



**DEPARTMENT: ACD/ ACADEMIC**

**TITLE: Program Specifications**

CODE : ACD/AC - FO- 1.1-E

DATE D'IMPLEMENTATION: 18/ 01/2021

DATE DE REVISION: 18/01/2024

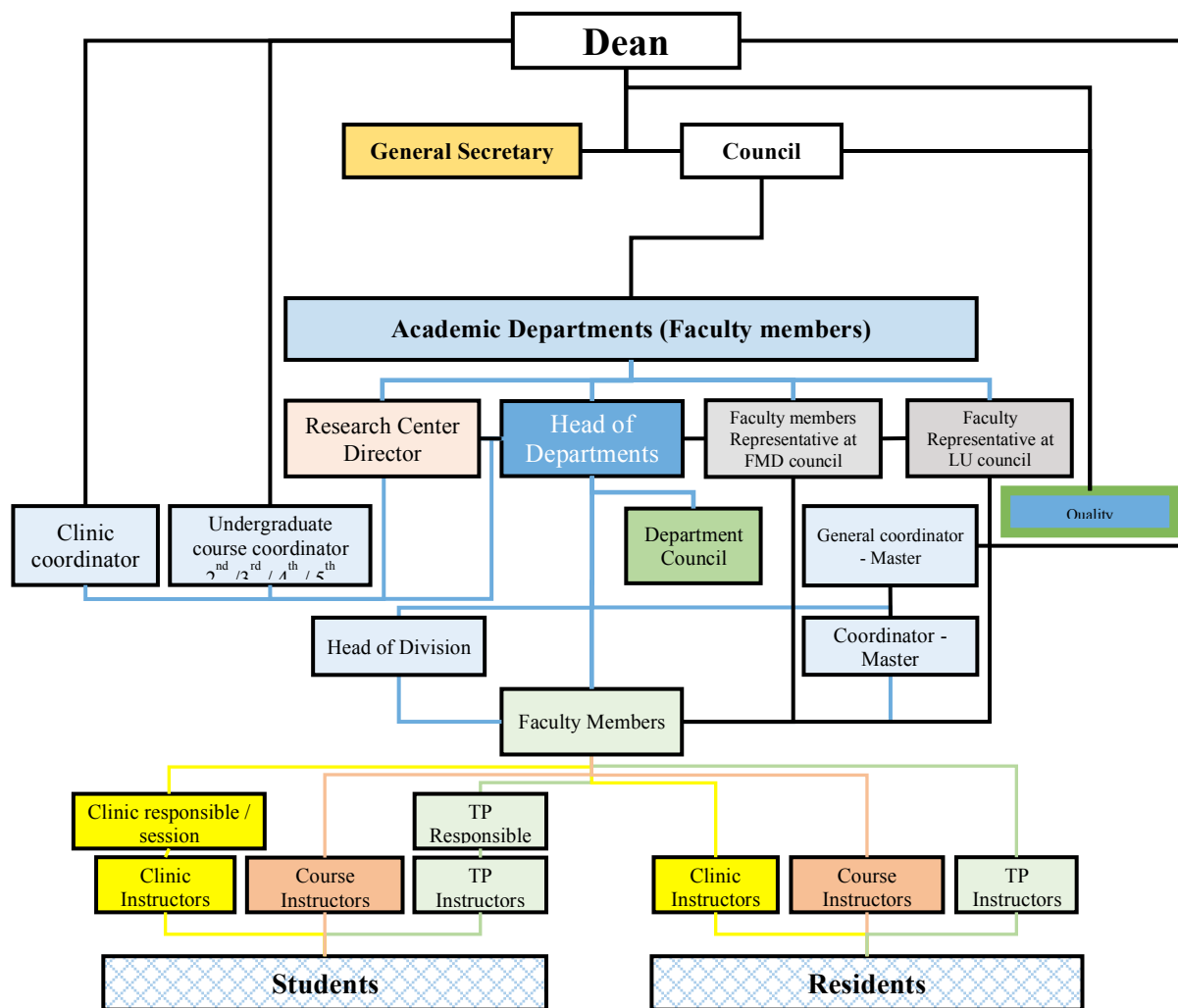
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Department	Prosthodontics	Date	January 21 <sup>st</sup> 2021
		Department Head	Associate Professor Loubna Shamseddine

Insert program administrative flowchart

## Simplified Organizational / Governance chart of the program





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### Master in Prosthodontics Department Staff Chart

**Head of Department:** Associate Professor Loubna Shamseddine. (FT)

**Department Council:**

Associate Professor Loubna Shamseddine, Professor Ziad Salameh (FT), Professor José Johann Chidiac (PT), Associate Professor Elie Gerges (FT), Assistant Professor Wadih Nassif (FT), Assistant Professor Georges Tehini (PT), Doctor Ghassan Moustapha (PT).

**Master Coordinator:** Professor José Johann Chidiac

**Staff:** Associate Professor Elie Gerges (FT), Assistant Professor Wadih Nassif (FT), Assistant Professor Habib Abi Aad, Assistant Professor Ghada Ayach (PT), Doctor Hasan Skeineh (PT), Doctor Foudda Homsy (PT), Doctor Maria Reslan (PT), Doctor Nicholas Naffah (PT).

(FT): Full Time; (PT): Part Time.

**Staff in charge of teaching courses (in alphabetical order):**

- Abi Aad Habib: Dental Materials, Practical courses in Fixed Prosthodontics.
- Ayach Ghada: Fixed and removable prosthodontics and Practical courses in Complete and Partial Dentures
- Chidiac José Johann: Complete Dentures, Partial Dentures, Implantology, Gerodontology, Occlusion, OroFacial Pain, Practical courses in Complete and Partial Dentures .
- Gerges Elie: Fixed Prosthodontics
- Nassif Wadih: Fixed Prosthodontics
- Reslan Maria: Removable prosthodontics and Practical courses in Complete and Partial Dentures.
- Ghassan Moustapha: Cad/Cam
- Naffah Nicholas: Occlusion and Practical course in Occlusion
- Salameh Ziad: Research
- Shamseddine Loubna: Fixed Prosthodontics, Implantology
- Tehini Georges: Implantology, Fixed prosthodontics, Practical courses in Fixed Prosthodontics.

