
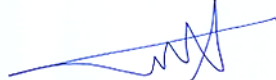






كلية طب الاسنان  
Faculty of Dentistry  
جامعة الباحة Al-Baha University



# Student's Handbook

## Manual Committee

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## 1.Introduction

The faculty of dentistry was established in the year 2016 in al Baha university to educate students, and to serve the oral health needs of people in al Baha region. Faculty of Dentistry program seeks to achieve regional leadership and global excellence in the field of dental education, 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. This comprehensive guide is designed to provide dental students with essential information to help navigate their way through dental school. From program requirements and academic guidelines to student resources and clinical experience opportunities, this handbook is your go-to resource for all things dental college students is related to. We hope you find this guide helpful and wish you all the best in your dental education journey.

## 2.Program Vision

Achieving excellency in dentistry through empowering dental education and community service

## 3.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

## 4.Program 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 patients and work as a team in collaborative community dental care.

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

## 5.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.

## 6. Admission and Entry requirements

Al-Baha University has central policies and procedures for admitting and following up the progress of all students. This is administered by the Deanship of Admissions and Registration. This Deanship has developed, over the years, a sophisticated online electronic academic system (<http://portal.bu.edu.sa/>), which is widely available to all students to register, drop-out, add, and follow up their academic progress .

The admission process must full the following admission requirements,

- The student for admission must have a Saudi Secondary School Certificate -Science Section or its equivalent.
- The secondary school certificate should not be more than five years old, and the Rector of the University may give exemption from this condition.
- Only the faculty of dentistry accept 40 fresh student every year.
- The minimum qualifying scores in School Certificate -Science Section tests are A total equivalent percentage of 90% (based on 30% from the School Certificate -Science Section + 30% from the + 40% from cumulative basic School Certificate -Science Section).
- Must not have been dismissed from another university for disciplinary reasons.
- When applicants exceed availability, priority is given to the students with higher grades.

Candidates will be admitted and registered according to the number of available seats for the bachelor of dentistry program and selection will be based on the highest combined score till the available seats are occupied with no less than 90%. All students should be medically fit before completing their admission. The website of the university <https://portal.bu.edu.sa/web/students-links/home> for description of admission requirements

## 7. Program learning outcomes

### 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.

## **8. Departments in Faculty of Dentistry**

### **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.

### **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.

### **Department of Prosthetic Dental Sciences**

Prosthodontics is the area of dentistry that treats patients with missing or deficient teeth and/or oral and maxillofacial tissues to obtain optimal oral health, function and esthetics with the use of biocompatible substitutes, dental implants, dentures, veneer crowns and bridges. Dental education in the Department of Prosthodontics is given both theoretically and practically to our students throughout 6 years.

### **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.

## **Dental Education Department**

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. Dental 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.

### **9. Teaching and learning strategies**

The Bachelor of Dental Surgery program uses these various teaching and learning methods to enhance the learning outcomes of the students.

- 1) Traditional lectures.
- 2) Case based learning.
- 3) Problem based learning.
- 4) Practical sessions in labs.
- 5) Group discussions and group activities.
- 6) Simulation lab.
- 7) E-learning tasks.
- 8) Clinical training in clinical settings

### **10. Student Feedback**

The Bachelor of Dental Surgery program and its courses are designed to prepare students for a successful career in dentistry. To ensure that the program is effective, it is essential to gather students' feedback on the program and its courses. This feedback is gathered through formal surveys or focus groups, which involve students sharing their opinions and experiences of the program and courses they have taken. Students will also be asked to complete several evaluation surveys electronically during this program including: the program evaluation survey, course evaluation survey, student experience survey, employee evaluation survey, and graduate evaluation survey. It provides critical insights into the strengths and weaknesses of the program, and enables the institutional leaders to make informed decisions that benefit the overall educational experience of students.

### **11. Teaching staff in the program**

The Bachelor of Dentistry program boasts a team of highly qualified professionals with extensive experience in the field of dentistry. Our faculty is dedicated to imparting students with the essential knowledge, skills, and training required to excel in their academic pursuits.

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3	Dr. Mohammed Abdulaziz Korayem	BDS, MSc, SB-Orthodontics	Vice Dean Post Graduate Research Innovation & Quality	<a href="mailto:Mkarim@bu.edu.sa">Mkarim@bu.edu.sa</a>
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## 12. Bachelor of Dentistry Study Plan and Modules

The Bachelor of dental surgery program consists of 7 years of study (including 12 months of internship training)

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. The seventh year consists of clinical internship training in all specialties.

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	ENGL1001	English language (1)	Required	NONE	0	College
	FDS1001	Biostatistics	Required	NONE	2	College
	ISLM1001	Islamic Culture 1	Required	NONE	2	Institute
	HIST1001	History of the Kingdom of Saudi Arabia	Required	NONE	2	Institute
<b>6</b>						
Level 2	ENGL1002	English Language (2)	Required	ENGL1001	3	College
	FDS1002	Human Biology	Required	NONE	2	College
	FDS1003	General Chemistry	Required	NONE	2	College



Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	FDS1004	Physics for Medical purposes	Required	FDS1001	2	College
	ISLM1002	Islamic Culture 2	Required	NONE	2	Institute
	CS1002	Fundamentals of Digital Transformation	Required	NONE	2	Institute
<b>13</b>						
Level 3	ENGL1003	English Language (3)	Required	ENGL1002	3	College
	BDS1001	Dental Terminology	Required	ENGL1002	2	Program
	FDS1005	Biochemistry	Required	FDS1003	2	College
	FDS1006	Immunology	Required	FDS1002	2	College
	ARAB1001	Arabic Language Skills	Required	NONE	2	Institute
	ISLM1003	Recitation and Quranic Guidance	Required	NONE	2	Institute
<b>13</b>						
Level 4	BDS1002	Dental Anatomy and Morphology 1	Required	BDS1001	2	Program
	FDS1007	Gross Anatomy	Required	FDS1005+ FDS1006	3	College
	FDS1008	Physiology 1	Required	FDS1005+ FDS1006	2	College
	FDS1009	Histology	Required	FDS1005+ FDS1006	2	College
	FDS1010	Microbiology	Required	FDS1005+ FDS1006	2	College
	RDS1001	Basic Dental materials	Required	FDS1005+ FDS1006	2	Program
<b>13</b>						
Level 5	FDS1011	Physiology 2	Required	FDS1008	2	College
	FDS1012	Pharmacology 1	Required	FDS1010	2	College
	RDS1002	Advanced Dental Biomaterials	Required	RDS1001	2	Program
	BDS1003	Head and Neck Anatomy	Required	BDS1002+ FDS1007	3	Program
	BDS1004	Dental Anatomy and Morphology 2	Required	BDS1002	2	Program
	BDS1005	Oral Biology and Histology 1	Required	FDS1002+ FDS1009	2	Program
<b>13</b>						
Level 6	BDS1006	Oral biology and Histology 2	Required	BDS1005	2	Program
	BDS1007	General and Systemic Pathology	Required	FDS1012	2	Program
	PRS1001	Preclinical Removable Prosthodontics 1	Required	RDS1002	3	Program
	FDS1013	Pharmacology 2	Required	FDS1012	2	College
	BDS1008	Sterilization and Infection Control	Required	FDS1012	3	Program
<b>12</b>						
Level 7	PDS1001	Preventive Dentistry	Required	BDS1008	3	Program
	BDS1009	Oral pathology	Required	BDS1006+ BDS1007	3	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	BDS1010	Oral radiology 1	Required	BDS1006+ BDS1007	3	Program
	PRS1002	Preclinical Removable Prosthodontics 2	Required	PRS1001	3	Program
<b>12</b>						
Level 8	RDS1003	Preclinical Operative Dentistry 1	Required	RDS1002+ PDS1001	3	Program
	BDS1013	Oral Diagnosis and treatment planning 1	Required	BDS1010	3	Program
	BDS1012	General Medicine	Required	BDS1009	2	Program
	PDS1002	Preclinical Pediatric Dentistry	Required	PDS1001	2	Program
<b>10</b>						
Level 9	RDS1004	Preclinical Operative Dentistry 2	Required	RDS1003	3	Program
	BDS1011	Anesthesia and Exodontia	Required	BDS1013+ FDS1013	3	Program
	BDS1014	Oral Radiology 2	Required	BDS1010+ BDS1013	3	Program
	BDS1015	General Surgery	Required	BDS1012	2	Program
<b>11</b>						
Level 10	BDS1016	Oral diagnosis and Treatment Planning 2	Required	BDS1013	3	Program
	RDS1005	Operative Dentistry 1	Required	RDS1004	4	Program
	PRS1003	Removable Prosthodontics 1	Required	PRS1002+ RDS1004	4	Program
	PRS1004	Preclinical fixed Prosthodontics 1	Required	RDS1004	3	Program
<b>14</b>						
LEVEL 11	PRS1005	Removable Prosthodontics 2	Required	PRS1003	4	Program
	PRS1006	Preclinical fixed Prosthodontics 2	Required	PRS1004	3	Program
	RDS1008	Preclinical Endodontics 1	Required	RDS1005	3	Program
	RDS1006	Operative Dentistry 2	Required	RDS1005	4	Program
<b>14</b>						
LEVEL 12	PRS1007	Removable Prosthodontics 3	Required	PRS1005	4	Program
	PDS1004	Dental Ethics	Required	PRS1006	2	Program
	RDS1009	Preclinical Endodontics 2	Required	RDS1008	3	Program
	RDS1007	Operative Dentistry 3	Required	RDS1006	4	Program
<b>13</b>						
LEVEL 13	PDS1003	Pediatric Dentistry 1	Required	PDS1004+ RDS1007	4	Program
	PDS1006	Periodontics 1	Required	RDS1007	4	Program
	PRS1008	Fixed Prosthodontics 1	Required	PRS1006+ RDS1007	4	Program
	RDS1010	Endodontics 1	Required	RDS1009	4	Program
<b>16</b>						
LEVEL 14	PDS1005	Pediatric Dentistry 2	Required	PDS1003	4	Program
	PDS1007	Periodontics 2	Required	PDS1006	4	Program
	BDS1017	Oral And Maxillofacial Surgery 1	Required	BDS1011+ PDS1006	4	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	PRS1009	Fixed Prosthodontics 2	Required	PRS1008	4	Program
					<b>16</b>	
Level 15	RDS1011	Endodontics 2	Required	RDS1010	4	Program
	PDS1008	Periodontics 3	Required	PDS1007	4	Program
	BDS1018	Oral and Maxillofacial Surgery 2	Required	BDS1017	4	Program
	BDS1020	Oral medicine	Required	BDS1017	3	Program
					<b>15</b>	
Level 16	BDS1019	Oral and Maxillofacial Surgery 3	Required	BDS1018	4	Program
	PRS1010	Comprehensive Clinical Dentistry 1	Required	BDS1018+ BDS1020	10	Program
	PDS1009	Preclinical Orthodontics	Required	PDS1008	2	Program
	FDS1014	Research Methods in Dentistry	Required	FDS1001+ BDS1020	2	College
					<b>18</b>	
Level 17	PRS1011	Comprehensive Clinical Dentistry 2	Required	PRS1010	<b>10</b>	Program
	PDS1010	Dental Implantology	Required	PDS1009+ BDS1020	<b>3</b>	Program
	PDS1011	Orthodontics 1	Required	PDS1009	<b>3</b>	Program
	PDS1014	Private Dental Practice management	Required	FDS1014	<b>2</b>	Program
					<b>18</b>	
Level 18	PDS1012	Orthodontics 2	Required	PDS1011	<b>3</b>	Program
	PDS1013	Community Dentistry	Required	PDS1011+ FDS1014	<b>3</b>	Program
	PRS1012	Comprehensive Clinical Dentistry 3	Required	PRS1011	<b>10</b>	Program
	BDS1021	Medical Emergency in Dental Clinics	Required	PDS1011+ BDS1019	<b>2</b>	Program
					<b>18</b>	
Level 19	MDE1001	Dentistry Internship 1	Required	All Courses	0	Program
Level 20	MDE1002	Dentistry Internship 2	Required	MDE1001	0	Program
Level 21	MDE1003	Dentistry internship 3	Required	MDE1002	0	Program
Level 22	MDE1004	Dentistry Internship 4	Required	MDE1003	0	Program

### Overview of the Program Courses

Course Code: FDS1001	Course Title: Biostatistics
The course describes the Importance of data and its characteristics, further in the course it gives the knowledge and skill of analysis of data, Interpretation of the data and presentation of the data. The course gives a thorough knowledge of application of data entry, forming tables, labelling. Data presentation with the use of Excel and SPSS software further analysis of data with statistical significance.	

Course Code: FDS1002	Course Title: Human Biology
This course is designed for dental students to understand basic principles and characteristics of cellular structure, functions and the mechanism of biological processes governing the cellular activity in human systems.	

Course Code: FDS1003	Course Title: General chemistry
This course provides first year students of Faculty of dentistry the introduction and basics to the general principles of chemistry. This course helps the students to understand the chemical concepts in related dental	

sciences by giving students the following basic concepts, principles, and terminology of following fields.

<b>Course Code: FDS1004</b>	<b>Course Title: Physics for medical purpose</b>
This course describes the Importance of medical physics and its characteristics, further in the course it gives the knowledge and skill physical phenomena in biological system and some application in dentistry and medicine. In the practical class we do experiments on viscosity, heat diffusion, eye model and Hooks law.	

<b>Course Code: BDS1001</b>	<b>Course Title: Dental Terminology</b>
This course is offered to 1st year, level 3 <sup>rd</sup> students, which focuses on basic terminology required for the dental professional and provides a basic knowledge of specific terms related to anatomy and physiology, pathology, special procedures, laboratory procedures, and pharmacology. Dental vocabulary foundation of the student increases through recognizing and writing and of medical terminology words.	

<b>Course Code: FDS1005</b>	<b>Course Title: Biochemistry</b>
This course is offered to 1st year 3 <sup>rd</sup> level students, and it deals with concepts in structural biochemistry, both in terms of describe the chemistry of biomolecules including carbohydrates, amino acids, proteins, nucleic acids, lipids, steroids, and enzymes.	

<b>Course Code: FDS1006</b>	<b>Course Title: Immunology</b>
The course will supply the dental student with the needed information about the immune system and the information about the strategies done by the immune system in defense against pathological events and the disease occurring due to overstimulation or depression with special stress on the dental environment	

<b>Course Code: BDS1002</b>	<b>Course Title: Dental anatomy and morphology 1</b>
This course is provided for undergraduate 2 <sup>nd</sup> year students during the level 4. The lecture topics cover detailed dental anatomy and the basic principles of dental occlusion of maxillary permanent dentition. The practical sessions focus on developing the skills of carving different maxillary teeth out of wax blocks.	

