



وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي
قسم الاعتماد

دليل وصف البرنامج الأكاديمي والمقرر

2024

المقدمة:

يُعد البرنامج التعليمي بمثابة حزمة منسقة ومنظمة من المقررات الدراسية التي تشتمل على إجراءات وخبرات تنظم بشكل مفردات دراسية الغرض الأساس منها بناء وصقل مهارات الخريجين مما يجعلهم مؤهلين لتلبية متطلبات سوق العمل يتم مراجعته وتقييمه سنوياً عبر إجراءات وبرامج التدقيق الداخلي أو الخارجي مثل برنامج الممتحن الخارجي.

يقدم وصف البرنامج الأكاديمي ملخص موجز للسمات الرئيسة للبرنامج ومقرراته مبيناً المهارات التي يتم العمل على اكسابها للطلبة مبنية على وفق اهداف البرنامج الأكاديمي وتتجلى أهمية هذا الوصف لكونه يمثل الحجر الأساس في الحصول على الاعتماد البرامجي ويشترك في كتابته الملاكات التدريسية بإشراف اللجان العلمية في الأقسام العلمية.

ويتضمن هذا الدليل بنسخته الثانية وصفاً للبرنامج الأكاديمي بعد تحديث مفردات وفقرات الدليل السابق في ضوء مستجدات وتطورات النظام التعليمي في العراق والذي تضمن وصف البرنامج الأكاديمي بشكلها التقليدي نظام (سنوي، فصلي) فضلاً عن اعتماد وصف البرنامج الأكاديمي المعمم بموجب كتاب دائرة الدراسات ت م ٢٩٠٦/٣ في ٢٠٢٣/٥/٣ فيما يخص البرامج التي تعتمد مسار بولونيا أساساً لعملها.

وفي هذا المجال لا يسعنا إلا أن نؤكد على أهمية كتابة وصف البرامج الأكاديمية والمقررات الدراسية لضمان حسن سير العملية التعليمية.

مفاهيم ومصطلحات:

وصف البرنامج الأكاديمي: يوفر وصف البرنامج الأكاديمي إيجازاً مقتضباً لرؤيته ورسالته وأهدافه متضمناً وصفاً دقيقاً لمخرجات التعلم المستهدفة على وفق استراتيجيات تعلم محددة.

وصف المقرر: يوفر إيجازاً مقتضباً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنأ عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ويكون مشتق من وصف البرنامج.

رؤية البرنامج: صورة طموحة لمستقبل البرنامج الأكاديمي ليكون برنامجاً متطوراً وملهماً ومحفزاً وواقعياً وقابلاً للتطبيق.

رسالة البرنامج: توضح الأهداف والأنشطة اللازمة لتحقيقها بشكل موجز كما يحدد مسارات تطور البرنامج واتجاهاته.

اهداف البرنامج: هي عبارات تصف ما ينوي البرنامج الأكاديمي تحقيقه خلال فترة زمنية محددة وتكون قابلة للقياس والملاحظة.

هيكلية المنهج: كافة المقررات الدراسية / المواد الدراسية التي يتضمنها البرنامج الأكاديمي على وفق نظام التعلم المعتمد (فصلي، سنوي، مسار بولونيا) سواء كانت متطلب (وزارة، جامعة، كلية وقسم علمي) مع عدد الوحدات الدراسية.

مخرجات التعلم: مجموعة متوافقة من المعارف والمهارات والقيم التي اكتسبها الطالب بعد انتهاء البرنامج الأكاديمي بنجاح ويجب أن يُحدد مخرجات التعلم لكل مقرر بالشكل الذي يحقق اهداف البرنامج.

استراتيجيات التعليم والتعلم: بأنها الاستراتيجيات المستخدمة من قبل عضو هيئة التدريس لتطوير تعليم وتعلم الطالب وهي خطط يتم إتباعها للوصول إلى أهداف التعلم. أي تصف جميع الأنشطة الصفية واللاصفية لتحقيق نتائج التعلم للبرنامج.

نموذج وصف البرنامج الأكاديمي

اسم الجامعة: جامعة بابل
الكلية/ المعهد: كلية ... : كلية طب الأسنان.

القسم العلمي: قسم صناعة الاسنان

اسم البرنامج الأكاديمي او المهني: بكالوريوس

اسم الشهادة النهائية: بكالوريوس في طب وجراحة الفم والاسنان

النظام الدراسي: كورسات

تاريخ اعداد الوصف: 11/3/2024

تاريخ ملء الملف: ٢٠٢٤/٣/١١

التوقيع :

اسم رئيس القسم: م.د. أحمد عبد الحسين

التاريخ :

التوقيع :

اسم المعاون العلمي: أ.م.د. حسن فليح فرحان

التاريخ :

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي:

التاريخ

التوقيع

مصادقة السيد العميد

١. رؤية البرنامج

تذكر رؤية البرنامج كما هو مذكور في نشرة الجامعة وموقعها الإلكتروني.

٢. رسالة البرنامج

تذكر رسالة البرنامج كما هو مذكور في نشرة الجامعة وموقعها الإلكتروني.

٣. اهداف البرنامج

عبارات عامة تصف ما ينوي البرنامج او المؤسسة تحقيقه .

٤. الاعتماد البرامجي

هل البرنامج حاصل على الاعتماد البرامجي ؟ ومن اي جهة ؟

٥. المؤثرات الخارجية الأخرى

هل هناك جهة راعية للبرنامج ؟

٦. هيكلية البرنامج

| ملاحظات * | النسبة المئوية | وحدة دراسية | عدد المقررات | هيكل البرنامج |
|-----------|----------------|-------------|--------------|-----------------|
| | | | | متطلبات المؤسسة |
| | | | | متطلبات الكلية |
| | | | | متطلبات القسم |
| | | | | التدريب الصيفي |
| | | | | أخرى |

* ممكن ان تتضمن الملاحظات فيما اذا كان المقرر أساسي او اختياري .

٧. وصف البرنامج

| الساعات المعتمدة | | اسم المقرر أو المساق | رمز المقرر أو المساق | السنة / المستوى |
|------------------|------|------------------------|----------------------|-----------------|
| عملي | نظري | صناعة الاسنان المتقدمة | DePri500001 (4+1) | الخامسة |
| ٤ | ١ | | | |

٨. مخرجات التعلم المتوقعة للبرنامج

| المعرفة | |
|-----------------|---------------------|
| مخرجات التعلم ١ | بيان نتائج التعلم ١ |
| المهارات | |
| مخرجات التعلم ٢ | بيان نتائج التعلم ٢ |
| مخرجات التعلم ٣ | بيان نتائج التعلم ٣ |
| القيم | |
| مخرجات التعلم ٤ | بيان نتائج التعلم ٤ |
| مخرجات التعلم ٥ | بيان نتائج التعلم ٥ |

٩. استراتيجيات التعليم والتعلم

| |
|---|
| ١- طريقة إلقاء المحاضرات. |
| ٢- التطبيقات المختبرية في المختبرات للعلوم الأساسية . |
| ٣- التطبيقات العلمية في العيادات التعليمية لتخصصات طب الأسنان |
| ٤- الحلقات الدراسية |

١٠. طرائق التقييم

| |
|---|
| ١- إجراء الامتحانات النظرية والعملية |
| ٢- التغذية الراجعة من الطلاب |
| ٣- إجراء الامتحانات العملية في العيادات التعليمية للحالات المرضية لكافة تخصصات طب الاسنان |
| ٤- مثلث التعليم |

