examination period). Registered faculty students need to attend a period of six years of study, including a scheduled plan to complete the study with all the contents of the courses (theory, practical and clinical training). The student clinical training is one-year mandatory internship is due after the six-year study.

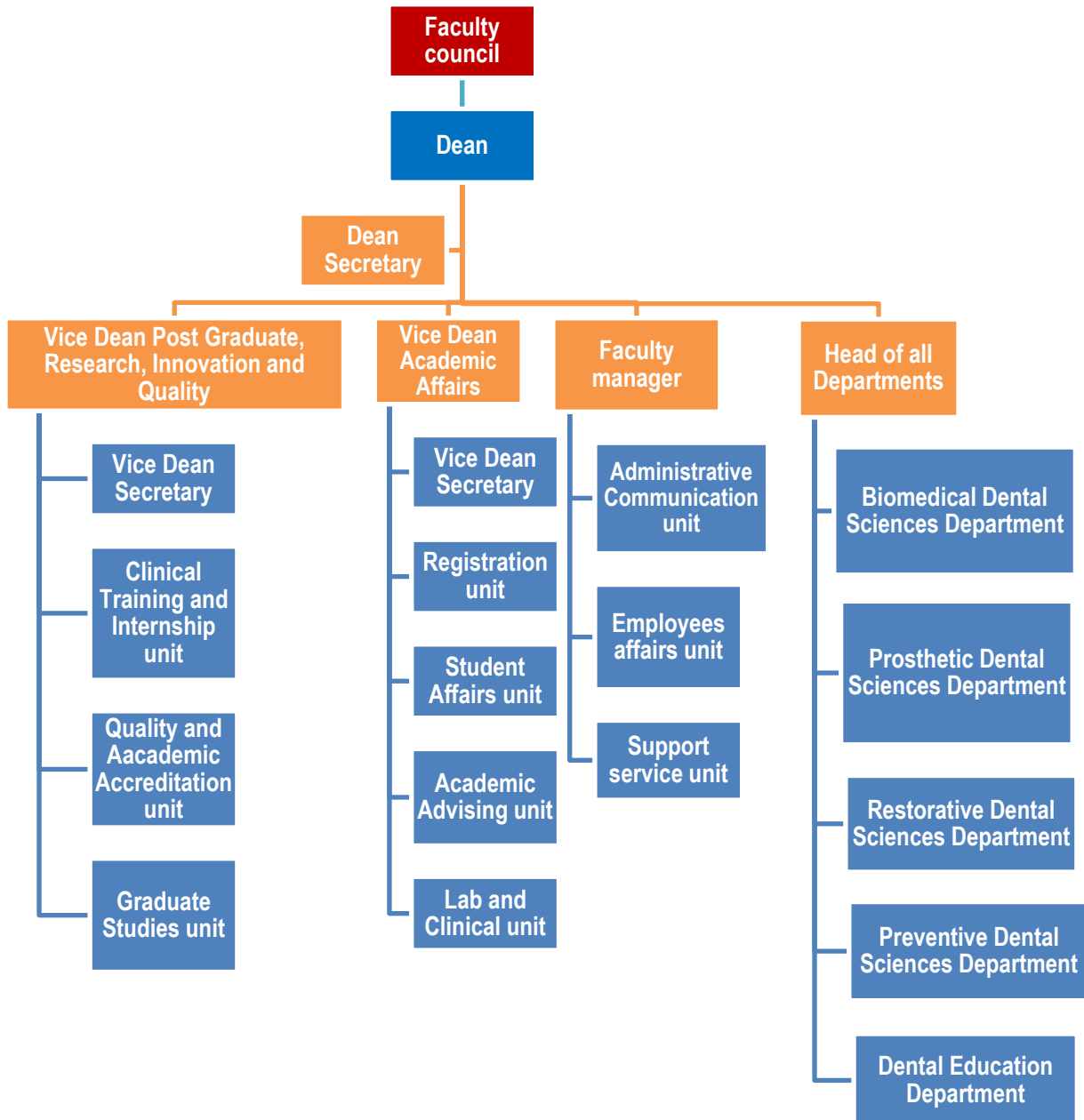
13. Faculty Administration

Dean Message

Welcome to the website of the Faculty of Dentistry, Al Baha University ,,,,,,

A Royal Decree No. 5088 / MB was issued on 7/8/1432 AH for the establishment of the Faculty of Dentistry, Al-Baha University, to achieve excellence for Al-Baha University and to achieve its role in serving the Al-Baha community and around it. Faculty of Dentistry started its work by issuing the decision to assign Dr. Fahd bin Nasser Al-Qahtani as the first dean, to be a distinct start among the old Faculties in the Kingdom, where the faculty started its work by accepting twenty students at the beginning of the academic year 1437/1438. ,,,,,

FACULTY ADMINISTRATION



Faculty Administration members:

| Name | Position | E-mail address |
|-------------------------------|---|------------------------|
| Dr. Abdullah Alzahrani | Dean | aahalzahrani@bu.edu.sa |
| Dr. Mohammed Sarhan Alzahrani | Vice Dean for Academic Affairs | m.sarhan@bu.edu.sa |
| Dr. Mohammed Korayem | Vice Dean for Development and Quality | mkarim@bu.edu.sa |
| Dr. Srinivasan Jayaraman | Program Co-Ordinator | s.nivasan@bu.edu.sa |
| Dr. Ahmed Essa | Head of department of Biomedical dental sciences | a.esa@bu.edu.sa |
| Dr. Hassan Sakr | Head of department of Prosthetic dental sciences | hsakr@bu.edu.sa |
| Dr. Rajendran Ganesh | Head of department of Preventive dental sciences | rrajendran@bu.edu.sa |
| Dr. Mohammed Iqbal | Head of department of Restorative dental sciences | miqbal@bu.edu.sa |
| Dr. Nagesh Bhat | Head of department of Dental education | n.bhat@bu.edu.sa |

Staff Administration members:

| Name | Position | E-mail address |
|-------------------------------------|------------------------|-----------------------|
| Mr. Sulaiman Ahmed Aseri | Administrative Manager | su.ahmed@bu.edu.sa |
| Mr. Abdullah Jailan | Member | ajainlain@bu.edu.sa |
| Mr. Abdullah Jumaan Al Malki | Member | a.almalki@bu.edu.sa |
| Mr. Bander Ibrahaem Nahari | Member | bnahari@bu.edu.sa |
| Mr. Mohammed Dokailullah Al Zahrani | Member | alzahranimd@bu.edu.sa |
| Mr. Abdullah Ali Al Zahrani | Member | a.zahrani@bu.edu.sa |

14. Faculty Departments:

To fulfill the faculty objectives, there are five departments that represent the major disciplines in the curriculum. These departments are:

1. Department of Biomedical Dental Sciences
2. Department of Prosthodontic Dental Sciences
3. Department of Restorative Dental Sciences
4. Department of Preventive Dental Sciences
5. Department of Dental Education

14.1: Department of Biomedical Dental Sciences

The Department of Biomedical Dental Sciences was established with the establishment of the college to provide theoretical and laboratory teaching programs for undergraduate students through six divisions concerned with the diagnosis of oral diseases and methods of treatment in addition to the specialized sections of oral and maxillofacial surgery to keep abreast of developments and changes taking place globally in the field of medical and biomedical sciences.

Different sections of Department, Includes the following six divisions:

a. Oral Biology Division:

Oral Biology Study the basic vital properties of oral tissues and surrounding parts in health and their application in disease.

b. Oral Pathology Division:

In this section, the student is introduced to various oral diseases that affect the teeth, jawbones and surrounding tissues, as well as diseases that are characterized by the appearance of symptoms in the mouth or face and the rest of the body.

c. Oral Radiology Division:

In this division the student learns on the physics of radiation and how to work and read radiation.

d. Oral Diagnosis Division:

This division aims to teach and train students on how to use modern methods of diagnosing oral diseases

e. Division of Oral Medicine:

In this division, the student is trained in the mandatory clinical skills for the examination and diagnosis of oral diseases.

f. Oral and Maxillofacial Surgery Division

This division trains students to remove teeth and uses various surgeries to remove teeth or roots buried in the jaw bones. The student will also be introduced to major maxillofacial surgeries in three cases (cosmetic, prosthetic, cancerous). Working to enrich the educational, research and technological system in the field of biomedical dental sciences to cope with the challenges of the times and to prepare distinguished graduates of the labour market while contributing to solving the problems of the surrounding society.

Courses Offered by the Department of Biomedical Dental Sciences

| No. | course code | course | Credit Unit | Contact Hours |
|-----|-------------|--------------------------------|-------------|---------------|
| 1. | BDS 1002 | Dental Anatomy and Occlusion 1 | 2 | 3 |
| 2. | BDS 1004 | Dental Anatomy and Occlusion 2 | 2 | 3 |
| 3. | BDS 1005 | Oral Biology and Histology 1 | 2 | 3 |
| 4. | BDS1006 | Oral Biology and Histology 2 | 2 | 3 |
| 5. | BDS 1010 | Oral Radiology 1 | 3 | 3 |
| 6. | BDS 1009 | Oral Pathology | 3 | 4 |
| 7. | BDS 1011 | Anaesthesia and Exodontia | 2 | 2 |

| | | | | |
|-----|----------|---|---|---|
| 8. | BDS 1014 | Oral Radiology 2 | 3 | 3 |
| 9. | BDS 1013 | Oral Diagnosis and Treatment Planning 1 | 3 | 3 |
| 10. | BDS 1016 | Oral Diagnosis and Treatment Planning 2 | 3 | 3 |
| 11. | BDS 1017 | Clinical Oral and Maxillofacial Surgery 1 | 4 | 4 |
| 12. | BDS 1018 | Clinical Oral and Maxillofacial Surgery 2 | 4 | 4 |
| 13. | BDS 1019 | Oral and Maxillofacial Surgery 3 | 4 | 4 |
| 14. | DNT1002 | Innovation in Medicine | 2 | 2 |
| 15. | FDS1002 | Human Biology | 2 | 3 |
| 16. | FDS1004 | Physics For Medical Purposes | 2 | 3 |
| 17. | FDS1003 | General Chemistry | 2 | 3 |
| 18. | FDS1005 | Biochemistry | 2 | 3 |
| 19. | FDS1007 | Gross Anatomy | 2 | 4 |
| 20. | FDS1008 | Physiology 1 | 2 | 3 |
| 21. | FDS1011 | Physiology 2 | 2 | 3 |
| 22. | FDS 1012 | Pharmacology 1 | 2 | 2 |
| 23. | FDS1013 | Pharmacology 2 | 2 | 2 |
| 24. | BDS 1007 | General and Systemic Pathology | 2 | 3 |
| 25. | BDS1012 | General Medicine | 2 | 2 |
| 26. | BDS 1015 | General Surgery | 2 | 2 |
| 27. | FDS1010 | Microbiology | 2 | 3 |
| 28. | FDS1006 | Immunology | 2 | 2 |
| 29. | BDS 1001 | Dental Terminology | 2 | 2 |
| 30. | BDS 1008 | Sterilization And Infection Control | 3 | 3 |
| 31. | BDS 1020 | Oral Medicine | 3 | 3 |

| | | | | |
|-----|----------|-------------------------------------|---|---|
| 32. | FDS 1014 | Research method in dentistry | 2 | 2 |
| 33. | BDS 1021 | Medical emergence in dental clinics | 2 | 3 |

Staff members of the Department of Biomedical Dental Sciences

| No. | Name | Specialization | Academic Rank | E-mail address |
|-----|---------------------------|--------------------------------|---------------------|-----------------------|
| 1 | Dr. Ahmed Essa | Oral pathology | Assistant professor | a.esa@bu.edu.sa |
| 2 | Dr. Mohammd Abidullah | Oral pathology | Assistant professor | mhabibullah@bu.edu.sa |
| 3 | Dr. Pankaj Kukreja | Oral and maxillofacial surgery | Assistant professor | pkukreja@bu.edu.sa |
| 4 | Dr. Mahmoud Hani Khedr | Physics | Assistant professor | mmansour@bu.edu.sa |
| 5 | Dr. Mohammed Eajaz Ahmed | Physiology | Assistant professor | mshariff@bu.edu.sa |
| 6 | Dr Alaa Abdeldayom Ansari | Microbiology | Professor | aaalansari@bu.edu.sa |

14.2 Department of Prosthetic Dental Sciences

The Department of Prosthetic Dental Science was established with the establishment of the faculty to provide theoretical and laboratory teaching programs for undergraduate students through three divisions to reach a proper diagnosis, treatment and replacement that meets the needs of patients. This section on the principles of dental implants from accurate diagnosis and therapeutic plan in addition to assist in the surgical process of implantation and then complete the final formulations.

