





**DEPARTMENT:ACD/ ACADEMIC**

**TITLE: Program Specifications**

CODE : ACD/AC - FO- 1.1-E

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| <b>A. Program Identification and General Information</b>  |  |  |           |
|---|--|--|-----------|
| 1. Program title  | Diploma in Dental Surgery  | Program Code                             | -         |
| 2. Total credit hours needed for completion of the program  | 271.1 Credits  |  |           |
| 3. Award granted on completion of the program   |  |  |           |
| Diploma of Dental Surgery   |  |  |           |
| 4. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (e.g. diploma or associate degree) include professions or occupations at each exit point)  |  |  |           |
| <ul style="list-style-type: none"> <li>The graduate is prepared to be a general practitioner in dental surgery</li> <li>There is no exit point for this program</li> </ul>  |  |  |           |
| 5. (a) New Program  | -  | Planned starting date                    | -         |
| (b) Continuing Program  | Yes  | Year of most recent major program review | 2016-2017 |
| 6. Name of program chair or coordinator.  | 1.Prof. Toni ZEINOUN (Dean, Faculty of Dental Medicine)<br>2. Prof. Georges AOUN (Program coordinator) |  |           |
| 7. Date of approval by the authorized body  | Law, n° 427, 6/4/1999  |  |           |
| <b>B. Program Context</b>   |  |  |           |
| 1. Explain why the program was established.   |  |  |           |
| <p>The Faculty of Dental Medicine (FDM) was established at the Lebanese University in 1983, as a branch of the Faculty of Medical Sciences, and became independent by a decree issued on 6 April 1999. Following the security events witnessed by Lebanon, the Faculty of Dental Medicine in Beirut was divided into Branches 1 and 2 between 1986 and 1996, and they were directly affiliated with the Deanship of the Faculty of Medical Sciences and managed by a Director or Coordinator. In 1999, the Faculty of Medicine and Faculty of Dentistry split into two independent faculties by all means. The 2 branches of the Faculty of Dental Medicine merged into one Faculty located at Campus Rafic Hariri, Hadat.</p>  |  |  |           |
| a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.   |  |  |           |
| <ul style="list-style-type: none"> <li>The Faculty of Dental Medicine was established due to a growing need for a Dental School. Back then, there was only one Dental School (Saint Joseph University USJ) catering for the needs of the Lebanese Population.</li> <li>The growing interest in a public Dental School nests in the urge to provide education for all, based on respect, tolerance, understanding, and concern for students.</li> <li>The Faculty was established to welcome the largest diversity of Lebanese students without prejudice concerning their social or financial background, gender or culture.</li> <li>The FDM's aim is to foster an appropriate context needed for the development of scientific reasoning, clinical competence, and interpersonal skills necessary for learning and patient care through the application of existing and cutting edge technology which benefit patient care and enhance student engagement and learning.</li> <li>The FDM focuses primarily on raising the level of dental health and preventive education on a national level, by involving patient care, which relies on the preventive measures and/or therapeutic services administered at a substantially lower cost for the patient</li> </ul> |  |  |           |



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| <b>b. Explain the relevance of the program to the mission and goals of the Faculty.</b>  |           |
| This program is in line with the mission and goals of the FDM. Its relevance consists in: <ul style="list-style-type: none"> <li>- Preparing and developing academic and clinical programs emphasizing evidence based dentistry and critical thinking.</li> <li>- Ensuring an administrative and academic culture in concordance with quality standards that are measured using performance indicators in order to further develop policies and strategies for teaching and training.</li> <li>- Preparing to undertake continuing professional development supporting the concept of life-long learning.</li> <li>- Practicing evidence-based dentistry based through a problem solving approach, using basic theoretical and practical skills.</li> <li>- Work to raise the level of health and preventive education on a national level.</li> </ul> |           |
| <b>2. Relationship (if any) to other programs offered by the institution/college/department.</b>   |           |
| <b>a. Does this program offer courses that students in other programs are required to take?</b>  | <b>No</b> |
| If yes, what has been done to make sure those courses meet the needs of students in the other programs? <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>   |           |
| <b>b. Does the program require students to take courses taught by other departments?</b>   | <b>No</b> |
| If yes, what has been done to make sure those courses in other departments meet the needs of students in this program? <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>  |           |
| <b>3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (e.g. Part time evening students, physical and academic disabilities, limited IT or language skills).</b>  | <b>No</b> |
| Very few students enrolled in the program claimed to have special needs or characteristics.  |           |
| <b>4. What modifications or services are you providing for special needs applicants?</b>   |           |
| In general, the Dean and the Faculty council are involved in taking such decisions, provided that they account for the student's condition and well-being.   |           |
| <b>C. Mission, Goals and Objectives</b>  |           |
| <b>1. Program Mission Statement (insert)</b>   |           |
| <ul style="list-style-type: none"> <li>• Prepare and develop academic and clinical programs based on evidence based science and critical thinking</li> <li>• Assure an administrative and academic culture in concordance with quality standards</li> <li>• Promote scientific research and continuous education</li> <li>• Work to raise the level of health and preventive education in Lebanese society.</li> </ul>   |           |
| <b>2. List Program Goals (e.g. long term, broad based initiatives for the program, if any)</b>   |           |
| <ul style="list-style-type: none"> <li>• Train dentists with the appropriate competences that allow them to successfully cope with the clinical reality of the profession in everyday practice in order to improve and ensure a high quality of dental health care.</li> <li>• Encourage continuing professional development that supports the concept of life-long learning</li> <li>• Practice evidence-based dentistry through problem solving, using basic theoretical and</li> </ul>  |           |



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| practical skills   |  |  |
|--|--|--|
| 3. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives. |  |  |
| Measurable Objectives  | Measurable performance indicators  | Strategies   |
| Develop academic programs  | <ul style="list-style-type: none"> <li>• <b>Score of targeted learning outcomes for didactic courses</b><br/>3<sup>rd</sup> Year: 3.61/5<br/>4<sup>th</sup> Year: 3.68/5<br/>5<sup>th</sup> Year: 3.65/5</li> <li>• <b>Score of student's satisfaction concerning the content of the didactic courses</b><br/>3<sup>rd</sup> Year: 3.72/5<br/>4<sup>th</sup> Year: 3.76/5<br/>5<sup>th</sup> Year: 3.85/5</li> <li>• <b>Score of student's satisfaction concerning lecturer's performance</b><br/>3<sup>rd</sup> Year: 3.73/5<br/>4<sup>th</sup> Year: 3.67/5<br/>5<sup>th</sup> Year: 3.56/5</li> <li>• <b>Number of new courses about new technologies (Laser, Cad/Cam..)</b></li> </ul> | <ul style="list-style-type: none"> <li>• Surveys about student's satisfaction regarding teaching (learning outcomes, lecturer's content, and lecturer's performance) have been submitted for students for specific courses. Depending on the results, appropriate actions will be taken by the Dean and the Head of department.</li> <li>• Review, redefine and restructure the undergraduate curriculum<br/><b>(Annex 1 and Annex 2)</b></li> </ul> |
| Develop clinical programs  | <ul style="list-style-type: none"> <li>• <b>Score of targeted learning outcomes for clinical training</b><br/>5<sup>th</sup> Year: 3.35/5</li> <li>• <b>Student feedback on practical training and application methods</b><br/>5<sup>th</sup> Year: 3.31/5</li> <li>• <b>Score of student's satisfaction concerning the instructor's performance in the clinical field</b><br/>Average scores ranged from 3.35 for Course 2 to 4.12 for Course 5.</li> <li>• <b>Number of patients treated by new technologies (Cad/Cam)</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Surveys about student's satisfaction regarding practical training (learning outcomes, practical training, and instructor's performance) have been submitted for students for clinical training. Depending on the results, appropriate actions will be taken by the Dean and the Head of department<br/><b>(Annex 3 and Annex 4)</b></li> </ul>  |



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| <p>Quality assurance processes</p>                      | <ul style="list-style-type: none"> <li>• <b>Percentage of continuous education/ instructor/ year</b></li> <li>• <b>Number of policies, procedures and protocols implemented</b></li> <li>• <b>Percentage of student's recalled for unprofessional behavior</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Structured and regular staff training (continuous education) to ensure that all instructors are providing the same level of teaching and are familiar with the curriculum</li> <li>• Policies, procedures and protocols are updated and aligned to a contemporaneous evidence based</li> <li>• Identify students who fail to engage in professional behavior and apply a range of disciplinary processes and sanctions</li> </ul>   |
| <p>Produce clinicians who are patient-centered care</p> | <ul style="list-style-type: none"> <li>• <b>Percentage of targeted requirements done by student according to their academic level</b></li> <li>• <b>Percentage of satisfaction surveys about communication and relations between students and patients</b></li> <li>• <b>Percentage of school's students educated for oral health by undergraduate students</b><br/>Number: 481students came to the faculty<br/>Number: 675 students from outside the Faculty</li> </ul> | <ul style="list-style-type: none"> <li>• On the 3<sup>rd</sup> Year, the residents know the theoretical concept of a clinical act. During the preclinical sessions, the student learns to apply the concept taught in the didactic course on dummy heads during the practical work (fundamental level). In the 4<sup>th</sup> Year, residents are able to perform the procedure in the clinic under the supervision of instructors (Intermediate level). In the 5<sup>th</sup> Year, students are able to perform the clinical procedure independently (Advanced level).</li> <li>• Increase <b>awareness</b> of the <b>importance</b> of oral health to overall health and well-being.</li> </ul> |
| <p>Safe and effective clinical practice</p>             | <ul style="list-style-type: none"> <li>• <b>Percentage of Reports of clinical incident</b></li> <li>• <b>Requirements reached by the students are in concordance with the program targets</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Develop Policies and procedures for the report of clinical incident</li> <li>• Monitor the rate of clinical incident reports and take appropriate actions when</li> </ul>   |



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|  | <ul style="list-style-type: none"> <li>• <b>Percentage of targeted competences reached by the students</b></li> <li>• <b>Number of policies and procedures implemented for the safety in the clinics</b></li> </ul> | <p>needed</p> <ul style="list-style-type: none"> <li>• Monitor the requirements of the clinical activities set by each department and done by each student.</li> <li>• Vaccinate all students before entering the clinics for a safe and effective clinical practice</li> <li>• Implement policies and procedures concerning infection control and safety measures related to pandemic Covid-19 (<b>Annex 5</b>)</li> </ul> |
|--|---|---|

#### **D. Program Structure and Organization**

**1. Program Description:** List the core and elective program courses offered each semester from First Year to graduation using the below Curriculum Study Plan Table

The program is divided into three categories: Theory, Preclinical and Clinical. There are no elective courses.

The theoretical courses consist of modules whose content pertain to every department of the faculty.