١١. الهيئة التدريسية

| أعضاء هيئة التدريس | | | | | |
|------------------------|-------------------------|---------------|-------|--------------------------------------|--|
| الرتبة العلمية | | التخصص | | المتطلبات/المهارات الخاصة (ان وجدت) | |
| اعداد الهيئة التدريسية | | | | | |
| عام | خاص | ملاك | محاضر | | |
| أستاذ مساعد | طب وجراحة الوجه والفكين | صناعة الاسنان | ٢ | | |

| التطوير المهني |
|---|
| توجيه أعضاء هيئة التدريس الجدد |
| تعريف أعضاء هيئة التدريس الجدد بحقوقهم وواجباتهم ، وحقوق الطلاب والتزاماتهم ، وجودة البرامج والاعتماد الأكاديمي ، ومصادر التعلم ، وبرامج البحث العلمي في الجامعة. |
| التطوير المهني لأعضاء هيئة التدريس |
| تصف بإيجاز خطة وترتيبات التطوير الأكاديمي والمهني لأعضاء هيئة التدريس كاستراتيجيات التدريس والتعلم، وتقييم نتائج التعلم، التطوير المهني وما الى ذلك. |

| ١٢. معيار القبول |
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| مركزي |

| ١٣. أهم مصادر المعلومات عن البرنامج |
|---|
| ١. المواقع الالكترونية للجامعات العراقية والاجنبية. ٢. المكتبات العلمية. ٣. ورش العمل التي اقامتها وزارة التعليم العالي |

| ١٤. خطة تطوير البرنامج |
|------------------------|
| |

مخطط مهارات البرنامج

| مخرجات التعلم المطلوبة من البرنامج | | | | | | | | | | | | اساسي أم اختياري | اسم المقرر | رمز المقرر | السنة / المستوى |
|------------------------------------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|------------------|------------------------------|-----------------------|-----------------|
| القيم | | | | المهارات | | | | المعرفة | | | | | | | |
| ج ٤ | ج ٣ | ج ٢ | ج ١ | ب ٤ | ب ٣ | ب ٢ | ب ١ | أ ٤ | أ ٣ | أ ٢ | أ ١ | | | | |
| * | * | * | * | * | * | * | * | * | * | * | * | اساسي | صناعة الاسنان المتقدمة | DePri5000 01 (4+1) | الخامسة |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | |

● يرجى وضع اشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقييم

نموذج وصف المقرر

| | |
|---|---|
| ١. اسم المقرر : | |
| صناعة الاسنان المتقدمة | |
| ٢. رمز المقرر: | |
| (DePri500001 (4+1) | |
| ٣. الفصل / السنة: | |
| كورسات | |
| ٤. تاريخ إعداد هذا الوصف : | |
| ٢٠٢٤/٣/١١ | |
| ٥. أشكال الحضور المتاحة : | |
| اسبوعي | |
| ٦. عدد الساعات الدراسية (الكلي)/ عدد الوحدات (الكلي) | |
| ١٥ نظري / عملي ٢٤٠ | |
| ٧. اسم مسؤول المقرر الدراسي (اذا اكثر من اسم يذكر) | |
| الاسم: زينب محمود جواد الأيميل : dent.zainab.mahmood@uobabylon.edu.iq الاسم: حنان علي حميد الأيميل: hanan.ali@uobabylon.edu.iq | |
| ٨. اهداف المقرر | |
| اهداف المادة الدراسية | <ul style="list-style-type: none"> • ان يعرف تعويضات الوجه والفكين • ان يعرف العلاج التعويضي للمريض المستلم اشعاع • ان يعرف تركيبات فوق الجذور • ان يعرف دعم الأسنان فوق طقم الأسنان • ان يعرف دعم الزرع فوق طقم الأسنان • ان يعرف الناحية الجمالية لطقم الأسنان الكامل • ان يعرف الناحية الجمالية لطقم الأسنان الكامل (تكملة) • ان يعرف استنساخ الطقم • ان يعرف زراعة الأسنان (تصنيف) • ان يعرف زراعة الأسنان (تقنية) • ان يعرف زراعة الأسنان (مواد) • ان يعرف طب أسنان كبار السن فيما يتعلق بالأطراف الصناعية • ان يعرف طب أسنان كبار السن فيما يتعلق بالأطراف الصناعية (تكملة) • ان يعرف الطقم المفرد..... |
| ٩. استراتيجيات التعليم والتعلم | |
| الاستراتيجية | |

١- إستراتيجية التفكير حسب قدرة الطالب

٢- إستراتيجية مهارة التفكير العالمية

٣- إستراتيجية التفكير الناقد في التعلم

١٠. بنية المقرر

| الأسبوع | الساعات | مخرجات التعلم المطلوبة | اسم الوحدة او الموضوع | طريقة التعلم | طريقة التقييم |
|---------------------|---------|---|--|--|--|
| حسب الجدول الاسبوعي | ١ | ١. تعويضات الوجه والفكين ٢. العلاج التعويضي للمريض المستلم اشعاع ٣. تركيبات فوق الجذور ٤. دعم الأسنان فوق طقم الأسنان ٥. دعم الزرع فوق طقم الأسنان ٦. الناحية الجمالية لطقم الأسنان الكامل ٧. الناحية الجمالية لطقم الأسنان الكامل (تكملة) ٨. استنساخ الطقم ٩. زراعة الأسنان (تصنيف) ١٠. زراعة الأسنان (تقنية) ١١. زراعة الأسنان (مواد) ١٢. طب أسنان كبار السن فيما يتعلق بالطرف الصناعية ١٣. طب أسنان كبار السن فيما يتعلق بالطرف الصناعية (تكملة) ١٤. الطقم المفرد.... | ١. ان يعرف تعويضات الوجه والفكين ٢. ان يعرف العلاج التعويضي للمريض المستلم اشعاع ٣. ان يعرف تركيبات فوق الجذور ٤. ان يعرف دعم الأسنان فوق طقم الأسنان ٥. ان يعرف دعم الزرع فوق طقم الأسنان ٦. ان يعرف الناحية الجمالية لطقم الأسنان الكامل ٧. ان يعرف الناحية الجمالية لطقم الأسنان الكامل (تكملة) ٨. ان يعرف استنساخ الطقم ٩. ان يعرف زراعة الأسنان (تصنيف) ١٠. ان يعرف زراعة الأسنان (تقنية) ١١. ان يعرف زراعة الأسنان (مواد) ١٢. ان يعرف طب أسنان كبار السن فيما يتعلق بالطرف الصناعية ١٣. ان يعرف طب أسنان كبار السن فيما يتعلق بالطرف الصناعية (تكملة) ١٤. ان يعرف الطقم المفرد..... | محاضرة نظرية باستخدام برنامج PowerPoint | الامتحانات العملية و الكوزات القصيرة، و نص الفصل و النهائي |

١١. تقييم المقرر

٦% امتحانات يومية- ١٤% امتحان نصف الكورس نظري - ٢٠% عملي كراسات على مرضى - ٣٥

امتحان نهاية الكورس نظري – ٢٥ % امتحان نهاية الكورس عملي

١٢. مصادر التعلم والتدريس

| | |
|--|---|
| 1. Zarb GA, Bolender CL. Prosthodontic treatment for edentulous patients. 12th edition. 2004;Mosby, USA. | الكتب المقررة المطلوبة (المنهجية أن وجد) |
| 2. SaradhaD.L.ZakirHussain , Uthkarsh. Text book of complete denture prosthodontics. 2007;Jaypee , India. | |
| 1. Zarb. Hobkirk. Eckert. Jacob. Prosthodontic treatment for edentulous patients. 13th edition. 2012;Mosby, USA. | المراجع الرئيسة (المصادر) |
| 2. Deepak NV, Karthikeyan R, Vinaya B. Textbook of prosthodontics. 2005; Jaypee, India. | |
| McCracken's. Glen P,McGivney , Alan B, Carr.Textbook of prosthodontics. Tenth edition. | الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير....) |
| | المراجع الإلكترونية ، مواقع الانترنت |



وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي
قسم الاعتماد

دليل وصف البرنامج الأكاديمي والمقرر

2024

المقدمة:

يُعد البرنامج التعليمي بمثابة حزمة منسقة ومنظمة من المقررات الدراسية التي تشتمل على إجراءات وخبرات تنظم بشكل مفردات دراسية الغرض الأساس منها بناء وصقل مهارات الخريجين مما يجعلهم مؤهلين لتلبية متطلبات سوق العمل يتم مراجعته وتقييمه سنوياً عبر إجراءات وبرامج التدقيق الداخلي أو الخارجي مثل برنامج الممتحن الخارجي.

يقدم وصف البرنامج الأكاديمي ملخص موجز للسمات الرئيسة للبرنامج ومقرراته مبيناً المهارات التي يتم العمل على اكسابها للطلبة مبنية على وفق اهداف البرنامج الأكاديمي وتتجلى أهمية هذا الوصف لكونه يمثل الحجر الأساس في الحصول على الاعتماد البرامجي ويشترك في كتابته الملاكات التدريسية بإشراف اللجان العلمية في الأقسام العلمية.