<b>Course Code: FDS1007</b>	<b>Course Title: Gross anatomy</b>
This course provides with knowledge of general anatomical structures of various systems of the human body. The applied anatomy of various systems is covered in this subject. In the practical students are taught to do dissection and identification of various anatomical structures.	

<b>Course Code: FDS1008</b>	<b>Course Title: Physiology 1</b>
This course is provided to the 2nd year 4th level students. This course is designed to provide students with an understanding of the function & regulation of the human body and physiological integration of the organ systems to maintain homeostasis.	

<b>Course Code: FDS1009</b>	<b>Course Title: Histology</b>
It aims to give the student the knowledge and insights of the functional histology and an appreciation of the genetic basis of inheritance and disease, so that relevant histologically and scientific foundations are laid down for the clinical years of the BDS course.	

<b>Course Code: FDS1010</b>	<b>Course Title: Microbiology</b>
Microbiology course is thought in Level 4/ 2nd year where they study about microorganisms and their interactions within ecological systems. This course provides an in-depth overview of bacteria, viruses, fungi, and other microorganisms. Students will learn about the structure, metabolism, and genetic makeup of microorganisms, as well as their pathogenesis and modes of transmission. Laboratory exercises will provide hands-on experience in basic microbiological techniques	

<b>Course Code: RDS1001</b>	<b>Course Title: Basic Dental materials</b>
This course is intended for students so that they can understand the different aspects of properties and application of course related dental biomaterials. It also covers the behavior of these materials when used in the oral cavity.	

<b>Course Code: FDS1011</b>	<b>Course Title: Physiology 2</b>
This course is designed to provide students with an understanding of the function & regulation of the human body and physiological integration of the organ systems to maintain homeostasis.	

<b>Course Code: FDS1012</b>	<b>Course Title: Pharmacology 1</b>
This course introduces the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include nutritional products, blood modifiers, hormones, diuretics, cardiovascular agents, respiratory drugs, and gastrointestinal agents. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.	
<b>Course Code:RDS1002</b>	<b>Course Title: Advanced dental biomaterials</b>
This course provides basic information about direct and indirect restorative materials, bonding agents, and the new field of "Adhesive Dentistry." The course provides complete knowledge about prosthodontic, operative, periodontic, and orthodontic materials.	
<b>Course Code: BDS1003</b>	<b>Course Title: Head and neck anatomy</b>
The course is designed as an introduction to Head and Neck anatomy in the 2 <sup>nd</sup> year 5 <sup>th</sup> level students in the pre-dental phase. It aims to give the student the knowledge and insights of the functional anatomy of the normal human head and neck .so that relevant anatomical and scientific foundations are laid down for the clinical years of the BDS course.	
<b>Course Code: BDS1005</b>	<b>Course Title: Oral Biology and histology 1</b>
This course covers in detail the principles of Oral Biology and Embryology, Oral Histology, Oral Physiology, Oral Microbiology, and its clinical consideration. It describes in detail the normal and age-related changes, repair, and regeneration of oral tissue.	
<b>Course Code: BDS1006</b>	<b>Course Title: Oral Biology and histology 2</b>
This course covers in detail the principles of Oral Biology and Embryology, Oral Histology, Oral Physiology, Oral Microbiology, the course is not adhered to, as a standard set of topics, but revised periodically to keep pace with emerging technologies and advances in oral science, that have direct and indirect implications in clinical practices which are heavily dependent on cellular and molecular biology. This course is taught for undergraduates at the 2 <sup>nd</sup> year during the 6 <sup>th</sup> level and during the third year in the 7 <sup>th</sup> level. The course has two components, lectures, and practical training in laboratories.	
<b>Course Code: BDS1007</b>	<b>Course Title: General and systemic pathology</b>
This course is designed to cover area of general pathology including definitions related to pathology as definition of disease, etiology, and its pathogenesis, morphology (gross and microscopic), clinical picture, epidemiology, complications, and prognosis. Beside the mentioned above it is addressed also to cover the process of tissue repair as well as intracellular accumulation and depositions and hemodynamic disorders	
<b>Course Code: FDS1013</b>	<b>Course Title: Pharmacology 2</b>
Pharmacology is introduced for level 6/ 2 <sup>nd</sup> year students with useful information that is needed about the; course name, detailed course contents, detailed objectives for each class, the proper and modern methods and ways used for teaching in dental colleges, textbooks needed, and evaluation systems.	
<b>Course Code: BDS1008</b>	<b>Course Title: Sterilization and infection control</b>
The course will teach the dental student with the needed information about the various sterilization and disinfection control, cross infection control, different microbiological agent: bacteriological, viral, mycological and prion and the disease occurring due to overstimulation with special stress on the dental environment.	
<b>Course Code: PDS1001</b>	<b>Course Title: Preventive dentistry</b>
The students of Level 7 of Third year will be able to understand the scope of preventive dentistry, and its importance in control and cessation of diseases progress. The course gives importance in prevention of oral diseases like dental caries, periodontal diseases, Malocclusion and Oral Cancer. The importance of tools used in prevention is applied for various oral diseases.	
<b>Course Code: BDS1009</b>	<b>Course Title: Oral pathology</b>
This basic science course introduces 3rd year 7th level dental students to the scientific background (etiology, pathogenesis, clinic-pathological features, radiographical terms, complications, and prognosis) of diseases that affect oral para oral structures, dental tissues (enamel, dentin, cementum, pulp tissue, periapical area, and jaw	

bones. The dental student will be able to identify malformations of the teeth and jaw bones.

**Course Code: BDS1010**

**Course Title: Oral radiology 1**

This course is prepared for third year students in the seventh level. It introduces the dental students to principles of dental radiology. It provides general information about the importance of dental radiology in clinical applications of dentistry. The students learn various radiography techniques on phantom heads with professionalism, ethics, and autonomy.

**Course Code: PRS1002**

**Course Title: Preclinical removable prosthodontics 2**

The Preclinical Removable Prosthodontics 2 course is intended for year 3, level 7 students. The aim of this course is to provide student the basic pre-clinical knowledge in classification of partial edentulous ridge, types and component parts of removable partial dentures, surveying, designing on model and steps of laboratory fabrication of removable partial denture in pre-clinical prosthodontic laboratory.

**Course Code: RDS1003**

**Course Title: Pre-clinical operative 1**

The rationale of this course is to enumerate the general principles in restoring posterior amalgam restorations under rubber dam isolation.

**Course Code: BDS1013**

**Course Title: Oral diagnosis and treatment planning 1**

This course provides students of 3rd year 8th level with required knowledge and skills for history taking and clinical examination of a dental patient. The clinical sessions will be in support to the lectures and enable students to differentiate between different oral lesions, their dental management with professionalism, ethics, and autonomy.

**Course Code: BDS1012**

**Course Title: General medicine**

The course is for 3rd year level 8 students, which emphasis the principles of history taking and clinical examinations. Students will gain knowledge of the various systems of the human body, with special emphasis on the importance of various diseases as applicable to dentistry.