The preclinical courses are sessions where undergraduate students put into practice the theory taught by each department throughout the academic year.

The clinical activity is the most important part of the program. It allows the students to treat patients under the supervision of qualified clinical instructors.

#### **Curriculum Study Plan Table**

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

| Semester #                        | Course Code        | Course Title   | Required or Elective | Prerequisite Courses | Credit Hours |
|-----------------------------------|--------------------|--|----------------------|----------------------|--------------|
| <b>2<sup>nd</sup> Year<br/>S1</b> | <b>BCH 200</b>     | Biochemistry   | <b>R</b>             | <b>No</b>            | <b>8.0</b>   |
|                                   | <b>CBIO PC 200</b> | Cell Biology (Preclinical)                             | <b>R</b>             | <b>No</b>            | <b>0.9</b>   |
|                                   | <b>DOHE 200</b>    | Dental and oral Histology and Embryology               | <b>R</b>             | <b>No</b>            | <b>3.0</b>   |
|                                   | <b>DOHE PC 200</b> | Dental and oral Histology and Embryology (Preclinical) | <b>R</b>             | <b>No</b>            | <b>1.3</b>   |
|                                   | <b>ENGL 200</b>    | English language                                       | <b>R</b>             | <b>No</b>            | <b>3.8</b>   |
|                                   | <b>FREN 200</b>    | French language  | <b>R</b>             | <b>No</b>            | <b>3.8</b>   |
|                                   | <b>GSP 200</b>     | General and special physiology                         | <b>R</b>             | <b>No</b>            | <b>8.0</b>   |
|                                   | <b>CHEM PC 200</b> | General Chemistry (Preclinical)                        | <b>R</b>             | <b>No</b>            | <b>1.0</b>   |
|                                   | <b>PSY 200</b>     | General Psychology                                     | <b>R</b>             | <b>No</b>            | <b>3.0</b>   |
|                                   | <b>HNA 200</b>     | Head and Neck Anatomy                                  | <b>R</b>             | <b>No</b>            | <b>6.0</b>   |
|                                   | <b>HEIM 200</b>    | Hematology and Immunology                              | <b>R</b>             | <b>No</b>            | <b>2.7</b>   |
|                                   | <b>HIO 200</b>     | Histology of Organs                                    | <b>R</b>             | <b>No</b>            | <b>3.0</b>   |



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|                                   | <b>HIO PC 200</b>    | Histology of Organs (Preclinical)                               | <b>R</b> | <b>No</b> | <b>2.0</b> |
|                                   | <b>RPRO 200</b>      | Removable Prosthodontics  | <b>R</b> | <b>No</b> | <b>2.0</b> |
|                                   | <b>RPRO PC 200</b>   | Removable Prosthodontics (Preclinical)                          | <b>R</b> | <b>No</b> | <b>2.5</b> |
|                                   | <b>RED 200</b>       | Restorative and Esthetic Dentistry                              | <b>R</b> | <b>No</b> | <b>2.1</b> |
| <b>2<sup>nd</sup> Year<br/>S2</b> | <b>BVPM 200</b>      | Bacteriology, Virology, Parasitology and Mycology               | <b>R</b> | <b>No</b> | <b>4.3</b> |
|                                   | <b>BVPM PC 200</b>   | Bacteriology, Virology, Parasitology and Mycology (Preclinical) | <b>R</b> | <b>No</b> | <b>1.2</b> |
|                                   | <b>PERIO 200</b>     | Basic Periodontology  | <b>R</b> | <b>No</b> | <b>0.9</b> |
|                                   | <b>BCH 200</b>       | Biochemistry  | <b>R</b> | <b>No</b> | <b>8.0</b> |
|                                   | <b>BCH PC 200</b>    | Biochemistry (Preclinical)                                      | <b>R</b> | <b>No</b> | <b>1.5</b> |
|                                   | <b>BIST 200</b>      | Biostatistics   | <b>R</b> | <b>No</b> | <b>2.5</b> |
|                                   | <b>DBM 200</b>       | Dental Biomaterials   | <b>R</b> | <b>No</b> | <b>2.4</b> |
|                                   | <b>BIPH 200</b>      | Dental biophysics   | <b>R</b> | <b>No</b> | <b>1.6</b> |
|                                   | <b>MORPHO 200</b>    | Dental Morphology   | <b>R</b> | <b>No</b> | <b>3.5</b> |
|                                   | <b>MORPHO PC 200</b> | Dental Morphology (Preclinical)                                 | <b>R</b> | <b>No</b> | <b>3.6</b> |
|                                   | <b>ENDO 200</b>      | Endodontics   | <b>R</b> | <b>No</b> | <b>1.5</b> |
|                                   | <b>ENGL 200</b>      | English Language  | <b>R</b> | <b>No</b> | <b>3.8</b> |
|                                   | <b>FPRO 200</b>      | Fixed Prosthodontics  | <b>R</b> | <b>No</b> | <b>1.5</b> |
|                                   | <b>FPRO PC 200</b>   | Fixed Prosthodontics (Preclinical)                              | <b>R</b> | <b>No</b> | <b>4.8</b> |
|                                   | <b>FREN 200</b>      | French Language   | <b>R</b> | <b>No</b> | <b>3.8</b> |
|                                   | <b>GSP 200</b>       | General and Special Physiology                                  | <b>R</b> | <b>No</b> | <b>8.0</b> |
|                                   | <b>HNA 200</b>       | Head and Neck Anatomy   | <b>R</b> | <b>No</b> | <b>6.0</b> |
|                                   | <b>HME 200</b>       | Human Morphology and Embryology                                 | <b>R</b> | <b>No</b> | <b>2.0</b> |
|                                   | <b>RED PC 200</b>    | Restorative and Esthetic Dentistry (Preclinical)                | <b>R</b> | <b>No</b> | <b>4.8</b> |
| <b>3<sup>rd</sup> Year<br/>S1</b> | <b>CBACT 300</b>     | Clinical Bacteriology   | <b>R</b> | <b>No</b> | <b>2.6</b> |
|                                   | <b>CBACT PC 300</b>  | Clinical Bacteriology (preclinical)                             | <b>R</b> | <b>No</b> | <b>0.9</b> |
|                                   | <b>DMP 300</b>       | Dental Materials in Prosthodontics                              | <b>R</b> | <b>No</b> | <b>2.4</b> |
|                                   | <b>DPAT 300</b>      | Dental Pathology  | <b>R</b> | <b>No</b> | <b>1.2</b> |
|                                   | <b>RADIO 300</b>     | Dentomaxillofacial Radiology and Imaging                        | <b>R</b> | <b>No</b> | <b>1.6</b> |



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|                                   | <b>RADIO PC 300</b>      | Dentomaxillofacial Radiology and Imaging (Preclinical) | <b>R</b>  | <b>No</b>  | <b>2.4</b> |
|                                   | <b>ERGO 300</b>          | Ergonomy and Posture in Dental Practice                | <b>R</b>  | <b>No</b>  | <b>2.5</b> |
|                                   | <b>ERGO PC 300</b>       | Ergonomy and Posture in Dental Practice (Preclinical)  | <b>R</b>  | <b>No</b>  | <b>0.5</b> |
|                                   | <b>PHARM 300</b>         | General and Special Pharmacology                       | <b>R</b>  | <b>No</b>  | <b>5.0</b> |
|                                   | <b>IT 300</b>            | Information Technology                                 | <b>R</b>  | <b>No</b>  | <b>1.0</b> |
|                                   | <b>IT PC 300</b>         | Information Technology (Preclinical)                   | <b>R</b>  | <b>No</b>  | <b>0.5</b> |
|                                   | <b>INM 300</b>           | Internal Medicine                                      | <b>R</b>  | <b>No</b>  | <b>4.5</b> |
|                                   | <b>NUTRI 300</b>         | Nutrition in Dentistry                                 | <b>R</b>  | <b>No</b>  | <b>1.5</b> |
|                                   | <b>OMFTA 300</b>         | Oral and Maxillofacial Topographical Anatomy           | <b>R</b>  | <b>No</b>  | <b>1.8</b> |
|                                   | <b>MPAT 300</b>          | Oral Mucosal Pathology                                 | <b>R</b>  | <b>No</b>  | <b>1.7</b> |
|                                   | <b>SURG 300</b>          | Oral Surgery   | <b>R</b>  | <b>No</b>  | <b>3.2</b> |
|                                   | <b>SURG PC 300</b>       | Oral Surgery (Preclinical)                             | <b>R</b>  | <b>No</b>  | <b>1.2</b> |
| <b>3<sup>rd</sup> Year<br/>S2</b> | <b>DIAG 300</b>          | Clinical Diagnosis and Treatment Planning              | <b>R</b>  | <b>No</b>  | <b>2.5</b> |
|                                   | <b>OCCL 300</b>          | Dental Occlusion                                       | <b>R</b>  | <b>No</b>  | <b>1.5</b> |
|                                   | <b>OCCL PC 300</b>       | Dental Occlusion (Preclinical)                         | <b>R</b>  | <b>No</b>  | <b>2.0</b> |
|                                   | <b>ENDO 300</b>          | Endodontics  | <b>R</b>  | <b>No</b>  | <b>2.5</b> |
|                                   | <b>ENDO PC 300</b>       | Endodontics (Preclinical)                              | <b>R</b>  | <b>No</b>  | <b>4.8</b> |
|                                   | <b>FPRO 300</b>          | Fixed Prosthodontics                                   | <b>R</b>  | <b>No</b>  | <b>3.0</b> |
|                                   | <b>FPRO PC 300</b>       | Fixed Prosthodontics (Preclinical)                     | <b>R</b>  | <b>No</b>  | <b>4.9</b> |
|                                   | <b>GSAP 300</b>          | General and Special Anatomic Pathology                 | <b>R</b>  | <b>No</b>  | <b>2.6</b> |
|                                   | <b>PHARM 300</b>         | General and Special Pharmacology                       | <b>R</b>  | <b>No</b>  | <b>5.0</b> |
|                                   | <b>IT 300</b>            | Information Technology                                 | <b>R</b>  | <b>No</b>  | <b>1.0</b> |
|                                   | <b>IT PC 300</b>         | Information Technology (Preclinical)                   | <b>R</b>  | <b>No</b>  | <b>0.5</b> |
|                                   | <b>INM 300</b>           | Internal Medicine                                      | <b>R</b>  | <b>No</b>  | <b>4.5</b> |
|                                   | <b>PERIO 300</b>         | Preventive and Clinical Periodontology                 | <b>R</b>  | <b>No</b>  | <b>2.8</b> |
|                                   | <b>PERIO PC 300</b>      | Preventive and Clinical Periodontology (Preclinical)   | <b>R</b>  | <b>No</b>  | <b>0.7</b> |
|                                   | <b>RPRO 300</b>          | Removable Prosthodontics                               | <b>R</b>  | <b>No</b>  | <b>3.0</b> |
| <b>RPRO PC 300</b>                | Removable Prosthodontics | <b>R</b>   | <b>No</b> | <b>3.2</b> |            |