ويتضمن هذا الدليل بنسخته الثانية وصفاً للبرنامج الأكاديمي بعد تحديث مفردات وفقرات الدليل السابق في ضوء مستجدات وتطورات النظام التعليمي في العراق والذي تضمن وصف البرنامج الأكاديمي بشكلها التقليدي نظام (سنوي، فصلي) فضلاً عن اعتماد وصف البرنامج الأكاديمي المعمم بموجب كتاب دائرة الدراسات ت م ٢٩٠٦/٣ في ٢٠٢٣/٥/٣ فيما يخص البرامج التي تعتمد مسار بولونيا أساساً لعملها.

وفي هذا المجال لا يسعنا إلا أن نؤكد على أهمية كتابة وصف البرامج الأكاديمية والمقررات الدراسية لضمان حسن سير العملية التعليمية.

مفاهيم ومصطلحات:

وصف البرنامج الأكاديمي: يوفر وصف البرنامج الأكاديمي إيجازاً مقتضباً لرؤيته ورسالته وأهدافه متضمناً وصفاً دقيقاً لمخرجات التعلم المستهدفة على وفق استراتيجيات تعلم محددة.

وصف المقرر: يوفر إيجازاً مقتضباً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنأ عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ويكون مشتق من وصف البرنامج.

رؤية البرنامج: صورة طموحة لمستقبل البرنامج الأكاديمي ليكون برنامجاً متطوراً وملهماً ومحفزاً وواقعياً وقابلاً للتطبيق.

رسالة البرنامج: توضح الأهداف والأنشطة اللازمة لتحقيقها بشكل موجز كما يحدد مسارات تطور البرنامج واتجاهاته.

اهداف البرنامج: هي عبارات تصف ما ينوي البرنامج الأكاديمي تحقيقه خلال فترة زمنية محددة وتكون قابلة للقياس والملاحظة.

هيكلية المنهج: كافة المقررات الدراسية / المواد الدراسية التي يتضمنها البرنامج الأكاديمي على وفق نظام التعلم المعتمد (فصلي، سنوي، مسار بولونيا) سواء كانت متطلب (وزارة، جامعة، كلية وقسم علمي) مع عدد الوحدات الدراسية.

مخرجات التعلم: مجموعة متوافقة من المعارف والمهارات والقيم التي اكتسبها الطالب بعد انتهاء البرنامج الأكاديمي بنجاح ويجب أن يُحدد مخرجات التعلم لكل مقرر بالشكل الذي يحقق اهداف البرنامج.

استراتيجيات التعليم والتعلم: بأنها الاستراتيجيات المستخدمة من قبل عضو هيئة التدريس لتطوير تعليم وتعلم الطالب وهي خطط يتم إتباعها للوصول إلى أهداف التعلم. أي تصف جميع الأنشطة الصفية واللاصفية لتحقيق نتائج التعلم للبرنامج.

نموذج وصف البرنامج الأكاديمي

اسم الجامعة: جامعة بابل

الكلية/ المعهد: كلية طب الاسنان

القسم العلمي: قسم جراحة الفم والوجه والفكين

اسم البرنامج الأكاديمي او المهني: جراحة الفم والاسنان

اسم الشهادة النهائية: بكالوريوس في طب وجراحة الفم والاسنان

النظام الدراسي: كورسات

تاريخ اعداد الوصف: ٢٠٢٤-٢-٣

تاريخ ملء الملف: ٢٠٢٤-٢-٣

التوقيع :

اسم رئيس القسم: د.م.ا حيدر علي

التاريخ :

التوقيع :

اسم المعاون العلمي: د.م.ا حسن فليح الوطيفي

التاريخ : ٢٠٢٤-٢-٣

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي: د.ا عباس فاضل حسون

التاريخ

التوقيع

مصادقة السيد العميد

١. رؤية البرنامج

تذكر رؤية البرنامج كما هو مذكور في نشرة الجامعة وموقعها الإلكتروني.

٢. رسالة البرنامج

تذكر رسالة البرنامج كما هو مذكور في نشرة الجامعة وموقعها الإلكتروني.

٣. اهداف البرنامج

١- السعي الى مستوى الخدمات الطبية المقدمة للموظفين من خلال تخريج أطباء أسنان كفؤين للعمل في المؤسسات الحكومية

٢- تقديم خدمات طبية تخصصية من خلال العيادات التعليمية الاستشارية في الكلية .

٣- رفع المستوى العلمي للطلبة والتدريسيين من خلال تشجيع البحوث العلمية وأرسالهم في بعثات خارج العراق.

٤- العمل على رفع المستوى الثقافي للمواطنين من خلال الندوات العامة ووسائل الاعلام .

٥- فتح الدراسات العليا في كافة التخصصات لطب الاسنان .

٦- تطوير قابلية الطلبة في حقل جراحة الفم والاسنان

٧- تطوير معلومات الطلبة النظرية والعملية في مجال جراحة الفم والاسنان

٤. الاعتماد البرامجي

Bachelor of Dental Surgery (B.D.S)

٥. المؤثرات الخارجية الأخرى

دورات صيفية في العيادات التعليمية

٦. هيكلية البرنامج

| ملاحظات * | النسبة المئوية | وحدة دراسية | عدد المقررات | هيكل البرنامج |
|-----------|----------------|-------------|--------------|-----------------|
| | | | | متطلبات المؤسسة |
| | | | | متطلبات الكلية |
| | | | | متطلبات القسم |
| | | | | التدريب الصيفي |
| | | | | أخرى |

* ممكن ان تتضمن الملاحظات فيما اذا كان المقرر أساسي او اختياري .

| ٧. وصف البرنامج | | | | |
|------------------|---------------|--------------------------------------|----------------------|-----------------|
| الساعات المعتمدة | | اسم المقرر أو المساق | رمز المقرر أو المساق | السنة / المستوى |
| عملي | نظري | جراحة الفم والاسنان/ Oral surgery | | سنوي |
| ١٢ ساعة/ اسبوع | ٢ ساعة/ اسبوع | | | |

| ٨. مخرجات التعلم المتوقعة للبرنامج | |
|------------------------------------|---------------------|
| المعرفة | |
| مخرجات التعلم ١ | بيان نتائج التعلم ١ |
| المهارات | |
| مخرجات التعلم ٢ | بيان نتائج التعلم ٢ |
| مخرجات التعلم ٣ | بيان نتائج التعلم ٣ |
| القيم | |
| مخرجات التعلم ٤ | بيان نتائج التعلم ٤ |
| مخرجات التعلم ٥ | بيان نتائج التعلم ٥ |

| ٩. استراتيجيات التعليم والتعلم | |
|--------------------------------|--------------------------------------|
| ١- | استراتيجية التفكير حسب قدرة الطالب. |
| ٢- | استراتيجية مهارة التفكير العالمية. |
| ٣- | استراتيجية التفكير الناقد في التعلم. |

| ١٠. طرائق التقييم | |
|-------------------|--|
| ١- | أجراء الامتحانات النظرية والعلمية |
| ٢- | التغذية الراجعة من الطلاب |
| ٣- | أجراء الامتحانات العملية في العيادات التعليمية للحالات المرضية |
| ٤- | مثلث التعليم |

| ١١. الهيئة التدريسية | |
|----------------------|--|
| أعضاء هيئة التدريس | |

| الرتبة العلمية | | التخصص | | المتطلبات/المهارات الخاصة (ان وجدت) | | اعداد الهيئة التدريسية | |
|----------------|--|--------|-----|---|--|------------------------|-------|
| | | عام | خاص | | | ملاك | محاضر |
| استاذ مساعد | | | خاص | | | ملاك | |

| التطوير المهني |
|--|
| توجيه أعضاء هيئة التدريس الجدد |
| تصف بإيجاز العملية المستخدمة لتوجيه أعضاء هيئة التدريس الجدد والزائرين والمتفرغين وغير المتفرغين على مستوى المؤسسة والقسم. |
| التطوير المهني لأعضاء هيئة التدريس |
| تصف بإيجاز خطة وترتيبات التطوير الأكاديمي والمهني لأعضاء هيئة التدريس كاستراتيجيات التدريس والتعلم، وتقييم نتائج التعلم، التطوير المهني وما الى ذلك. |

| ١٢ . معيار القبول |
|-------------------|
| قبول مركزي |

| ١٣ . أهم مصادر المعلومات عن البرنامج |
|--|
| الموقع الالكتروني للكلية والجامعة دليل الجامعة دليل الطالب للكلية أهم الكتب والمصادر الخاصة بالكلية |

| ١٤ . خطة تطوير البرنامج |
|-------------------------|
| |

مخطط مهارات البرنامج

| مخرجات التعلم المطلوبة من البرنامج | | | | | | | | | | | | اساسي أم اختياري | اسم المقرر | رمز المقرر | السنة / المستوى |
|------------------------------------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|------------------|---|------------|-----------------|
| القيم | | | | المهارات | | | | المعرفة | | | | | | | |
| ج ٤ | ج ٣ | ج ٢ | ج ١ | ب ٤ | ب ٣ | ب ٢ | ب ١ | أ ٤ | أ ٣ | أ ٢ | أ ١ | | | | |
| * | * | * | * | * | * | * | * | * | * | * | * | اساسي | جراحة الفم والاسنان Oral surgery | | سنوي |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