Different sections of department

Includes the following three divisions:

a. Division of full and partial Removable Prosthetic:

In this section, the student studies the various methods of how to compensate for partial missing teeth.

b. Fixed Prosthetic Division:

This division aims to train the student to diagnose and treat missing teeth and fixed formulations very similar to natural teeth.

c. Advanced Prosthetic Division:

In this section, the student learns on modern theories and methods of advanced structures (for making missing parts such as ear, nose and eye) with dental implants. Work to enrich the educational, research and technological

system in the field of prosthetic dental science to meet the challenges of the times and prepare outstanding graduates for further post graduate study in international university.

Courses offered by Department of Prosthodontic Dental Sciences

| No. | course code | course | Credit unit | Contact hours |
|-----|-------------|--|-------------|---------------|
| 1 | PRS 1001 | Preclinical Removable Prosthodontics 1 | 3 | 5 |
| 2 | PRS 1002 | Preclinical Removable Prosthodontics 2 | 3 | 5 |
| 3 | PRS 1004 | Preclinical Fixed Prosthodontics 1 | 3 | 5 |
| 4 | PRS 1006 | Preclinical Fixed Prosthodontics 2 | 4 | 4 |
| 5 | PRS 1003 | Removable Prosthodontics 1 | 4 | 4 |
| 6 | PRS 1008 | Fixed Prosthodontics 1 | 4 | 4 |
| 7 | PRS 1005 | Removable Prosthodontics 2 | 4 | 4 |
| 8 | PRS1009 | Fixed Prosthodontics 2 | 4 | 4 |
| 9 | PRS1007 | Removable Prosthodontics 3 | 4 | 4 |
| 10 | PRS1010 | Comprehensive Clinical Dentistry 1 | 10 | 10 |
| 11 | PRS1011 | Comprehensive Clinical Dentistry 2 | 10 | 10 |
| 12 | PRS1012 | Comprehensive Clinical Dentistry 3 | 10 | 10 |

Staff members of the Department of Prosthetic Dental Sciences

| No. | Name | Specialization | Academic Rank | E-mail address |
|-----|--------------------------|--------------------------|---------------------|---------------------|
| 1 | Dr. Hassan Sakr | Removable Prosthodontics | Associate professor | hsakr@bu.edu.sa |
| 2 | Dr. Srinivasan Jayaraman | Fixed Prosthodontics | Associate professor | s.nivasan@bu.edu.sa |

14.3 Department of Restorative Dental Sciences

The Department of Restorative dental sciences were established with the establishment of the Faculty to provide theoretical and laboratory teaching programs for undergraduate students through three divisions to teach the basic principles of dental reform and the application of dental materials science. The means of visual and

auditory communication to explain the methods of dental restorative treatment of fillings and root treatment and keep pace with developments and changes in the world in the field of medical and biomedical sciences.

Different sections of department Includes the following three divisions:

a. Dental Materials Division:

The student studies in this section the materials used in the backward branches of dentistry and understands its natural and chemical properties and how to refine these properties and take advantage of it in various fields of dentistry.

b. Operative Dentistry Division:

This division focuses on dealing with damaged tooth parts and how to remove and repair them and extends to dealing with different complications of different cases.

c. Endodontics Division:

In this course, the student will learn the theoretical basis for root therapy and learn about root injuries and how to diagnose and treat them.

To enrich the educational, research and technological system in the field of Restorative dental sciences to cope with the challenges of the times and contributing to solving the problems of the surrounding society.

Courses offered by Department of Restorative Dental sciences.

| No. | course code | course | Credit unit | Contact hours |
|-----|-------------|-----------------------------------|-------------|---------------|
| 1 | RDS 1001 | Basic Dental Biomaterials | 2 | 3 |
| 2 | RDS 1002 | Advanced Dental Biomaterials | 2 | 3 |
| 3 | RDS 1003 | Preclinical Operative Dentistry 1 | 3 | 5 |
| 4 | RDS 1004 | Preclinical Operative Dentistry 2 | 3 | 5 |
| 5 | RDS 1008 | Preclinical Endodontics 1 | 3 | 5 |
| 6 | RDS 1005 | Operative Dentistry 1 | 4 | 4 |
| 7 | RDS 1009 | Preclinical Endodontics 2 | 3 | 5 |
| 8 | RDS 1006 | Operative Dentistry 2 | 4 | 4 |
| 9 | RDS 1007 | Operative Dentistry 3 | 4 | 4 |
| 10 | RDS 1010 | Endodontics 1 | 4 | 4 |
| 11 | RDS 1011 | Endodontics 2 | 4 | 4 |

Staff members of the Department of Restorative Dental Sciences

| No. | Name | Specialization | Academic Rank | E-mail address |
|-----|-------------------------------|-----------------------|---------------------|----------------------|
| 1 | Dr. Mohammed Sarhan Alzahrani | Endodontics | Assistant professor | m.sarhan@bu.edu.sa |
| 2 | Dr. Mohammed Iqbal | Restorative dentistry | Associate professor | miqbal@bu.edu.sa |
| 3 | Dr. Manikandan Ravinathanan | Restorative dentistry | Associate professor | manikandan@bu.edu.sa |

14.4 Department of Preventive Dental Sciences

The Department of Preventive Dental Sciences was established with the establishment of the College to provide theoretical and laboratory teaching programs for undergraduate students through four divisions within the framework of minimum prevention and preventive treatments with the use of modern diagnostic methods. It initiates research and behavioral programs in coordination with basic science programs and helps catalyze community dental health programs to provide dental prevention to individuals and communities and keep pace with developments and changes in the world of medical and biomedical sciences.

Different sections of Department Includes the following four divisions:

- Community and Public Health Dental Division: This Division aims to prepare the student to respond to the needs of the community, especially with regard to oral and dental medicine, according to the social and cultural conditions of the community.
- Orthodontic Division: This department is interested in teaching the student the basics of orthodontics and diagnosing defects in the dental system and deformation of the mouth and face
- Pediatric Dentistry Division: This course studies the preventive and therapeutic methods of dental and acquired dental problems, as well as the natural growth of teeth and oral parts of patients.
- Division of Periodontics: This division is concerned with training students in clinical and imaging examination of the teeth and surrounding tissues and to identify the pathological changes resulting from them and causing them. Enriching the educational, research and technological system in the field of preventive dental sciences.

Courses offered by Department of Preventive Dental Sciences

| No. | course code | course | Credit unit | Contact hours |
|-----|-------------|---------------------------------|-------------|---------------|
| 1 | PDS 1004 | Dental ethics | 2 | 2 |
| 2 | PDS 1001 | Preventive dentistry | 3 | 3 |
| 3 | PDS 1002 | Preclinical pediatric dentistry | 2 | 3 |

| | | | | |
|----|----------|------------------------------------|---|---|
| 4 | PDS 1003 | Pediatric dentistry 1 | 4 | 4 |
| 5 | PDS 1005 | Pediatric dentistry 2 | 4 | 4 |
| 6 | PDS 1006 | Periodontics 1 | 4 | 4 |
| 7 | PDS 1007 | Periodontics 2 | 4 | 4 |
| 8 | PDS 1008 | Periodontics 3 | 4 | 4 |
| 9 | PDS 1009 | Preclinical orthodontics | 2 | 3 |
| 10 | PDS 1010 | Dental Implantology | 3 | 3 |
| 11 | PDS 1011 | Orthodontics 1 | 3 | 3 |
| 12 | PDS 1012 | Orthodontics 2 | 3 | 3 |
| 13 | PDS 1013 | Community dentistry | 3 | 3 |
| 14 | PDS1014 | Private dental practice management | 2 | 2 |

Staff members of the Department of Preventive Dental Sciences

| No. | Name | Specialization | Academic Rank | E-mail address |
|-----|----------------------|---------------------|---------------------|----------------------|
| 1 | Dr. Mohammed Korayem | Orthodontics | Assistant professor | mkarim@bu.edu.sa |
| 2 | Dr. Rajendran Ganesh | Pediatric dentistry | Assistant professor | rrajendran@bu.edu.sa |
| 3 | Dr. Nagesh Bhat | Community Dentistry | Professor | n.bhat@bu.edu.sa |

14.5 Department of Dental Education

The Department of Dental Education was established with the establishment of the College to cope with the developments and changes taking place globally in medical education and the shift from traditional teaching and learning methods to integrated student-centered learning based on problem-solving, continuous assessment and feedback through integrated curricula based on competencies. Medical education focuses on the development of the capabilities, efficiency, and effectiveness of faculty members through the provision of diverse courses and the development of curricula, teaching methods and evaluation in the field of dental education in order to provide the appropriate scientific and educational environment for students and support students through training and the provision of teaching aids for students. It also focuses on highlighting and activating the elements of integration

and overlap between all courses of dentistry, both courses of basic preclinical and clinical sciences to benefit in the integrated medical training for students.

Courses offered by Department of Dental Education

| Sl no | course code | course | Credit unit | Contact hours |
|-------|-------------|------------------------|-------------|---------------|
| 1 | MDE1001 | Dentistry Internship 1 | 0 | 0 |
| 2 | MDE1002 | Dentistry Internship 2 | 0 | 0 |
| 3 | MDE1003 | Dentistry Internship 3 | 0 | 0 |
| 4 | MDE1004 | Dentistry Internship 4 | 0 | 0 |

Staff members of the Department of Dental Education

| No. | Name | Specialization | Academic Rank | E-mail address |
|-----|-----------------|---------------------|---------------|------------------|
| 1 | Dr. Nagesh Bhat | Community Dentistry | Professor | n.bhat@bu.edu.sa |

15. The Bachelor of Dental Surgery Program Curriculum

The Program curriculum has 6 years and mandatory one-year Internship.

The curriculum enjoys a balance of problem-based, self-directed, traditional, and hands-on learning approaches with early exposure of students to clinical dental practice. The curriculum provides students with a broad dental education that encourages continual professional development. The program opens to the student's broad prospects, whether academic or professional, where the ability to conduct medical examination and diagnosis of treatment for patients with oral and dental, and conduct surgical operations in hospitals and private clinics, and the ability to conduct scientific research.

Faculty Graduation Requirements:

Student should successfully complete the following to be graduated:

| Serial | Credit units | Percentage | Item |
|--------|--------------|------------|--|
| 1 | 12 | 5 | Total credits required for university |
| 2 | 35 | 14 | Total credits required for college |
| 3 | 198 | 81 | Total academic units required for department |
| 4 | 245 | 100% | Total units required for graduation. |

The University requirements:

| Course Title | Units |
|--|-------|
| English Language-1 | 0 |
| English Language-2 | 3 |
| English Language-3 | 3 |
| Fundamentals of Digital Transformation | 2 |
| Islamic culture 1 | 2 |
| Islamic culture 2 | 2 |
| Arabic Language Skills | 2 |
| History of the Kingdom of Saudi Arabia | 2 |
| Recitation and Quranic Guidance | 2 |

Expression of Unites to Contact Hours:

Lectures: One unit = One theoretical contact hour /week.

Practical: One unit = 2 Contact hours in practical or clinical /week

According to the university regulations the course of study in this faculty follows the level system.

The following tables show the subjects that will be studied in the various levels and the prerequisites for each, the contact hours.