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|   |                       | (Preclinical)  |          |           |            |
|   | <b>RED 300</b>        | Restorative and Esthetic Dentistry                     | <b>R</b> | <b>No</b> | <b>2.6</b> |
|   | <b>RED PC 300</b>     | Restorative and Esthetic Dentistry (Preclinical)       | <b>R</b> | <b>No</b> | <b>4.8</b> |
|   | <b>T CLIN 300</b>     | Transition to Clinical Practice (Clinical)             | <b>R</b> | <b>No</b> | <b>1.0</b> |
| <b>4<sup>th</sup> Year</b><br><b>S1</b> | <b>DSOF 400</b>       | Dental Softwares (Preclinical)                         | <b>R</b> | <b>No</b> | <b>0.5</b> |
|   | <b>RADIO CLIN 400</b> | Dentomaxillofacial Radiology and Imaging (Clinical)    | <b>R</b> | <b>No</b> | <b>1.1</b> |
|   | <b>DIAG 400</b>       | Differential Diagnosis and Symptomatology              | <b>R</b> | <b>No</b> | <b>3.0</b> |
|   | <b>ENDO CLIN 400</b>  | Endodontics (clinical)                                 | <b>R</b> | <b>No</b> | <b>3.3</b> |
|   | <b>FPRO 400</b>       | Fixed Prosthodontics                                   | <b>R</b> | <b>No</b> | <b>1.3</b> |
|   | <b>FPRO CLIN 400</b>  | Fixed Prosthodontics (Clinical)                        | <b>R</b> | <b>No</b> | <b>4.5</b> |
|   | <b>DIAG CLIN 400</b>  | Oral Diagnosis (Clinical)                              | <b>R</b> | <b>No</b> | <b>1.1</b> |
|   | <b>SURG 400</b>       | Oral Surgery   | <b>R</b> | <b>No</b> | <b>3.2</b> |
|   | <b>SURG PC 400</b>    | Oral Surgery (Preclinical)                             | <b>R</b> | <b>No</b> | <b>0.5</b> |
|   | <b>SURG CLIN 400</b>  | Oral Surgery (Clinical)                                | <b>R</b> | <b>No</b> | <b>1.1</b> |
|   | <b>ORTH 400</b>       | Orthodontics and Dentofacial Orthopedics               | <b>R</b> | <b>No</b> | <b>1.6</b> |
|   | <b>ORTH PC 400</b>    | Orthodontics and Dentofacial Orthopedics (Preclinical) | <b>R</b> | <b>No</b> | <b>1.0</b> |
|   | <b>PERIOCLIN 400</b>  | Periodontology (Clinical)                              | <b>R</b> | <b>No</b> | <b>2.0</b> |
|   | <b>PCDH 400</b>       | Public and Community Dental Health                     | <b>R</b> | <b>No</b> | <b>2.0</b> |
|   | <b>PCDH CLIN 400</b>  | Public and Community Dental Health (Clinical)          | <b>R</b> | <b>No</b> | <b>1.1</b> |
|   | <b>RPRO CLIN 400</b>  | Removable Prosthodontics (Clinical)                    | <b>R</b> | <b>No</b> | <b>2.7</b> |
|   | <b>RED 400</b>        | Restorative and Esthetic Dentistry                     | <b>R</b> | <b>No</b> | <b>1.1</b> |
|   | <b>RED CLIN 400</b>   | Restorative and Esthetic Dentistry (Clinical)          | <b>R</b> | <b>No</b> | <b>4.5</b> |
| <b>4<sup>th</sup> Year</b><br><b>S2</b> | <b>RADIO 400</b>      | Dentomaxillofacial Radiology and Imaging               | <b>R</b> | <b>No</b> | <b>2.4</b> |
|   | <b>RADIO CLIN 400</b> | Dentomaxillofacial Radiology and Imaging (Clinical)    | <b>R</b> | <b>No</b> | <b>1.1</b> |
|   | <b>ENDO 400</b>       | Endodontics  | <b>R</b> | <b>No</b> | <b>1.5</b> |
|   | <b>ENDO CLIN 400</b>  | Endodontics (Clinical)                                 | <b>R</b> | <b>No</b> | <b>3.3</b> |
|   | <b>FAID 400</b>       | First Aid  | <b>R</b> | <b>No</b> | <b>3.5</b> |
|   | <b>FPRO CLIN 400</b>  | Fixed Prosthodontics (Clinical)                        | <b>R</b> | <b>No</b> | <b>4.5</b> |



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|                               | <b>JAW PATH 400</b>   | Jaw Pathology                                       | <b>R</b> | <b>No</b> | <b>2.0</b> |
|                               | <b>DIAG CLIN 400</b>  | Oral Diagnosis (Clinical)                           | <b>R</b> | <b>No</b> | <b>1.1</b> |
|                               | <b>SURG CLIN 400</b>  | Oral Surgery (Clinical)                             | <b>R</b> | <b>No</b> | <b>1.1</b> |
|                               | <b>PEDO 400</b>       | Pediatric Dentistry                                 | <b>R</b> | <b>No</b> | <b>3.0</b> |
|                               | <b>PEDO PC 400</b>    | Pediatric Dentistry (Preclinical)                   | <b>R</b> | <b>No</b> | <b>1.1</b> |
|                               | <b>PERIO 400</b>      | Periodontal Therapeutic                             | <b>R</b> | <b>No</b> | <b>2.4</b> |
|                               | <b>PERIO CLIN 400</b> | Periodontology (Clinical)                           | <b>R</b> | <b>No</b> | <b>2.0</b> |
|                               | <b>PCDH CLIN 400</b>  | Public and Community Dental Health (Clinical)       | <b>R</b> | <b>No</b> | <b>1.1</b> |
|                               | <b>RPRO 400</b>       | Removable Prosthodontics                            | <b>R</b> | <b>No</b> | <b>3.0</b> |
|                               | <b>RPRO PC 400</b>    | Removable Prosthodontics (Preclinical)              | <b>R</b> | <b>No</b> | <b>1.5</b> |
|                               | <b>RPRO CLIN 400</b>  | Removable Prosthodontics (Clinical)                 | <b>R</b> | <b>No</b> | <b>2.7</b> |
|                               | <b>RED CLIN 400</b>   | Restorative and Esthetic Dentistry (Clinical)       | <b>R</b> | <b>No</b> | <b>4.5</b> |
| <b>5<sup>th</sup> Year S1</b> | <b>RADIO 500</b>      | Dentomaxillofacial Radiology and Imaging            | <b>R</b> | <b>No</b> | <b>1.6</b> |
|                               | <b>RADIO CLIN 500</b> | Dentomaxillofacial Radiology and Imaging (Clinical) | <b>R</b> | <b>No</b> | <b>1.1</b> |
|                               | <b>ENDO CLIN 500</b>  | Endodontics (Clinical)                              | <b>R</b> | <b>No</b> | <b>3.3</b> |
|                               | <b>PROF 500</b>       | Fixed Prosthodontics                                | <b>R</b> | <b>No</b> | <b>1.6</b> |
|                               | <b>PROF CLIN 500</b>  | Fixed Prosthodontics (Clinical)                     | <b>R</b> | <b>No</b> | <b>4.5</b> |
|                               | <b>MFP 500</b>        | Maxillofacial Prosthodontics                        | <b>R</b> | <b>No</b> | <b>1.6</b> |
|                               | <b>MFS 500</b>        | Medical Forensic Sciences                           | <b>R</b> | <b>No</b> | <b>2.4</b> |
|                               | <b>MFS PC 500</b>     | Medical Forensic Sciences (Preclinical)             | <b>R</b> | <b>No</b> | <b>0.8</b> |
|                               | <b>DIAG CLIN 500</b>  | Oral Diagnosis (Clinical)                           | <b>R</b> | <b>No</b> | <b>1.1</b> |
|                               | <b>SURG CLIN 500</b>  | Oral Surgery (Clinical)                             | <b>R</b> | <b>No</b> | <b>1.1</b> |
|                               | <b>ORTH 500</b>       | Orthodontics and Dentofacial Orthopedics            | <b>R</b> | <b>No</b> | <b>2.0</b> |
|                               | <b>ORTH CLIN 500</b>  | Orthodontics and Dentofacial Orthopedics (Clinical) | <b>R</b> | <b>No</b> | <b>0.6</b> |
|                               | <b>PEDO CLIN 500</b>  | Pediatric Dentistry (Clinical)                      | <b>R</b> | <b>No</b> | <b>2.4</b> |
|                               | <b>PERIO CLIN 500</b> | Periodontology (Clinical)                           | <b>R</b> | <b>No</b> | <b>2.0</b> |
|                               | <b>PCDH 500</b>       | Public and Community Dental Health                  | <b>R</b> | <b>No</b> | <b>1.5</b> |
|                               | <b>PCDH CLIN 500</b>  | Public and Community Dental Health (Clinical)       | <b>R</b> | <b>No</b> | <b>1.1</b> |