**Course Code: PDS1002**

**Course Title: Pre clinical pediatric dentistry**

The students of level 8, 3rd year will understand the importance of deciduous dentition and their morphological features. This course provides the knowledge on fundamentals on cavity preparations in deciduous teeth. The students will be able to perform the procedures like tooth isolation, cavity preparations and restorations in deciduous teeth

**Course Code: RDS1004**

**Course Title: Pre clinical Operative 2**

Pre-clinical Operative Dentistry 2 is a one-semester course, given to the 3<sup>rd</sup> year level 9 students as a one-hour lecture and a four-hour practical session. It continues with the operative instruction learned in RDS 1003 while giving students preclinical experience. The students will be trained and assessed in infection control procedures, ergonomic positions, tooth preparation, matrixing and restoration for direct bonded restorative procedures under rubber dam isolation.

**Course Code: BDS1011**

**Course Title: Anesthesia and exodontia**

This course provides the students of 3rd year 9th level with relevant knowledge and skills related to local anesthesia and exodontia. The theoretical part of the course covers various aspects of local anesthesia and exodontia. The clinical part of the course focusses on instrumentation and techniques of local anesthesia and exodontia, while following sterilization and infection control with professionalism, ethics, and autonomy.

**Course Code: BDS1014**

**Course Title: Oral radiology 2**

This course provides students of 3rd year 9th level with relevant knowledge and skills for using instruments, equipment, and techniques for intraoral and extraoral dental radiography while using proper infection control and radiation protection guidelines. The course also provides students with necessary knowledge and skills to complete full mouth radiographic examinations.

**Course Code: BDS 1015**

**Course Title: General surgery**

This course is offered to students of 3rd year 9th level, and it describes various surgical diseases of the human

body. It trains the student to analyze the history and be able to do a thorough physical examination of the patient. A good theoretical knowledge of various ailments and how to differentiate benign and malignant diseases as well as when the patient needs further evaluation.

<b>Course Code: BDS1016</b>	<b>Course Title: Oral diagnosis and treatment planning 2</b>
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This course provides 4th year 10th level students with relevant knowledge and skills for the examination of a dental patient. The course topics will cover the newly developed methods of investigations and diagnosis, how to differentiate between different oral lesions related to systemic diseases and their dental management with professionalism, ethics, and autonomy. The clinical sessions will be in support to the lectures taken on the topic.

<b>Course Code: RDS1005</b>	<b>Course Title: Operative dentistry 1</b>
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Operative Dentistry 1 course is given to the 4th year level 10 students who have successfully completed course RDS1004. It continues with the operative instruction learned in RDS1003- RDS1004 and elaborates on the theoretical part, while giving students clinical experience and exposure to actual patient treatment. The emphasis of the course is the integration between the clinical and biological principles. The students will be trained to treat cavitated teeth due to carious lesions.

<b>Course Code: PRS1003</b>	<b>Course Title: Removable prosthodontics 1</b>
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The Removable Prosthodontics 1 course is intended for year 4, level 10 students. All the basic theoretical principles and technique require for fabrication of complete denture are covered in this course. In the clinical session the students are trained on various clinical steps like, patient evaluation, diagnosis and treatment planning, impression making, jaw relation, fabrication of complete denture case. By the end of this course, students would have provided excellent patient care and finish one removable complete dentures case as requirement.

<b>Course Code: PRS1004</b>	<b>Course Title: Pre clinical fixed prosthodontics 1</b>
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The aim of pre-clinical fixed prosthodontics course in level 10/4<sup>th</sup> year is to provide the students with knowledge of basics concepts in armamentarium, principles of tooth preparation, and different types of extra-coronal and intra-coronal preparation to enable them to provide better patient outcomes. The course will train the students to prepare teeth in simulation phantom models and self-evaluate them for improvement. The purpose of the course is providing the necessary knowledge and skill to treat patients in fixed prosthodontics.

<b>Course Code: PRS1005</b>	<b>Course Title: Removable prosthodontics 2</b>
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The Removable Prosthodontics 2 course is intended for year 4, level 11 students and is in continuation with course Removable Prosthodontics I (PRS1003). The aim of this course is to improve the students' knowledge, skill and clinical care of geriatric patients and to approach systematically the patient evaluation, diagnosis, treatment planning and management of the removable prosthodontics cases. This will help them to treat patients in their own clinical settings and finish one removable complete dentures case as requirement.

<b>Course Code: PRS1006</b>	<b>Course Title: Pre clinical fixed prosthodontics 2</b>
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The aim of pre-clinical fixed prosthodontics-2 course level 11/ 4<sup>th</sup> year is to provide the students with knowledge of metal ceramic, inlay and onlay tooth preparation, basics of occlusion and articulators and laboratory steps in fabricating fixed prosthesis. The course will train the students prepare teeth in simulation phantom models and self-evaluate them for improvement. The purpose of the course is providing the necessary knowledge and skill to treat patients in fixed prosthodontics.

<b>Course Code: RDS1008</b>	<b>Course Title: Pre clinical endodontics 1</b>
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Pre-clinical Endodontics I is a one-semester course, given to the 4th year level 11 students as a one-hour lecture and a four-hour practical session. It is a course that focuses on introduction of the basic endodontic Instruments, pulp and dentin complex anatomy, and the steps of the conventional non-surgical root canal treatment procedures. The students will be trained and assessed to perform root canal treatment of the extracted anterior teeth.

<b>Course Code: PDS1004</b>	<b>Course Title: Dental ethics</b>
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This course is designed to teach the students to understand the importance of dental profession and how it can be achieved with appropriate guidelines. The code of ethics and its principles in detail will give the information

to the students in which they can apply the same in their future dental practice. The road map of the course starts with the dental profession, principles of dental profession. As the courses advances the lessons will deal with dentists and their role towards their other dentists, patients, society, and community.

**Course Code: RDS1009**

**Course Title: preclinical endodontics 2**

Pre-clinical Endodontics II is a one-semester course, given to the 4th year level 12 students as a one-hour lecture and a four-hour practical session. It is a course that focuses on diagnosis, pathology, microbiology and immunology of the pulp and periapex. It continues with the endodontic instruction learned in RDS 1008 while giving students preclinical experience. The students will be trained to perform root canal treatment of the extracted posterior teeth.

**Course Code: RDS1007**

**Course Title: Operative dentistry 3**

Operative Dentistry 3 is a one semester course intended for Level 12, Year 4 students and is in continuation with course Operative Dentistry 2 (RDS 1006). It aims to increase the standards of the emerging dentist to the various complex restorative procedures, in the diagnosis and develop their efficiency in the treatment provided. Students will get an opportunity to enhance their clinical skills by performing various types of restorative procedures such as veneering, inlays and onlays on patients under supervision.

**Course Code: PDS1003**

**Course Title: Pediatric dentistry 1**

The students of level 13, 5th year will learn about the dental fear, anxiety, and behavior types in children. This course provides the knowledge on early childhood caries, behavior management, general anesthesia, and trauma in children.

**Course Code: PDS1006**

**Course Title: Periodontics 1**

The course deals with a review of the histology, ultra-structure, biochemistry, physiology, and morphology of the periodontium. emphasizing classification and epidemiology of periodontal diseases; macro/microanatomy of the normal periodontium

**Course Code: PRS1008**

**Course Title: Fixed prosthodontics 1**

The aim of the Fixed Prosthodontic 1 level 13 /5<sup>th</sup> year in course is to make students acquire adequate knowledge and skill in clinical evaluation, diagnosis, plan and treatment of various fixed prosthodontics restoration, their fabrication and be competent to execute the treatment plan in their own clinical general practice. They will be trained to handle patents ethically, maintain records, take patient consent, and self-evaluate their own work systematically to constantly improve their clinical skills in single crown cases. They will be able to do their basic laboratory work and assess the laboratory work prior to execution of treatment to negate early failures.