Courses of study in this faculty of Dentistry

| Course ID | Course Title | Credit Units | T/CP | Contact hours total. | Pre- Requisite | |
|----------------|---------------------------------|--------------|------|----------------------|----------------|----------|
| Level 1 | | | | | | |
| ENGL1001 | English Language 1 | 0 | 16 | 0 | 16 | None |
| FDS1001 | Biostatistics | 2 | 1 | 2 | 3 | None |
| ISLM1001 | Islamic Culture 1 | 2 | 2 | 0 | 2 | None |
| HIST1001 | History of the Kingdom of Saudi | 2 | 2 | 0 | 2 | None |
| Total: | | 6 | | | 23 | |
| Level 2 | | | | | | |
| ENGL1002 | English Language 2 | 3 | 8 | 0 | 8 | ENGL1001 |
| FDS1002 | Human Biology | 2 | 1 | 2 | 3 | None |
| FDS1003 | General Chemistry | 2 | 1 | 2 | 3 | None |
| FDS1004 | Physics For Medical Purposes | 2 | 1 | 2 | 3 | FDS1001 |
| ISLM1002 | Islamic Culture 2 | 2 | 2 | 0 | 2 | None |

| | | | | | | |
|------------------|--|---------------|----------|----------|----------|----------------------|
| CS1002 | Fundamentals of Digital Transformation | 2 | 2 | 0 | 2 | None |
| Total: | | 13 | | | 21 | |
| Level 3 | | | | | | |
| ENGL1003 | English Language 3 | 3 | 8 | 0 | 8 | ENGL1002 |
| BDS1001 | Dental Terminology | 2 | 2 | 0 | 2 | ENGL1002 |
| FDS1005 | Biochemistry | 2 | 1 | 2 | 3 | FDS1003 |
| FDS1006 | Immunology | 2 | 2 | 0 | 2 | FDS1002 |
| ARAB1001 | Arabic Language Skills | 2 | 2 | 0 | 2 | None |
| ISLM1003 | Recitation and Quranic Guidance | 2 | 2 | 0 | 2 | None |
| Total: | | 13 | | | 19 | |
| Level 4 | | | | | | |
| BDS1002 | Dental Anatomy and Morphology 1 | 2 | 1 | 2 | 3 | BDS1001 |
| FDS1007 | Gross Anatomy | 3 | 2 | 2 | 4 | FDS1005 + FDS1006 |
| FDS1008 | Physiology 1 | 2 | 1 | 2 | 3 | FDS1005 + FDS1006 |
| FDS1009 | Histology | 2 | 1 | 2 | 3 | FDS1005 + FDS1006 |
| FDS1010 | Microbiology | 2 | 1 | 2 | 3 | FDS1005 + FDS1006 |
| RDS1001 | Basic Dental Biomaterials | 2 | 1 | 2 | 3 | FDS1005 + FDS1006 |
| Total: | | 13 | | | 19 | |
| Level 5 | | | | | | |
| FDS1011 | Physiology 2 | 2 | 1 | 2 | 3 | FDS1008 |
| FDS1012 | Pharmacology 1 | 2 | 2 | 0 | 2 | FDS1010 |
| RDS1002 | Advanced Dental Biomaterials | 2 | 1 | 2 | 3 | RDS1001 |
| BDS1003 | Head and Neck Anatomy | 3 | 2 | 2 | 4 | BDS1002 +FDS1007 |
| BDS1004 | Dental Anatomy and Morphology 2 | 2 | 1 | 2 | 3 | BDS1002 |
| BDS1005 | Oral Biology and Histology 1 | 2 | 1 | 2 | 3 | FDS1002 + FDS1009 |
| Total: | | 13 | | | 18 | |
| Level 6 | | | | | | |
| Course ID | Course name | Credit | T | C | P | Contact |
| | | | | | | Pre-Requisite |

| | | | | | | |
|---------------|--|-----------|-----------|---|----|---------|
| BDS1006 | Oral Biology and Histology 2 | 2 | 1 | 0 | 23 | BDS1005 |
| BDS1007 | General and Systemic Pathology | 2 | 1 | 0 | 23 | FDS1012 |
| BDS1008 | Sterilization and Infection Control | 3 | 1 | 2 | 03 | FDS1012 |
| PRS1001 | Preclinical Removable Prosthodontics 1 | 3 | 1 | 0 | 45 | RDS1002 |
| FDS1013 | Pharmacology 2 | 2 | 2 | 0 | 02 | FDS1012 |
| Total: | | 12 | 16 | | | |

Level 7

| Course ID | Course name | Credit Units | T | C | P | Contact Hours total | Pre-Requisite |
|---------------|--|--------------|-----------|---|----|---------------------|------------------|
| PDS1001 | Preventive Dentistry | 3 | 1 | 2 | 03 | | BDS1008 |
| BDS1009 | Oral Pathology | 3 | 2 | 0 | 24 | | BDS1006 +BDS1007 |
| BDS1010 | Oral Radiology 1 | 3 | 1 | 2 | 03 | | BDS1006 +BDS1007 |
| PRS1002 | Preclinical Removable Prosthodontics 2 | 3 | 1 | 0 | 45 | | PRS1001 |
| Total: | | 12 | 15 | | | | |

Level 8

| | | | | | | |
|---------------|---|-----------|-----------|---|----|-------------------|
| RDS1003 | Preclinical Operative Dentistry 1 | 3 | 1 | 0 | 45 | RDS1002 + PDS1001 |
| BDS1013 | Oral Diagnosis and Treatment Planning 1 | 3 | 1 | 2 | 03 | BDS1010+ BDS1009 |
| BDS1012 | General Medicine | 2 | 2 | 0 | 02 | BDS1009 |
| PDS1002 | Preclinical Pediatric Dentistry | 2 | 1 | 0 | 23 | PDS1001 |
| Total: | | 10 | 13 | | | |

Level 9

| | | | | | | |
|---------------|-----------------------------------|-----------|-----------|---|----|-------------------|
| RDS1004 | Preclinical Operative Dentistry 2 | 3 | 1 | 0 | 45 | RDS1003 |
| BDS1011 | Anaesthesia and Exodontia | 3 | 1 | 2 | 03 | BDS1013 +FDS1013 |
| BDS1014 | Oral Radiology 2 | 3 | 1 | 2 | 03 | BDS1010 + BDS1013 |
| BDS1015 | General Surgery | 2 | 2 | 0 | 02 | BDS1012 |
| Total: | | 11 | 13 | | | |

Level 10

| | | | | | | | |
|-----------------|---|----|----|---|---|---|-------------------|
| BDS1016 | Oral Diagnosis and Treatment Planning 2 | 3 | 1 | 2 | 0 | 3 | BDS1013 |
| RDS1005 | Operative Dentistry 1 | 4 | 1 | 3 | 0 | 4 | RDS1004 |
| PRS1003 | Removable Prosthodontics 1 | 4 | 1 | 3 | 0 | 4 | PRS1002 +RDS1004 |
| PRS1004 | Preclinical Fixed Prosthodontics 1 | 3 | 1 | 0 | 4 | 5 | RDS1004 |
| Total: | | 14 | 16 | | | | |
| Level 11 | | | | | | | |
| PRS1005 | Removable Prosthodontics 2 | 4 | 1 | 3 | 0 | 4 | PRS1003 |
| PRS1006 | Preclinical Fixed Prosthodontics 2 | 3 | 1 | 0 | 4 | 5 | PRS1004 |
| RDS1008 | Preclinical Endodontics 1 | 3 | 1 | 0 | 4 | 5 | RDS1005 |
| RDS1006 | Operative Dentistry 2 | 4 | 1 | 3 | 0 | 4 | RDS1005 |
| Total: | | 14 | 18 | | | | |
| Level 12 | | | | | | | |
| PRS1007 | Removable Prosthodontics 3 | 4 | 1 | 3 | 0 | 4 | PRS1005 |
| PDS1004 | Dental Ethics | 2 | 2 | 0 | 0 | 2 | PRS1006 |
| RDS1009 | Preclinical Endodontics 2 | 3 | 1 | 0 | 4 | 5 | RDS1008 |
| RDS1007 | Operative Dentistry 3 | 4 | 1 | 3 | 0 | 4 | RDS1006 |
| Total: | | 13 | 15 | | | | |
| Level13 | | | | | | | |
| PDS1003 | Pediatric Dentistry 1 | 4 | 1 | 3 | 0 | 4 | PDS1004+ RDS1007 |
| PDS1006 | Periodontics 1 | 4 | 1 | 3 | 0 | 4 | RDS1007 |
| PRS1008 | Fixed Prosthodontics 1 | 4 | 1 | 3 | 0 | 4 | PRS1006+RDS1007 |
| RDS1010 | Endodontics 1 | 4 | 1 | 3 | 0 | 4 | RDS1009 |
| Total: | | 16 | 16 | | | | |
| Level 14 | | | | | | | |
| PDS1005 | Pediatric Dentistry 2 | 4 | 1 | 3 | 0 | 4 | PDS1003 |
| PDS1007 | Periodontics 2 | 4 | 1 | 3 | 0 | 4 | PDS1006 |
| BDS1017 | Oral and Maxillofacial Surgery 1 | 4 | 1 | 3 | 0 | 4 | BDS1011 + PRS1006 |
| PRS1009 | Fixed Prosthodontics 2 | 4 | 1 | 3 | 0 | 4 | PRS1008 |
| Total: | | 16 | 16 | | | | |
| Level 15 | | | | | | | |
| RDS1011 | Endodontics 2 | 4 | 1 | 3 | 0 | 4 | RDS1010 |
| PDS1008 | Periodontics 3 | 4 | 1 | 3 | 0 | 4 | PDS1007 |
| BDS1018 | Oral and Maxillofacial Surgery 2 | 4 | 1 | 3 | 0 | 4 | BDS1017 |
| BDS1020 | Oral Medicine | 3 | 1 | 2 | 0 | 3 | BDS1017 |
| Total: | | 15 | 15 | | | | |
| Level 16 | | | | | | | |

| | | | | | | | |
|-----------------|-------------------------------------|----|----|---|---|----|-------------------|
| BDS1019 | Oral and Maxillofacial Surgery 3 | 4 | 1 | 3 | 0 | 4 | BDS1018 |
| PRS1010 | Comprehensive Clinical Dentistry 1 | 10 | 1 | 9 | 0 | 10 | BDS1018+ BDS1020 |
| PDS1009 | Preclinical Orthodontics | 2 | 1 | 0 | 2 | 3 | PDS1008 |
| FDS1014 | Research Methods in Dentistry | 2 | 2 | 0 | 0 | 2 | FDS1001 + BDS1020 |
| Total: | | 18 | 19 | | | | |
| Level 17 | | | | | | | |
| PRS1011 | Comprehensive Clinical Dentistry 2 | 10 | 1 | 9 | 0 | 10 | PRS1010 |
| PDS1010 | Dental Implantology | 3 | 1 | 2 | 0 | 3 | PRS1010 |
| PDS1011 | Orthodontics 1 | 3 | 1 | 2 | 0 | 3 | PDS1009 |
| PDS1014 | Private Dental Practice Management | 2 | 2 | 0 | 0 | 2 | FDS1014 |
| Total: | | 18 | 18 | | | | |
| Level 18 | | | | | | | |
| PDS1012 | Orthodontics 2 | 3 | 1 | 2 | 0 | 3 | PDS1011 |
| PDS1013 | Community Dentistry | 3 | 1 | 2 | 0 | 3 | PDS1011 + FDS1014 |
| PRS1012 | Comprehensive Clinical Dentistry 3 | 10 | 1 | 9 | 0 | 10 | PRS1011 |
| BDS1021 | Medical Emergency in Dental Clinics | 2 | 1 | 0 | 2 | 3 | PDS1011 + BDS1019 |
| Total: | | 18 | 19 | | | | |
| Level 19 | | | | | | | |
| MDE1001 | Dentistry Internship 1 | 0 | 0 | 0 | 0 | | All Courses |
| Level 20 | | | | | | | |
| MDE1002 | Dentistry Internship 2 | 0 | 0 | 0 | 0 | | MDE1001 |
| Level 21 | | | | | | | |
| MDE1003 | Dentistry Internship 3 | 0 | 0 | 0 | 0 | | MDE1002 |
| Level 22 | | | | | | | |
| MDE1004 | Dentistry Internship 4 | 0 | 0 | 0 | 0 | | MDE1003 |

16. Administrative units/committees in the faculty

- Quality and Academic accreditation Unit
- Clinical Training and Internship Unit
- Academic plan and semester committee
- Graduate studies Unit
- Registration Unit

- Students Affairs and complaints grievances unit
- Academic Advisory Unit
- Lab and clinical Unit
- Scientific research Unit
- Community service Unit
- Exams Committee
- Program and Curriculum management committee.
- Academic program accreditation committee
- Program Advisory Committee
- Students' Advisory council
- Safety and security committee

Quality and Academic Accreditation Unit

The Quality and Academic Accreditation Unit has been approved by the Faculty Council Board to manage the policies and regulations and achieve the quality at the institutional level as well as the program level.

Internal Quality Management System

The Quality and Academic Accreditation Unit represents the entity through which the internal evaluation and review is carried out to ensure the quality of the educational, research and service activities of the faculty and the elements that affect it and improve the level of its performance.

Unit tasks

- Implementing the policy of the quality assurance system accredited at the university and implementing its objectives within the faculty program.
- Ensuring equal application of quality policies and practices at the level of the two parts of male section and female section.
- Supervising the faculty internal evaluation processes and coordinating with the Deanship of Quality and Academic Accreditation at the University.
- Ensure the closure of the quality cycle within the faculty considering the guidelines of the Deanship of Quality and Academic Accreditation at the University.
- Follow up the implementation of improvement plans of program in the faculty.
- Ensuring the involvement of the relevant students, graduates, employers, and the faculty members.
- Contribute to the dissemination of the culture and practices of quality, accreditation and quality management mechanisms in the faculty.
- Supervising the preparation and implementation of development plans for the faculty.
- Ensuring that the quality of teaching, learning, scientific research and community partnership processes is achieved at the faculty program.
- Ensuring the quality of course specifications.
- Ensuring the quality of course reports.
- Ensuring the quality of program specification.
- Reviewing and ensuring the quality of the results of key performance indicators and evaluating the program learning outcomes.
- Reviewing and ensuring the quality of the faculty annual report.
- Assessing the extent to which all documents and quality requirements are completed and archived.
- Create a database within the faculty about graduates, employers, and all related sectors with graduates.
- Measuring employer's trends and their satisfaction with program graduates.