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|                                   | <b>PROR CLIN 500</b>                          | Removable Prosthodontics (Clinical)                 | <b>R</b>  | <b>No</b>  | <b>2.7</b> |
|                                   | <b>RED CLIN 500</b>                           | Restorative and Esthetic Dentistry (Clinical)       | <b>R</b>  | <b>No</b>  | <b>4.0</b> |
| <b>5<sup>th</sup> Year<br/>S2</b> | <b>DEON 500</b>                               | Dental Deontology                                   | <b>R</b>  | <b>No</b>  | <b>1.6</b> |
|                                   | <b>RADIO CLIN 500</b>                         | Dentomaxillofacial Radiology and Imaging (Clinical) | <b>R</b>  | <b>No</b>  | <b>1.1</b> |
|                                   | <b>ENDO CLIN 500</b>                          | Endodontics (Clinical)                              | <b>R</b>  | <b>No</b>  | <b>3.3</b> |
|                                   | <b>PROF CLIN 500</b>                          | Fixed Prosthodontics (Clinical)                     | <b>R</b>  | <b>No</b>  | <b>4.5</b> |
|                                   | <b>ANES 500</b>                               | General Anesthesia                                  | <b>R</b>  | <b>No</b>  | <b>1.4</b> |
|                                   | <b>GSURG 500</b>                              | General Surgery                                     | <b>R</b>  | <b>No</b>  | <b>2.0</b> |
|                                   | <b>HNP 500</b>                                | Head and Neck Pathology                             | <b>R</b>  | <b>No</b>  | <b>1.3</b> |
|                                   | <b>HURI 500</b>                               | Human Rights  | <b>R</b>  | <b>No</b>  | <b>1.5</b> |
|                                   | <b>IMPL 500</b>                               | Implant Dentistry                                   | <b>R</b>  | <b>No</b>  | <b>2.5</b> |
|                                   | <b>IMPL PC 500</b>                            | Implant Dentistry (Preclinical)                     | <b>R</b>  | <b>No</b>  | <b>1.0</b> |
|                                   | <b>DENTM 500</b>                              | Managing and installing a Dental Office             | <b>R</b>  | <b>No</b>  | <b>1.6</b> |
|                                   | <b>MFOS 500</b>                               | Maxillofacial and Orthognathic Surgery              | <b>R</b>  | <b>No</b>  | <b>1.5</b> |
|                                   | <b>DIAG CLIN 500</b>                          | Oral Diagnosis (Clinical)                           | <b>R</b>  | <b>No</b>  | <b>1.1</b> |
|                                   | <b>SURG CLIN 500</b>                          | Oral Surgery (Clinical)                             | <b>R</b>  | <b>No</b>  | <b>1.1</b> |
|                                   | <b>ORTH CLIN 500</b>                          | Orthodontics and Dentofacial Orthopedics (Clinical) | <b>R</b>  | <b>No</b>  | <b>0.6</b> |
|                                   | <b>PEDO CLIN 500</b>                          | Pediatric Dentistry (Clinical)                      | <b>R</b>  | <b>No</b>  | <b>2.4</b> |
|                                   | <b>PERIO CLIN 500</b>                         | Periodontology (Clinical)                           | <b>R</b>  | <b>No</b>  | <b>2.0</b> |
|                                   | <b>PCDH CLIN 500</b>                          | Public and Community Dental Health                  | <b>R</b>  | <b>No</b>  | <b>1.1</b> |
| <b>RPRO CLIN 500</b>              | Removable Prosthodontics (Clinical)           | <b>R</b>  | <b>No</b> | <b>2.7</b> |            |
| <b>RED CLIN 500</b>               | Restorative and Esthetic Dentistry (Clinical) | <b>R</b>  | <b>No</b> | <b>4.0</b> |            |

**2. Required Clinical Experience Component (if any) (e.g. internship, cooperative program, work experience)**

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification

**a. Brief description of clinical experience activity**

The clinical experience is an integral part of the academic program. The student must fulfill requirements established and set in place by each department. Students have to attend clinical rotations every day of the week according to a pre-established schedule set by the clinical coordinator. The rotation schedule is posted weekly and covers the incoming week. The students are divided into sub-groups. The rotation is set according to total number of clinical hours needed per department. All



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students are required to perform clinical acts in all specialties under the direct supervision of the clinical instructors in each department. Instructors help students to develop the competences namely a professional behavior, knowledge and practical necessary skills. This allows students to be able to practice evidence-based dentistry in general professional practice using basic theoretical and practical skills.

b. At what stage or stages in the program does the field experience occur? (e.g. year, semester)

The clinical field starts on the 4<sup>th</sup> year

c. Time allocation and scheduling arrangement.

Students have to attend clinical sessions every day per week until they complete 880 hours for the 4<sup>th</sup> year students and 960 hours for the 5<sup>th</sup> year students.

d. Number of credit hours (if any)

4<sup>th</sup> Year: 23.2 Credits

5<sup>th</sup> Year: 23.9 Credits

3. Project or Research Requirements (if any)

Summary of any thesis requirement in the program. (Other than projects or assignments within individual courses)

a. Brief description

The thesis is mandatory for all 5<sup>th</sup> year students in order to get their diploma of Dental Surgery. The subjects are chosen according to a list establish by each department. The list is distributed at the beginning of the year with the name of the director in charge and one member of the Jury. The student chooses their topic according to their results ranking during the 4<sup>th</sup> Year (**Annex 6**)

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

- Communicate constructively with the director of thesis.
- Get to know how to write a literature review
- Use the medical library and other online search engines for existing body of research relevant to the topic.
- Identify and demonstrate appropriate research methodologies and know when to use them
- Learn to read, analyze and summarize scientific papers.
- Develop a critical thinking process
- Adhere to ethical principles pertaining to research.

c. At what stage or stages in the program is the project or research undertaken? (e.g. level)

Students must undertake a thesis at the 5<sup>th</sup> year of the program.

d. Number of credit hours (if any)

There is no credit for the thesis.

e. Description of academic advising and support mechanisms provided for students to complete the project.

The academic advisor:

- Ensures that the work is conducted effectively
- Follows and supports the student in the design and realization of his dissertation
- Validates the outline, methodology and bibliographical references
- Establishes regular meetings with the student and fills the logbook at each meeting
- Teaches the student how to write the different chapters



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- Oversees the preparation of the oral presentation
- Checks the content of the manuscript: Quality and presentation
- Ensures the respect of these guidelines and the administrative procedures
- Helps develop the autonomy and creativity of the student

f. Description of assessment procedures (including mechanism for verification of standards)

- The president of the jury asks the candidate to give an oral presentation of fifteen to twenty minutes, using a computer-assisted presentation. The tutor must have checked the presentation beforehand.
- The student must show a good level of communication skills. He/she should demonstrate good skills to communicate information while being able to present and explain it orally.
- After the oral presentation, the jury can ask all questions relating to the dissertation. The relevance of the answers to the questions of the jury members allows an assessment of the knowledge of the subject.
- At the end of the defense, the jury members meet separately to deliberate and assess the work using each a grid with specific criteria. The final score consists of the President's (40%), Juror's (30%) and Tutor's (30%) scores. Once the final score computed, the corresponding grade will be attributed as follows:

| Score    | Grade     |
|----------|-----------|
| > 18     | Excellent |
| 16-17.99 | Very good |
| 14-15.99 | Good      |
| 13-13.99 | Fair      |

Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The **National Qualification Framework** (NQF) provides three learning domains. Learning outcomes are required in these three domains.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable learning outcomes required in each of the learning domains.

**Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

|           | Intended Learning Outcomes   | Teaching Strategies | Assessment Methods                         |
|-----------|--|---------------------|--|
| <b>01</b> | <b>Knowledge</b>   |                     |  |
| 1.1       | Perform the clinical examination steps and identify the clinical signs alerting a malignant transformation to a bone lesion or oral mucosa | Theoretical courses | Continuous evaluation, written examination |
| 1.2       | Collect during the clinical intra oral and extra oral examination  | Theoretical courses | Continuous evaluation, written examination |



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|      | the necessary information for the establishment of differential and definitive diagnosis  |                     |  |
| 1.8  | Describe, establish the differential diagnosis, and manage oral mucosal lesions, dental and bone pathologies, developmental anomalies, and symptoms             | Theoretical courses | Continuous evaluation, written examination |
| 1.9  | Recognize the diseases of the different systems as cardiac, endocrine, digestive, ... and their relation to oral lesions  | Theoretical courses | Continuous evaluation, written examination |
| 1.10 | Identify the risk of an acute deterioration in medically compromised patients and manage it   | Theoretical courses | Continuous evaluation, written examination |
| 1.11 | Analyze blood test's results  | Theoretical courses | Continuous evaluation, written examination |
| 1.12 | Elaborate a multidisciplinary management according to the priority order of treatment plan  | Theoretical courses | Continuous evaluation, written examination |
| 1.13 | Correlate the clinical examination with the radiological examination.   | Theoretical courses | Continuous evaluation, written examination |
| 1.14 | Describe conventional (intra oral and extra oral techniques) and non-conventional radiographic techniques used in dentistry (CT scan, CBCT and MRI)             | Theoretical courses | Continuous evaluation, written examination |
| 1.15 | Explain the importance of the radiological examination in the different fields of Dentistry   | Theoretical courses | Continuous evaluation, written examination |
| 1.16 | Differentiate between the different radiographic aspects of cysts, odontogenic and non odontogenic tumors.  | Theoretical courses | Continuous evaluation, written examination |
| 1.17 | Analyze all the radiological data to formulate a good radiographic interpretation of a dental image   | Theoretical courses | Continuous evaluation, written examination |
| 1.18 | Learn indications and contra indications for materials used and methods applied in restorative dentistry, as well as the rules of modern conservative dentistry | Theoretical courses | Continuous evaluation, written examination |

|      |  |                     |  |
|------|--|---------------------|--|
| 1.19 | Be familiar with the principles of teeth preparation for different classes in operative dentistry            | Theoretical courses | Continuous evaluation, written examination |
| 1.20 | To diagnose and elaborate a treatment plan for different cases including direct and indirect restorations.   | Theoretical courses | Continuous evaluation, written examination |
| 1.21 | Understand and describe dental morphology of permanent teeth   | Theoretical courses | Continuous evaluation, written examination |
| 1.22 | Describe the principals of adhesion to enamel and dentine as well as the different generations of adhesives  | Theoretical courses | Continuous evaluation, written examination |
| 1.23 | Describe the methods to prepare and restore a tooth with minimum damage to the dental tissue                 | Theoretical courses | Continuous evaluation, written examination |
| 1.24 | Identify the scope of endodontics and the objectives of root canal therapy                                   | Theoretical courses | Continuous evaluation, written examination |
| 1.25 | Describe the anatomy of the roots and the pulp space for all teeth and its variations                        | Theoretical courses | Continuous evaluation, written examination |
| 1.26 | Recognize the indications and the contra-indications of root canal treatment                                 | Theoretical courses | Continuous evaluation, written examination |
| 1.27 | Enumerate the different properties and mode of action of the NiTi instruments                                | Theoretical courses | Continuous evaluation, written examination |
| 1.28 | Master the steps of an endodontic treatment including, access cavity, preparation, irrigation and obturation | Theoretical courses | Continuous evaluation, written examination |
| 1.29 | Choose the molecule and technique to apply in local and block anesthesia                                     | Theoretical courses | Continuous evaluation, written examination |
| 1.30 | Describe different techniques of simple tooth extraction   | Theoretical courses | Continuous evaluation, written examination |
| 1.31 | Describe the jaw cysts, tumors, and lesions with their radiological and clinical diagnosis                   | Theoretical courses | Continuous evaluation, written examination |
| 1.32 | Formulate indications, contraindications of dental   | Theoretical courses | Continuous evaluation, written examination |

|      |  |                     |  |
|------|--|---------------------|--|
|      | implant placement  |                     |  |
| 1.33 | Prescribe appropriate medications before or/and after oral surgery   | Theoretical courses | Continuous evaluation, written examination |
| 1.34 | Describe histologically, physiologically, clinically, and radiologically the structures of the periodontium.                   | Theoretical courses | Continuous evaluation, written examination |
| 1.35 | Understand the etiopathogenesis of the periodontal diseases  | Theoretical courses | Continuous evaluation, written examination |
| 1.36 | Classify and diagnose the different types of periodontal diseases.   | Theoretical courses | Continuous evaluation, written examination |
| 1.37 | Elaborate a treatment plan and predict a prognosis   | Theoretical courses | Continuous evaluation, written examination |
| 1.38 | Describe the non-surgical and surgical periodontal treatment modalities and understand their indications and contraindications | Theoretical courses | Continuous evaluation, written examination |
| 1.39 | Understand the relationship between periodontics and prosthodontics, endodontics, orthodontics and restorative dentistry       | Theoretical courses | Continuous evaluation, written examination |
| 1.40 | Explain the levels of prevention and their applications in oral health   | Theoretical courses | Continuous evaluation, written examination |
| 1.41 | Organize epidemiological surveys and interpret their results   | Theoretical courses | Continuous evaluation, written examination |
| 1.42 | Evaluate the different risk factors and the multifactorial etiology of dental caries   | Theoretical courses | Continuous evaluation, written examination |
| 1.43 | Distinguish the role of saliva in the caries process including critical pH and Stephan's curve.                                | Theoretical courses | Continuous evaluation, written examination |
| 1.44 | Interpret the results of different types of saliva tests, including saliva flow, buffering capacity and bacterial sepsis       | Theoretical courses | Continuous evaluation, written examination |