**All staff are present in the clinical session except Pr Ziad Salameh.**

**Total number of staff:** 13 persons.

**Total number effectively teaching the Master Program:** 12 persons (except Pr Salameh)

#### A. Program Identification and General Information

1. Program titles	1- Master in Prosthodontics 2- Master of Science in Prosthodontics	Program Code	1-PROSM"0" "000" 2- Not launched yet
2. Total credit hours needed for completion of the program	1- 150 credits. Thesis has no credits. 2- 180 credits. Same as previous program with in addition a research Thesis (30 credits). This program has not been launched yet.		
3. Award granted on completion of the program			



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1- Master in Prosthodontics  
 2- Master of Science in Prosthodontics  
 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)

- Specialist in Prosthodontics
- There is no exit point in the program

5. (a) New Program	Master of Science in Prosthodontics	Planned starting date	No plans yet
(b) Continuing Program	Master in Prosthodontics	Year of most recent major program review	2016- It is a new program, still in testing

6. Name of program chair or coordinator. José Johann Chidiac  
 7. Date of approval by the authorized body 2016

**B. Program Context**

1. Explain why the program was established.  
 Since its foundation, the Faculty of Dental Medicine has always been involved in postgraduate education. Continuous education programs for general dental practitioners and a Diplôme Universitaire (started later in 1994) were taught at the Faculty. Learning from these experiences, to start a Master degree is a natural promotion and improvement of the postgraduate programs along with the second important program that the Faculty proposes: A Doctorate in Odontological Sciences.

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

- Before 2016 the postgraduate program taught a "Diplome Universitaire" (DU) similar to the French DU from 1994-2016. This diploma had a positive appreciation locally. Internationally it was difficult to evaluate this diploma in the arab countries as they usually teach, follow and favor an anglo-saxon program.
- The Lebanese University as a whole adopted the Licence/Master/Doctorat (LMD) format in learning and created the courses with credits. It was a good opportunity to switch from a DU to a Master degree with courses and credits despite the fact that undergraduate programs decided to remain in the previous system and didn't switch to the LMD.
- In 2016, It was decided to create a Master degree to improve scientific standards, start research projects, allow dentists to align with other major countries who deliver Master degrees like France and the Arab countries because a great number of our students end up working in Arab countries or studying in France.

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

In line with the Mission of the Lebanese University in general and the Mission of the Faculty of Dental Medicine in particular, the Master in prosthodontics program aims to:

- Prepare and develop evidence based academic and clinical programs thus developing their critical thinking and train them to become skilled clinicians.
- Promote scientific research and continuing education programs
- Work towards a better health system in the country and promote the preventive education and health of the Lebanese society.
- Deliver and ensure an administrative and academic culture in accordance of high quality standards.
- Develop, improve and encourage the higher education at the Faculty of Dental Medicine of the Lebanese University.
- Provide superior quality patient care with competence and professionalism while respecting the human being and his diversity.
- Foster thinking and critical analysis to achieve appropriate treatments for each clinical situation
- Work for the good reputation of the faculty and the well-being of the Lebanese community



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- As for the goals, "Providing continuing training and quality public education" and "allowing competent training of the scientific community" are two main goals of the mission and goals of the Lebanese University. This program is in line with these goals and allows all future staff, students from our University or from other Universities locally and internationally to have a higher degree of education.

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

a. Does this program offer courses that students in other programs are required to take?  Yes  No

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

Residents from the Departments of "Periodontics", "Orthodontics" and "Restorative Dentistry and Esthetics" take some lectures related to their relation and collaborative work with the prosthodontics Department but they don't have a proper course with a code number.

b. Does the program require students to take courses taught by other departments? Yes  No

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

Not applicable

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). Yes  No

Not applicable for the time being

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

Pregnant residents can take a leave if needed, by asking the Dean in writing, and resume the program when they can get back.

**C. Mission, Goals and Objectives**

**1. Program Mission Statement (insert)**

**Based upon the Mission of the Faculty that is to:**

- Prepare and develop evidence based academic and clinical programs thus developing their critical thinking and train them to become skilled clinicians.
- Promote scientific research and continuing education programs
- Work towards a better health system in the country and promote the preventive education and health of the Lebanese society.
- Deliver and ensure an administrative and academic culture in accordance of high quality standards.

**The mission of the Master program is to:**

- Develop, improve and encourage the higher education of the Faculty of Dental Medicine of the Lebanese University.
- Provide superior quality patient care with competence and professionalism while respecting the human being and his diversity.
- Foster thinking and critical analysis to achieve appropriate treatments for each clinical situation
- Work for the good of the faculty and the Lebanese community
- Work for the good reputation of the faculty and the well-being of the Lebanese community

The Master program seeks to enhance the educational, research, clinical, and community service missions by providing an environment where Prosthodontic residents are educated to treat patients with proper multidisciplinary approach of prosthodontic care providing high quality oral health care based on sound scientific principles.



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Moreover, the program is lead by faculty members coming from different educational background thus having different approaches and techniques to motivate residents and staff towards excellence. Faculty, program staff members and residents display high standards of ethics and value diversity, respect patients, share responsibility by working together toward academic, professional, and personal growth. Finally, the community benefits from program service and devotion to quality health care

2. List Program Goals (e.g. long term, broad based initiatives for the program, if any)

- **Biomedical / Basic Sciences:** Exposing residents to biomedical and basic sciences, emphasizing basic science-prosthesis interrelationships and encouraging the synthesis and application of this knowledge in clinical practice.
- **Diagnosis and Treatment Planning:** Provide residents with sufficient clinical and laboratory experience to become proficient in diagnostic data collection, diagnosis, treatment planning, and treatment sequencing of complicated prosthetic patients.
- **Critical analysis of relevant professional literature:** expose residents to prosthetic literature and supporting literature to develop a historical perspective and provide theoretical foundations for diagnostics, techniques and procedures, management, successes and failures / complications in the clinical practice of fixed implants, removable prostheses, occlusion, orofacial pain and maxillofacial prosthesis.
- **Mastering the skills in the dental laboratory:** Ensuring the competence of residents in the laboratory procedures necessary to support the clinical diagnosis and treatment of prosthetic patients to ensure the quality of treatment results.
- **Master clinical competence and gain patient confidence and satisfaction:** Train residents to provide prosthetic treatments to patients in conditions of comfort, function and aesthetics. This Master's program is primarily clinical.
- **Faculty:** To provide a faculty composed of high quality dentists and prosthetic specialists with broad clinical skills, knowledge and expertise in order to put more emphasis on the mission of competencies in the standards related to the curriculum.
- **Scientific research and activities:** Provide formal instructions on research design, development of research protocols, biostatistics and report / thesis writing.
- **Continuing Education:** Encouraging residents to join national and international prosthetic organizations and societies in the hope of contributing to dentistry, their specialty and their local communities through service, thereby preparing graduates to become dentists who are always looking for updates in information and techniques.
- **Adopt a continuous improvement approach** integrating skills development
- **Optimize digital solutions** that are essential to teaching