Clinical Training and internship Unit

The clinical training and internship unit at the faculty is committed to offering a dentistry practice experience program that gives students immediate and progressively challenging clinical experience along with ensuring the quality and smooth performance of the clinical training program. Training is provided at different practice settings according to the students' academic level and year with direct supervision of experienced faculty staff in collaboration with other healthcare professionals at the assigned training sites.

Tasks:

The training unit is responsible for supervising the training of dentistry students and interns (trainees) throughout their training periods. Responsibilities include:

- Ensuring the availability of suitable vacancies in hospitals, community programs.
- Preparing lists of qualified students for the specified training programs.
- Coordinating and conducting administrative tasks, such as: preparation and issuing letters to training students based on the required training site, organizing trainees, training schedule, and receiving evaluation forms from designated training sites.
- Developing uniform evaluation forms rubrics and standards, evaluation, and grading.
- Resolving any problems or issues encountered by trainees and referring them to the appropriate committee if necessary.
- Planning and reviewing the training program policies and guidelines on a regular basis to improve skills that will deliver learning outcomes for students.
- Reviewing and updating the clinical training manual.

Graduate Studies Unit

Unit Tasks

- Introduction of a post-graduate studies program in the faculty.
- Preparation and review of the requirements of admission to the post- graduate studies program.
- Preparation and following up the implementation of a comprehensive orientation program for post-graduate students.
- Collaboration with distinguished universities and prestigious research centers towards a more progressive post-graduate studies program.
- Coordination with other faculty units and departments in all relevant fields.
- Preparation of periodic post-graduate studies program -related reports and statistics to be submitted to the dean of the faculty.
- Providing a comprehensive description of the post-graduate studies program's activities and curricula in accordance with the forms approved by the Education and Training Evaluation Commission.
- Submission of proposals and recommendations towards improving the level of performance of the post-graduate studies program.

Registration Unit

Unit Tasks:

- Proposing study timetable in coordination with the deanships of admission and registration.
- Allocating lecture halls and labs during the development of study timetables.
- Developing and following up the implementation of student registration procedures in accordance with the dates set forth in the university calendar.
- Following up student self-registration.
- Organizing registration, deletion, and addition activities.

- Increasing student hours in line with their respective academic status and grade point averages.
- Opening, closing, and merging divisions and determining their respective times and ceilings.
- Resolving problems arising from conflicting student schedules.
- Following up schedules of students expected to graduate.
- Resolving problems encountered by students and incorporating additional hours in a manner that doesn't conflict with the admission and registration regulations.
- Coordinating with academic counselors to follow up registration processing activities.
- Processing internal and external transfer applications and completion of procedures in accordance with applicable regulations.
- Following up student attendance and drawing up lists of students denied entrance to the examinations.
- Following up academically underachieving students as well as students who have been served notices or academically dismissed and drawing up relevant lists.
- Submission of semestral and annual reports to the faculty vice-dean for academic affairs, regarding admission and registration activities.
- Preparing a procedure improvement plan at the end of each academic year.

Student Affairs and complaints grievances unit

Tasks of Student Affairs Unit:

- The Committee undertakes to create and form a committee to examine complaints and grievances; the committee has the power to make decisions in accordance with rules and regulations and subject to the approval of the faculty Dean.
- The Committee is responsible for informing the grievant student the decision of the Standing Committee in writing and obtain the signature of the grievant on the document.
- Communicate with the Deanship of Student Affairs to inquire about everything related to students.
- Supervising all student activities in the faculty and activating the participation of male and female students in decision-making.
- Paying attention to students' time outside the classroom and investing it in programs that develop the integration of their personalities and provide them with life skills that help them serve themselves, their community, and their country.
- Receiving and studying student requests submitted to the unit.
- Increase health awareness, sports culture, and health education among students.
- Preparing awareness programs and lectures for new students
- Informing students about university rights and duties

Academic Advisory Unit

Tasks of Academic Advising Unit:

- Forming an academic advising plan for the faculty and supervising its implementation.
- Forming a guide for the academic guidance unit in the faculty.
- Supervising orientation programs for new students to introduce the faculty's study and examination system.
- Providing training programs to prepare faculty staff members for academic advising system.
- Provide awareness among students of the importance of academic advising and the need to communicate with academic advisors.
- A survey of students' opinions about the Advising process in the faculty.

- Distribute students to academic advisors using the Banner screens for Academic Advising System.
- Considering students' academic problems raised by advisors and seeking to solve them.
- Identifying the gifted, creative, talented, and stumbling students and developing a program to take care of each category of them, including stimulus and support.
- Preparing reports on academic advising at the faculty

Laboratories and clinical Unit

Unit's tasks

- Prepare the department's material needs, laboratories resources include clinical equipment's and instruments.
- Review, update, and disseminate the safety manual to staff and students.
- Follow up on the faculty's orders with lab and clinics committee.
- Carry out annual inventory for all laboratories.
- Follow up with maintenance department for any reparations work.
- Arrange procedures to dispose the biological and chemical waste.
- Follow up safety procedures in the laboratories.
- Establish database and adequate information about instruments in the faculty laboratories and clinics

Scientific research unit

The Scientific Research Committee is a specialized unit that encourages and supports the faculty's scientific research activities, The committee consists of faculty members from each Faculty department who are actively publishing scientific research.

Unit's tasks

- Implementation of Al Baha University and the faculty of dentistry policies in the fields of scientific research.
- Coordination and organization of interdisciplinary research projects in the faculty
- Organizing the mechanism of work with research centers at the university and other research centers outside the university
- Submitting an annual report to the Dean of the Faculty on the progress and performance of the research work, based on the reports received from the implementers of the completed projects.
- Preparing a list of the faculty's research requirements.

Community service unit

Unit's tasks

- Preparing annual plans for specific programs for the purpose of their implementation.
- Upgrading the faculty by documenting the activities and participation of faculty members in community service.
- Coordination with the faculty departments to develop targeted activities to serve the community.
- Preparing an annual report on the accomplished works serving the community and writing future recommendations for the development of the environment surrounding the community.

Examinations Committee

Tasks of the Examinations Committee

- Supervising the preparation of examination schedules and adhering to the examination-related regulations
- Determining the applicable standards in connection with the shape and content of the examination paper.
- Securing the needs and ensuring that requirements for the proper progress of examinations are met.
- Following up the implementation of required examination-related activities before, during and after the administration of examinations.
- Preparing the various examination-related forms (Attendance Forms - Proctors' Signature Forms...etc.)
- Posting examination-related instructions for students.
- Preparing examination-related posters and notices for students during the administration of examinations.
- Generally supervising the progress of examinations, including:
 - Following up attendance of examination proctors and ensuring the availability of back-up proctors for emergency situations.
 - Supervising all examinations in terms delivery and receipt of test and answer sheets.
 - Making daily rounds to inspect examination halls and ensure proper progress of examinations.
 - Drawing up lists of students denied entrance to the examinations to ensure that they don't gain undue access.
 - Ensuring that there is no conflict between the various examination schedules.
 - Collecting student signature lists and absence reports from the examination venues under its supervision.
 - Listing cases of justified absence and ensuring that the expression " Justified Absentee" is entered next to each case.
 - Submission of make-up examination applications, cheating incidents etc. to the relevant committees.
 - Pre and post examination periodic meetings to make do note of examination-related mishaps.
 - Writing daily and final reports including the positive and negative aspects of the examination process and proposing solutions where needed.

Program and Curriculum management Committee.

The faculty's Program and Curriculum Management Committee was established to keep pace with the vision and mission of the faculty in the field of developing and preparing programs and curricula, since this committee is primarily concerned with the development of curricula, ensuring that learning inputs and outcomes of the Bachelor of Dental Surgery Program are in line with the international programs. The committee is further concerned with studying the program components and curricula and linking it to the requirements of the various accreditation authorities.

Tasks:

- Supervising program and curriculum development processes within the faculty.
- Following up the latest domestic, regional and international developments in dentistry programs and curriculums.
- Coordination and information & data exchange with corresponding programs
- Planning and holding workshops intended to train faculty members on planning and developing educational programs and curricula.
- Supervising the preparation of guides and forms in connection with the development of

plans and curriculums.

- Extending assistance to the faculty in connection with the development of plans and curriculums that are in line with the evolving requirements of the labor market.

Academic plans and semester Committee

The Academic plans and semester Committee works in collaboration with similar committees in the faculty to obtain academic program accreditation through providing program academic accreditation guides and observing accreditation standards in all faculty activities.

Tasks

- This committee is responsible for governing the process of approving the new and developed programs according to the Education and Training Evaluation Authority's standards, classifications of the National Qualifications Framework, the unified Saudi classification for educational levels and specializations.
- The committee aims to ensure the quality of the educational process and its outputs at the university.
- Studying academic program accreditation
- Developing a work/executive plan aimed at obtaining academic program accreditation and supervising the preparation of the self-evaluation report in connection with the faculty's curriculum.
- Supervising the preparation of student and faculty member handbooks
- Preparing and reviewing the study plan and learning outcome measurement reports
- Holding meetings and reporting progress achieved in meeting/preparing accreditation requirements.
- Following up the preparation of the final version of the SES report.

Bachelor of Dental Surgery Program Advisory Committee

A Royal Decree No. 5088 / MB was issued on 7/8/1432 AH for the establishment of the Faculty of Dentistry, Al-Baha University, to achieve excellence for Al-Baha University and to achieve its role in serving the Al-Baha community and around it.

Tasks

- Contributing proposals aimed at furthering the faculty's prospects.
- Highlighting the best ways to strengthen and deepen the partnership between the faculty and the local community.
- Contributing to the development of the program and curriculums in line with the international requirements.
- Contributing to the implementation of the faculty's work plan.
- Submitting proposals aimed at mobilizing both material and moral support for the faculty.

Students Advisory Council

Tasks of the student's advisory council:

- Strengthening communication and cooperation between students, faculty administration and members.
- Increasing student participation in the program activities.
- Surveying students' opinions about the extracurricular activities offered to them, in addition to the other services provided to them at the faculty.
- Training students on transparency, constructive criticism, expressing opinions, and adhering to the rules of dialogue.
- Develop students' sense of responsibility, towards the common good, and serving the country.

- Appreciating students' volunteer work, enhancing their spirit of initiative, and their individual contribution.
- Participation in decision-making related to faculty students and Presenting development proposals

Safety and security committee

The committee oversees all matters of safety and security in faculty laboratories and class rooms. Additionally, it guarantees that health and safety measures are maintained at on-campus construction sites and other sites of physical development at the faculty.

Tasks

- Administration of all operations of safety and security in the university and the work on preventing fall of the incidents, and its stubborn treatment the fall and avoiding buildup of harms.
- Directly the initial investigation in the problems and the incidents which happens in the university whether referred to it from the heads in the university or discovered from the administration itself.
- Organization and observation of entrances and directors the university and its last unities and investigation identities of the persons if the matter adhered.
- Releasing statements of the entering for the university and its enclosures and its unities, whether for the separation or the vehicles.
- The supervision on movement and the walk and organization of the situations and traffic specification the infraction with observance of the regimes observed which organizes that.
- Observation of employees of the companies and the working organizations and the visitors in its borders of specialties.
- Preparation the alternating guarding in the university in days the work and the holidays and the vacations.
- The suitable participation in organization and efficient in the university by collaboration with all administrations in relationship.

17. Teaching Faculty affairs

17.1 General Guidelines:

1. **Equality:** Uphold a policy of no discrimination.
2. **Cleanliness:** Always maintain cleanliness and order within the college.
3. **Property Care:** Contribute to the preservation and careful usage of college facilities and equipment.
4. **Ethical Behavior:** Demonstrate professional ethics and conduct as role models for students and the public in this esteemed educational institution.
5. **Smoke-Free Environment:** Adhere to the no smoking policy.
6. **Integrity and Respect:** Show honesty and respect towards college property and economize through proper handling of resources and materials.
7. **Courtesy Among Staff:** Ensure courtesy, cooperation, and positive relationships among clinic staff to foster a conducive work environment.
8. **Respect for All Positions:** Value and respect every position within the college, recognizing each one's significance.
9. **Constructive Feedback:** Approach errors and mistakes with constructive feedback, avoiding negative remarks to support and enhance colleagues' performance.
10. **Passion for Work:** Embrace and excel in your role with enthusiasm and dedication.
11. **Responsibility:** Be mindful that your work reflects on both you and the institution, aiming for

excellence.

12. **Time Management:** Meet deadlines promptly, leveraging daily experiences for continuous improvement and growth.
13. **Issuance of ID cards;** At the first week of each year, all faculty, staff and students must apply and receive an ID card. It is compulsory to wear ID cards at all time on college premises.