• يرجى وضع اشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقييم

نموذج وصف المقرر

| | |
|--|-----------------------|
| ١. اسم المقرر: جراحة الفم والاسنان | |
| ٢. رمز المقرر | |
| ٣. الفصل / السنة: الكورس الثاني-٢٠٢٢-٢٠٢٣ | |
| ٤. تاريخ إعداد هذا الوصف: ٢-٣-٢٠٢٤ | |
| ٥. أشكال الحضور المتاحة : اسبوعي | |
| ٦. عدد الساعات الدراسية (الكلي)/ عدد الوحدات (الكلي): ١٤ ساعة | |
| ٧. اسم مسؤول المقرر الدراسي (إذا اكثر من اسم يذكر) الاسم: ا.م.د احمد صلاح حميد الأيميل : dent.ahmed.salah@uobabylon.edu.iq | |
| ٨. اهداف المقرر | |
| <p>In the End of this course students must have :-</p> <ul style="list-style-type: none"> • A profound knowledge about the principles of oral and dental surgery. • Experience in management of medically compromised patients. • Experience in the diagnosis of surgical condition and their treatment. • The student learns how to deal with patients with systemic disease from legal point of view. • The student learns how to use surgical instruments. | اهداف المادة الدراسية |
| ٩. استراتيجيات التعليم والتعلم | |
| <p>١- استراتيجية التفكير حسب قدرة الطالب. ٢- استراتيجية مهارة التفكير العالمية.</p> | الاستراتيجية |

٣- استراتيجية التفكير الناقد في التعلم.

١٠. بنية المقرر

| الأسبوع | الساعات | مخرجات التعلم المطلوبة | اسم الوحدة او الموضوع | طريقة التعلم | طريقة التقييم |
|---------|---------|------------------------|-----------------------|--------------|---------------|
| | | | | | |

١١. تقييم المقرر

- ١- اجراء الاختبارات النظرية والعملية
- ٢- لقاء السمنارات من قبل الطلبة ضمن المقرر الدراسي
- ٣- التغذية الراجعة من قبل الطلبة ضمن الاستمارات المحددة للتقييم
- ٤- مثلث التعلم

١٢. مصادر التعلم والتدريس

| | |
|--|---|
| 1- Contemporary oral& maxillofacial surgery. 2- Dental management of medically compromised patient. | الكتب المقررة المطلوبة (المنهجية أن وجدت) |
| | المراجع الرئيسية (المصادر) |
| | الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير....) |
| | المراجع الإلكترونية ، مواقع الانترنت |



وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي
قسم الاعتماد

دليل وصف البرنامج الأكاديمي والمقرر

2024

المقدمة:

يُعد البرنامج التعليمي بمثابة حزمة منسقة ومنظمة من المقررات الدراسية التي تشتمل على إجراءات وخبرات تنظم بشكل مفردات دراسية الغرض الأساس منها بناء وصقل مهارات الخريجين مما يجعلهم مؤهلين لتلبية متطلبات سوق العمل يتم مراجعته وتقييمه سنوياً عبر إجراءات وبرامج التدقيق الداخلي أو الخارجي مثل برنامج الممتحن الخارجي.

يقدم وصف البرنامج الأكاديمي ملخص موجز للسمات الرئيسة للبرنامج ومقرراته مبيناً المهارات التي يتم العمل على اكسابها للطلبة مبنية على وفق اهداف البرنامج الأكاديمي وتتجلى أهمية هذا الوصف لكونه يمثل الحجر الأساس في الحصول على الاعتماد البرامجي ويشترك في كتابته الملاكات التدريسية بإشراف اللجان العلمية في الأقسام العلمية.

ويتضمن هذا الدليل بنسخته الثانية وصفاً للبرنامج الأكاديمي بعد تحديث مفردات وفقرات الدليل السابق في ضوء مستجدات وتطورات النظام التعليمي في العراق والذي تضمن وصف البرنامج الأكاديمي بشكلها التقليدي نظام (سنوي، فصلي) فضلاً عن اعتماد وصف البرنامج الأكاديمي المعمم بموجب كتاب دائرة الدراسات ت م ٢٩٠٦/٣ في ٢٠٢٣/٥/٣ فيما يخص البرامج التي تعتمد مسار بولونيا أساساً لعملها.

وفي هذا المجال لا يسعنا إلا أن نؤكد على أهمية كتابة وصف البرامج الأكاديمية والمقررات الدراسية لضمان حسن سير العملية التعليمية.

مفاهيم ومصطلحات:

وصف البرنامج الأكاديمي: يوفر وصف البرنامج الأكاديمي إيجازاً مقتضباً لرؤيته ورسالته وأهدافه متضمناً وصفاً دقيقاً لمخرجات التعلم المستهدفة على وفق استراتيجيات تعلم محددة.

وصف المقرر: يوفر إيجازاً مقتضباً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنأ عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ويكون مشتق من وصف البرنامج.

رؤية البرنامج: صورة طموحة لمستقبل البرنامج الأكاديمي ليكون برنامجاً متطوراً وملهماً ومحفزاً وواقعياً وقابلاً للتطبيق.

رسالة البرنامج: توضح الأهداف والأنشطة اللازمة لتحقيقها بشكل موجز كما يحدد مسارات تطور البرنامج واتجاهاته.

اهداف البرنامج: هي عبارات تصف ما ينوي البرنامج الأكاديمي تحقيقه خلال فترة زمنية محددة وتكون قابلة للقياس والملاحظة.

هيكلية المنهج: كافة المقررات الدراسية / المواد الدراسية التي يتضمنها البرنامج الأكاديمي على وفق نظام التعلم المعتمد (فصلي، سنوي، مسار بولونيا) سواء كانت متطلب (وزارة، جامعة، كلية وقسم علمي) مع عدد الوحدات الدراسية.

مخرجات التعلم: مجموعة متوافقة من المعارف والمهارات والقيم التي اكتسبها الطالب بعد انتهاء البرنامج الأكاديمي بنجاح ويجب أن يُحدد مخرجات التعلم لكل مقرر بالشكل الذي يحقق اهداف البرنامج.

استراتيجيات التعليم والتعلم: بأنها الاستراتيجيات المستخدمة من قبل عضو هيئة التدريس لتطوير تعليم وتعلم الطالب وهي خطط يتم إتباعها للوصول إلى أهداف التعلم. أي تصف جميع الأنشطة الصفية واللاصفية لتحقيق نتائج التعلم للبرنامج.

نموذج وصف البرنامج الأكاديمي

اسم الجامعة: جامعة: بابل
الكلية/ المعهد: كلية: طب الاسنان
القسم العلمي: قسم : العلوم الاساسية
اسم البرنامج الأكاديمي او المهني: بكالوريوس في السلامة البيولوجية
اسم الشهادة النهائية: بكالوريوس في طب الاسنان
النظام الدراسي: كورسات
تاريخ اعداد الوصف: ٢٠٢٤/٣/١٢
تاريخ ملء الملف: ٢٠٢٤/٣/١٢

التوقيع :
اسم المعاون العلمي: ا. م. د. حسن فليح الوطيفي
التاريخ :

التوقيع :
اسم رئيس القسم: م. د. ناهدة حمود عبد
التاريخ :

دقق الملف من قبل الانسة شيما محمد كاظم
شعبة ضمان الجودة والأداء الجامعي
اسم مدير شعبة ضمان الجودة والأداء الجامعي:
التاريخ
التوقيع

مصادقة السيد العميد

١. رؤية البرنامج

تذكر رؤية البرنامج كما هو مذكور في نشرة الجامعة وموقعها الإلكتروني.