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
<b>Resident recruitment choices:</b> Creating a dual program: Master in Prosthodontics and Master of Sciences in Prosthodontics to encourage residents choosing between a more clinical oriented program or a more research oriented one.	Every year since the Master in Prosthodontics program started the recruitment is full. Students applying to this program are usually more than the maximum number the program can handle, a clear sign that there is high demand to be accepted.	1-Maintain high standards of education and learned clinical skills that encourage residents to apply for this Master in Prosthodontics program. This clinical program has 53% of clinical sessions credits and 47% of theory and practical credits. The thesis is not a research one and has 0 credits. 2- The need to start in the new future the Master of Science in Prosthodontics will add 30 credits devoted to the research thesis and will need 1day and half a day up to 2 days added to the



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		program to prepare it. This Master will be a full time program.
<b>Biomedical / basic sciences:</b> Expose residents to the biomedical and basic sciences, emphasize basic science-prosthodontic interrelationships, and encourage synthesis and application of this knowledge in clinical practice.	From the 47% of theory courses, 13.4% of the program credits (equal to 210 hours of lectures. <b>NOTE:</b> that credit percentage is different than number of hours taught) is dedicated to biomedical and basic sciences to ensure that residents have a broad knowledge in medical related problems for a better service to patients.	Residents apply basic sciences courses when treating medically compromised patients. They also apply the Cad/Cam, biophysics and laser technologies in the clinics.
<b>Diagnostic and treatment planning:</b> Provide residents with sufficient clinical and laboratory experience to become proficient in diagnostic data collection, diagnosis, treatment planning and treatment sequencing of complicated prosthodontic patients.	Every resident has fulfilled an average of 30 treatment plans in 3 years. A treatment plan includes full X-rays, impression taking, mounting on articulator and discussing the treatment plan options with an instructor.	1-All clinical cases are complicated. The easy ones are referred to the undergraduate clinic. 2- Ensure that the resident has a wide and broad view of the clinical possibilities according to the clinical case situation and guide the resident into taking the correct decision. 3- Each patient is carefully studied, full Xrays technologies applied (CBCT, Retro alveolar, panoramic), first impressions taken, mounting on an articulator, several clinical options discussed with the instructor or more than one instructor if needed and with the patient before starting a procedure.
<b>Review of Relevant Professional Literature:</b> Expose residents to prosthodontic and related literature to develop historical perspective and provide theoretical bases for diagnostic, techniques and procedures, management, successes, and failures/complications in the clinical practice of fixed, removable, implant, occlusion, orofacial pain and maxillofacial prosthodontics.	From the 47% of theory and practical credits, 18.6% of credits is dedicated to prosthodontic <b>lectures</b> . Rate of prosthodontic <b>lectures</b> attended by resident is 255 hours in the program. This proportion is 40% of the theory courses and is enough for a partial time Master program. While 9.75% of all the program credits is dedicated to prosthodontic <b>seminars and workshops</b> . Rate of seminars, workshops given is 144 hours in the program. This proportion is 20% of the theory courses.	Lectures, seminars and workshops give all information needed to develop all the necessary skills to master all procedures and techniques used in prosthodontics in a detailed description and wide range of references. The notion of evidence based treatments is also learned to further give the resident the best up to date knowledge. It is the major role of the seminars and workshop sessions in all courses taken in Prosthodontics. The Basic Science course on Article and Research and the Thesis preparation are also another form to put into practice this issue
<b>Dental Laboratory Skills:</b> Ensure resident proficiency in laboratory procedures necessary to support the clinical diagnosis and treatment of prosthodontic patients to guaranty a	From the 47% of theory and practical credits only 5.25% of all the program credits is for prosthodontic <b>practical</b> sessions. Rate of practical sessions attended by resident is 118.5 hours in	Working with top rated dental laboratories in the country that use CAD/CAM technology and materials. 1- Residents have laboratory practical sessions to learn how to critically judge





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<p>quality of treatment outcomes</p>	<p>the program. This proportion seems small because every practical credit is 15 hours of work.</p>	<p>a clinical laboratory work. 2- The Faculty does not accept a laboratory work before the resident and/or the clinical instructor checks it.</p>
<p><b>Clinical Proficiency and Patient Satisfaction:</b> Train residents to provide prosthodontic treatments for patients in the areas of comfort, function, and esthetics. This Master program is mainly clinical.</p>	<p>53% of all the program credits are clinical sessions. Rate of clinical sessions is 1192.5 hours in the program. This master program is mainly professional and clinical and it is not a research program.</p>	<p>Clinics are well managed and heavily equipped to provide the best environment to work efficiently.</p> <p>During a clinical session, 1 instructor takes between 1 to maximum 3 residents in charge. An excellent ratio to learn and progress.</p> <p>Residents provide quality, complete patient care in a timely and efficient manner using state-of-the-art technology and patient management skills so that patients are satisfied and become ambassadors for the program.</p> <p>Each clinical work is divided into smaller carefully controlled steps. The resident cannot start a new step before getting the Ok from his clinical instructor. No work is sent to the dental laboratory if the clinical instructor did not check it and sign the laboratory sheet. The laboratory sheet is not sent to the dental laboratory if the Master Coordinator does not check it, control with the clinical instructor and sign it.</p> <p>Complex clinical cases are discussed between all staff members and opinions come from different backgrounds. This diversity of knowledge gives a very efficient melting pot of clinical skills.</p> <p>In general during clinical sessions: 1- Very few patients show up after they finish their clinical work. Problem is that they even don't come for regular check ups even though they have been told to. 2- The master program is always full with patients. We even have a waiting list for patients that we cannot treat because all residents have filled all their clinical appointment time.</p>