17.2 Responsibilities, rights, and duties of the Teaching faculty

1. Educational Responsibilities:

- **Design and Delivery of Curriculum:** Develop and deliver lectures, seminars, and practical demonstrations in various areas of dentistry, ensuring the curriculum is up-to-date with the latest dental techniques and technologies.
- **Clinical Supervision:** Supervise and guide dental students in clinical settings, providing hands-on training in patient care, dental procedures, and safety protocols.
- **Assessment and Feedback:** Design and administer examinations, assessments, and practical tests. Provide constructive feedback to students to facilitate their academic and professional growth.
- **Mentorship:** Act as a mentor to students, offering guidance on academic, research, and career development.
- **Continuous Learning:** Engage in continuous professional development to stay abreast of the latest advancements in dental science and education methodologies.
- **Professional Licensing:** A valid professional license to practice dentistry in Saudi Arabia, obtained by passing the Saudi Commission for Health Specialties (SCFHS) licensing exams.

2. Research Responsibilities:

- **Conducting Research:** Initiate, lead, and participate in research projects relevant to dentistry, aimed at advancing the knowledge and practices in the field.
- **Publishing:** Write and publish findings in reputable dental journals, contributing to the body of knowledge in dentistry.
- **Securing Funding:** Apply for grants and funding from governmental, private, and institutional sources to support research initiatives.
- **Patents and innovation:** Mentoring students to innovate and patent.

3. Administrative Duties:

- **Curriculum Development:** Participate in the planning, development, and evaluation of the dental program's curriculum.
- **Committee Involvement:** Serve on college committees related to academic affairs, research, community outreach, and other aspects of the college's functioning.
- **Accreditation and Compliance:** Ensure the dental program meets the standards set by educational and professional accreditation bodies.

4. Community Service and Outreach:

- **Public Education:** Engage in community outreach programs to educate the public about oral health care, prevention, and treatment of dental diseases.
- **Free Dental Clinics:** Participate in or organize free dental clinics for underserved populations

within the community.

- **Professional Development Workshops:** Organize or contribute to workshops and seminars for practicing dentists, contributing to the professional development of the dental community.

5. Professional Conduct:

- **Ethical Practices:** Uphold the highest standards of ethical conduct in teaching, research, clinical work, and professional interactions.
- **Cultural Sensitivity:** Show respect for the diverse cultural backgrounds of students, staff, and patients.
- **Collaboration:** Work collaboratively with colleagues within the dental college and the wider health professions community to improve health outcomes and educational experiences.

6. Skills and Competencies:

- Proficiency in English, with Arabic proficiency being advantageous.
- Strong interpersonal and communication skills to effectively interact with students, staff, and patients.
- Commitment to educational excellence, innovation in teaching, and the integration of evidence-based practice into teaching and patient care.
- Ability to mentor and inspire students, fostering their academic and professional growth.
- Familiarity with modern educational technologies and methodologies relevant to dental education.

7. Experience:

- Demonstrable experience in dental education, research, and patient care.
- A strong record of scholarship as evidenced by peer-reviewed publications and involvement in research projects.
- Prior teaching experience at a dental college or university is highly desirable.

17.3 Faculty promotion and wages.

The faculty promotion are as per rules and regulation of Saudi labor law and rules and guideline of Al Baha university as set forth by the human recourse department amenable to changes based of the labor market requirements (link the regulation of the college)

17.4 Discipline

1. Disciplinary actions are set forth by the Saudi Labor.
2. The disciplinary penalties that may be inflicted on workers:
 - A. Warning.
 - B. Fines.
 - C. Withholding allowance or postponing it for a period not exceeding one year if prescribed by the employer.
 - D. Postponement of promotion for a period not exceeding one year if prescribed by the employer.
 - E. Suspension from work and withholding of wages.
 - F. Dismissal from work in cases set forth by the law.
3. Penalties not provided for in this Law or in the work organization regulation.

4. The penalty shall not be made harsher in the event of repeated violation if one hundred eighty days have elapsed since the previous violation was committed, calculated from the date the worker is informed of the penalty for that violation.
5. A worker may not be accused of any offense discovered after the elapse of more than thirty days, nor shall he be subjected to a disciplinary penalty after the elapse of more than thirty days from conclusion of the investigation and establishment of the worker's guilt. A worker may not be subjected to disciplinary penalty for an act committed outside the workplace unless such act is related to the job, the employer or the manager in-charge. Nor may a worker be fined for a single violation an amount in excess of a five-day wage, and no more than one penalty shall be applied for the same violation. No more than a five-day wage shall be deducted from his wages in one month in payment of fines, or his suspension from work without pay may not exceed five days a month.
6. A disciplinary action may not be imposed on a worker except after notifying him in writing of the allegations, interrogating him, hearing his defense and recording the same in minutes to be kept in his file. The interrogation may be verbal in minor violations the penalty for which does not go beyond a warning or a deduction of a one-day salary. This shall be recorded in minutes.
7. The worker shall be notified in writing of the decision of imposing the penalty on him. If he refuses to receive the same or if he is absent, the notice shall be sent to the address shown in his file by registered mail. The worker may object to the decision of imposing the penalty upon him within fifteen days, excluding official holidays, from the date of notifying him of the final decision. The objection shall be filed with the Commission for the Settlement of Labor. Disputes which shall be required to issue its decision within thirty days from the date of registering the objection.

Vacations / Leaves

The faculty vacation and leaves are as per rules and regulation of Saudi labor law and guideline of Al Baha university as set forth by the human recourse department amenable to changes.

Administrative leaves, study/ academic leaves, medical leaves and emergency leaves will be awarded according to the Al Baha university rules and regulations (link the regulation of the college)

17.5 Complaints and Grievances guidelines for Staff

Introduction

Faculty of dentistry under aegis of Al Baha University aims to provide an academic work environment to enhance the concept of teamwork and mutual respect among all employees, which shall be positively reflected on the quality of the outputs of the education. Sometimes problems arise and may lead to a negative impact on the performance of the faculty staff. Therefore, a clear mechanism was developed to address complaints and grievances of members of the faculty.

The mechanism for examining the complaints of the teaching staff includes the following:

1. Providing clear procedure for handling the complaints.
2. Directing the teaching staff members to submit their complaints without fear of abuse or punishment.
3. Handling the complaints in a timely & appropriate manner while taking into consideration the seriousness and nature of the complaints.
4. Applying confidentiality, integrity, and impartiality to solve the complaints.
5. It is equally applied to all faculty members.

What is a complaint?

It is written grievance submitted to a university administration official about activities or decisions directly related to work and directly or negatively affects the complainant belonging to the faculty members.

What are the reasons that lead to complaints or grievances?

- Any administrative decision related to the rights of the faculty members.
- A complaint about another faculty member.
- A complaint about the immediate supervisor of the faculty member.
- Complaint against any financial decision related to the financial rights of a faculty member.
- Compliant against any academic decision regarding scientific research or promotions for faculty members.
- Suffering pressure, coercion, or unlawful request from one of the university's employees to act illegally, to apply/not to apply a certain procedure that would violate the duties of a faculty member related to integrity and secrecy.
- Complain against the outcome of performance appraisal.

Establishing a committee to examine the complaints and grievances:

A committee shall be established to examine the complaints and grievances of the faculty members and their peers by a decision of His Excellency the President of the University.

The said committee shall be chaired by His Excellency the Vice President for Academic Affairs and the membership of the members who will be nominated by the chairman of the committee with their legal and functional characteristics. The duration of the committee's business shall be one year from the date of the decision of establishment.

The Duties of the Committee shall be Examining the Complaints and Grievances:

- Examining the complaints and grievances of the university's faculty teaching staff members against the administrative decisions issued for them or the abuse of one of the university's employees.
- Achieving the principle of transparency and justice through applying a clear work mechanism that clarifies the procedures followed in complaints and grievance submitted by faculty members.
- Achieving equality and justice in a manner that does not contradict the rules and regulations.
- Limiting complaint submission against the university before the judicial authorities.
- Contributing to achieving job stability the faculty members of the university.
- Contributing to addressing the deficiencies in the administrative procedure that marred the decision upon grievances, (if any).

Complaint or Grievance Procedure:

1. The friendly reconciliation methodology comes as a first step to solving the problem. This matter is practically applied in the university customs derived from the principles of tolerant Islamic law, according to Quran rule, "making peace is better". Then any neutral party may intervene to reconcile the two parties to ward off the aggravation and development of the problem. Al Baha University authorizes the immediate supervisor of the academic department to apply the initial stages of resolving minor disputes within his responsibility in applying

the educational, management and financial affairs set out in the regulations according to article no. (44) of the Higher Education Council System. In some cases, in which the head of the department is unable to resolve these disputes, the next path shall be submitting them to the dean/deanship of the college for examination, according to his responsibility, which was determined by the regulations, according to article no. (37) of the Higher Education Council System.

2. The complainant should submit his complaint in writing according to the attached complaint form and fill in all the information required, in addition to attaching a statement of the decision, subject of the grievance (if any) or any documents that support the subject of the complaint.

3. The complaint or grievance should be submitted to the immediate supervisor, where the latter submits it to the Dean of the college and then to the relevant committee.

4. The complaint or grievance is rejected if the required data are not completed in the complaint form or proven incorrect, while taking the necessary measures if repeated.

5. The committee shall respond in writing to the complainant or petitioner that it was received. The response should include the complaint number, date, and details, as well as the complainant's information or grievance, together with the expected time to respond thereto.

6. The committee carefully examines and verifies the complaint, then writes a report with appropriate recommendations and submits it to His Excellency the Rector.

7. The President of the University shall take the appropriate decision for the complaint or grievance, according to article No. (91) of the regulations governing the affairs of Saudi university employees, faculty staff members and the like, according to the recommendations of the Committee to examine the complaints and grievances. The faculty member and the relevant authority shall be notified about the decision taken.

Complaint Form for the Teaching Staff Members

| | | | | | |
|---|------------------------------------|--|--|-----------------------------------|---|
| Date for Submission of the Complaints or grievance. | | | | | |
| Date of the Complainant/ Petitioner | | | | | |
| Full Name | | | | | |
| Faculty: : | | | | | |
| Department: | | | | | |
| Degree: | <input type="checkbox"/> Professor | <input type="checkbox"/> Associate Professor | <input type="checkbox"/> Assistant Professor | <input type="checkbox"/> Lecturer | <input type="checkbox"/> Teaching Assistant |
| Administrative Assignment | <input type="checkbox"/> Dean | <input type="checkbox"/> Vice Dean | <input type="checkbox"/> Head of Dept. | <input type="checkbox"/> Other | <input type="checkbox"/> none |
| Email: | | | Mobile: | | |
| Data of the Complaint/Grievance | | | | | |
| Is your complaint about someone else? | Yes | | No | | |
| If the answer is "yes", name that person, his job title, as well as the nature of your relationship with him: | | | | | |
| Details of the Complaint/Grievance Kindly provide the greater details. For example, what was going on, when (write down the times and approximate dates), who was there and so on. If you need a larger space, | | | | | |

| | | |
|---|-----|----|
| please attach additional pages. | | |
| How does the complaint/grievance subject affect you? | | |
| | | |
| Have you suffered from the same problem before? | Yes | No |
| If the answer is "yes", please provide the details: | | |
| Data related to compliant settlement | | |
| In your opinion) what should be done to solve this problem? | | |
| | | |
| Have you applied any procedure to solve the problem before? | Yes | No |
| If the answer is "yes", please describe the steps taken till now: | | |
| Other Information | | |
| Are there any other information that you want to add? | | |
| | | |
| Signature of complainant/petitioner: | | |

17.6 Job performance evaluation:

Job performance evaluation in faculty of dentistry plays a pivotal role in enhancing the quality of education and healthcare delivery. This systematic process involves assessing the performance of faculty members and administrative staff based on predefined criteria, such as teaching effectiveness, clinical skills, research contributions, professional development activities, and administrative competencies. Feedback from these evaluations is essential for identifying areas of strength and opportunities for improvement. By promoting a culture of continuous professional growth, the faculty of dentistry aim to ensure that their educators and staff meet the highest standards of excellence in teaching, patient care, and research. The objective is not only to uphold the reputation of the institution but also to contribute positively to the broader dental community and healthcare sector in the Kingdom.