**Course Code: RDS1010**

**Course Title: Endodontics 1**

Endodontics I course is given to the 5th year level 13 students who have successfully completed course RDS1009. It continues with the endodontic instruction learned in RDS1008- RDS1009 and elaborates on the theoretical part, while giving students clinical experience and exposure to actual patient treatment. The emphasis of the course is the integration between the clinical and biological principles. The students will be trained to treat endodontically involved anterior teeth.

**Course Code: PDS1005**

**Course Title: Pediatric dentistry 2**

The students of level 14, 5<sup>th</sup> year will gain knowledge in child psychology and its application in pediatric dentistry. The course explains the pulp therapy, serial extraction, space maintainer, oral habits in children.

**Course Code: PDS1007**

**Course Title: Periodontics 2**

The students of 14th Level 5th year will be able to gain knowledge related to various stages of periodontal diseases and its classification. The students will be able to perform oral prophylaxis and understand the instrumentation with different grasps with chair position.

**Course Code: BDS1017**

**Course Title: Oral and maxillofacial surgery 1**

This course provides the 5th year 14th level students with relevant knowledge on minor oral surgery and maxillofacial trauma. It also teaches the students the skills to carry out interalveolar exodontia and simple suturing procedures under local anesthesia. It will include how to assess, diagnose, formulate a treatment plan, and execute treatment of intra-alveolar extraction.



<b>Course Code: PRS1009</b>	<b>Course Title: Fixed prosthodontics 2</b>
The aim of the Fixed prosthodontic 2 course in level 14/5 <sup>th</sup> year is to make students acquire adequate knowledge and skill in clinical evaluation, diagnosis, plan and treatment of various fixed partial denture cases. They will be trained in clinics to handle patients ethically, maintain records, take patient consent, and self-evaluate their own work systematically on simple fixed partial denture cases and to do their basic laboratory work.	
<b>Course Code: RDS1011</b>	<b>Course Title: Endodontics 2</b>
Endodontics II course is given to the 5th year level 15 students who have successfully completed RDS1010 course. It continues with the endodontic instruction learned in RDS1010 and elaborates on the theoretical part, while giving students clinical experience and exposure to actual patient treatment. The emphasis of the course is the integration between the clinical and biological principles. The students will be trained to treat endodontically involved posterior teeth. In addition, they will be trained to manage endodontic emergencies, retreatment and traumatic injuries.	
<b>Course Code: PDS1008</b>	<b>Course Title: Periodontics 3</b>
The students of level 15th fifth year will be able to understand the advanced periodontal diseases and its management. The treatment includes knowledge of various advanced reconstructive periodontal surgeries and its prognosis. The students will be able to understand the steps involved in flap surgeries associated with 1 reconstructive procedures	
<b>Course Code: BDS1018</b>	<b>Course Title: Oral and maxillofacial surgery 2</b>
This course provides the dental students with relevant knowledge and skills to carry out trans-alveolar exodontia procedures under local anesthesia. The course is intended to cover topics on cysts, tumors, cancer reconstruction, osteomyelitis and TMJ disorders. It will include how to assess, diagnose, and formulate a treatment plan of trans-alveolar extraction with complex interdental suturing techniques.	
<b>Course Code: BDS1020</b>	<b>Course Title: Oral medicine</b>
This course for the 5th year 15th level students will cover the various types of oral lesions, how to differentiate between different types of oral lesions, and management of patients with such oral lesions. The course will also teach about commonly used medications in dentistry, and different types of orofacial pain with their management with professionalism, ethics, and autonomy. The clinical sessions will be in support of the lectures taken on the topic.	
<b>Course Code: BDS1019</b>	<b>Course Title: Oral maxillofacial surgery 3</b>
This course provides the 6th year 16th level students with relevant knowledge on advanced oral and maxillofacial surgery topics. It also teaches the students the skills to carry out / assist minor oral surgical procedures under local anesthesia. It will include how to assess, diagnose, formulate a treatment plan, and execute treatment of minor oral surgery in patients and assist major surgery procedures if possible.	
<b>Course Code: PRS1010</b>	<b>Course Title: Comprehensive clinical dentistry 1</b>
This Comprehensive Clinical Dentistry 1 course in level 16/6th year is designed to provide students with knowledge and skill to plan and treat the patient comprehensively involving interdisciplinary approach including all specialty of dentistry. Additionally, this course emphasizes the importance of communication, teamwork, and professional ethics and various treatment options to do multidisciplinary approach to treatment as in private clinical setting.	
<b>Course Code: PDS1009</b>	<b>Course Title: Pre clinical orthodontic</b>
The student of 16 <sup>th</sup> Level of 6 <sup>th</sup> year will gain knowledge of basic orthodontics and provide them with the background of the normal occlusion, malocclusion, growth and development of dento-facial structures, etiology and diagnosis of malocclusion, and the treatment of discrepancies.	
<b>Course Code: FDS1014</b>	<b>Course Title: Research methods in dentistry</b>
This course aims to enable undergraduate dental students to acquire knowledge and critical understanding of the principles of basic research useful in descriptive and inferential statistical methods. It provides students with a knowledge which gives ability to classify the problems in dentistry and apply the research methods in community problems. Gives a understanding in illustrating the keywords using MESH and apply the same in search engine to make a logic grid.	

<b>Course Code: PRS1011</b>	<b>Course Title: Comprehensive clinical dentistry 2</b>
This Comprehensive Clinical Dentistry 2 course in level 17/6th year is designed to provide students with knowledge and skill to plan, treat complex prosthodontic cases, manage failures preventive geriatric restorations and periodontitis patients using interdisciplinary approach. They will also develop their clinical skills to examine, diagnose and plan comprehensive management for classified moderate comprehensive case.	
<b>Course Code: PDS1010</b>	<b>Course Title: Dental implantology</b>
The students of 17 <sup>th</sup> level of 6 <sup>th</sup> year will learn the knowledge of type of Implants based on the materials and its basic principles in placement of implant. The course explains the requirement for the implant placement. The course explains the Indications and contraindications of implants in patients with implant failure management.	
<b>Course Code: PDS1011</b>	<b>Course Title: Orthodontics 1</b>
The students of 17 <sup>th</sup> level sixth year will be able to learn various malocclusion based on Dental and skeletal. The students will be able to understand the steps in Diagnosis and formulation of treatment plan.	
<b>Course Code: PDS1014</b>	<b>Course Title: Private Dental practice management</b>
After completion of the course, the student should be able to understand Dental Health care system in the kingdom of Saudi Arabia. The students will be able to make strategic goals which help them in their practice and the skills of management of finance with less expenditure. Leadership qualities with teamwork and success in practice with appreciation and award for the team members.	
<b>Course Code: PDS1012</b>	<b>Course Title: Orthodontics 2</b>
The students of 18 <sup>th</sup> level of 6 <sup>th</sup> year will gain knowledge of Interceptive orthodontics, Habit breaking management technique, advanced orthodontic treatment associated with surgeries. Students will be able to learn various fixed appliances in orthodontics and its complication associated with relapse.	
<b>Course Code: PDS1013</b>	<b>Course Title: Community dentistry</b>
The students of 18 <sup>th</sup> level of sixth year will gain knowledge and practice of various diseases and its associated factors. It focuses on students' involvement in the community and its dental practice. The insight into the method of dental health education, awareness, and motivation in community. The course helps the student to practice the skills of epidemiological tools in understanding and describing the diseases with risk assessment of the diseases.	
<b>Course Code: PRS1012</b>	<b>Course Title: Comprehensive clinical dentistry 3</b>
This course is to get clinical experience for students by providing them with an excellent foundation with patient care and clinical dental management. This course provides global standard with graduation with critical thinking, life-long learners, and compassionate health care professionals. This course provides the student with both theoretical and clinical experience in the comprehensive management of a variety of cases in removable partial, complete dentures and (maxilla-facial prosthesis, stents and splints) and compassionate health care professionals.	
<b>Course Code: BDS1021</b>	<b>Course Title: Medical emergency in dental clinics</b>
This course is designed to teach the 6th year 18th level students about medical emergency situations which can unexpectedly arise in a dental clinic. The course outlines the different medical conditions associated with medical emergencies, and how to prevent, recognize, and effectively manage such emergencies. It outlines provides knowledge of Basic life support, emergency preparedness, emergency drugs and their application during the emergency.	