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<p><b>Faculty:</b> Provide a faculty composed of high quality dentists and prosthodontists with broad clinical skills, knowledge, and expertise in order to increase the focus on competency statement in curriculum related standards</p>	<p>Number of publications during the last 4 years by the Master staff is 48 PubMed indexed papers that is 1 paper/year over 4 years for 12 Faculty staff.</p>	<p>All Faculty members have Doctorates and Master degrees and have studied in Lebanon, France, United Kingdom, Unites States, Italy and other countries. This diversity of knowledge gives a very efficient melting pot of skills.</p>
<p><b>Research &amp; Scholarly Activity:</b> Provide formal instruction on research design, research protocol development, biostatistics, and report/thesis writing.</p>	<p>1-Although this program is mainly clinically oriented because it is a "Master Professionnel" still the resident have a wide knowledge of the research protocols and studies via the seminars and workshops sessions. 2- Some residents choose an epidemiological or research thesis and learn how to do research effectively Thesis work has 0 credits. This work is considered outside the hours of work.</p>	<p>Once the Master of Science in Prosthodontics program will be launched, residents will have a real experience on how to conduct a research. Thesis credits will be validated and counted for 17% of the program.</p>
<p><b>Continuous education:</b> Encourage residents to join national and international prosthodontic organizations with the expectation that they will contribute to dentistry, to their specialty, and to their local communities through service thus preparing graduates to be life-long learners</p>	<p>1- Staff and residents participate actively in the Dental Conventions locally and abroad (Dubai meetings mainly) 2- Staff and residents organize continuous education programs for general dental practitioners: a- 2 days course on veneers in 2017 b- 2 days course with the "Fradeani Education" in 2019 3- Due to Covid-19 restrictions, webinars to general dental practitioners were given locally and abroad (Abu Dhabi, Jordan) as part of continuous education prosthodontics program</p>	<p>Faculty and Residents have to become members of the Lebanese Prosthodontics Society. Many staff and residents participate in implant study clubs (Straumann, etc..) Some of them are also members in scientific societies abroad. Faculty and Residents have to attend the scientific meetings organized by all Dental Associations and other Faculties in the country. Some Faculty and residents attend events abroad.</p>

**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

According to the laws and regulations of all Master programs at the Faculty of Dental medicine, the Master in Prosthodontics consists of 150 credits and 3024 hours of learning. The hours are divided into 2000 hours of theory, practical and clinical sessions which count for 150 credits. The other 1024 hours are for the thesis and are distributed as follows: 124 hours during the 3<sup>rd</sup> semester and 300 hours for each of the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> semesters. These hours are for the subject preparation, the library work and the thesis supervision. The thesis having 0 credits and this Master program being credit oriented, it has been decided by the Faculty Council to exclude these 1024 hours of learning from the official program despite the fact that the residents effectively use them. These 1024 hours are counted as para curricular activities.





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A 3 years part time program divided into 6 semesters. Each semester is 21 weeks. The program consists of 41 courses: 26 "prosthodontic" and 15 "common" (with all master programs). Common courses are: 13 basic sciences and 2 courses in management. Prosthodontic courses are series of lectures, seminars, workshops, practical (dental laboratory work) and clinical sessions. A Master thesis is required at the end of the program.

### **Program sections**

The program is divided into 3 main sections: Theory, practical and clinical.

- 1- Theory (residents learn: "Know") is divided into 3 categories: Lectures given by the instructor, seminars given by the residents over a recent topic and workshops where the instructor discusses and analyzes a scientific paper with the residents over a recent topic.
- 2- Practical (residents apply: "Know how") is a session where residents put into practice the theory they assimilated.
- 3- Clinical (residents apply: "Know how" and react with patients, technicians, colleagues: "Attitude") is a session where residents actually treat patients.

### **Credit calculations:**

1 credit equals:

- 10 h lectures
- 15 h for each of the following: Seminars, workshop, practical session and clinical session.

### **Nomenclature:**

The program chart below gives a broad idea of the whole program. Only in the chart below, the denomination "PROS" is replaced by the letters "PR" while the denomination of the basic sciences course "BASC" is replaced by the letters "BS". Finally the management course is replaced by the letters "MN". In this chart

A **theoretical lecture, seminar or workshop** is written in red.

A **practical session** is written in green

A **clinical** session is written in blue.

A **thesis** is written in brown



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**1<sup>st</sup> year**

- 1st semester: BS M101- **Theory** Hist Embry; BS M102- **Theory** Oro Fac Phy; BS M103- **Theory** Anat; BS M104- **Theory** Microbio; BS M105 **Theory** Immnu; PRM1-101 **Clinic**; PRM1-102 **Practical** Fixed; PRM1-103 **Theory** & **Practical** Implantology; PRM1-104 **Theory** Med Emerg; PRM1-105 Anesth & Sedat; MN M101- **Theory** Strat & Organ; MN M102- **Theory** Quality & Legal
- 2nd semester: BS M106 **Theory Mol Biol**; BS MN107- **Theory Biophys & Laser**;BS M108- **Theory Dent Biocom**; BS M109- **Theory Lab Techn**; BS M110- **Theory** Biostat; BS M111-**Theory** Art Analys & Biblio Research; PRM2-104 **Theory** & **Practical** Complete Dentures; PRM2-105 **Theory** Dental Materials; PRM2-106 **Clinic**

**2<sup>nd</sup> year**

- 1st semester: PRM3-201 **Theory** & **Practical** Fixed; PRM3-202 **Theory** & **Practical** Implantology; PRM3-203 **Theory** & **Practical** Partial Dentures; PRM3-204 **Theory** Gerodontology; PRM3-205 **Clinic**; PRM3-206 **Theory** Biomed ethics
- 2nd semester:PRM4-206 **Theory** & **Practical** Fixed; PRM4-207: **Theory** Maxillo Facial Prosthesis; PRM4-208: **Theory** & **Practical** Partial Dentures; PRM4-209: **Clinic**

**3<sup>rd</sup> year**

- 1st semester: PRM5-301 **Theory** & **Practical** Occlusion; PRM5 302 **Clinic**;
- 2nd semester: PRM6-303 **Theory** OroFacial Pain; PRM6-304: **Clinic**; PRM6-305: **Theory Forensics**; PRM6-306: **Thesis**

In the official program below, each course's name has two denominations. The first denomination indicates the timing of the course. It starts by the letters "PROS" (Prosthodontics) followed by the letter "M" (Master) and a number (from 1 to 6): This number indicates the semester. Example: PROSM1 is the first semester.