Evaluation form for Job Performance Evaluation for Faculty Member

| | | | |
|--|--|-----------|--|
| Academic year: | | Semester | |
| Date: | | | |
| Instructions: The assessment is based on all sections according to their ratings. The average is calculated by dividing the sum of ratings by the number of factors. Use the following scale: | | | |
| The average | | Rating | |
| 4.5 or higher | | Excellent | |
| 3.5 to less than 4.5 | | Good | |

| 2.5 to less than 3.5 | Average | | | | |
|--|------------------------------------|--|--|-----------------------------------|---|
| 1.5 to less than 2.5 | Poor | | | | |
| less than 1.5 | Unsatisfactory | | | | |
| Faculty Member Information | | | | | |
| Full Name | | | | | |
| Nationality: | | | | | |
| College: | | | | | |
| Department: | | | | | |
| Major: | | | | | |
| Degree: | <input type="checkbox"/> Professor | <input type="checkbox"/> Associate Professor | <input type="checkbox"/> Assistant Professor | <input type="checkbox"/> Lecturer | <input type="checkbox"/> Teaching Assistant |
| Administrative Assignment | <input type="checkbox"/> Dean | <input type="checkbox"/> Vice Dean | <input type="checkbox"/> Head of Dept. | <input type="checkbox"/> Other | <input type="checkbox"/> none |
| Years of Experience inside the Kingdom: | | | Years of Experience outside the kingdom: | | |
| Note | | | | | |
| Faculty members who have been assigned positions in other departments should be evaluated after coordination with the department they have an assignment at. | | | | | |

| Section One: Instructional Duties | | |
|-----------------------------------|---|--------|
| No | Evaluation Factor | Points |
| 1 | Students' evaluation of the faculty member (evaluation surveys of courses taught by the faculty member) | |
| 2 | Compliance with the department's decisions | |
| 3 | Compliance with the related regulations and laws | |
| 4 | Commitment to deliver the required course materials within the assigned duration (the academic semester) | |
| 5 | Attendance/ punctuality: Lectures | |
| 6 | Attendance/ punctuality: Office hours | |
| 7 | Introduce and Deliver an overview of the course | |
| 8 | Coverage of the course learning outcomes | |
| 9 | Adherence to the course specification approved by the department council including course teaching strategies and assessment. | |
| 10 | Efficiency and effectiveness in delivering the course using active learning strategies. | |
| 11 | The use of modern teaching techniques and resources. | |
| 12 | The use of fair and suitable assessment methods, and to give students feedback in a timely manner. | |
| 13 | Interact with students via the e-learning community | |
| 14 | Activate academic advising role. | |

| 15 | Provide Guidance to failing students of the course | |
|--|---|--------|
| 16 | Follow up students' attendance | |
| Average | | |
| Section Two: Participation in program and course development and Implementation of quality models | | |
| No | Evaluation Factor | Points |
| 1 | Update course materials according to the recommendations of assigned committees in the academic program | |
| 2 | Participation in developing curriculums and vocabulary in accordance with approved quality models | |
| 3 | Compliance with quality standards in assessment according to the college guidelines. | |
| 4 | Measure learning outcomes and graduates' characteristics according to assigned quality standards models. | |
| 5 | The quality and achievement of learning outcomes according to assigned quality standards and guidelines. | |
| 6 | Prepare the course reports in a timely manner | |
| 7 | Prepare the course file in a timely manner | |
| 8 | Quality and completion of the course report | |
| 9 | Quality and completion of the course file | |
| 10 | Participation in evaluation, development and review of the program in accordance with quality standards and participation in the annual improvement plan. | |
| Average | | |
| Section Three: Personal Qualities and Skills | | |
| No | Evaluation Factor | Points |
| 1 | Respect customs, traditions and university values | |
| 2 | Motivation and initiative in the workplace | |
| 3 | Cooperation with superiors in accordance with work requirements | |
| 4 | Cooperation with colleagues in accordance with work requirements | |
| 5 | Crises management and good behavior | |
| 6 | Ability to plan and implement | |
| 7 | Objective and neutral decision making | |
| 8 | Taking Responsibility | |
| 9 | Respect students and colleagues | |
| 10 | Patience, flexibility and ability to work under pressure | |
| 11 | Accept feedback and constructive criticism | |
| 12 | Personal and professional development according to work requirements | |

| 13 | Effective communication skills | |
|--|---|--------|
| 14 | Presentable and displays positive attitude | |
| 15 | Performance of functions effectively | |
| 16 | Respect of deadlines | |
| Average | | |
| Section Four: Research and Career Development | | |
| No | Evaluation Factor | Points |
| 1 | Has a published or submitted research for evaluation in the periodicals or scientific journals of the current year. | |
| 2 | Has a published or submitted for evaluation book or a chapter in the periodicals or scientific journals of the current year | |
| 3 | Participation in research for conferences, seminars or workshops of the current year | |
| 4 | Enovation and patents of the year (if any) | |
| 5 | Membership in organizations and committees including referee committees (if any) | |
| 6 | Participate and attend training and workshops inside and outside the university. | |
| Section Five: Participation in Committees and Administrative Work | | |
| No | Evaluation Factor | Points |
| 1 | Effective participation in department meetings, or meetings at the assigned department | |
| 2 | Effective participation in department activities or activities at the assigned department | |
| 3 | Response and completion of assigned administrative functions at the department or at assigned department | |
| 4 | Effective participation in the department's committees or committees at the department of assignment, and proposing developmental suggestions and initiatives | |
| 5 | Completion of administrative orders by the department, department of assignment, or the university | |
| Average | | |
| Section six: Community and University Service | | |
| No | Evaluation Factor | Points |
| 1 | Participate in programs, events, projects, and activities that contribute to the development of the local community and the university | |
| 2 | Present practical suggestions to improve the community and the university | |
| 3 | Present and deliver training sessions and workshops inside and outside the university. | |
| 4 | Contribute to the maintenance of the university's good reputation | |
| Average | | |

| Overall rating of the faculty member | | | | |
|---|--|------------------|-------------|------------------------------|
| No. | Section | Average | Weight | Rating (Average X Weight) |
| 1 | Instructional Duties | | 0.30 | |
| 2 | Participation in program and course development and Implementation of quality models | | 0.20 | |
| 3 | Personal Qualities and Skills | | 0.15 | |
| 4 | Research, career and development | | 0.15 | |
| 5 | Participation in Committees and Administrative Work | | 0.10 | |
| 6 | Community and University Service | | 0.10 | |
| Average | | | | |
| Overall Rating | | | | |
| The Head of the Department's Comments | | | | |
| | | | | |
| The Dean of the college's Comments | | | | |
| | | | | |
| The Head of the Department | | Signature | | Date |
| The Dean of the College | | Signature | | Date |
| For the use of assigned faculty members | | | | |
| The department of assignment | | | | |
| The head or dean of the department of assignment | | | | |
| Signature | | | | |

18. Examination policy

18.1 Objectives of the Examination Policy

The objectives of the Dental Examination Policy for an examination manual in faculty of dentistry are meticulously crafted to ensure a robust and effective evaluation of students' progress and competencies in dentistry. These objectives serve multiple purposes, from enhancing the educational journey to ensuring graduates meet the highest professional standards. Detailed objectives include:

1. **Standardization of Evaluation Processes:** To develop and implement a standardized framework for examinations that ensures consistency in the assessment of students' knowledge and skills across various courses and academic sessions. This promotes fairness and equal opportunities for all students to demonstrate their abilities.

2. **Assessment of Comprehensive Dental Knowledge:** To evaluate students' understanding and mastery of the extensive subject matter within dentistry, including theoretical knowledge, practical skills, and clinical judgment. This ensures that graduates possess a well-rounded grasp of dental sciences.
3. **Skill Development and Competency Verification:** To specifically assess and verify the development of clinical skills and competencies essential for the practice of dentistry. This includes not only the technical skills but also soft skills like patient communication and ethical decision-making.
4. **Clinical Decision-Making and Problem-Solving Skills:** Evaluate the students' ability to make informed clinical decisions and solve problems effectively. This includes critical thinking, evidence-based practice, and adaptability in various clinical scenarios.
5. **Promotion of Academic Integrity:** To uphold and reinforce the highest standards of academic honesty and integrity among students. The policy aims to deter any form of academic dishonesty through clear guidelines and stringent consequences for violations.
6. **Encouragement of Continuous Learning and Improvement:** To foster an environment that encourages continuous learning and self-improvement. Examinations are designed not just to test knowledge but also to identify areas for improvement, guiding students in their ongoing learning journey.
7. **Alignment with Professional Standards and Requirements:** To ensure the examination content and format are aligned with the current standards and requirements of professional dental accreditation bodies. This alignment guarantees that the curriculum remains relevant and that graduates are well-prepared for professional practice and licensure examinations.
8. **Feedback for Curriculum Development:** To provide valuable feedback for curriculum improvement and faculty development. Analysis of examination results can highlight strengths and weaknesses in the curriculum, guiding adjustments to enhance education quality and relevance.
9. **Preparation for Real-World Dental Practice:** To mimic real-world scenarios and challenges within the examination framework as much as possible, thereby preparing students for the complexities and unpredictability of actual dental practice.
10. **Preparation for Licensing Examinations:** Prepare students for national and international licensing examinations, facilitating their transition into professional practice. The examination policy should simulate real-world testing conditions to build the students' confidence and test-taking skills.
11. **Fair and Supportive Assessment Environment:** To create a supportive and stress-free examination environment that allows students to perform to the best of their abilities, minimizing anxiety and other barriers to fair assessment.
12. **Communication Skills Assessment:** Assess students' communication skills, including their ability to interact effectively with patients, families, and other healthcare professionals. Good communication is vital for patient education, consent, and overall satisfaction.
13. **Compliance with Ethical and Legal Standards:** To ensure all examination practices comply with ethical guidelines and legal requirements, respecting the dignity, rights, and well-being of all students.
14. **Compliance with Accreditation Requirements:** Ensure that the dental college meets or exceeds the standards set by national or international accrediting organizations. This involves aligning the examination policy with the latest educational guidelines and clinical practices.

Through these objectives, the Dental Examination Policy aims to contribute significantly to the educational excellence and professional readiness of its dental graduates, ensuring they are equipped with the knowledge, skills, and ethical foundation necessary for successful dental practice.

18.2 Role of Examination Committee

The Examination Committee in a faculty of dentistry plays a crucial role in ensuring the maintenance of academic standards and fairness in the assessment process. The educational policies are designed to align with both global

standards and local needs, the Examination Committee's responsibilities are especially vital.

1. **Policy Formulation:** The committee is responsible for formulating clear, comprehensive examination policies that are in alignment with the regulations set by the Saudi Ministry of Education and international dental education standards and the al Baha university examination regulations. This includes defining the types of exams (e.g., practical, theoretical), grading criteria, and examination schedules.
2. **Examination Planning and Scheduling:** Developing a semester-based examination calendar that suits the academic schedule of the college while ensuring adequate preparation time for students and faculty members.
3. **Question Paper Setting:** Overseeing the process of question paper setting, ensuring that it covers the curriculum effectively, maintains an appropriate level of difficulty, and adheres to ethical standards to prevent any bias or unfair advantage. Developing guidelines for question paper setting and ensure it to be followed by quality assessment and feedback.
4. **Conduct:** Ensuring the smooth conduct of examinations by appointing invigilators, managing logistics (e.g., exam halls, necessary equipment), and ensuring adherence to exam protocols and ethics by both students and staff.
5. **Evaluation and Grading:** Supervising the evaluation process to ensure it is done transparently and objectively. Setting criteria for grading in knowledge, skill and value domains, ensuring consistency in marking and managing the process of reviewing and reevaluation upon request.
6. **Feedback and Improvement:** Analyzing examination outcomes to provide feedback on curriculum effectiveness, teaching methodologies, and student performance. Recommending modifications to the curriculum or teaching practices based on exam results and feedback.
7. **Ethics and Integrity:** Establishing and enforcing guidelines to maintain the integrity of the examination process, including policies to combat plagiarism, cheating, and other forms of academic dishonesty.
8. **Dispute Resolution:** Acting as a mediator in cases of disputes related to examination results, ensuring a fair and transparent process for grievance redressal.
9. **Accommodation and Accessibility:** Ensuring that the examination policies and procedures accommodate students with disabilities or special needs, guaranteeing equal opportunities for all students to demonstrate their competencies.
10. **Record Keeping and Confidentiality:** Maintaining comprehensive records of all examinations, results, and decisions made in relation to the examination process. Ensuring the confidentiality and security of examination materials and student records.
11. **Compliance and Updates:** Regularly reviewing and updating the examination policies to keep them in compliance with the latest educational standards, legal requirements, and technological advancements.
12. **Training and Development:** Organizing training sessions for faculty members on effective question paper setting, evaluation techniques, and understanding updates in the examination policy.

These roles ensure that the Examination Committee is central to upholding the quality, fairness, and integrity of the dental education assessment process, ultimately contributing to the academic and professional development of the students.

18.3 General Principles of assessment

- **Transparency:** Clearly communicate the purpose, format, and criteria of both formative and summative assessments to students at the beginning of the course.
- **Consistency:** Maintain consistency in applying the assessment criteria to ensure fairness.
- **Cultural Sensitivity:** Consider cultural nuances and values when designing and implementing assessments.