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| 1.45 | Define the concept and principles of Primary Health Care (PHC)  | Theoretical courses | Continuous evaluation, written examination |
| 1.46 | Express positive attitude in favor of fluoride in caries prevention   | Theoretical courses | Continuous evaluation, written examination |
| 1.47 | Describe all methods of fluoride application locally and systemically   | Theoretical courses | Continuous evaluation, written examination |
| 1.48 | Determine the principals of smile analysis and the esthetic outcome following different treatment modalities  | Theoretical courses | Continuous evaluation, written examination |
| 1.49 | Recognize the different types of fixed prosthesis, instruments and material used for durable and esthetic restorations                                    | Theoretical courses | Continuous evaluation, written examination |
| 1.50 | Recognize the different impression techniques, materials and indicate the proper gingival tissue displacement   | Theoretical courses | Continuous evaluation, written examination |
| 1.51 | Identify the laboratory steps for the fabrication of indirect restorations  | Theoretical courses | Continuous evaluation, written examination |
| 1.52 | Describe the principal shade dimensions (Hue, Chroma and Value) and other dimensions in color description like Translucency, Opalescence and Fluorescence | Theoretical courses | Continuous evaluation, written examination |
| 1.53 | Explain the registration of the inter-arch relation and the mounting on articulator   | Theoretical courses | Continuous evaluation, written examination |
| 1.54 | Differentiate between muscular and articular problems   | Theoretical courses | Continuous evaluation, written examination |
| 1.55 | Distinguish static and dynamic occlusion  | Theoretical courses | Continuous evaluation, written examination |
| 1.56 | Differentiate the occlusion between complete denture, partial denture, fixed prosthodontics, and implant  | Theoretical courses | Continuous evaluation, written examination |



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|      | supported restorations   |                     |  |
| 1.57 | Describe all the components of digital dentistry and the accuracy of the restorations fabricated by different CAD/CAM systems  | Theoretical courses | Continuous evaluation, written examination |
| 1.58 | Develop a treatment plan, recognize the various types of caries in children and select the restorative materials in pediatric dentistry  | Theoretical courses | Continuous evaluation, written examination |
| 1.59 | Differentiate between the child and adult periodontium and choose the convenient medication for children   | Theoretical courses | Continuous evaluation, written examination |
| 1.60 | Select the restorative materials in pediatric dentistry and select the proper dental extraction technique  | Theoretical courses | Continuous evaluation, written examination |
| 1.61 | Recognize different pulp pathologies and their relevant treatments in pediatric dentistry and identify appropriate pulp treatments for immature permanent teeth specially after trauma | Theoretical courses | Continuous evaluation, written examination |
| 1.62 | Recognize the keys of normal occlusion   | Theoretical courses | Continuous evaluation, written examination |
| 1.63 | Classify the dental and skeletal forms and etiology of orthodontic malocclusions   | Theoretical courses | Continuous evaluation, written examination |
| 1.64 | Perform a comprehensive orthodontic assessment of study models, radiographs and other records  | Theoretical courses | Continuous evaluation, written examination |
| 1.65 | Elaborate a diagnostic form  | Theoretical courses | Continuous evaluation, written examination |
| 1.66 | Understand the physical, chemical and biological contexts through which chemical reactions or metabolic pathways takes place   | Theoretical courses | Continuous evaluation, written examination |
| 1.67 | Define the structure of dental   | Theoretical courses | Continuous evaluation,                     |



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|      | materials; their mechanical, physical and biological properties in particular those of dental cements, silver amalgam, waxes and gypsum products.       |                     | written examination                        |
| 1.68 | Apply biostatistics in dental medicine in particular the statistical tests used according to the study design.  | Theoretical courses | Continuous evaluation, written examination |
| 1.69 | Describe the histological and embryological aspects of teeth, periodontium, oral mucosa, salivary glands, and facial structures                         | Theoretical courses | Continuous evaluation, written examination |
| 1.70 | Describe the functioning of human body under normal conditions, and the dynamic equilibrium and regulatory mechanism of homeostasis                     | Theoretical courses | Continuous evaluation, written examination |
| 1.71 | Recognize the anatomical structures, physiological functions of body systems and their interrelationships   | Theoretical courses | Continuous evaluation, written examination |
| 1.72 | Describe the variations of the components of the blood and their main pathologies   | Theoretical courses | Continuous evaluation, written examination |
| 1.73 | Describe the different components of the immune system, their action and response in different physiological and pathological conditions                | Theoretical courses | Continuous evaluation, written examination |
| 1.74 | Describe the structural and functional organization of human body at tissue and cellular levels to understand the physiological basis of body functions | Theoretical courses | Continuous evaluation, written examination |
| 1.75 | Describe the mechanisms of development and the impact of genomic expressions on embryonic development.  | Theoretical courses | Continuous evaluation, written examination |
| 1.76 | Describe the general properties of bacteria, viruses, parasites and fungus as well as their   | Theoretical courses | Continuous evaluation, written examination |



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|      | main related diseases  |                     |   |
| 1.77 | Analyze the necessary psychological concepts within the framework of medical practice in order to understand the psychological functioning of patients and manage doctor-patient relationship. | Theoretical courses | Continuous evaluation, written examination  |
| 02   | <b>Know – How</b>  |                     |   |
| 2.1  | Obtain and record a complete history of the patient's medical, oral and dental state   | Clinical sessions   | Continuous evaluation, clinical examination |
| 2.2  | Perform the clinical examination   | Clinical sessions   | Continuous evaluation, clinical examination |
| 2.3  | Interpret the findings and organize further investigations when necessary to reach an appropriate diagnosis  | Clinical sessions   | Continuous evaluation, clinical examination |
| 2.4  | Write medical and blood test prescriptions   | Clinical sessions   | Continuous evaluation, clinical examination |
| 2.5  | Write a letter to the attending physician explaining the adequate precautions for medically compromised patients in dental office  | Clinical sessions   | Continuous evaluation, clinical examination |
| 2.6  | Take intra oral radiographs (periapicals, bite-wing and occlusal) for referred patients  | Clinical sessions   | Continuous evaluation, clinical examination |
| 2.7  | Take extra oral radiographs for referred patients  | Clinical sessions   | Continuous evaluation, clinical examination |
| 2.8  | Interpret the intra oral and extra oral radiographs  | Clinical sessions   | Continuous evaluation, clinical examination |
| 2.9  | Manipulate the CBCT software and interpret CBCT examinations   | Clinical sessions   | Continuous evaluation, clinical examination |
| 2.10 | Establish a treatment plan and discuss the treatment modalities with the patients  | Clinical sessions   | Continuous evaluation, clinical examination |
| 2.11 | Master direct anterior and posterior restorative techniques using the most advanced resin composites   | Clinical sessions   | Continuous evaluation, clinical examination |
| 2.12 | Perform pulp cupping using the most recent techniques and biomaterials   | Clinical sessions   | Continuous evaluation, clinical examination |
| 2.13 | Perform direct and indirect veneers, and Indirect Inlay-   | Clinical sessions   | Continuous evaluation, clinical examination |



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|      | Onlay  |                   |   |
| 2.14 | Understand and treat the different causes of teeth discolorations                                  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.15 | Prepare the endodontic field and the necessary sterile instruments                                 | Clinical sessions | Continuous evaluation, clinical examination |
| 2.16 | Place a rubber dam systematically in clinical situation and isolate an endodontic field.           | Clinical sessions | Continuous evaluation, clinical examination |
| 2.17 | Achieve Cleaning and shaping using rotary NiTi instruments and irrigation regimes                  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.18 | Perform a three-dimensional endodontic obturation: continuous wave compaction of warm gutta percha | Clinical sessions | Continuous evaluation, clinical examination |
| 2.19 | Undertake endodontic re-treatment on teeth with one or two roots                                   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.20 | Manage different clinical situations in endodontics, and set a treatment plan                      | Clinical sessions | Continuous evaluation, clinical examination |
| 2.21 | Choose the appropriate instruments for each extraction procedure                                   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.22 | Execute techniques to be used in local and block anesthesia  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.23 | Apply simple dental extraction for every tooth on phantom model                                    | Clinical sessions | Continuous evaluation, clinical examination |
| 2.24 | Realize different suturing techniques : simple suture, X suture, continuous suture...              | Clinical sessions | Continuous evaluation, clinical examination |
| 2.25 | Place an implant into the dummy model  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.26 | Review the medical observation and the x-rays before extraction                                    | Clinical sessions | Continuous evaluation, clinical examination |
| 2.27 | Perform an adequate local or block anesthesia  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.28 | Apply the different techniques of extraction and give the post-op recommendations                  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.29 | Value the importance of multidisciplinary approach   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.30 | Probe a periodontal pocket and   | Clinical sessions | Continuous evaluation,                      |