### 13. Internship Clinical Training

The Bachelor of Dental Surgery program is structured to provide students with the knowledge and skills required to practice dentistry competently. The clinical internship period provides students with the opportunity to apply theoretical knowledge to real-life situations and gain invaluable hands-on experience in diagnosing and treating dental diseases and conditions. The clinical internship is the real testing ground for students' practical skills and professional

abilities before becoming a practicing dentist. All students must complete a one-year of clinical training internship during the seventh year of the study and after passing all the program courses.

### 14. Courses Enrollment, addition, drop off, and Deferral

The process of courses enrollment, addition, drop off, and deferral besides to postpone the semester for all students at the Bachelor of Dental surgery program – Faculty of Dentistry – Al Baha University, is performed mainly electronically via the website electronic system (<https://banner.bu.edu.sa/> ).

### 15. Assessment Methods

The assessment methods used in the BDS program are.

1. Written exam
2. Structured Oral exam
3. Clinical exam
4. Practical exam/ simulation lab exam
5. OSCE- Objective structured clinical exam
6. OSPE- Objective structured practical exam
7. DOPS- Direct observation of practical skills
8. CBL-Case based learning.
9. PBL- problem based learning.

**To verify standards of achievements, the following criteria are implemented :**

- 1) Exam questions are developed as recall, comprehension analysis, and application of what have been studied .
- 2) Exam questions are reviewed by department examination committee for content and structure.
- 3) Papers and marks are reviewed by two faculty/staff before marks are registered .

Moreover, the Bachelor of Dental Surgery program has developed a unique strategy for examinations conducted across the different academic programs. The strategy involved two parts:

**First: the distribution of marks of any course according to the course nature as following :**

- 1) Theoretical courses, the distribution of students' grades
  - Quiz = 10%
  - Midterm exam (Written) = 30%
  - Written Final Exam = 60%
  - Total = 100%
- 2) Theoretical and practical courses, the distribution of student's grades
  - Quiz = 10%
  - Midterm exam (Written) = 20%
  - Continuous Practical Performance = 10%
  - Final Exam (practical) = 20%
  - Final Exam (written) = 40%
  - Total = 100%
- 3) Clinical practical courses, the distribution of students' grades (Professional/Clinical Practice Module)
  - Quiz = 5%
  - Midterm exam (Written) = 15%
  - Continuous clinical Performance = 20%
  - Final Exam (clinical) = 20%
  - Final Exam (written) = 40%
  - Total = 100%

**Second: the content and nature of the final examinations of any course which has been divided into three main parts as following :**

- 1) Multiple choice questions (MCQs): from 30-40 questions (50% of the total marks of the final exam).
- 2) Short answer questions: not less than 5 questions (30% of the total marks of the final exam).
- 3) Long essay questions (including scenarios or case studies): not more than 2 questions (20% of the total marks of final exam).

## 16. Graduation Requirements

Students who are enrolled in the program must meet the following criteria to obtain the degree in Bachelor of Dental Surgery program

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

The university has a provision of Alumni unit which regularly update the various activities and labour market update in association with Human resource

<https://bu.edu.sa/web/alumni-center/guidelines>

## 17. Academic Guidance, Counseling, Advising, and Support

In most institutions of higher education, faculty members are required to assume the role of academic advisor. Until recently, faculty advising had received relatively little or no attention in the campuses even though systems of academic advising involve hundreds of thousands of students, faculty, and professionals to reach greater heights. Both faculty time and physical facilities are required to support and conduct the activity known as academic advising. Greater interest in advising has developed because of the growing complexity of higher education institutions, because of the ever increasing threat of declining enrollment, and because of the diversity of the students enrolling in the universities. Once viewed as a set of scheduling procedures, academic advising programs have now been established to assist students in the development of their human potential.

### Definition of Academic Counseling/ Advising

Academic advising is an interactive and collaborative process of assisting and supporting students to enhance their educational potential and become responsible for their academic and career goals. Academic advising goes beyond registration and preparation for degree plan.

### Definition of Academic Counselor /Advisor

Academic advisor is a faculty member assigned to a group of students to provide guidance for developing and achieving meaningful educational, professional, and personal goals.

AL Baha University, Faculty Of Dentistry recognizes academic advising as a vital component of its students' educational experience. The university strives for the personal and professional success of its students and is committed to graduating highly skilled leader

### Objectives:

- Helping new students to integrate into the academic environment and to overcome the gap between high school and university environment.
- Help in building students' personality and help them excel and succeed
- Guiding and advising students to achieve the highest rates of educational attainment
- Follow-up of the students' scientific progress in terms of implementing the study plan and

providing advice

- Follow up on the psychological and social status of students
- Encourage and help students to think about future career opportunities
- Extending a helping hand to students in facing the difficulties related to their studies and overcoming all the obstacles they encounter in their studies

The academic advisor is generally a member of the university college faculty who has been assigned to the role or who has responded favorably to an invitation to serve as an advisor.

The advisor and advisee are in actuality "co-navigators" because many basic decisions about an academic program must be made by the student, utilizing input from the advisor. The role as academic navigator involves offering suggestions, questions, criticisms, praise, direction, and any other comments which will help each advisee define and achieve educational goals.

Keeping the advisor should be "...the person to whom the student should want to turn for serious, considered advice on academic questions.