- **Adherence to Regulations:** Follow the guidelines and standards set by examination committee, al baha university regulations, ministry of health and the Saudi Commission for Health Specialties and any other relevant regulatory bodies.
- **Technology Integration:** Use technological tools and platforms for conducting, submitting, and grading assessments to enhance efficiency and access.

18.3.1 Guidelines for Formative Assessments

In structuring guidelines for formative assessments within a dental examination policy in faculty of dentistry, it's essential to prioritize educational objectives that foster continuous learning and improvement. Formative assessments, designed to provide ongoing feedback, are critical for the educational development of dental students. Here are detailed points to consider when creating these guidelines:

1. **Objective Alignment:** Each formative assessment should align with specific learning objectives of the course. These objectives should cover a broad range of skills and knowledge areas pertinent to dental practice, knowledge, skills, patient communication, value and ethical considerations. Ensure blueprint is followed for every formative assessment
2. **Variety of Assessment Methods:** Incorporate a variety of assessment methods to address different learning styles and competencies. These can include:
 - Written assignments and quizzes focusing on theoretical knowledge.
 - Practical demonstrations or Objective Structured Clinical Examinations (OSCEs) to assess procedural and patient interaction skills.
 - Peer assessments and self-reflections to encourage personal growth and interpersonal skills development.
 - Incorporate both formal (scheduled quizzes, assignments) and informal methods (in-class discussions, on-the-spot questioning) to foster a comprehensive understanding.
 - DOPS, direct observation, or simulated patient interactions. This mirrors real-life scenarios and assesses practical application.
3. **Feedback Mechanism:** Establish a clear, constructive, and timely feedback mechanism. Feedback should be specific to each student, highlighting strengths and areas for improvement. The process should encourage one-on-one discussions between students and faculty to facilitate personalized educational development.
4. **Structured Schedule:** Formative assessments should be regularly scheduled throughout the term, allowing students to monitor their own progress and make necessary adjustments to their learning strategies.
5. **Transparency:** Ensure the criteria for assessment are transparent and communicated to the students at the beginning of the course or module. This helps in setting clear expectations and reduces anxieties around assessments.
6. **Incorporation of Technology:** Utilize educational technologies for assessments where appropriate. This could include digital portfolios, online quizzes, and simulations. Technology can provide immediate feedback and facilitate a broader range of assessment types.
7. **Cultural and Ethical Considerations:** Acknowledge the cultural and ethical dimensions of dental practice within Saudi Arabia in the assessment content. This will help inculcate respect for local practices and regulations amongst students.

18.3.2 Guidelines for Summative Assessments

The guidelines for summative assessment in faculty of dentistry, as outlined by examination committee, are designed to ensure that assessments are fair, comprehensive, and reflective of students' knowledge, clinical skills

and value. These guidelines include:

1. **Objective Setting:** Clearly define the objectives of each assessment, ensuring they align course objectives and with the overall educational goals of the dental program. Objectives should cover theoretical knowledge, practical skills, and ethical considerations in dentistry.
2. **Blueprinting:** Develop an assessment blueprint that maps out how the exam questions cover the curriculum's content areas and competencies in the course. This ensures a balanced and fair distribution of questions across all relevant topics. The blueprint must be followed in both theoretical, clinical and laboratory final assessment.
3. **Question Types:** Follow the guidelines set forth by the examination committee for final theoretical and practical exams. Utilize a variety of question types, including multiple-choice questions (MCQs), short answer questions, practical or clinical skill assessments, and OSCEs (Objective Structured Clinical Examinations). This diversity caters to different aspects of dental education, from theoretical knowledge to clinical proficiency.
4. **Validity and Reliability:** Design assessments to be valid (measuring what they are supposed to measure) and reliable (consistent in their outcomes). This includes rigorous question vetting and piloting processes to ensure quality.
5. **Standard Setting:** Employ standard-setting methods to determine pass/fail thresholds, ensuring these thresholds are based on competency rather than curve grading. Ensure disturbing of questions in easy(must know) medium (desirable to know) difficulty(nice to know) following the different levels of blooms taxonomy in assessing. Methods such as the Angoff method may be considered.
6. **Security and Confidentiality:** Maintain strict security measures for question paper storage, distribution, and disposal. Ensure confidentiality of student data and exam results.
7. **Accommodations for Special Needs:** Provide reasonable accommodations for students with documented special needs, ensuring that all students have an equitable opportunity to demonstrate their competencies.
8. **Exam Administration:** Set clear procedures for the administration of exams, including invigilation standards, instructions for students, and protocols for addressing academic misconduct.
9. **Feedback and Review:** Offer detailed feedback to students' post-assessment, focusing on areas of strength and improvement. Encourage reflective learning.
10. **Appeals Process:** Implement a transparent and fair appeals process for students who wish to contest their exam results. This includes setting clear grounds for appeals and a timeline for the process.
11. **Continuous Improvement:** Regularly review and update the examination policies and practices based on feedback from stakeholders (students, faculty, and external examiners) and changes in the dental field. Aim for continuous improvement in the assessment process.
12. **Ethical Considerations and Integrity:** Instill the importance of academic integrity and ethics, highlighting the consequences of dishonesty. Promote an environment where honesty is valued and upheld.

These guidelines are designed to ensure that summative assessments faculty of dentistry are equitable, comprehensive, and effectively measure student competencies, thereby supporting the development of highly skilled dental professionals.

18.4 Distribution of marks for formative and summative assessment based on type of course

| توزيع الدرجات حسب نوع المقرر Marks Distribution According to the Course Type | | | أداة التقييم Assessment Tool | |
|---|---|------------------------------------|--|--|
| مقرر نظري + إكلينيكي Theoretical + Clinical Course | مقرر نظري + عملي Theoretical and Practical Course | مقرر نظري Theoretical Course | | |
| 15 | 20 | 30 | اختبار نصفي (تحرير-كتابي) Written Mid-term Exam | |
| 5 | 10 | 10 | اختبار قصير Quiz | |
| 20 | 10 | 0 | تقييم النشاط الصفي المستمر (مناقشة شفوية + دفتر ملاحظات للإجراءات العملية والإكلينيكية) Continuous Assessment (Oral Viva + Student's Logbook of Clinical and Practical Procedures) | |
| 40 | 40 | 40 | مجموع درجات التقييم الفصلي (Total Marks of Semester Assessment) | |
| 0 | 20 | 0 | اختبار عملي نهائي Final Practical Exam | |
| 20 | 0 | 0 | اختبار إكلينيكي نهائي Final Clinical Exam | |
| 40 | 40 | 60 | اختبار نهائي (تحرير-كتابي) Written Final Exam | |
| 60 | 60 | 60 | مجموع درجات الاختبار النهائي (Total Marks of Final Exam) | |
| 100 | 100 | 100 | المجموع | |

* يجب أن يكون تقييم النشاط الصفي متضمناً ما يلي: (دفتر الملاحظات المستمر للإجراءات العملية والإكلينيكية + نموذج المناقشة الشفهية للحالات)

** يجب أن يكون تقييم النشاط العملي والإكلينيكي من ضمن الآتي: (الالتزام بالسلامة في المعامل، التقارير العملية للطلاب خلال الفصل الدراسي، الإلمام بالمهارات العملية والإكلينيكية المطلوبة).

18.5 Grading System

The grades obtained by the student in each course are calculated as follows:

| % | Grade | Grade Code | Grade weight of (5) | Grade weight of (4) |
|--------------------|---------------|------------|---------------------|---------------------|
| 95-100 | Exceptional | A+ | 5.00 | 4.00 |
| 90 to less than 95 | Excellent | A | 4.75 | 3.75 |
| 85 to less than 90 | Superior | B+ | 4.50 | 3.50 |
| 80 to less than 85 | Very Good | B | 4.00 | 3.00 |
| 75 to less than 80 | Above Average | C+ | 3.50 | 2.50 |

| | | | | |
|--------------------|------------------|-----------|------|------|
| 70 to less than 75 | Good | C | 3.00 | 2.00 |
| 65 to less than 70 | High Pass | D+ | 2.50 | 1.50 |
| 60 to less than 65 | Pass | D | 2.00 | 1.00 |
| Less than 60 | Fail | F | 1.00 | 0.00 |

Executive rule: The grades obtained by the student in each course are calculated on the grade weight of (4.00).

18.6 Rules on Academic Integrity

Academic integrity is a cornerstone of quality education and professional practice, especially in fields as critical as dentistry. In faculty of dentistry, the examination policy encapsulates clear rules to uphold academic integrity among students and faculty members alike. Here are the Rules on Academic Integrity in the examination.

1. Honesty in Examinations: All students are expected to complete their examinations honestly, without resorting to cheating, impersonation, or using unauthorized materials. Any form of dishonesty during exams is strictly prohibited and will result in disciplinary action.

2. Plagiarism Policy: Submissions of coursework, research papers, and any written material must be the original work of the student. Plagiarism, or the act of presenting someone else's work as one's own without proper attribution, is a serious violation. Tools and software may be used to check for plagiarism, and violations will lead to penalties.

3. Collusion: Students must not collude by working together on assignments or projects intended to be completed individually. While collaboration is encouraged in designated group work, collusion in exams or individual assignments is forbidden and will be penalized.

4. Fabrication of Data: Students must not fabricate or falsify research data or clinical results. Integrity in research and reporting is fundamental to the advancement of dental science and practice.

5. Prohibited Materials: Bringing unauthorized materials or electronic devices into the examination room is strictly prohibited. Only materials expressly allowed by the examiner may be used.

6. Confidentiality of Exam Materials: Students must not share or distribute exam questions, answers, or any related materials without authorization. This includes posting on social media or any form of dissemination.

7. Reporting Misconduct: Students are encouraged to report any observed incidents of academic dishonesty to their instructors or the examination committee. Anonymity and confidentiality of the reporting student will be maintained to protect them from retaliation.

8. Disciplinary Actions: The examination policy outlines the consequences of violating academic integrity rules which adheres to al Baha university examination guidelines on all matters of malpractice and punishment. Consequences could range from a warning for minor infractions to more severe penalties such as failing the exam or course, suspension, or even expulsion from the college for grave or repeated violations.

9. Appeals Process: Students accused of violating academic integrity rules should have the right to appeal against disciplinary actions. The policy should detail the process for appeal, including timelines, the formation of an appeal committee, and the procedure for hearing the student's case which adheres to al Baha university examination guidelines on all matters of malpractice and punishment.

10. Education and Prevention: The faculty of dentistry examination committee is committed to educating students and faculty about the importance of academic integrity through workshops, courses, and orientation sessions. Preventative measures, such as teaching proper citation techniques and exam preparation, should be implemented to minimize instances of academic dishonesty.

By adhering to these rules of academic integrity, faculty of dentistry can cultivate a culture of honesty, trust, and

professional ethics amongst its students and faculty, which are essential attributes for future dental practitioners.

18.7 Appeals Process

In the faculty of dentistry dental examination appeals process for formative and summative assessments is designed to ensure fairness, transparency, and the right to a fair hearing for all students. Here are detailed guidelines for the appeal processes for both formative and summative assessments:

Appeal Process for Formative Assessments:

1. Initial Feedback and Clarification:

- Students who wish to appeal their formative assessment results should first seek clarification and feedback from the respective course director. This step encourages direct communication and often resolves misunderstandings it must be done immediately after the exam or with two days of completion of the exam .

2. Written Submission:

- If the issue remains unresolved, the student may submit a formal written appeal to the head of the department within two days of the publication of the results The appeal must specify the grounds for the appeal, such as procedural errors, unfair treatment, or extenuating circumstances that were not considered.

3. Documentation:

- The student must provide any relevant documentation that supports their appeal. The document must justify the student's appeal.

4. Review Process:

- The head of the department alone are with formation of committee reviews the appeal and may consult with the involved faculty member. The HOD may also require the student to provide further oral or written clarification.

5. Outcome:

- The decision, which might involve grade revision, reassessment, or upholding the original decision, is communicated to the student within a specified timeframe. The process is documented, and the student is informed of any further steps or rights to appeal to a higher authority within the college if applicable. The decision of the head of the department is final on all formative assessment.

19. Graduation and graduation requirements

- Students graduate after they successfully fulfill graduation requirements according to the adopted study plan provided that their accumulative rates are not less than the rate specified by the University Council concerning all majors if students' degrees are not lower than the grade of Good.
- According to the recommendations of the Board's Recommendations, the Faculty Council may set appropriate curricula for enhancing the accumulative rates of students in case students passed the course exams and failed to fulfill the accumulative rate.