The second denomination has 3 numbers: The first number is the year the course is given, the second number is "0" and the third number is the order in which the course is given. Example 101 is the first year, first course. This denomination is the same whether the course is a series of lectures, seminars, workshops, practical or clinical sessions. The Common courses first denominations are "BASC" for the basic sciences, "MNGT" for management.

### Curriculum Study Plan Table

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

To take courses PROSM3 203- PROS M3 202- PROSM4 208 they need to have taken PROSM1 102- PROSM1 103 - PROSM3 201.

Semester #	Course Code	Course Title	Required or Elective	Prerequisite Course	Credit Hours
S1	BASCM1 101	Histology and Embryology/Stem cells (15h)	R	No	1.5
	BASCM1 102	Orofacial Physiology (15h)	R	No	1.5
	BASCM1 103	Topographic Anatomy (15h)	R	No	1.5



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	BASCM1 104	Microbiology (15h)	R	No	1.5
	BASCM1 105	Immunology (15h)	R	No	1.5
	MNGTM1 101	Strategy and Organisation (15h)	R	No	1.5
	MNGTM1 102	Quality and Legal Affairs (15h)	R	No	1.5
	PROSM1 101	Clinical session 1 (172.5 h)	R	No	11.5
	PROSM1 102	Fixed Prosthodontics: Practical (22.5 h)	R	No	1.5
	PROSM1 103	Implantology I: Lectures (20 h), Seminars (15 h), Workshop (15 h)	R	No	4
	PROSM1 104	Common Course: Management of medically compromised patients and medical emergencies (20h)	R	No	2
	PROSM1 105	Common Course: Anesthesia and sedation: (5 h)	R	No	0.5
<b>S2</b>	BASCM2 106	Molecular Biology (15h)	R	No	1.5
	BASCM2 107	Biophysics and Laser (15h)	R	No	1.5
	BASCM2 108	Dental Biocompatibility (10h)	R	No	1
	BASCM2 109	Laboratory Techniques (20h)	R	No	2
	BASCM2 110	Biostatistics (15h)	R	No	1.5
	BASCM2 111	Article Analysis and Bibliographic Research (10h)	R	No	1
	BASCM2 112	Cad/Cam technology (10h)	R	No	1
	PROSM2 104	Complete Dentures: Lectures (20h), Seminars (15h), Practical(15h)	R	No	4
	PROSM2 105	Dental Materials: (25h)	R	No	2.5
	PROSM2 106	Clinical session 2 (195h)	R	No	13
<b>S3</b>	BASCM3 201	Cad/Cam in prosthodontics (10h)	R	No	1
	PROSM3 201	Fixed Prosthodontics I: Lectures (20h), Seminars (15h), Workshop (15h), Practical (15)	R	No	5
	PROSM3 202	Implantology II: Lectures (20h), Seminars (30h), Workshop (15h), Practical (15h)	R	PROSM 1 103	6
	PROSM3 203	Partial Dentures I: Lectures (10h), Practical (15h)	R	No	2
	PROSM3 204	Gerodontology: Lectures (20 h)	R	No	2
	PROSM3 205	Clinical session 3 (195 h)	R	No	13
	PROSM3 206	Common Course: Biomedical Ethics (10 h)	R	No	1
<b>S4</b>	PROSM4 206	Fixed Prosthodontics II: Lectures (30h), Seminars (15h), Workshop (15h), Practical (15h)	R	PROSM 3 201	6
	PROSM4 207	Maxillo Facial Prostheses : Lectures (20h), Seminars (15h)	R	No	3
	PROSM4 208	Partial Dentures II: Lectures (10h), Seminars (9h), Practical (6h)	R	PROSM 3 203	2
	PROSM4 209	Clinical session 4 (210 h)	R	No	14
	PROSM4 401	Master Thesis (0 h)	R	No	0
<b>S5</b>	PROSM5 301	Occlusion: Lectures (15h) Practical (15h)	R	No	2.5
	PROSM5 302	Clinical session 5 (210 h)	R	No	14
	PROSM5 402	Master Thesis (0 h)	R	No	0
<b>S6</b>	PROSM6 303	OroFacial Pain: Lectures (35h), Seminars (15h)	R	No	4.5



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	PROSM6 304	Clinical session 6 (210 h)	R	No	14
	PROSM6 305	Forensics in Prosthodontics: (10 h)	R	No	1
	PROSM6 306	Master Thesis (0 h)	R	No	0
<b>2. Required Field Experience Component (if any) (e.g. internship, cooperative program, work experience)</b>					
Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification					
<b>a. Brief description of field experience activity</b>					
Residents have to attend clinical sessions around 10 to 12 hours/week depending on the semester, to complete 1192.5 hours of clinical work in 3 years.					
<b>b. At what stage or stages in the program does the field experience occur? (e.g. year, semester)</b>					
Clinical work starts since the first year semester one					
<b>c. Time allocation and scheduling arrangement.</b>					
Semester 1: 172.5 clinical hours divided into 3 sessions: 2 sessions of 4 hours each and one session of 2.5 hours Semester 2: 195 clinical hours divided into 3 sessions of 4 hours each Semester 3: 195 clinical hours divided into 3 sessions of 4 hours each Semester 4: 210 clinical hours divided into 2 sessions of 4 hours each and one session of 4.5 hours Semester 5: 210 clinical hours divided into 2 sessions of 4 hours each and one session of 4.5 hours Semester 6: 210 clinical hours divided into 2 sessions of 4 hours each and one session of 4.5 hours					
<b>d. Number of credit hours (if any)</b>					
Total clinical hours: 1192.5; Total clinical credits: 79.5 (53% of all credits)					
<b>3. Project or Research Requirements (if any)</b>					
Summary of any thesis requirement in the program. (Other than projects or assignments within individual courses)					
<b>a. Brief description</b>					
Thesis options are of 3 types: 1. A literature review on a specific subject followed by a case series done by the resident not less than 3 clinical ones. 2. An epidemiological study 3. A research thesis following the IMRAD structure. To be able to apply for this option the resident must have general grades of at least 16/20 in all courses.					
<b>b. List the major intended learning outcomes of the project or research task.</b>					
Thesis options 1 and 2 are for a "master professional" while option 3 is for a "master de recherche". <b>Learning outcomes of options 1 and 2:</b> <ul style="list-style-type: none"> <li>Learn to select a paper (indexed in PubMed, Famous author or not, use search engines like pubmed, google scholar, etc...)</li> <li>Learn to read, analyze and summarize a paper</li> <li>Get to know how to write a literature review</li> <li>Get to have a critical thinking process</li> <li>Learn epidemiological steps and procedures (in case epidemiology is chosen)</li> <li>Learn to build and present a PowerPoint presentation and respect the allocated time.</li> </ul> <b>Learning outcomes of option 3:</b> <ul style="list-style-type: none"> <li>All the above plus learn to plan a research, execute and write a proposal.</li> <li>Learn to execute an experiment, analyze the results and discuss them</li> <li>Learn to write the thesis following the IMRAD format</li> </ul>					
<b>c. At what stage or stages in the program is the project or research undertaken? (e.g. level)</b>					
2 <sup>rd</sup> year, second semester					
<b>d. Number of credit hours (if any)</b>					
No credits for options 1 and 2. 30 credits for option 3					