٢. رسالة البرنامج

تذكر رسالة البرنامج كما هو مذكور في نشرة الجامعة وموقعها الإلكتروني.

٣. اهداف البرنامج

عبارات عامة تصف ما ينوي البرنامج او المؤسسة تحقيقه .

٤. الاعتماد البرامجي

هل البرنامج حاصل على الاعتماد البرامجي ؟ ومن اي جهة ؟

٥. المؤثرات الخارجية الأخرى

هل هناك جهة راعية للبرنامج ؟

٦. هيكلية البرنامج

| ملاحظات * | النسبة المئوية | وحدة دراسية | عدد المقررات | هيكل البرنامج |
|-----------|----------------|-------------|--------------|-----------------|
| | | | | متطلبات المؤسسة |
| | | | | متطلبات الكلية |
| | | | | متطلبات القسم |
| | | | | التدريب الصيفي |
| | | | | أخرى |

* ممكن ان تتضمن الملاحظات فيما اذا كان المقرر أساسي او اختياري .

٧. وصف البرنامج

| الساعات المعتمدة | | اسم المقرر أو المساق | رمز المقرر أو المساق | السنة / المستوى |
|------------------|------|----------------------|----------------------|-----------------|
| عملي | نظري | الاحياء الطبية | Med bio100010 (2+2) | المرحلة الاولى |
| ٦٠ | ٦٠ | | | |

٨. مخرجات التعلم المتوقعة للبرنامج

| المعرفة | |
|-----------------|---|
| مخرجات التعلم ١ | <p>١- التعرف بسنة الحياة وأهم فروعها المتعلقة بصحة الإنسان</p> <p>2- تمكين الطلاب من التمييز بين الخلايا البدائية وحقيقية النواة.</p> <p>3- إكساب الطالب الخبرة في استخدام المجهر والتعرف على أجزائه المختلفة.</p> <p>4- التعرف بعلم بيولوجيا الخلية وأهم العلماء الذين أرسوا أساس فرضية الخلية.</p> <p>5- إعطاء فكرة عن تقسيم الكائنات الحية إلى خمس ممالك تضم كائنات حقيقية النواة وكائنات بدائية النواة.</p> <p>6- التعرف بعلم البكتيريا ودراسة تركيب الخلية والأشكال المختلفة في الطبيعة.</p> <p>7- شرح علم الوراثة وتركيب الكروموسومات وخيوط DNA و RNA وفكرة لأهم النظريات التي طورها مندل حول انتقال الصفات الوراثية من الوالدين إلى الأبناء.</p> <p>8- التعرف بعلم الطفيليات مع شرح لتركيب ودورة حياة كل من البروتوزوا والديدان وأهم الأمراض التي تسببها للإنسان.</p> <p>9- إعطاء الطالب فكرة عن الأنسجة مع شرح لبنية أنسجة وعضاريف وعظام جسم الإنسان.</p> |
| المهارات | |
| مخرجات التعلم ٢ | <p>١- أن يفهم الطالب علم الأحياء الطبي</p> <p>٢- ربط العلاقة بين الخبرات العملية والنظرية</p> <p>٣- التعرف على بنية الخلية الحيوانية وبعض العمليات البيولوجية الهامة التي تحدث فيها مثل الانقسام غير المباشر والانقسام الاختزالي.</p> <p>٤- التعرف على بعض الطفيليات الهامة التي تصيب الإنسان بأمراضها الشائعة مثل الملاريا والبلهارسيا وفول بغداد وغيرها.</p> <p>٥- التعرف على الأنواع الأربعة للأنسجة الحيوانية ببعض المعلومات الحديثة مثل بعض الأمراض المصاحبة لكل نوع.</p> <p>٦- التعرف على الجينات الأساسية بطريقة بسيطة وحديثة مثل تركيب كل من DNA و RNA والطفرات وبعض الأمراض الوراثية الشائعة مثل منغوليا والهيموفيليا الوراثية.</p> |
| القيم | |
| مخرجات التعلم ٤ | <p>١- إجراء الاختبارات النظرية والعملية</p> <p>٢- ملاحظات من الطلاب</p> <p>٣- إجراء اختبارات عملية قصيرة في المختبر</p> <p>٤- مثلث التعلم</p> |

٩. استراتيجيات التعليم والتعلم

- ١- طريقه إلقاء المحاضرات
- ٢- student center
- ٣- Team project المجاميع الطلابي
- ٤- Work shop ورش العمل و الرحلات العلمية
- ٥- Learning Technologies on campus التعليم الالكتروني داخل الحرم الجامعي برفع المحاضرات على الموقع الالكتروني للكلية الخاص بمحاضرات التدريسيين
- ٦- Experimental learning التعليم التجريبي وفي كليتنا المختبرات التعليمية والعيادات التعليمية
- ٧- Application learning التعليم التطبيقي وفي كليتنا ضمن برنامج التدريب الصيفي للطلبة

١٠. طرائق التقييم

- ١- إجراء الامتحانات النظرية والعملية
- ٢- التغذية الراجعة من الطلاب
- ٣- إجراء الامتحانات العملية القصيرة في المختبر
- ٤- مثلث التعلم.

١١. الهيئة التدريسية

أعضاء هيئة التدريس

| الرتبة العلمية | | التخصص | | المتطلبات/المهارات الخاصة (ان وجدت) | اعداد الهيئة التدريسية | |
|-------------------------|--|--------|-----|---|------------------------|-------|
| | | عام | خاص | | ملاك | محاضر |
| ا.م. د. احمد محمد عباس | | | | | | |
| ا. م. د. حنان سلمان حسن | | | | | | |
| م. م. اسراء ناظم | | | | | | |

التطوير المهني

توجيه أعضاء هيئة التدريس الجدد

تصف بإيجاز العملية المستخدمة لتوجيه أعضاء هيئة التدريس الجدد والزائرين والمتفرغين وغير المتفرغين على مستوى المؤسسة والقسم.

التطوير المهني لأعضاء هيئة التدريس

- ١- إعداد عملي وعملي لتطبيق المعرفة المكتسبة بالتدريس
- ٢- تطبيق آداب المهنة.
- ٣- تنمية القدرة على التعامل مع وسائل التعلم المتعددة.

١٢. معيار القبول

(وضع الأنظمة المتعلقة بالالتحاق بالكلية أو المعهد سواء قبول مركزي أو أخرى تذكر)

١٣. أهم مصادر المعلومات عن البرنامج

المكتبة الافتراضية

مواقع الجامعات العالمية الرصينة في نفس الاختصاص

www.kcom.edu/faculty/chamberlian/courses.htm

<http://www.ncbi.nlm.nih.gov/books/bv>

١٤. خطة تطوير البرنامج

- العمل على تحديث المناهج بشكل مستمر
- زيادة عدد الساعات للجانب النظري والعملي
- العمل على إضافة أحدث المراجع العالمية في مجال الاختصاص
- تطوير العمل المخبري التشخيصي من خلال دراسة أحدث النتائج العلمية
- إعداد محاضرات بالفيديو لتكون متاحة على موقع إلكتروني لتحسين جودة التعليم

مخطط مهارات البرنامج

| مخرجات التعلم المطلوبة من البرنامج | | | | | | | | | | | | اسم المقرر | رمز المقرر | السنة / المستوى | |
|------------------------------------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|------------|------------|-----------------|------------------|
| القيم | | | | المهارات | | | | المعرفة | | | | | | | اساسي أم اختياري |
| ج ٤ | ج ٣ | ج ٢ | ج ١ | ب ٤ | ب ٣ | ب ٢ | ب ١ | أ ٤ | أ ٣ | أ ٢ | أ ١ | | | | |
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● يرجى وضع اشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقييم