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|      | furcation.   |                   | clinical examination                        |
| 2.31 | Measure the height of keratinized and attached gingiva, the gingival recession and tooth mobility                          | Clinical sessions | Continuous evaluation, clinical examination |
| 2.32 | Record clinical data and draw a periodontal chart  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.33 | Perform ultrasonic scaling   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.34 | Sharpen periodontal instruments.   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.35 | Perform manual scaling and root planning.  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.36 | Value the importance of oral hygiene and justify the importance of a regular professional periodontal assessment.          | Clinical sessions | Continuous evaluation, clinical examination |
| 2.37 | Conduct the appropriate measures of asepsis and disinfection   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.38 | Organize the workplace (instruments, products and materials) according to the work to be done                              | Clinical sessions | Continuous evaluation, clinical examination |
| 2.39 | Excel the application of fissure sealants and PRR  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.40 | Perform a gel or varnish fluoride application  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.41 | Prescribe adequate toothbrush, toothpaste, mouthwash, dental floss and other necessary tools to maintain good oral hygiene | Clinical sessions | Continuous evaluation, clinical examination |
| 2.42 | Perform multiple teeth preparation for metal-ceramic or all-ceramic restorations and achieve interim restorations          | Clinical sessions | Continuous evaluation, clinical examination |
| 2.43 | Master the fabrication of custom resin pattern on anterior and posterior teeth for cast post and cores                     | Clinical sessions | Continuous evaluation, clinical examination |
| 2.44 | Perform conventional and digital impressions and mount models on articulator   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.45 | Adjust and cement indirect metal-ceramic on all-ceramic restorations   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.46 | Illustrate and explain the design  | Clinical sessions | Continuous evaluation,                      |



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|      | of the restoration(s) to the lab and fill the lab forms  |                   | clinical examination                        |
| 2.47 | Perform an implant supported crown   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.48 | Perform teeth preparation for a metallic partial denture   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.49 | Perform an impression for metallic partial denture   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.50 | Manage complications in the prosthetic fixed restorations  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.51 | Achieve restorative and preventive treatments on deciduous and immature permanent molars.                                | Clinical sessions | Continuous evaluation, clinical examination |
| 2.52 | Achieve a stainless-steel crown on a deciduous molar.  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.53 | Accomplish endodontic treatments on a deciduous molar.   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.54 | Initiate an interceptive orthodontic treatment.  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.55 | Perform clinical and radiological examinations for children. Choose and prescribe the convenient medication for children | Clinical sessions | Continuous evaluation, clinical examination |
| 2.56 | Perform different cavity preparation and restoration   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.57 | Adjust and adapt a stainless-steel crown on a deciduous molar.   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.58 | Realize a radicular treatment on a deciduous molar   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.59 | Apply appropriate dental extraction techniques   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.60 | Manipulate the study models for the evaluation of the three dimensions' relationship in occlusion.                       | Clinical sessions | Continuous evaluation, clinical examination |
| 2.61 | Calculate the arch length discrepancy on the models.   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.62 | Calculate the curve of Spee.   | Clinical sessions | Continuous evaluation, clinical examination |
| 2.63 | Calculate the Bolton index.  | Clinical sessions | Continuous evaluation, clinical examination |
| 2.64 | Perform measurement for antero-posterior and vertical dimensions' diagnosis on a   | Clinical sessions | Continuous evaluation, clinical examination |



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|     | lateral cephalometric X-ray.   |                   |                                |
| 03  | <b>Social Skills</b>   |                   |                                |
| 3.1 | Communication positively and effectively with patients.                                  | Clinical sessions | Continuous clinical evaluation |
| 3.2 | Respect professional confidentiality in relation to all personal and medical information | Clinical sessions | Continuous clinical evaluation |
| 3.3 | Adopt a positive attitude towards the patient's complaints.                              | Clinical sessions | Continuous clinical evaluation |
| 3.4 | Manage different clinical situations in endodontics, and set a treatment plan            | Clinical sessions | Continuous clinical evaluation |
| 3.5 | Develop treatment plans with integrity and transparency.                                 | Clinical sessions | Continuous clinical evaluation |
| 3.6 | Demonstrate positive attitude towards preventive dentistry                               | Clinical sessions | Continuous clinical evaluation |
| 3.7 | Communicate positively with the Laboratory technician                                    | Clinical sessions | Continuous clinical evaluation |

**Program Learning Outcomes Mapping Matrix**

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

| <b>DOMAINS</b><br>(According to European Guidelines) | <b>COMPETENCIES</b>   | <b>COURSES</b>   |
|--|---|--|
| <b>Domain 1:</b><br>Professionalism                  | <p><b>Competency: 1.1 Professional attitude and behavior.</b></p> <p>1.1.1. Demonstrates an appropriate caring behavior towards patients</p> <p>1.1.2 Displaying appropriate professional behavior towards all members of the dental team</p> <p>1.1.3 Ensures that high level of clinical competence and evidence-based knowledge are maintained</p> <p>1.1.4 Managing a safe work environment with regard to health, safety and clinical risk management (working posture, use of equipment, instrument handling, infection control)</p> <p>1.1.5 Describe the criteria of locating</p> | <p><b>Professional responsibility at large, and in dental practice:</b><br/>MFS 509</p> <p><b>Dental Deontology:</b> DEON 500</p> <p><b>Managing and installing a dental office:</b> DENTM 500</p> |





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|  | <p>and installing the dental office</p> <p>1.1.6 Explain the effect of sound insulation on the dentist's health and the protective measures against it</p> <p><b>Competency: 1.2 Ethics</b></p> <p>1.2.1 Understands the moral and ethical responsibilities towards patient, population and community</p> <p>1.2.2 Have knowledge of contemporary laws applicable to the practice of Dentistry</p> <p>1.2.3 Provides human and compassionate care to all patients</p> <p>1.2.4 Prioritize treatment options sensitive to each patient's individual needs, compatible with appropriate and contemporary methods of treatment</p> <p>1.2.5 Respects patients, colleagues and staff without prejudice concerning gender, diversity of background, language, culture or disabilities</p> <p>1.2.6 Produces and maintains an accurate patient record and record of patient treatment.</p> <p>1.2.7 Recognizes patients' rights, particularly with regard to confidentiality, informed consent and patients' obligations</p> <p>1.2.8 Recognizes his own limitations</p> | <p><b>Deontology courses:</b> DEON 501- DEON 506-DEON 506- DEON 507</p>  |
| <p><b>Domain 2:</b> Safe and effective clinical practice</p> | <p><b>Competency: 2.1 Evidence-based practice</b></p> <p>2.1.1 Applies knowledge and understanding of the basic biological, medical, technical and clinical sciences</p> <p>2.1.2 Knows the scientific principles of sterilization, disinfection and infection control</p> <p>2.1.3 Identifies diseases such as infection, inflammation, disorders of the immune system, degeneration, metabolic disturbances and genetic disorders</p> <p>2.1.4 Know pathological features and dental relevance of common disorders of the major organ systems</p> <p>2.1.5 Have knowledge of the oral manifestations in of systemic disease</p> <p>2.1.6 Have knowledge and</p>  | <p><b>Ergonomy and posture in dental practice:</b> ERGO 304</p> <p><b>Dental materials:</b> DMP 200- DMP 300</p> <p><b>General and special pharmacology:</b> PHARM 300- PARO 408- SURG 306</p> <p><b>Jaw pathology:</b> JAW PATH 400</p> <p><b>Differential diagnosis and symptomatology:</b> DIAG 400</p> <p><b>Biochemistry:</b> BCH 200</p> |



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|  | <p>understanding of pharmacology and therapeutics relevant to clinical dental practice and its application</p> <p>2.1.7 Know the science of dental biomaterials and their limitations and be aware of environmental issues related to their utilization</p> <p>2.1.8 Using contemporary information technology for documentation, continuing education, communication, management of information and application related to health care</p> <p>2.1.9 Protecting confidential patient data</p> <p>2.1.10 Assessing their personal knowledge base and seek additional information to correct deficiency</p> <p>2.1.11 Recognizing their clinical limitations and knowing when to refer appropriately</p> <p>2.1.12 Describe the functioning of human body under normal conditions, and the dynamic equilibrium and regulatory mechanism of homeostasis</p> <p>2.1.13 Recognize the anatomical structures, physiological functions of body systems and their interrelationships</p> <p>2.1.14 Describe the variations of the components of the blood and their main pathologies</p> <p>2.1.15 Describe the different components of the immune system, their action and response in different physiological and pathological conditions</p> <p>2.1.16 Describe the mechanisms of development and the impact of genomic expressions on embryonic development.</p> <p>2.1.17 Describe the general properties of bacteria, viruses, parasites and fungus as well as their main related diseases</p> <p>2.1.18 Analyze the necessary psychological concepts within the framework of medical practice in order to understand the psychological functioning of patients and manage</p> | <p><b>Dental biomaterials:</b> DBM 200</p> <p><b>Dental and Oral Histology and Embryology:</b> DOHE 200</p> <p><b>General and special physiology:</b> GSP 200</p> <p><b>Hematology, Immunology:</b> HEIM 200</p> <p><b>Histology of organs:</b> HIO 200</p> <p><b>Human morphology and Embryology:</b> HME 200</p> <p><b>Bacteriology, Virology, Parasitology, and Mycology:</b> BVPM 200</p> <p><b>General Psychology:</b> PSY 200</p> |
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|   | <p>doctor-patient relationship.<br/>2.1.19 Evaluating published clinical and basic science research and integrate the information to improve the oral health of the patient</p> <p><b>Competency: 2.2 Interpersonal, communication and social skills</b></p> <p>2.2.1 Be competent in communicating effectively and interactively with patients, their families irrespective of age, social and cultural background<br/>2.2.2 Identifies patient expectations, desires and attitudes when considering treatment planning and during treatment<br/>2.2.3 Identifies psychological and social factors<br/>2.2.4 Shares information and professional knowledge with both patient and other professionals verbally and in writing<br/>2.2.5 Work with other members of the dental team (colleagues, laboratories...)</p> | <p><b>General Psychology: PSY 200</b></p>  |
| <p><b>Domain 3: Patient-Centered Care</b></p> | <p><b>Competency: 3.1 Clinical information gathering</b></p> <p>3.1.1 Obtain and record a complete history of the patient's medical, oral and dental state<br/>3.1.2 Identify the chief complaint of the patient<br/>3.1.3 Produce a patient record and maintaining an accurate record of patient treatment<br/>3.1.4 Initiate an appropriate written medical referral to clarify a question related to the patient's systemic condition<br/>3.1.5 Perform an extra oral and intra oral examination appropriate to the patient, including assessment vital signs and the recording of these findings<br/>3.1.6 Identify the location and extent and degree of activity of dental caries<br/>3.1.7 Perform a dietary analysis, identify risk factors for oral health</p>  | <p><b>Oral Diagnosis: DIAG CLIN 400- DIAG CLIN 500</b></p> <p><b>Clinical diagnosis and treatment planning: DIAG 300</b></p> <p><b>DMF Radiology and Imaging: RADIO CLIN 400-RADIO CLIN 500</b></p> <p><b>Nutrition in Dentistry: NUTRI 300-PCDH 404</b></p> <p><b>Oral Mucosal Pathology: MPATH 300</b></p> |