Implementing Rule:

- Students successfully graduate after the fulfillment of the required graduation requirements according to the adopted study plan provided that their accumulative rates are not less than (1.00) from (4.00), with a grade of good; the Faculty Council may exclude this requirement according to the recommendations of the concerned Department Council.
- Appropriate curricula are set for students to study for enhancing their accumulative rates in case they passed the course tests and failed in the accumulative rates.
- Students shall not be deemed graduates unless they get approval from the University Council for getting a scientific degree.
- Students who are enrolled in the program must meet the following criteria to obtain the degree in Bachelor

of Dental Surgery program.

- Passing all courses in the study plan (245 credits).
- Completing one year of clinical training (12 months of internship).
- The GPA of the graduate student must not be less than 1.00 out of 4.00.
- Minimum of three years of clinical training in six years of study

Graduation Periods:

- After fulfilling the requirements, individual reports of students that got incomplete degrees or conducted alternative tests for one or more curricula are submitted. The last academic semester in the enrollment file is deemed the semester of graduation.
- Names of students whose study plans require the fulfillment of practical training requirements to the University for getting approval on getting the degree at the end of the semester at which they fulfilled this requirement.

An academic program can be defined as a distinct and organized set of courses that, after completion, lead to the award of an academic degree associated with this program.

Universities in the kingdom of Saudi Arabia seek to achieve quality in academic programs as quality is directly connected to their ability to perform their expected roles in society. Therefore, academic programs are developed at the university according to the program report, program performance indicators, benchmarking, program completion rates, student assessment, and alumni opinions.

The importance of academic programs' designing:

- Meeting the needs of society in its sustainable development aspects and localization of knowledge in all areas.
- Keep pace with the latest development of knowledge in various academic fields. Meet the growing and varied needs in the labor market.

Contribution in providing graduates with knowledge, skills and competencies according to the latest trends.

- Achieving the requirements and standards of quality assurance.
- Define learning outcomes at the level of academic programs and curricula, and formulate them accurately and clearly.
- Compatibility with the Saudi Qualifications Framework.
- Striving for student satisfaction with academic programs to achieve the best results.

20. Academic Programs and Policies:

Academic Programs Objectives:

- Providing students with basic concepts and principles.
- Providing students with scientific trends and values that help them adapt successfully to the conditions of society.
- Develop scientific interests consistent with the nature of their scientific lives for lifelong learning.
- Providing graduates with the knowledge, competence, experience and skills necessary to enter the job market in all fields.
- Preparing graduates with the ability to engage in the needs of the local community and to support its development.
- The importance of Academic programs' development:
- Improving the quality of academic programs by developing their goals and outputs. Address weaknesses of the programs that are shown during the implementation.
- Development of learning outcomes according to the characteristics of graduates with new programs according to the opinions of consultants and the labor market.
- Keep pace with the labor market needs and changes of the community.

- Purpose of academic programs' development:
- Upgrading the knowledge and skills in the study plans.
- the knowledge and technical expansion that faces the educational process in its various fields.
- Meet the requirements of national and international bodies regarding academic accreditation.
- Keeping pace with the changes and developments that have emerged in various scientific and educational fields.

The foundations of creating and developing academic programs:

All programs are prepared in English, whether they are offered in English.

The new academic program must be based on an urgent and real need for it proven by a proper study.

Clarity of the objectives to be achieved from the program considering the education policy and system in the Kingdom of Saudi Arabia.

Aligning the program objectives with the vision, mission and goals of the department, college and university.

Benefiting from the experiences of the leading local and international universities.

Learning Outcomes and graduate attributes:

Learning Outcomes:

- Learning outcomes include the skills stipulated in the documents of the National Authority for Academic Evaluation and Accreditation (Knowledge Skills Values).
- A Clear description and specification of the skills.
- The expected outcomes are based on a wide range of information sources.
- Emphasizing that the primary goal of defining learning outcomes is to know that graduates will not limit their abilities but rather that they will undertake them in their personal and professional lives.
- Learning outcomes are formulated with the participation of academic experts, professionals, and graduates and students.

Graduate attributes:

- Determine graduate attributes accurately to be consistent with the university, college and specialty mission.
- Attributes must rely on seeking academic opinions from inside and outside the university.
- It is expected that students who graduate from any program will demonstrate their knowledge capabilities, their application and development, as the primary goal is to reflect what they have learned in their personal and professional lives.
- Graduate attributes summarize to:
 - Wide knowledge in the field of specialization.
 - The ability to research, critique and analyze.
 - Moral excellence and good dealing with others.
 - Keeping up with new things in the field of specialization.
 - The ability to spread what you learn.
 - Commitment to professional ethics and practice.

Determine Learning Outcomes of The Program

Learning outcomes define what students are expected to be able to perform after completing the academic program. They are formulated in clear and measurable terms. They are in line with the requirements of the Saudi framework "SAQF" and with academic and professional standards and labor market needs.

Study plans' Preparation Steps of developing a study plan:

- Courses
- The name, goals and content of the course.
- Determine contact, and credit hours.

- Determine the course's textbook and references. 2- Criteria of developing a study plan:
- Considering the requirements of the university, college and major, and the credit hours for each.
- adherence to the number of hours stipulated in the National Qualifications Framework.
- Determine the nature of studying considering the minimum and maximum and maximum levels of study units.
- Comprehensive and balanced distribution of courses and units in the program.
- Arranging the study plan according to the sequence of courses and specifying the units for each course in the program.
- Distribution of the curriculum plans to the levels, so that the units in the academic level do not exceed 18 credit hours with no more than 8 courses in one level.
- There is a unified numbering of the courses according to the department and college system to avoid duplication.
- The study plan must include the additional needs of the program (faculty members, equipment-technicians...)
- **Guide for Building the Study Plan**

Al Baha University always seeks to update its study plans in line with the cognitive and technical development, the labor market needs and conformity with the academic accreditation criteria. The University has established a permanent committee for the study plans and academic systems to supervise and approving the study plans, where the study plan is the key aspect on which the educational process at the university depends and it is the basis for the transitional phases among the set of sciences and special knowledge, the basis for the quality standards in terms of the plan matching the scientific specialization by a particular specialization and the basis for the planning by the one who finishes the plan phases and be qualified for the labor market.

The University Vice-Presidency for Academic Affairs has reviewed the latest standards for plan preparation plans in the Saudi and international universities; while preparing those standards, the University Vice-Presidency for Academic Affairs took into consideration the orientations of the Saudi ambitious plan emanating from the 2030 Vision and the higher education system, especially with regard to the study and examination regulations for the university level. Also, the University Vice-Presidency for Academic Affairs prepared the general standards for preparing the study plans and curricula preparation in line with the forms and standards of the National Commission for Academic Accreditation and in an easy way enabling the department and colleges - as much as possible - to fill them in, so that these forms and standards are the common framework for the university colleges to develop their academic plans and programs.

The University Vice-Presidency for Academic Affairs hopes that the general framework for the study plan preparation will contribute to development of the university's study plans and increasing the quality level of its outputs.

Programs and courses specification

Steps and mechanism for describing the academic program:

- Assign a committee of experts to develop the program specification.
- Gather the needed documents and resources for the committee to develop the program specification.
- Graduate attributes

Program Specifications:

It is the most important and fundamental document developed to specify the guidelines and important information of the program. It includes the following:

- The name of the program, its degree, and the professions it qualifies graduates for.
- The nature of the program, its mission and goals and what distinguishes it from similar programs.
- Admission requirements and expected number of applicants.
- A Detailed study plan.

- Learning domains and graduate attributes according to the Saudi Qualifications framework.
- Teaching strategies, learning resources, assessment methods, and development and improvement mechanisms.
- A statement of the equipment, facilities, and operational budget of the program.
- Biographies and scientific expertise of those in charge of the program and its faculty.
- Procedures for providing support and guidance to students enrolled in the program.
- A brief handbook of the program available to faculty member and students.

Course Specifications:

It is a handbook for faculty members to know the components of the course. It's similar in terms of its general structure to program specifications. It includes the following:

- The nature of the course language, course name units and code.
- Summary of the concept of the course clarifying its objectives, outputs, vocabulary, primary and essential resources.
- Learning domains and teaching strategies.
- Providing support and feedback to students.
- A brief brochure of the course available to registered students.

Review and evaluation

- Compliance with academic standards approved by program accreditation bodies.
- The consistency of the program's mission, goals and outputs with the knowledge it provides and the proposed evaluation methods.
- Review of the learning outcomes suitability for the targeted job market.
- Free of linguistic and spelling errors.

Procedural steps required for the approval of academic programs and study plans in Al Baha University

- The committee of programs and study plans development recommendations.
- The department council recommendations.
- The committee of programs and study plans development recommendations.
- The faculty council recommendations.
- The Vice President for Academic Affairs Procedural.
- Initial evaluation by referee committee.
- The committee of programs and study plans development proposal review.
- University council review and final decision.
- Vice Presidency for Academic Affairs and Deanship of Admission and Registration validation.

Procedures and stages for developing study plans

- Determine the program structure and requirements.
- Set goals for programs and associated learning outcomes.
- Defining the program's knowledge structure.
- Determining students' needs in a manner that is compatible with the requirements of the local community and the labor market.
- Agreeing on the general framework of the program, the main areas of learning, and the sequential organization of the topics. Major, main methods of evaluation.
- Tasks and responsibilities are distributed to committees, personalities and faculty members to determine the components of each course including objectives and learning outcomes.
- Development of the program to align with the learning outcomes, content, timetable, and suitable methods of teaching and learning.
- Implement, observe and supervise the program.

- Review and improve the program's courses.

Periodical Evaluation and Review of Academic Programs

The periodic evaluation and review process for academic programs is defined as a systematic review and evaluation process for all academic programs and components at a specific time identifying a program's strengths and weaknesses and assessing and strengthening its academic units to ensure its quality and continuous improvement.

The process of evaluating and reviewing the academic program periodically aims to make sure that:

| | | | |
|---|-----------------|-------------------------------------|--------------------|
| Authority to amend an academic program: Amendment | | Authority to amend | |
| Department Council | Faculty Council | Vice President for Academic Affairs | University Council |

| | | | |
|---|------------------|---------------|--|
| Program's Name | | ✓ | |
| Credit hours | ✓ | ✓ | |
| Redistribute of hours of the study plan | | ✓ | |
| Degree title | ✓ | ✓ | |
| Mission and goals | | ✓ | |
| Fieldwork requirements | | ✓ | |
| Research projects | | ✓ | |
| Learning outcomes | No more than 20% | more than 20% | |
| Teaching strategies | No more than 20% | more than 20% | |
| Assessment methods | No more than 20% | more than 20% | |
| Admission requirement | | ✓ | |

| | |
|---|---|
| Attendance and requirements to complete the program | ✓ |
| Academic advising | ✓ |
| academic grievance | ✓ |
| Evaluation and development of the program | ✓ |

| | | | |
|--|-----------------|-------------------------------------|--------------------|
| Authority to amend an academic course: Amendment | | Authority | |
| Department Council | Faculty Council | Vice President for Academic Affairs | University Council |
| Course name | | ✓ | |
| Credit hours | | ✓ | |
| Level | ✓ | Except for university requirements | |
| prerequisite | | ✓ | |
| Course Learning outcomes | | No more than 10% | |
| Program learning outcomes | | ✓ | |
| Teaching strategies | | ✓ | |
| Assessment methods | | ✓ | |
| Course content | | ✓ | |
| Textbooks and references | | ✓ | |

| | |
|--|---|
| Mechanisms of Evaluation of the course | ✓ |
|--|---|

Suspending and closing of academic programs

The review and evaluation of any program may show a lack of need of the program which leads to its shutdown.

First: Procedures for approval of a program suspension or closure:

- The department: assign the academic program committee to
- Submit a report detailing the reasons to close
- Attach the department or college request
- Define anticipated effect of the program's closure

• List actions to overcome the closure impact

- College council: submit the report to the development and accreditation committee of the department to examine and prepare recommendation.
- Vice Presidency for Academic Affairs: present the report to the deanship of academic development to review
- University council: final approval

Second: implementation of program suspension or closure:

The concerned department must develop a defined plan to implement the closure or suspension of a program, the plan must include:

- Date of suspending or closing
- Procedure to transfer newly registered students to other departments
- Follow up the completion of the program by the last registered students
- Determine the availability of resources and readiness to start the closing process
- Coordination with concerned departments and colleges

21. Emergency call list

| Position / Department | Number / Extension |
|---|--------------------|
| Al Baha University | 01 7725 7700 |
| Dean office | 14899 |
| Vice dean for Academic affairs | 14922 |
| Vice dean for Post graduate research innovation and quality | - |
| Administrative manager | 14916 |
| University Safety and Emergency | 15868 15863 |
| University security | 15990 15222 |
| University elevators emergency services | 0502699403 |
| Police | 999 |
| Civil defense | 998 |
| Saudi Red Crescent | 997 |