نموذج وصف المقرر

| | |
|---|-----------------------|
| ١. اسم المقرر | |
| الاحياء الطبية | |
| ٢. رمز المقرر | |
| Med bio100010 (2+2) | |
| ٣. الفصل / السنة | |
| المرحلة الاولى | |
| ٤. تاريخ إعداد هذا الوصف | |
| ٢٠٢٤/٣/١٢ | |
| ٥. أشكال الحضور المتاحة | |
| اسبوعيا | |
| ٦. عدد الساعات الدراسية (الكلي)/ عدد الوحدات (الكلي) | |
| ٦٠ ساعة النظري و ٦٠ ساعة العملي ليكون المجموع الكلي للساعات ١٢٠ ساعة | |
| ٧. اسم مسؤول المقرر الدراسي (اذا اكثر من اسم يذكر) | |
| الاسم: ا.م. د. احمد محمد عباس ا.م. د. حنان سلمان حسن م.م. اسراء ناظم | |
| الأيمل : | |
| ٨. اهداف المقرر | |
| <p>١- التعريف بسنة الحياة وأهم فروعها المتعلقة بصحة الإنسان</p> <p>2- تمكين الطلاب من التمييز بين الخلايا البدائية وحقيقية النواة.</p> <p>3- إكساب الطالب الخبرة في استخدام المجهر والتعرف على أجزائه المختلفة.</p> <p>4- التعريف بعلم بيولوجيا الخلية وأهم العلماء الذين أرسوا أساس فرضية الخلية.</p> <p>5- إعطاء فكرة عن تقسيم الكائنات الحية إلى خمس ممالك تضم كائنات حقيقية النواة وكائنات بدائية النواة.</p> <p>6- التعريف بعلم البكتيريا ودراسة تركيب الخلية والأشكال المختلفة في الطبيعة.</p> <p>7- شرح علم الوراثة وتركيب الكروموسومات وخيوط DNA و RNA وفكرة لأهم النظريات التي طورها مندل حول انتقال الصفات الوراثية من الوالدين إلى الأبناء.</p> <p>8- التعريف بعلم الطفيليات مع شرح لتركيب ودورة حياة كل من البروتوزوا والديدان وأهم الأمراض التي تسببها للإنسان.</p> <p>9- إعطاء الطالب فكرة عن الأنسجة مع شرح لبنية أنسجة وعضاريف وعظام جسم الإنسان.</p> | اهداف المادة الدراسية |
| ٩. استراتيجيات التعليم والتعلم | |

| | | | | | |
|---|---------|------------------------|---|--------------|---------------|
| <p>الاستراتيجية</p> <p>١-تقرير وتقييم نشاط علمي موجز وفق معايير التفكير العلمي الدقيقة ٢-أن يفهم الطالب علم الأحياء الطبي ٣- ربط العلاقة بين الخبرات العملية والنظرية</p> | | | | | |
| ١٠. بنية المقرر | | | | | |
| الأسبوع | الساعات | مخرجات التعلم المطلوبة | اسم الوحدة او الموضوع | طريقة التعلم | طريقة التقييم |
| | | | | | |
| ١١. تقييم المقرر | | | | | |
| توزيع الدرجة من ١٠٠ على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير الخ | | | | | |
| ١٢. مصادر التعلم والتدريس | | | | | |
| الكتب المقررة المطلوبة (المنهجية أن وجدت) | | | | | |
| المراجع الرئيسية (المصادر) | | | | | |
| الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير....) | | | Jonquiere's Basic Histology Text and Atlas, Thirteen Edition (2013) by Anthony L. Mescher ; Di Fiore's Atlas of Histology with Functional Correlations, Twelfth Edition (2013)by Victor P. Eroschenko; Illustrated Dental Embryology, Histology, and Anatomy, Fourth Edition (2016)by Margaret J. Fehrenbach and Tracy Popwics. | | |
| المراجع الإلكترونية ، مواقع الانترنت | | | المكتبة الافتراضية مواقع الجامعات العالمية الرصينة في نفس الاختصاص www.kcom.edu/faculty /chamberlian /courses .htm http://www.ncbi.nlm.nih.gov/books/bv | | |

بنية المقرر

First coarse 2023 – 2024 – First class

| Titles of the lectures | Hours | Week |
|---|-------|------|
| -Introduction to medical and oral biology | 2 | 1 |
| -prokaryotes and Eukaryote -Types of cells | 2 | 2 |

| | | |
|--|---|----|
| -General and oral immunity | 2 | 3 |
| Bacterial and oral disease | 2 | 4 |
| -genetics and its role in oral diseases | 2 | 5 |
| -simple epithelial tissues (tongue) | 2 | 6 |
| --stratified epithelial tissues | 2 | 7 |
| - glandular epithelial tissues | 2 | 8 |
| -general connective tissue (blood) | 2 | 9 |
| -muscular tissue | 2 | 10 |
| Nerve tissue | 2 | 10 |
| -cell structure (oral mucus membrane) | 2 | 11 |
| -plasma membrane structure and passage of materials across cell membrane | 2 | 12 |
| -cell cycle, mitosis and meiosis | 2 | 13 |
| -Cell energy | 2 | 14 |
| Mid examination | 2 | 15 |

Second course 2023 – 2024 – First class

| Titles of the lectures | Hours | Week |
|--|--------------|-------------|
| - Genetics | 2 | 16 |
| - DNA structure | | |
| -Types of RNA (transfer, messenger and ribosomal) | | |
| -Introduction to parasitological | 2 | 17 |
| Types of parasites and host | 2 | 18 |
| General and oral protozoa | 2 | 19 |
| Human amoeba, E. histolytica, E. coli, E. gingivalis | 2 | 20 |
| Flagellates, giardia lamblia, T. tenax | 2 | 21 |
| Leishmania, cutaneous and vesical | 2 | 22 |
| Sporozoa, plasmodium spp. | 2 | 23 |
| Toxoplasma gondii | 2 | 24 |
| Nemathelminthes, ascaris lumricoides | 2 | 25 |
| Ancylostoma duodenale, entrobium vermicularis | 2 | 26 |
| Platyhelminthes, fasciola hepatica | 2 | 27 |
| Platyhelminthes, fasciola hepatica | 2 | 28 |
| Schistosoma spp. | 2 | 29 |
| Final examination | 2 | 30 |



وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي
قسم الاعتماد

دليل وصف البرنامج الأكاديمي والمقرر

2024

المقدمة:

يُعد البرنامج التعليمي بمثابة حزمة منسقة ومنظمة من المقررات الدراسية التي تشتمل على إجراءات وخبرات تنظم بشكل مفردات دراسية الغرض الأساس منها بناء وصقل مهارات الخريجين مما يجعلهم مؤهلين لتلبية متطلبات سوق العمل يتم مراجعته وتقييمه سنوياً عبر إجراءات وبرامج التدقيق الداخلي أو الخارجي مثل برنامج الممتحن الخارجي.

يقدم وصف البرنامج الأكاديمي ملخص موجز للسمات الرئيسية للبرنامج ومقرراته مبيناً المهارات التي يتم العمل على اكسابها للطلبة مبنية على وفق اهداف البرنامج الأكاديمي وتتجلى أهمية هذا الوصف لكونه يمثل الحجر الأساس في الحصول على الاعتماد البرامجي ويشترك في كتابته الملاكات التدريسية بإشراف اللجان العلمية في الأقسام العلمية. ويتضمن هذا الدليل بنسخته الثانية وصفاً للبرنامج الأكاديمي بعد تحديث مفردات وفقرات الدليل السابق في ضوء مستجدات وتطورات النظام التعليمي في العراق والذي تضمن وصف البرنامج الأكاديمي بشكلها التقليدي نظام (سنوي، فصلي) فضلاً عن اعتماد وصف البرنامج الأكاديمي المعمم بموجب كتاب دائرة الدراسات ت م 2906/3 في 2023/5/3 فيما يخص البرامج التي تعتمد مسار بولونيا أساساً لعملها. وفي هذا المجال لا يسعنا إلا أن نؤكد على أهمية كتابة وصف البرامج الأكاديمية والمقررات الدراسية لضمان حسن سير العملية التعليمية.

مفاهيم ومصطلحات:

وصف البرنامج الأكاديمي: يوفر وصف البرنامج الأكاديمي إيجازاً مقتضباً لرؤيته ورسالته وأهدافه متضمناً وصفاً دقيقاً لمخرجات التعلم المستهدفة على وفق استراتيجيات تعلم محددة.

وصف المقرر: يوفر إيجازاً مقتضباً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنأ عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ويكون مشتق من وصف البرنامج.

رؤية البرنامج: صورة طموحة لمستقبل البرنامج الأكاديمي ليكون برنامجاً متطوراً وملهماً ومحفزاً وواقعياً وقابلاً للتطبيق.

رسالة البرنامج: توضح الأهداف والأنشطة اللازمة لتحقيقها بشكل موجز كما يحدد مسارات تطور البرنامج واتجاهاته.