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|  | <p>3.1.8 Take radiographs of relevance to dental practice, interpret the images</p> <p>3.1.9 Recognize the clinical features of oral mucosal diseases or disorders</p> <p>3.1.10 Obtain informed consent prior to recording a history and examination</p> <p>3.1.11 Have knowledge of appropriate clinical laboratories and other diagnostic procedures and tests and understand the diagnostic reliability and the interpretation of the results</p> <p>3.1.12 Describe, establish the differential diagnosis, and manage oral mucosal lesions, dental and bone pathologies, developmental anomalies, and symptoms</p> <p>3.1.13 Recognize the diseases of the different systems as cardiac, endocrine, digestive... and their relation to oral lesions</p> <p>3.1.14 Identify the risk of an acute deterioration in medically compromised patients and manage it</p> |   |
|  | <p><b>Competency: 3.2 Treatment Planning</b></p> <p>3.2.1 Be competent in decision-making, clinical reasoning and judgment to develop a differential diagnosis</p> <p>3.2.2 Obtain informed consent for all forms of treatment</p> <p>3.2.3 Recognize the presence of systemic disease and its treatment, including present medication</p> <p>3.2.4 Examining the dentition for dental caries, wear, including attrition, abrasion and erosion, and other damage to the hard tissues of the teeth.</p> <p>3.2.5 Assessing the risk to patients of dental caries, all forms of tooth wear, and other damage to the hard tissues of the teeth.</p> <p>3.2.6 Performing procedures designed to alter the color of teeth prior to undertaking any necessary restorative procedures.</p>  |   |
|  | <p><b>Competency: 3.3 Establishing and maintaining oral health</b></p>   | <p><b>Clinical diagnosis and treatment planning: DIAG</b></p> |



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|  | <p>3.3.1 Perform the clinical examination steps and identify the clinical signs alerting a malignant transformation to a bone lesion or oral mucosa</p> <p>3.3.2 Collect during the clinical intra oral and extra oral examination the necessary information for the establishment of differential and definitive diagnosis</p>   | <p>300</p> <p><b>Oral Mucosal Pathology:</b><br/>MPATH 300</p> <p><b>Differential diagnosis and symptomatology:</b> DIAG 400</p>                                   |
|  | <p>3.3.3 Take extra oral radiographs for referred patients</p> <p>3.3.4 Interpret the intra oral and extra oral radiographs</p> <p>3.3.5 Manipulate the CBCT software and interpret CBCT examinations</p>   | <p><b>DentoMaxilloFacial Radiology and Imaging:</b><br/>RADIO 306-RADIO 307-<br/>RADIO 308- RADIO 309-<br/>RADIO 401- RADIO 402-<br/>RADIO 403</p>                 |
|  | <p>3.3.6 Establish a treatment plan and discuss the treatment modalities with the patients</p> <p>3.3.7 Master direct anterior and posterior restorative techniques using the most advanced resin composites</p> <p>3.3.8 Perform pulp cupping using the most recent techniques and biomaterials</p> <p>3.3.9 Perform direct and indirect veneers, and Indirect Inlay-Onlay</p> <p>3.3.10 Understand and treat the different causes of teeth discolorations</p>   | <p><b>Restorative and Esthetic Dentistry:</b> RED PC 200- RED CLIN 400- RED CLIN 500-<br/>RED 309-RED 310- RED 311-<br/>RED 312- RED 320-RED 405-<br/>RED 407-</p> |
|  | <p>3.3.11 Prepare the endodontic field and the necessary sterile instruments</p> <p>3.3.12 Place a rubber dam systematically in clinical situation and isolate an endodontic field.</p> <p>3.3.13 Achieve Cleaning and shaping using rotary NiTi instruments and irrigation regimes</p> <p>3.3.14 Perform a three-dimensional endodontic obturation: continuous wave compaction of warm gutta percha</p> <p>3.3.15 Undertake endodontic re-treatment on teeth with one or two roots</p> <p>3.3.16 Manage different clinical situations in endodontics, and set a treatment plan</p> | <p><b>Endodontics:</b> ENDO CLIN 400- ENDO CLIN 500- ENDO 402-</p>   |
|  | <p>3.3.17 Choose the appropriate instruments for each extraction procedure</p> <p>3.3.18 Execute techniques to be used in local and block anesthesia</p> <p>3.3.19 Apply simple dental extraction</p>   | <p><b>General Anesthesia:</b> ANES 500</p> <p><b>Oral Surgery:</b> SURG CLIN 400- SURG CLIN 500</p>  |



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|  | <p>for every tooth on phantom model</p> <p>3.3.20 Realize different suturing techniques: simple suture, X suture, continuous suture...</p> <p>3.3.21 Place an implant into the dummy model</p> <p>3.3.22 Perform an adequate local or block anesthesia</p> <p>3.3.23 Apply the different techniques of extraction and give the post-op recommendations</p> <p>3.3.24 Value the importance of multidisciplinary approach</p>  |  |
|  | <p>3.3.25 Probe a periodontal pocket and furcation.</p> <p>3.3.26 Measure the height of keratinized and attached gingiva, the gingival recession and tooth mobility</p> <p>3.3.27 Record clinical data and draw a periodontal chart</p> <p>3.3.28 Perform ultrasonic scaling</p> <p>3.3.29 Sharpen periodontal instruments.</p> <p>3.3.30 Perform manual scaling and root planning.</p> <p>3.3.31 Value the importance of oral hygiene and justify the importance of a regular professional periodontal assessment.</p>  | <p><b>Periodontology: PERIO CLIN</b><br/>400- PERIO CLIN 500</p> <p><b>Preventive and Clinical Periodontology: PERIO PC</b><br/>300- PERIO 209- PERIO 320- PERIO 414</p> |
|  | <p>3.3.32 Conduct the appropriate measures of asepsis and disinfection</p> <p>3.3.33 Organize the workplace (instruments, products and materials) according to the work to be done</p> <p>3.3.34 Excel the application of fissure sealants and PRR</p> <p>3.3.35 Perform a gel or varnish fluoride application</p> <p>3.3.36 Prescribe adequate toothbrush, toothpaste, mouthwash, dental floss and other necessary tools to maintain good oral hygiene</p> <p>3.3.37 Distinguish the role of saliva in the caries process including critical pH and Stephan's curve.</p> <p>3.3.38 Interpret the results of different types of saliva tests, including saliva flow, buffering capacity and bacterial sepsis</p> | <p><b>Public and community dental health: PCDH CLIN</b> 400- PCDH CLIN 500 PCDH 405-PCDH 406</p>   |
|  | <p>3.3.39 Perform multiple teeth</p>   | <p><b>Fixed prosthodontics: FPRO</b></p>   |



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|  | <p>preparation for metal-ceramic or all-ceramic restorations and achieve interim restorations</p> <p>3.3.40 Master the fabrication of custom resin pattern on anterior and posterior teeth for cast post and cores</p> <p>3.3.41 Perform conventional and digital impressions and mount models on articulator</p> <p>3.3.42 Adjust and cement indirect metal-ceramic on all-ceramic restorations</p> <p>3.3.43 Illustrate and explain the design of the restoration(s) to the lab and fill the lab forms</p> <p>3.3.44 Perform an implant supported crown</p> <p>3.3.45 Perform teeth preparation for a metallic partial denture</p> <p>3.3.46 Perform an impression for metallic partial denture</p> <p>3.3.47 Manage complications in the prosthetic fixed restorations</p> | <p>CLIN 400- FPRO CLIN 500</p>  |
|  | <p>3.3.48 Achieve restorative and preventive treatments on deciduous and immature permanent molars</p> <p>3.3.49 Achieve a stainless-steel crown on a deciduous molar</p> <p>3.3.50 Accomplish endodontic treatments on a deciduous molar</p> <p>3.3.51 Initiate an interceptive orthodontic treatment</p> <p>3.3.52 Perform clinical and radiological examinations for children. Choose Prescribe the convenient medication for children</p> <p>3.3.53 Perform different cavity preparation and restoration</p> <p>3.3.54 Adjust and adapt a stainless-steel crown on a deciduous molar</p> <p>3.3.55 Realize a radicular treatment on a deciduous molar</p> <p>3.3.56 Apply appropriate dental extraction techniques</p>  | <p><b>Pediatric Dentistry:</b> PEDO 402- PEDO 406- PEDO 407- PEDO 408- PEDO 409-PEDO 410- PEDO PC 400- PEDO CLIN 400- PEDO CLIN 500</p> |



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|  | <p>3.3.57 Manipulate the study models for the evaluation of the three dimensions' relationship in occlusion<br/> 3.3.58 Calculate the arch length discrepancy on the models<br/> 3.3.59 Calculate the curve of Spee<br/> 3.3.60 Calculate the Bolton index<br/> 3.3.61 Perform measurement for anteroposterior and vertical dimensions' diagnosis on a lateral cephalometric x-ray.<br/> 3.3.62 Interpret orthodontic records<br/> 3.3.63 Formulate orthodontic problem list<br/> 3.3.64 Identify orthodontic treatment options</p>   | <p><b>Orthodontics and Dentofacial Orthopedics:</b> ORTH402- ORTH403- ORTH 404- ORTH PC 400-ORTH CLIN 500</p>   |
| <p><b>Domain 4: Dentistry in Society</b></p> | <p><b>Competency: 4.1 Prevention and health promotion</b><br/> 4.1.1 Explain the levels of prevention and their applications in oral health.<br/> 4.1.2 Organize epidemiological surveys and interpret their results<br/> 4.1.3 Providing appropriate dietary advice for oral health<br/> 4.1.4 The social, cultural and environmental factors, which contribute to health or illness.<br/> 4.1.5 The strategies to overcome barriers to dental care for disabled, elderly, socially deprived and ethnic minority group<br/> 4.1.6 Describe the different options for preventive measures in oral health<br/> 4.1.7 Express positive attitude in favor of fluoride in caries prevention</p> | <p><b>Nutrition in dentistry:</b> INM 300<br/> <b>Public and community dental health courses:</b> PCDH 401- PCDH 402- PCDH 501- PCDH 504</p>  |
|  | <p><b>Competency: 4.2 Planning for Health and oral Health</b><br/> 4.2.1 Inform patients about current concepts of prevention of oral disease<br/> 4.2.2 Evaluate the different risk factors and the multifactorial etiology of dental caries<br/> 4.2.3 Promote and improve the oral health of individuals, families and</p>   | <p><b>Public and community dental health:</b> PCDH 404- PCDH 501- PCDH 502- PCDH 505- PCDH 506- PCDH 507<br/> <b>Ergonomy and posture in dental practice:</b> ERGO306- ERGO 307- ERGO 308- ERGO 310</p> |