**The role of the academic advisor has been described in the following ways:**

- 1) The adviser will assist the student in effecting a program of study consonant with the latter's interests and competencies
- 2) The adviser will assist the student in periodic evaluation of his academic progress
- 3) The adviser will assist the student in initial exploration of long range occupational and professional plans, referring him to sources for specialized assistance.
- 4) The adviser will serve as coordinator of the learning experiences of the student, assisting in the integration of the various kinds of assistance rendered.
- 5) To facilitate the foregoing role descriptions, the advisor should have considerable knowledge of the institution's combined educational offerings, including the total available classes, extra classes, special topics classes, independent study classes, laboratories, clinics, and field experiences. It is essential for the faculty advisor to have a comprehensive knowledge of the curriculum.
- 6) In addition, the advisor should be familiar with the college campus in its many structural parts; should recognize the prevailing learning climate on campus; and should have acquired, or be in the process of acquiring, adequate skills for communicating with various students in authentic, appropriate, and meaningful ways role of academic advisor has many facets.
- 7) Advisors must be knowledgeable and up-to-date on matters concerning
  - a) Curriculum--requirements in the student's majors, as well as general education and graduation requirements of the university
  - b) Registration procedure
  - c) Job market and employment information
  - d) Must know the mechanics of adding and dropping classes
  - e) Evaluating transfer credit or courses, interpreting grade point average computations.
- 8) In addition, it often happens that advisees and advisors become so closely acquainted that the advisor knows advisees intellectually, emotionally, and sometimes socially as well. These are products of a productive, equally shared advisor-advisee relationship. The alert advisor should anticipate such "probes" and be prepared to respond to them because the student's academic life can flourish only if it is relatively healthy in other ways, as well as academic
- 9) Another role of the faculty advisor is being the student's advocate: aware of the student's interests and abilities, and be the student's advocate within the department and the university consisting

**Functions Of The Faculty Advisor:**

- Faculty advisors are selected to provide educational counseling for students. To be effective, the advisor must recognize each student has different abilities, interests, aspirations, needs, and problems.
- The faculty advisor's primary responsibility is to help individual accurate records of each student's progress advisees plan the program of study that will satisfy university requirements.
- To accomplish this goal, the faculty advisor must urge the student to give ample thought to the matter of education; he must direct the student in examining all significant facets of education while making necessary decisions.

Advising duties are normally as follows:

- The faculty advisor explains to the student the program of general or basic education as it relates to the first two years of college, to the major of the student, and to preparation for life pursuits generally.
- The faculty advisor helps the student examine the course offerings in his major, relate these to other possible majors, and understand the graduation requirements for the curriculum leading to an appropriate degree.
- The faculty advisor helps the student explore the career fields for which his major provides training and obtain related vocational information and survey job opportunities.
- The faculty advisor serves as a link between the student and the administration by counseling the student on his scholastic problems (course scheduling, course adjustment, and academic progress and by making appropriate referral to other assistance agencies).
- The faculty advisor serves as a "faculty friend" to the student by demonstrating a personal interest in him and in his adjustment to college; by serving as a central contact person in obtaining information that can be used to help the student; and by allowing the student freedom to make his own choices after the limitations, alternatives, and consequences involved in a decision are pointed out.
- The faculty advisors assigned to student's guides the student who are undecided about a course to be taken or not in a semester due to various reasons like more credit hours, more course in the semester, time conflict and work load.
- The faculty advisor makes his Specific contribution as educator and faculty advisor can offering program suggestions, recruiting colleagues to provide information and perspectives on issues, helping the members apply their classroom learning to out-of-class situations, and, in general, influencing the program and activities of the group

#### **Limitations Of Faculty Advisors/Advising:**

Faculty advisors cannot be all things to all advisees because of the vast differences among students. Faculty advisors must recognize their limitations as counselors. Some of the restrictions impeding the effectiveness of faculty advisors are:

- A faculty advisor cannot make decisions for an advisee but he can be a sympathetic listener and even offer various possible solutions to the student's problem.
- A faculty advisor cannot increase the native ability of an advisee, but he can encourage the maximum use of the ability that the student has.
- A faculty advisor cannot reduce the academic or employment load of a floundering advisee, but he can make recommendations that such adjustments be made.

- A faculty advisor should not criticize a fellow faculty member to a student, but he can make a friendly approach to any teacher if that teacher is involved in the student's problem.
- A faculty advisor should not tell an advisee his raw scores on psychological tests, but he can indicate areas in which the student seems weak or strong by discussing centiles derived from local norms.
- A faculty advisor should not betray a student's confidence on matters of a personal nature, but he can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems
- A faculty advisor should not attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students adjudged reasonably normal. When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, faculty should refer students to Dean of Students Office.

### Core Values of Academic Advising

- 1) **Empowerment:** Academic advisors motivate, encourage, and support students to recognize their potential, meet their challenges, and respect individuality
- 2) **Caring:** Academic advisors mindfully care for students by building respectful relationships through empathetic listening and
- 3) **Commitment:** Academic advisors are committed to students' success through assessment, scholarly inquiry, and professional development.
- 4) **Professionalism:** Academic advisors act in harmony with the university's values and the advising profession for the benefit of students and other advisors.
- 5) **Respect:** Academic advisors show respect by recognizing the views and the rights of the students, maintaining a student-centered approach and mindset; and treating students with fairness.
- 6) **Integrity:** Academic advisors adhere to ethical behavior, and value honesty, transparency, and accountability to the student, institution, and the advising profession.
- 7) **Inclusivity:** Academic advisors support a multi-cultural environment and help students with different backgrounds to develop and reinforce self-perception, acceptance, and equity.

### Core Competencies for Academic Advising:

Well-trained and knowledgeable advisors add significant value to overall students' success. To effectively assist students to develop and achieve their educational, professional, and personal goals, academic advisors need to develop a set of professional skills and knowledge. Academic advisors are therefore strongly encouraged to participate in academic advising workshops and seminars organized by the University or Departments, and utilize the online resources and other learning opportunities to attain the competencies required for effective advising:

**Conceptual component:** This element includes understanding of the following:

- The history and role of academic advising in higher education.
- The university core values of academic advising.
- Related theories to academic advising and its objectives, methods, and strategies, as well as learning and students' success.

- Compassion
- Expected outcomes of academic advising.
- The ethical issues in academic advising.
- Informational component: This element includes the knowledge of::
- Al Baha history, mission, vision, and values.
- Academic policies, regulations, and registration procedures at Al Baha University.
- The related degree programs, structure and purposes of curricula, and other academic requirements and options.
- The pathways that support institutional connections within campus: faculty, admissions, registrar, financial aid, learning and ability/disability services.

#### **Relational component:**

The focus of this training component is for the advisor to convey effectively the understanding and knowledge obtained from the other components by establishing a personal relationship with advisees Establish relationships using core relational skills (empathy, encouraging, constructive feedback, and empowering).

- Communicate in an inclusive, culturally attentive, and respectful manner.
- Promote student's understanding of the academic policies and purposes of the related programs and curricula.
- Help students to plan, set their academic goals and facilitate decision making
- Intervene, refer, and advocate as necessary

**Technology component:** This element includes:

- The use of Information technologies applicable to relevant advising roles.
- Effective use of student systems and emerging technologies to engage, inform students and tract
- Utilization of data from a variety of sources at the university be able to conduct advising analytics (i.e., evaluating and assessing students; understanding how students plan and make decisions.

#### **Personal component:**

As many new advisors are burdened with questions related to their own adequacy as advisors and the personal challenges that accompany their new job, regular analysis and self-assessment are significant in relation to promoting advisor effectiveness. This includes being able to:

- Articulate a personal philosophy of academic advising and try various approaches regularly
- Engage in on-going assessment and development of the advising practice.
- Seek and accept constructive feedback on advising practice from others (especially students) and use it to improve performance.

#### **Academic Advising Conduct**

Academic advisors & Students confront many ethical issues during the advisor/advisee engagements and hence there is a need for having a system of ethical principles for their



benefit. Such principles should be credible and philosophically defensible. These principles should be intended to be useful in training academic advisors but should not be intended to a code of ethics for advising.