اهداف البرنامج: هي عبارات تصف ما ينوي البرنامج الأكاديمي تحقيقه خلال فترة زمنية محددة وتكون قابلة للقياس والملاحظة.

هيكلية المنهج: كافة المقررات الدراسية / المواد الدراسية التي يتضمنها البرنامج الأكاديمي على وفق نظام التعلم المعتمد (فصلي، سنوي، مسار بولونيا) سواء كانت متطلب (وزارة، جامعة، كلية وقسم علمي) مع عدد الوحدات الدراسية.

مخرجات التعلم: مجموعة متوافقة من المعارف والمهارات والقيم التي اكتسبها الطالب بعد انتهاء البرنامج الأكاديمي بنجاح ويجب أن يُحدد مخرجات التعلم لكل مقرر بالشكل الذي يحقق اهداف البرنامج.

استراتيجيات التعليم والتعلم: بأنها الاستراتيجيات المستخدمة من قبل عضو هيئة التدريس لتطوير تعليم وتعلم الطالب وهي خطط يتم إتباعها للوصول إلى أهداف التعلم. أي تصف جميع الأنشطة الصفية واللاصفية لتحقيق نتائج التعلم للبرنامج.

نموذج وصف البرنامج الأكاديمي

اسم الجامعة: جامعة .. بابل.....
الكلية/ المعهد: كلية طب الاسنان.....
القسم العلمي: قسم .الجراحة.....
اسم البرنامج الأكاديمي او المهني: بكالوريوس ... طب وجراحة الفم والاسنان...
اسم الشهادة النهائية: بكالوريوس في طب وجراحة الفم والاسنان.....
النظام الدراسي: كورسات
تاريخ اعداد الوصف: 25/3/2024
تاريخ ملء الملف: 2024/3/ 25

التوقيع :
اسم المعاون العلمي: أ.م. حسن الوطيفي
التاريخ :

التوقيع :
اسم رئيس القسم: ا.م.د. حيدر علي حسن
التاريخ :

دقق الملف من قبل
شعبة ضمان الجودة والأداء الجامعي
اسم مدير شعبة ضمان الجودة والأداء الجامعي:
التاريخ
التوقيع

مصادقة السيد العميد

1. رؤية البرنامج

تذكر رؤية البرنامج كما هو مذكور في نشرة الجامعة وموقعها الإلكتروني.

2. رسالة البرنامج

كلية طب الأسنان من الكليات التخصصية تهدف إلى إعداد وتخرج أطباء أسنان ذوي خبرة جيدة في مجال طب الأسنان لتقديم خدمات إلى المواطنين في الميدان العلمي في القطاعين العام والخاص.

3. اهداف البرنامج

1. السعي إلى رفع مستوى الخدمات الطبية المقدمة للموظفين من خلال تخريج أطباء أسنان كفونين للعمل في المؤسسات الحكومية
2. تقديم خدمات طبية تخصصية من خلال العيادات التعليمية الاستشارية في الكلية
3. رفع المستوى العلمي للطلبة والتدريسيين من خلال تشجيع البحوث العلمية وإرسالهم في بعثات خارج العراق.
4. العمل على رفع المستوى الثقافي للمواطنين من خلال الندوات العامة ووسائل الإعلام
5. فتح الدراسات العليا في كافة التخصصات لطب الأسنان.
6. إنشاء مركز جراحي تخصصي بجراحة الوجه والفكين وجراحة أليزر لمعالجة الحالات الجراحية المختلفة
7. إنشاء وحدات طبية متخصصة بزراعة الأسنان ومعالجة التشوهات الخلقية وتعويضات الوجه والفكين

4. الاعتماد البرامجي

هل البرنامج حاصل على الاعتماد البرامجي ؟ ومن اي جهة ؟

5. المؤثرات الخارجية الأخرى

هل هناك جهة راعية للبرنامج ؟

6. هيكلية البرنامج

| هيكل البرنامج | عدد المقررات | وحدة دراسية | النسبة المئوية | ملاحظات * |
|---------------|--------------|-------------|----------------|-----------|
|---------------|--------------|-------------|----------------|-----------|

| | | | | |
|--|--|--|--|-----------------|
| | | | | متطلبات المؤسسة |
| | | | | متطلبات الكلية |
| | | | | متطلبات القسم |
| | | | | التدريب الصيفي |
| | | | | أخرى |

* ممكن ان تتضمن الملاحظات فيما اذا كان المقرر أساسيا او اختياري .

| 7. وصف البرنامج | | | | |
|------------------|------|---------------------------|-----------------------|-----------------|
| الساعات المعتمدة | | اسم المقرر أو المساق | رمز المقرر أو المساق | السنة / المستوى |
| عملي | نظري | امراض الفم والوجه والفكين | DePai 400006 (2+1) | الرابعة |
| 3 | 2 | | | |

| 8. مخرجات التعلم المتوقعة للبرنامج | |
|------------------------------------|---------------------|
| المعرفة | |
| مخرجات التعلم 1 | بيان نتائج التعلم 1 |
| المهارات | |
| مخرجات التعلم 2 | بيان نتائج التعلم 2 |
| مخرجات التعلم 3 | بيان نتائج التعلم 3 |
| القيم | |
| مخرجات التعلم 4 | بيان نتائج التعلم 4 |
| مخرجات التعلم 5 | بيان نتائج التعلم 5 |

| 9. استراتيجيات التعليم والتعلم |
|--|
| استراتيجيات وطرائق التعليم والتعلم المعتمدة في تنفيذ البرنامج بشكل عام . |

| 10. طرائق التقييم |
|--|
| تنفيذها في جميع مراحل البرنامج بشكل عام. |

| 11. الهيئة التدريسية | | | | | |
|----------------------|--|--------|---------------------------|--------------------------------------|---------|
| أعضاء هيئة التدريس | | | | | |
| الرتبة العلمية | | التخصص | | المتطلبات/المهارات الخاصة (ان وجدت) | |
| | | عام | خاص | اعداد الهيئة التدريسية | ملاك |
| | | طب | امراض الفم والوجه والفكين | 2 | لا يوجد |

| التطوير المهني |
|--|
| توجيه أعضاء هيئة التدريس الجدد |
| تصف بإيجاز العملية المستخدمة لتوجيه أعضاء هيئة التدريس الجدد والزائرين والمتفرغين وغير المتفرغين على مستوى المؤسسة والقسم. |
| التطوير المهني لأعضاء هيئة التدريس |
| تصف بإيجاز خطة وترتيبات التطوير الأكاديمي والمهني لأعضاء هيئة التدريس كاستراتيجيات التدريس والتعلم، وتقييم نتائج التعلم، التطوير المهني وما الى ذلك. |

| 12. معيار القبول |
|---|
| (وضع الأنظمة المتعلقة بالالتحاق بالكلية أو المعهد سواء قبول مركزي او أخرى تذكر) |

| 13. أهم مصادر المعلومات عن البرنامج |
|-------------------------------------|
| تذكر بصورة مختصرة . |

| 14. خطة تطوير البرنامج |
|------------------------|
| |

| مخطط مهارات البرنامج | | | | | | | | | | | | | | | |
|------------------------------------|----|----|----|----------|----|----|----|---------|----|----|------------------|------------|---|----------------------|---------------|
| مخرجات التعلم المطلوبة من البرنامج | | | | | | | | | | | اساسي أم اختياري | اسم المقرر | رمز المقرر | السنة / المستوى | |
| القيم | | | | المهارات | | | | المعرفة | | | | | | | |
| 4ج | 3ج | 2ج | 1ج | 4ب | 3ب | 2ب | 1ب | 4أ | 3أ | 2أ | 1أ | | | | |
| * | * | * | * | * | * | * | * | * | * | * | * | اساسي | امراض الفم والوجه والفكين (العملي والنظري) | DePai400 006(2+1) | السنة الرابعة |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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• يرجى وضع اشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقييم