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|   | <p>groups in the community</p> <p>4.2.4 Analyze the state of oral health and the treatment needs of a population</p> <p>4.2.5 Define the concept and principles of Primary Health Care (PHC)</p> <p>4.2.6 Analyze the state of oral health and the treatment needs of a population</p> <p>4.2.7 Choose the adequate toothbrush, toothpaste, mouthwash, dental floss and other necessary tools to maintain good oral hygiene</p> |  |
| <p><b>5. Admission Requirements for the program</b></p>   |   |  |
| <p>The student must have passed the 1<sup>st</sup> year of Biology or its equivalent in the Faculty of Sciences to be eligible to apply to the admission exam of the FDM. Consequently, the applicant should fulfill the following conditions in order to be admitted to the program: have an overall grade that is equal to or exceeds 12/20 <b>and</b> ranks in the top 60 applicants (40 French section, 20 English section) as previously determined by the Faculty Council.</p>                          |   |  |
| <p><b>6. Attendance and Completion Requirements</b></p>   |   |  |
| <ul style="list-style-type: none"> <li>• Students are expected to attend all class sessions following article 8, Law No: 524 dated on 24-2-2016.</li> <li>• Students must successfully and timely complete all required courses and all clinical activity requirements.</li> </ul>  |   |  |
| <p><b>E. Regulations for Student Assessment and Verification of Standards</b></p>   |   |  |
| <p>What processes will be used for verifying standards of achievement (e.g., verify grading samples of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)</p>   |   |  |
| <ul style="list-style-type: none"> <li>• The student's theoretical knowledge is assessed in a written examination where the passing grade is 12/20. The student must have completed all the written exams for all modules in order to succeed.</li> <li>• The student's clinical performance is evaluated according to a practical examination based on an act chosen from the requirements set by the Faculty members of the department. The passing grade of the practical examination is 12/20.</li> </ul> |   |  |
| <p><b>A. Student Administration and Support</b></p>   |   |  |
| <p><b>1. Student Academic Counseling</b></p>  |   |  |
| <p>Describe arrangements for academic counseling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).</p>  |   |  |
| <p>The Dean chooses 4 instructor's names for the position of Faculty advisors. Each one is allocated the responsibility to act as student's advisor for each academic year. The list is submitted to the Faculty Council for final approval.</p>  |   |  |
| <p>The faculty advisors are present in the faculty every day of the week.</p>   |   |  |
| <p>The responsibilities of the Faculty advisors are:</p>  |   |  |
| <ul style="list-style-type: none"> <li>• Provide academic advising and support to students.</li> <li>• Develop an advising relationship that is collaborative, where each student feels a sense of connection, support and guidance.</li> <li>• Provide referrals to any student needing particular university support services.</li> <li>• Follow-up with the student and the coordinators on any report of unsatisfactory work (notice of</li> </ul>  |   |  |



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class probation for poor attendance, failing grades, incomplete grades, etc.).

- Ensure communication with the student through an agreed technological system for daily counselling and advising.

The 5<sup>th</sup> Year Faculty Advisor has the responsibility to help students organize the graduation ceremony and name and designate each commencement ceremony.

## 2. Student Appeals

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

The student (refer to Decree No: 2626 dated on 26-7-2016) may appeal against academic decisions related to exclusion or any violation of the student code of conduct. Appeals will be initially considered by the Dean, who will decide whether there is an eligible ground for appeal and whether it should be further examined within 72 hours of the reception. (**Annex 7**)

## G. Learning Resources, Facilities and Equipment

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

A list of the latest editions of dental textbooks is proposed yearly by the Library of the Campus according to a budget set by the Lebanese University administration. The Dean sends the list to the Head of Departments. The Head of Department submits the list to the Department Council to choose the adequate and needed books. Then, the Head of Department forwards the list to the Dean who in return sends it back to the Library.

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

The Head of Services handle a list of the needed material to the Head of Department. The Head of Department submits the list to the responsible of the stock. The responsible gets the approval from the Dean before delivering the goods to the department. The Head of department signs the receipts.

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

Medical and paramedical Search sites (Pubmed, Scopus, Nature....)

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

Not applicable, the process doesn't exist

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

Once the list is approved by the department's Council, the list is sent back to the Dean through the Head of Department, and upon approval an order is set. The received books will be sent to the medical library of the campus.

## H. Faculty and other Teaching Staff

### 1.Appointments

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

Since 2015, the Faculty agreed on recruiting applicants with no less than a Doctorate, PhD or equivalent in the field of interest. The choice of hiring a new faculty and/or teaching staff depends on the needs of the department. The Head of Department initially proposes a name for the position, a person with the required qualifications. He then, transmits his proposal to the Dean who in return transmits it to the faculty Council for approval. The final approval comes from the Lebanese University administration.



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| 2. Participation in Program Planning, Monitoring and Review   |
| a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.   |
| A quality department is now responsible of monitoring academic programs by setting surveys for student satisfaction in clinical training, in academic programs, in student's affair department, in lectures given by the instructors, in the instructor. Results will be communicated to the Dean and head of departments. The planning for improvement depends on the results of the surveys.  |
| b. Explain the process of the Advisory Committee (if applicable)  |
| <b>Not Applicable</b>   |
| 3. Professional Development   |
| What arrangements are made for professional development of faculty and teaching staff for:  |
| a. Improvement of skills in teaching and student assessment?  |
| Improving skills of teaching:   |
| <ul style="list-style-type: none"> <li>• Regular, structured staff training</li> <li>• Professional development planning</li> <li>• Professional accreditation</li> <li>• Mapping to professional standards</li> </ul>  |
| For student assessment:   |
| <ul style="list-style-type: none"> <li>• Make sure that assessments (projects, written exams, oral exams, reports) are valid and reliable</li> <li>• Identify desired goals and determine acceptable assessments</li> <li>• Assessment criteria should be well defined and constantly reviewed.</li> </ul>  |
| b. Other professional development including knowledge of research and developments in their field of teaching specialty?  |
| Undergraduate instructors have the responsibility to assist students in developing the topics chosen for the end of program thesis.   |
| 4. Preparation of New Faculty and Teaching Staff  |
| Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.  |
| Appointees are introduced to their peers by the Head of Department. Initial orientation is carried out by an instructor chosen by the Head of Department. The choice of the orienteer is the responsibility of the Head of department.  |
| 5. Part Time and Visiting Faculty and Teaching Staff  |
| Provide a summary of Program/Department/ College/institution policy on appointment of part time and visiting teaching staff. (i.e. Approvals required, selection process, proportion of total teaching staff etc.)  |
| Not applicable for the 2 <sup>nd</sup> cycle  |
| <b>I. Program Evaluation and Improvement Processes</b>  |
| 1. Effectiveness of Teaching  |
| a. What QA processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning?   |
| <ul style="list-style-type: none"> <li>• Review by the Head of Department and instructors at the end of each theoretical examination, the grades of all students to be sure that learning outcomes are achieved, completed and validated</li> <li>• Establishing a process for the use of survey's results (staff, student, patient and graduates) to reinforce and develop the outcome-based curriculum</li> <li>• Internal review of programs on regular basis</li> </ul> |



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- Establishing regular inspection by an accreditation body

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

Before 2021, all students were requested to evaluate a specific course chosen randomly by the administration, by filling a survey concerning the skills of teaching staff. The completed surveys were handed over to the person in charge for data analysis. The results were reported to both the Head of Department and the Dean. The Head of department used to take corrective and preventive actions if needed. This process was not done on regular basis.

In 2021, the Faculty has newly implemented a quality committee. The main responsibilities of this committee are to establish surveys for instructors, students and employees. Surveys for students at all levels have taken into account the clinical training and the didactic courses. These surveys were submitted online (Google forms) in French for the students enrolled in the French section, and in English for those in the English section. All reports results are available in **Annexes 1 and 3**

The Quality Assurance unit has conducted a survey for instructors to evaluate the faculty satisfaction, perception and feedback, at the Faculty of Dental Medicine in March 2021. The survey addressed the faculty job experience at the faculty, their relationship with colleagues and administration and their research integration into teaching. More specifically, the purpose of the survey was to assess the perception of the faculty members on following areas such as job satisfaction, training and development, relationship with others and research integration into teaching (**Annex 8 and Annex 9**)

## 2. Overall Program Evaluation

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

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

Current students: Surveys at the end of each theoretical module, surveys on the practical training, discussion on results, KPI's, corrective actions and quality improvement plan. This strategy is newly implemented in the Faculty.

Graduate of the program: The survey was administered solely online (Google forms) in Arabic. It was composed of set of forced-choice questions related to students' overall satisfaction with the educational curriculum and outputs, in addition to their relationship with the academic and administrative staff at the faculty.

More specifically, the following topics were addressed:

- 1- Educational curriculum (7 questions)
- 2- Educational outputs (5 questions)
- 3- Relationship between the graduate student and the academic and administrative staff in the faculty (7 questions)
- 4- Support services (4 questions)
- 5- Post-graduation period (5 questions)

The satisfaction survey for fresh graduate with the corresponding report are available in the **annex 10 and 11**

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

1. This is the first evaluation from an independent evaluator for this program



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(iii) From employers, Advisory Committee, and/or other stakeholders

1. Employee satisfaction survey: All employees at the faculty were invited to participate and fill a hard copy questionnaire in an anonymous way. Participants were asked to indicate their level of agreement with each statement listed in the **Annex 12**. The report concerning the results of the employee satisfaction survey is available in **Annex 13**.
2. Till that date, and due to the pandemic Covid-19, there is no patient's satisfaction surveys implemented yet, due to the closure of the clinics.

Attachments:

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

**Authorized Signatures**

| Name                       | Title            | Signature | Date |
|----------------------------|------------------|-----------|------|
| <b>Toni ZEINOON (Dean)</b> | <b>Professor</b> |           |      |
| <b>Georges AOUN</b>        | <b>Professor</b> |           |      |

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| Annex    | Document   |
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| Annex 1  | Satisfaction surveys for didactic courses  |
| Annex 2  | Report about the results of the satisfaction surveys concerning didactic courses |
| Annex 3  | Satisfaction surveys concerning the practical training                           |
| Annex 4  | Report about the results of the surveys concerning the practical training        |
| Annex 5  | Annual report for undergraduate program  |
| Annex 6  | Dissertation guide   |
| Annex 7  | Code of ethics   |
| Annex 8  | Instructor's satisfaction survey   |
| Annex 9  | Report concerning the results of the instructor's survey                         |
| Annex 10 | Satisfaction surveys for fresh graduate students                                 |
| Annex 11 | Report concerning the results of the fresh graduate survey                       |
| Annex 12 | Satisfaction survey for employees  |
| Annex 13 | Report concerning the employee satisfaction survey                               |