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

Residents have a thesis director.

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

Once the thesis is ready the thesis director signs a release paper. The Dean appoints a reviewer to evaluate it. The reviewer signs a release paper. The Dean appoints 3 jury members for the oral examination and defense of the thesis. The thesis defense is public. The resident presents his thesis during a PowerPoint presentation and answers all questions.

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.

	<b>NQF Intended Learning Outcomes</b>	<b>Teaching Strategies</b>	<b>Assessment Methods</b>
01	<b>Knowledge</b>		
1.1	Interpret conditions that affect prosthodontic treatment, their etiology, pathogenesis and prevention, as well as their assessment, effect on the treatment outcome and prognosis	Lectures, seminars, workshops,	Continuous evaluation, written examination
1.2	Identify, appraise and apply available evidence-based health care principles in different aspects of prosthodontics	Lectures, seminars, workshops,	Continuous evaluation, written examination
1.3	Illustrate intra-oral and craniofacial anatomy and physiology related to prosthodontic therapy and dental implant placement	Lectures, seminars, workshops,	Continuous evaluation, written examination
1.4	Understand emerging sciences and technologies with respect to conventional and advanced prosthodontics	Lectures, seminars, workshops,	Continuous evaluation, written examination
1.5	Relate pre-prosthetic surgical principles and procedures required in fixed, removable and maxillofacial prosthetics	Lectures, seminars, workshops,	Continuous evaluation, written examination
1.6	Describe medical emergencies and their management	Lectures, seminars, workshops,	Continuous evaluation, written examination
1.7	Review pain control, sedation and orofacial pain conditions	Lectures, seminars, workshops,	Continuous evaluation, written examination
1.8	Identify and understand the nature and properties of the materials used in different fields of prosthodontics	Lectures, seminars, workshops,	Continuous evaluation, written examination
1.9	Recognize the different concepts and techniques for excuting pre-surgical and	Lectures, seminars, workshops,	Continuous evaluation, written examination



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	clinical procedures involved in management of prosthodontic cases		
1.10	Describe laboratory procedures and devices needed for construction of prosthetic restorations.	Lectures, seminars, workshops,	Continuous evaluation, written examination
1.11	Understand the oral health needs of communities and engage in community service.	Lectures, seminars, workshops,	Continuous evaluation, written examination
1.12	Analyze and interpret information from a variety of sources relevant to materials, instruments and techniques used in some of the clinical and laboratory steps within the field of conventional and advanced partial denture construction.	Lectures, seminars, workshops,	Continuous evaluation, written examination
1.13	Analyze occlusal relationships and design the appropriate occlusal scheme for every prosthetic situation	Lectures, seminars, workshops,	Continuous evaluation, written examination
1.14	Criticize and infer research methodology and scientific writing	Lectures, seminars, workshops,	Continuous evaluation, written examination
<b>02</b>	<b>Know - How</b>		
2.1	Construct proper treatment plan for fixed and removable prosthodontic patients as well as for patients requiring dental implants and implant therapy	Clinical sessions	Continuous evaluation / Clinical examination
2.2	Include in the treatment plan, principles of esthetics, occlusion, material biocompatibility, biomechanics....	Clinical sessions	Continuous evaluation / Clinical examination
2.3	Choose appropriate clinical and radiological diagnostic techniques needed for conventional as well as for implant and maxillofacial prosthetics including 3D imaging technology	Clinical sessions	Continuous evaluation / Clinical examination
2.4	Arrange comprehensive treatment plan in order to implement and evaluate treatment approaches that best suits the treatment outcome esthetically and functionally.	Clinical sessions	Continuous evaluation / Clinical examination
2.5	Integrate prosthodontic treatment as part of multidisciplinary approach especially for full mouth rehabilitation cases with various categories of needs	Clinical sessions	Continuous evaluation / Clinical examination
2.6	demonstrate competency in multidisciplinary diagnosis and treatment planning	Clinical sessions	Continuous evaluation / Clinical examination
2.7	Organize and provide directions for dental treatment in consultation with medical	Clinical sessions	Continuous evaluation / Clinical examination