As an academic advisor:

- Always bring about as much well-being as you can among your students, and avoid the harmful actions that may have a long-term effect on them.
- Treat all advisees fairly or equitably in rights or privileges.
- Grant appropriate respect to all advisees.
- Respect the confidentiality of communication with advisees.
- Be accurate with advisees about policies, procedures, and regulations. If you do not know, refer them properly.
- Maintain the credibility of the academic advising program.
- Advocate for the advisee with other centers/units/offices.

### **Academic advising Student Learning Outcomes (SLOs)**

Through the advising experience at Al Baha university faculty of dentistry, students will be able to:

- Make effective decisions concerning their degree and career goals
- Select courses towards the fulfillment of their degree plan.
- Interpret and follow the University academic policies, regulations, and procedures.
- Monitor their academic progress and enhance their skills.
- Identify and utilize the resources and services on campus.
- Seek referral to appropriate supporting units.

### **The Advisor Expectations and/or Responsibilities**

The academic advisors are assumed to meet the following expectations and responsibilities:

- Have current knowledge of the academic programs and their curricula as well as the university policies, regulations, and registration procedures.
- Shall attend awareness and training workshops and seminars organized by the university and/or department
- Be able to communicate the curricula, graduation requirements, and university policies and procedures to the students to allow appropriate choices for their degree programs.
- Closely monitor progress and offer support toward developing and achieving realistic academic plans and career goals.
- Promote proactive advising and help students to an appropriate response or recovery plan to address obstacles encountered in their academic life.
- Meet frequently enough with advisees via multiple channels of communication and interaction (face one-to-one, group meeting, and email) and maintain a respectful and confidential opportunity for the students to discuss their questions and

concerns.

- Refer the students to the appropriate supporting offices or units and help them in identifying and utilizing on and off-campus resources.
- Assist students in acquiring planning, decision-making, self-awareness, and self-regulation skills and in assuming responsibility for their academic plans and achievements.
- Discuss the responsibilities of the advising process with advisees.
- Create a safe, positive environment for advisees to easily explore ideas, aspirations, concerns, and interests regarding personal, academic, and career goals.

### **The Student Expectations and/or Responsibilities**

As an advisee, you have clear expectations and responsibilities in the advising partnership in order to be successful. So, as an advisee, you are expected to:

- Be responsible for knowing your degree requirements, rules, policies, and deadlines. Make note of important dates in the academic year (i.e.: add/ deadlines).
- Develop an educational plan, including long-term and short-term goals, that takes into account your interests, personal and/or career goals, values and abilities while ensuring timely academic progress toward your degree.
- Contact advisor when first experiencing difficulty (i.e. academic, personal, financial) and be courteous to attend the advising appointments you have scheduled on time or reschedule them.
- Take an active role in your advising session by coming prepared with questions, take notes during the advising meetings, and keep written records of the sessions.
- Become familiar with campus resources and know how to access, use and check your college e- mail on a regular basis and be aware of important dates & deadlines
- Accept responsibility for your decisions and actions (or inactions) which affect your educational progress and goals.
- Demonstrate academic integrity and ethical behavior, being honest and open minded at all time.

### **Types of Academic Advising**

There are three different types of academic advising

1. **Volunteer:** A student who feels a need for clarification on any academic issue goes to his academic advisor by his will and discuss his concerned academic issue
2. **Mandatory:** This is a scheduled activity during weeks 1<sup>st</sup>, 4<sup>th</sup>, 8<sup>th</sup> and end of semester, where all students get messages from their respective academic advisors and goes to discuss their academic issues with them. College academic forms are available for the student's through which they can convey their issues to the academic advisor which in turn will be raised to the concern higher authorities. Any progress or issues solves will be delivered to the student by the academic advisor.

**During the 1<sup>st</sup> and 2<sup>nd</sup> week:** All the students' registration issues are solved. Students are guided selecting the right courses during the registration period along with Addition of courses, deletion of courses, shifting of courses and time conflict adjustment are done.

3. **Forced,** this activity initiated by the college counselor based on the report of

midterm (students with poor academic performance and/or attendance sent to their academic advisor to seek help on how to overcome this/these poor performance)

**During the 4<sup>th</sup> week:** Student attendance evaluation is carried along with help of their course director or supervisor along with their academic and clinical performance. Students who are absent for 2 weeks are sent first warning letter, three weeks second warning letter and for 4 weeks deprivation letter first through the student official university email id and then in person informing the students and taking their signature's by the course director on the warning letter then taking signatures of the head of department and academic advisor. After this academic advisor evaluates their attendance and their grades advising them how to cope up with the course curriculum

**9<sup>th</sup> week:** After the midterm again student performance is evaluated. Students' academic form is their through which they can again raise any issue like deleting the course.

**End of semester:** At the end of semester students' performance is evaluated and each student is counselled by asking them if they have any issues. Guidance will be provided how to write the exams, get good scores and higher grades

#### **Advising Process Student Side:**

- Student visit the college webpage and click on the Find Advisor tab
- Enter your Student ID and click find. Your supervisor name with full contact information will appear to you as follows.
- Contact/Visit your Advisor and discuss your academic issues with him Student overall satisfaction on the academic advising and counseling services is collected through the program evaluation survey that is conduct every year for the graduating students

#### **Advising Process Faculty Side**

The University considers student advising by faculty as an important teaching-related activity. A faculty member is expected to advise students in planning their academic programs during early registration, registration and throughout the academic year whenever a student seeks his advisor's input in academic matters. It is also the duty of an academic advisor to assist his advisees in interpreting and understanding the academic regulations, in choosing the required and the elective courses in the desired sequence, in verifying the degree requirements for graduation, and in improving academic performance.

The advising process for the faculty starts at the beginning of the semester to help in guiding students selecting the right courses during the registration period and continued through the whole semester. Two possible advising approaches are in practice; the first is when a student visited the faculty seeking his input voluntarily, and the second is when the faculty call the student for an advising session in weeks 4 and 9 and also it is advised to be in week 1 for weak students. For both situations the faculty can use the student advising forms and the data base of the advisees from the course filer page as follows: During the week 4 and week 9 advising periods all advisees must be contacted and met with. Furthermore, no low-performing student (GPA < 2.0) should be permitted to

avoid this obligation; if they do not respond, the Student Counselor should be advised and he and/or Student Affairs will follow up by contacting the student concerned. Also, all new advisees, that is, all those in their first semester, must be met with and, again, the student counselor should be notified if any have not responded.

### 18.Appeals and Suggestions

- The Faculty of Dentistry applies the regulations of the Ministry of Education which stated that students must have the opportunity to raise matters of concern without fear of disadvantage and in the knowledge that their privacy and confidentiality will be respected.
- The students should submit their appeals to their academic advisors (who will forward it to the head of the department). Students can also submit any appeal directly to the head of the department.
- The head of the department will take the appeal seriously and confidentially; and deals with the appeal according to the regulation of Saudi ministry of education .
- If the appeal solved by the head of the department, then the student will be informed about the decision made and any further actions need to be taken .
- If the appeal needs to be discussed and reported on the above authority (e.g. absence of the student more than 25% of the course lectures), thus the appeal will be forwarded to the higher authority such as (departmental board, faculty board, the dean of the faculty).
- The student will be informed about the decision of the higher authority and any further actions need to be taken depending on the nature of the appeal .
- All students appeal will be archived and discussed at the end of the academic year by the departmental board to improve the required procedure and avoid probable consequences of such appeals.