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	health care providers in a multi-disciplinary team of medically compromised patients.		
2.8	Apply evidence-based decision-making in management of conventional and advanced prosthodontics	Clinical sessions	Continuous evaluation / Clinical examination
2.9	Plan, execute and assess all phases of prosthetic dentistry, starting from diagnosis and case studying, passing through procedures as mouth preparation, impressions, jaw relation registration, try in, occlusal adjustment... till delivery of complete and partial fixed, removable and implant prostheses and their maintenance.	Clinical sessions	Continuous evaluation / Clinical examination
2.10	Demonstrate rehabilitative and esthetic procedures of varying complexity for various prosthodontic cases of completely and partially edentulous and dentate patients as well	Clinical sessions	Continuous evaluation / Clinical examination
2.11	Practice prosthodontic care for patients with varying degrees of cognitive and physical impairment as well as for geriatric patients	Clinical sessions	Continuous evaluation / Clinical examination
2.12	Competently select and apply dental attachments as well as implant prosthetic components and demonstrate the steps of the prosthodontic phases of different dental implant systems.		Continuous evaluation / Clinical examination Oral examination Practical examination
2.13	Validate existing and newly introduced technologies and appropriately apply them in planning, designing and fabricating prostheses.	Clinical sessions	Continuous evaluation / Clinical examination
2.14	Carry on laboratory procedures for conventional fixed prosthodontics	Practical sessions	Continuous evaluation / Clinical examination Oral Examination Practical examination
2.15	Direct laboratory technician and judge the laboratory work at the prosthodontic specialty level.	Practical sessions	Continuous evaluation / Clinical examination Oral examination Practical examination
2.16	Proper use of prosthodontic tools such as dental articulators and surveyors	Practical sessions	Continuous evaluation / Clinical examination Oral examination Practical examination
2.17	Manipulate the dental materials necessary to fabricate any prosthodontic procedure	Practical sessions	Continuous evaluation / Clinical examination Oral examination



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			Practical examination
2.18	Critically review and validate dental literature within the field of prosthodontics	Lectures, seminars, workshops,	Continuous evaluation, written examination
03	<b>Social Skills</b>		
3.1	Reveal high standards of ethics and professionalism while practicing clinical service according to the highest ethical standards in line with up to date knowledge.	Clinical sessions	Continuous evaluation / Clinical examination
3.2	Master Infection Control and clinical Asepsis	Clinical sessions	Continuous evaluation / Clinical examination
3.3	Present interpersonal skills when working alone or as a team member.	Clinical sessions	Continuous evaluation / Clinical examination
3.4	Appreciate professional facilities of allied dental human resources as dental assistants and laboratory technicians.	Clinical sessions	Continuous evaluation / Clinical examination
3.5	Communicate effectively with patients, their families, relatives and careers, and with other health professionals involved in their care.	Clinical sessions	Continuous evaluation / Clinical examination
3.6	Utilize the values of patient centered care, adaptability, and acceptance of cultural diversity in professional practice	Clinical sessions	Continuous evaluation / Clinical examination
3.7	Use of critical thinking and outcome-based clinical decision making.	Lectures, seminars, workshops,	Continuous evaluation, written examination
3.8	Display proper use of web and data base information.	Lectures, seminars, workshops,	Continuous evaluation, written examination
3.9	Commit to continuing professional development and life-long learning.	Register in scientific meetings	Scientific meetings attendance

**Program Learning Outcomes Mapping Matrix**

COURSE CODE NUMBERS: 1= BASCM1 101; 2= BASCM1 102; 3=BASCM1 103; 4=BASCM1 104; 5=BASCM1 105; 6=MNGTM1 101; 7=MNGTM1 102; 8=PROSM1 101; 9=PROSM1 102; 10=PROSM1 103; 11=PROSM1 104; 12=PROSM1 105; 13= BASCM2 106; 13=BASCM2 107; 14=BASCM2 108; 15=BASCM2 109; 16=BASCM2 110; 17= BASCM2 111; 18=BASCM2 112; 19=PROSM2 104; 20=PROSM2 105; 21= PROSM2 106; 22=BASCM3 201; 23=PROSM3 201; 24=PROSM3 202; 25=PROSM3 203; 26=PROSM3 204; 27=PROSM3 205; 28=PROSM3 206; 29=PROSM4 206; 30=PROSM4 207; 31=PROSM4 208; 32=PROSM4 209; 33=PROSM4 401; 34= PROSM5 301; 36=PROSM5 302; 37=PROSM5 402; 38= PROSM6 303; 39=PROSM6 304; 40=PROSM6 305; 41=PROSM6 306;

DOMAINS	COMPETENCIES	COURSE NUMBERS
<p><b>Domain 1: Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership always taking into consideration the ethical principles and regulations.</p>	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <p>a. recognizing the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</p> <p>b. practicing with personal and professional integrity, honesty and</p>	6,7, 8, 17, 21, 27, 28, 32, 36, 39.



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	<p>trustworthiness</p> <p>c. providing patient-centered care, including selecting and prioritizing treatment options that are compassionate and respectful of patients' best interests, dignity and choices and which seek to improve community oral health</p> <p>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</p> <p>e. displaying appropriate professional behavior and communication towards all members of the dental team and referring health practitioner/s</p> <p>f. understanding and applying legislation including that related to record-keeping</p> <p>g. demonstrating specialist professional growth and development through research and learning</p> <p>h. supporting the professional development and education</p>	
<p><b>Domain 2: Communication and social skills with professionals and in society</b></p> <p>On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <p>a. identifying and understanding a patient's, or their parent's, guardian's or career's expectations, desires and attitudes when planning and delivering specialist treatment</p> <p>b. communicating effectively with patients, their families, relatives and careers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</p> <p>c. use of technological and telecommunication aids in planning and delivering specialist treatment</p> <p>d. communicating effectively in all forms of health and legal reporting, and</p>	<p>8, 11, 12, 21, 27, 32, 36, 39.</p>



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	<p>e. interpreting and communicating knowledge, skills and ideas.</p>	
<p><b>Domain 3: Patient-centered care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialized knowledge and skills in a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients with multidisciplinary management, and</li> <li>c. managing complications.</li> </ul> <p>Specific A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. undertaking dental and maxillo-facial treatment and rehabilitation</li> <li>b. diagnosing and managing disorders of the temporomandibular joint</li> <li>c. diagnosing and managing orofacial pain, and</li> <li>d. evaluating, diagnosing and managing occlusions and occlusal dysfunction.</li> </ul>	<p>6,7, 8, 17, 20, 21, 27, 28, 30, 32, 34, 36, 38, 39.</p>
<p><b>Domain 4: Scientific knowledge, safe and effective clinical practice</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures,</li> </ul>	<p>1, 2, 3, 4, 5, 6,7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 39, 40, 41.</p>



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	<p>and</p> <p>e. management and treatment planning with multidisciplinary engagement for complex cases, including compromised patients.</p> <p>Specific</p> <p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <p>a. the principles of speech as related to teeth</p> <p>b. the basis and management of orofacial pain</p> <p>c. the principals involved in design of prostheses for the replacement of oral and maxillofacial structures</p> <p>d. removable, fixed and implant, oral and maxillofacial prosthodontics</p> <p>e. sleep disorders</p> <p>f. dental materials, and</p> <p>g. the principles and application of pharmacology.</p>	
<p><b>Domain 5: Critical thinking</b></p> <p>On graduation a dental specialist will have the expert, specialized cognitive and technical skills in a body of knowledge or practice to independently analyze critically, reflect on and synthesize complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <p>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</p> <p>b. synthesizing complex information, problems, concepts and theories.</p>	<p>16, 17, 33, 37,41.</p>
<p><b>5. Admission Requirements for the program</b></p>		
<ul style="list-style-type: none"> <li>• Diploma of Dental Surgeon, a Doctor of Dental Surgery or any other equivalent degree recognized by the Lebanese Ministry of Higher Education.</li> <li>• A competitive admission exam</li> </ul>		
<p><b>6. Attendance and Completion Requirements</b></p>		
<ul style="list-style-type: none"> <li>• Part time program: 3 full days</li> <li>• 2000 hours of learning divided into: Theory: 210 hours of basic sciences and 479 hours of prosthodontics. Practical prosthodontic work: 118.5 hours. Clinical prosthodontic work 1192.5 hours.</li> </ul> <p>Requirements of completion: Pass all exams, all clinical requirements and the thesis defense.</p>		
<p><b>E. Regulations for Student Assessment and Verification of Standards</b></p>		



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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.)

- 1- Theory: Lectures, seminars, workshop have written continuing evaluation, written quizzes and a written final examination.
- 2- Practical: Continuous evaluation, final examination, oral examination
- 3- Clinical sessions: Continuous evaluation, final examination
- 4- Thesis defense: Oral presentation, jury questioning.

**A. Student Administration and Support**

**1. Student Academic Counseling**

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).

The full time teachers and the Master Coordinator are present all the time during the program and are ready to help residents. Program planning should be done before they choose this Master program. There is no definite career planning organized by the Department but the Master Coordinator helps the residents, if they ask, and follows their integration into the world of business after their graduation.

**2. Student Appeals**

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

- 1- Refer to decree number 2626/ 26-7-2016 and Faculty Council decision found in appendixes
- 2- An unsatisfied resident who got a grade different from the one he thinks he should have has the right to ask for a second correction of his copy. He has to write an official letter to the Dean asking for a second correction and should present the letter within 72 hours from the day results were made public.

Feedback from the residents and evaluation of the course is obtained via surveys. This feedback contributes to the recommendations for improvement suggested by the course director.

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

The resident's evaluations of the course directors are supplied to the Master Coordinator. The course directors who scored below average are considered by the Head of Department and potential reasons are privately discussed with the course director. Those courses are kept under close monitoring.

**G. Learning Resources, Facilities and Equipment**

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

1. Every year a list of new textbooks is provided by the Dean to the Head of Department. The Department Council meets to decide which new books need to be added to the Library and see whether some old books can be discarded.

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

The Department has its own classroom, laboratories and clinics. They are independent from all other Master programs or undergraduate programs. New materials are ordered from the Faculty administration by the Head of Department.

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

Looking at catalogues and google searches to find new editions and new textbooks.

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

Residents receive a list of all textbooks available at the Prosthodontics library and they can check also the Faculty of Medicine Library nearby.

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





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Once the Department council approves new textbooks, the list is sent back to the Dean and upon approval an order is set.

**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.

In this Master, staff is recruited from the graduate program of the Faculty. Candidates must have at least 5 years of teaching experience, **hold** a PhD or Doctorate degree **and hold** a title of "Chargé de Cours" or higher. Preference is given to staff of our Department.

If a teacher from outside the Department or the Faculty wants to join, he must have at least the same qualifications.

Recruitment is done when one staff member retires or if for some reason the number of residents surpasses the ratio of 1 teacher for 3 residents (This situation happened in 2018). In some situations the recruitment can be temporary and is usually some help from the graduate staff of the Department.

**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.

An accreditation body will examine the program every 4 years starting by the first accreditation this year.

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

The Department Council meets twice a year to evaluate the progress of the program and the need for a change or not.

**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?

1- Staff attend regular local and international scientific meetings, seminars, webinars, training programs given by other Universities, Dental and Medical Societies, Dental Associations.

2- Staff invite famous or well known dentists around the world to come and give lectures, training sessions either practical or clinical

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

Professors have the duty to direct Doctorate projects. Other staff direct master thesis projects. All staff are encouraged to publish research papers to get a promotion.

**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.

New staff is appointed according to their subspecialty in Prosthodontics. They are given clinical responsibilities at first and attend lectures and seminars for some time before starting to give lectures and seminars under supervision for some time then they can integrate fully the jobs in the Master program. As for the practical sessions they help the main instructor until they can be on their own.

**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.)

The Department Council decides to invite a teacher for a punctual specific job during a lapse of time. If the person accepts he or she will give his conditions. The Head of Department transmits the proposal to the Dean who will discuss the matter with the Faculty Council. Once the approval is taken the Head of Department invites the foreign teacher to come.

**I. Program Evaluation and Improvement Processes**

**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?

- 1. Surveys from residents about staff, programs
- 2. Surveys from staff about residents
- 3. Surveys from residents about examination procedures



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4. Surveys from Alumni about program satisfaction			
b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?			
1. Master coordinator and /or Head of Department <b>may</b> attend any theoretical or practical session.			
2. Staff is invited by a peer lecturer to attend his session.			
Master coordinator and /or Head of Department <b>attend</b> a theoretical or practical session of new staff members if a senior staff does not accompany them.			
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?			
1. Survey at the end of each theoretical and practical course			
2. Follow up by the Master Coordinator to contact post-graduate residents after they completed the program and started working in private practices.			
(ii) From independent advisors and/or evaluator(s)?.			
1. This is the first Accreditation procedure undergoing by experts for the “Master in Prosthodontics” program			
(iii) From employers, Advisory Committee, and/or other stakeholders			
1. This master has no employees other than the staff affected to the program			
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.			
<b>Authorized Signatures</b>			
<b>Name</b>	<b>Title</b>	<b>Signature</b>	<b>Date</b>
Associate Professor Loubna Shamseddine	Head of Department		
Professor Toni Zeinoun	Dean		