نموذج وصف المقرر

| | |
|---|--|
| 1. اسم المقرر | |
| امراض الفم والوجه والفكين | |
| 2. رمز المقرر | |
| DePai400006 (2+1) | |
| 3. الفصل / السنة | |
| كورسات | |
| 4. تاريخ إعداد هذا الوصف | |
| 2024/3/25 | |
| 5. أشكال الحضور المتاحة | |
| اسبوعي | |
| 6. عدد الساعات الدراسية (الكلية) / عدد الوحدات (الكلية) | |
| 15 نظري 45 عملي | |
| 7. اسم مسؤول المقرر الدراسي (إذا اكثر من اسم يذكر) | |
| الاسم: ا.د.سهى عبدالحسين هندي الأيميل: dent.suha.abdul@uobabylon.edu.iq | |
| الاسم: م.م.اسماء سامي جواد الأيميل: dent.asmaa.sami@uobabylon.edu.iq | |
| 8. اهداف المقرر | |
| اهداف المادة الدراسية | هي احد مقررات فرع التشخيص الفمي وتوضح اهم الامراض التي تصيب الفم والتغيرات النسيجية المرافقة لها . النظري: تبدأ بمراجعة سريعة للتشريح الفموي للانسجة المحيطة والاسنان ثم دراسة أهم الامراض الشائعة في انسجة الفم كاللسان والبطانة الداخلية والغدد اللعابية وغيرها تحتاج الى متابعة وتدوين ملاحظات بدقة . العملي: يتم من خلال فحص أنسجة فم مرضية ودراسة تركيبها ومكوناتها والتغيرات التي طرأت عليها وكذلك دراسة طرق استحصال العينات النسيجية. |

9. استراتيجيات التعليم والتعلم

الاستراتيجية

1. إستراتيجية التفكير حسب قدرة الطالب
2. إستراتيجية مهارة التفكير العالمية
3. إستراتيجية التفكير الناقد في التعلم
4. استراتيجية التعليم العصف الذهني.

10. بنية المقرر

| الأسبوع | الساعات | مخرجات التعلم المطلوبة | اسم الوحدة او الموضوع | طريقة التعلم | طريقة التقييم |
|--|---------------------------|------------------------|------------------------------|--|--|
| 1- امراض العظام الايضية :الافه العظمية الليفية والحالات الوراثية | حسب الجدول الأسبوعي | | امراض الفم والوجه والفكين | المحاضرات النظرية والمختبرات التعليمية والعيادات التعليمية | الامتحانات النظرية والعملية والحلقات الدراسيه وكذلك التغذية الراجعه من الطلبة ومثلث التعلم |
| 2- افه الخلايا العلاقة | | | | | |
| 3- الاورام الحميدة للعظم | | | | | |
| 4- الاورام الخبيثة للعظم | | | | | |
| 5- الالتهابات الفايروسية | | | | | |
| 6- الالتهابات البكتيرية والفطرية | | | | | |
| 7- الاضطرابات | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | <p>المناعية الجزء الاول</p> <p>8- الاضطرابات المناعية الجزء الثاني</p> <p>9- افات الانسجة الضامة الجزء الاول</p> <p>10- افات الانسجة الضامة الجزء الثاني</p> <p>11- اضطرابات الغدد اللعابية</p> <p>12- اورام الغدد اللعابية</p> <p>13- الاصابات الجسدية والكيميائية</p> <p>14- اورام الدم</p> <p>15- طب الاسنان الشرعي</p> |
|--|--|--|--|--|--|

11. تقييم المقرر

توزيع الدرجة من 100 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير الخ

12. مصادر التعلم والتدريس

1.Oral and maxillofacial pathology,fourth edition,Neville,damm,allen,CHI,Elsevier,2016

2.contemporary oral and maxillofacial . pathology, J.Philip Sapp,Lewis R.Eversole,George P.Wysocki, second .edition,Mospy,2004

الكتب المقررة المطلوبة (المنهجية أن وجدت)

| | |
|---|--|
| <p>3. Essentials of oral pathology,Swapan 3. .Kumar Pukait,4th edition,Jaypee,2019</p> <p>4.Cawsons Essentials of Oral Pathology and Oral Medicine,E.W.Odell, Ninth edition, Elsevier, 2017</p> | |
| | المراجع الرئيسية (المصادر) |
| | الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير....) |
| | المراجع الإلكترونية ، مواقع الانترنت |

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: *Babylon*.....

Faculty/Institute: ... *dentistry*.....

Scientific Department: ...*oral surgery*.....

Academic or Professional Program Name:..*oral and maxillofacial pathology*.....

Final Certificate Name: *Bachelors degree in oral and dental medicine and Surgery*

Academic System: ...*courses*.....

Description Preparation Date:

File Completion Date: *25/3/2024*

Signature:

Head of Department Name:

Haider Ali Hasan

Date: *25/3/2024*

Signature:

Scientific Associate Name:

Hasan Flaih

Date: *25/3/2024*

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

Program Vision

The college of dentistry ,university of Babylon was established in 2002 and aims to prepare medical cadres specialized in oral and dental medicine and surgery and is characterized by a distinguished scientific and meaning full level. contains an educational hospital for clinical

training of students in clinics with modern equipments in various dental specialties and branches .this is in addition to teaching students in scientific laboratories and the duration of study in the college is five years.

Program Mission

Preparing dentists who are able to know the nature of diseases that affect oral tissues,their causes ,the changes that accompany them clinically and histologically , methods of diagnosing them ,their appearance on radiographs, their histopathological features under microscope and methods of treating them.

Program Objectives

Cognitive objectives :

The ability to distinguish between different diseases,uses of stains to differentiate between diseases,types of biopsies and methods of taking them .diseases of the hard and soft tissue structure of the oral cavity .different types of odontogenic and non-odontogenic tumors , both benign and malignant .diseases and tumors of the salivary glands,bacterial ,viral and fungal infections of the oral cavity .

Skill objectives:

The ability to distinguish between various diseases that affect the mouth and its tissues through clinical and microscopic diagnosis and learn methods for taking samples and staining slides prepared for histological examination .

Program Accreditation

Does the program have program accreditation? And from which agency?

Other external influences

The ministry of higher of higher education and scientific research ,iraq

Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|--|---|------------|----------|
| Institution Requirements | 2courses (basic) First and second course | 30 hours for theoretical part and 45 hours for practical part | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

| Program Description | | | | |
|---------------------|----------------------|--|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| Fourth | DePai 400006(2+1) | Oral and maxillofacial pathology | theoretical | practical |
| | | | 2 hours | 3 hours |

| Expected learning outcomes of the program | |
|---|--|
| Knowledge | |
| | The ability to distinguish between different diseases, uses of stains to differentiate between diseases, types of biopsies and methods of taking them .diseases of the hard and soft tissue structure of the oral cavity .different types of odontogenic and non-odontogenic tumors , both benign and malignant .diseases and tumors of the salivary glands, bacterial ,viral and fungal infections of the oral cavity . |
| Skills | |
| | The ability to distinguish between various diseases that affect the mouth and its tissues through clinical and microscopic diagnosis and learn methods for taking samples and staining slides prepared for histological examination . |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| | Learning about diseases process of the oral tissues ,salivary glands ,various oral infections and acceptance of the skill to stain and prepare slides for histopathological examination ,data show expressing and clarify the pictures of the diseases. |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| Teaching and Learning Strategies |
|--|
| Theoretical lectures Open discussion and seminars Uses of LCD display screen Learning videos and microscope |

| 10. Evaluation methods |
|--|
| Weekly quizzes ,midcourse exams and final course exams |

| Faculty | | | |
|-----------------|----------------|-----------------------------|------------------------------|
| Faculty Members | | | |
| Academic Rank | Specialization | Special Requirements/Skills | Number of the teaching staff |

| | | | (if applicable) | | |
|--|---------|-----------|--|-------|----------|
| | General | Special | Specialist in oral and maxillofacial pathology | Staff | Lecturer |
| | | Dentistry | | Two | no |

| |
|--|
| Professional Development |
| Mentoring new faculty members |
| Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level. |
| Professional development of faculty members |
| Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc. |

| |
|--|
| Acceptance Criterion |
| (Setting regulations related to enrollment in the college or institute, whether central admission or others) |

| |
|--|
| The most important sources of information about the program |
| |

| |
|---------------------------------|
| Program Development Plan |
| |

Program Skills Outline

| | | | | Required program Learning outcomes | | | | | | | | | | | |
|------------|--------------------------|--|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| Fourth | DePai 400006 (2+1) | Oral and maxillofacial pathology(part II) | Basic | | | | * | | | | * | | | | * |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

•

Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| Course Name: | | | | | |
|--|-----------|---|--|---|--|
| Oral and maxillofacial pathology(theoretical and practical) | | | | | |
| Course Code: | | | | | |
| / DePia 400006 (2+1) | | | | | |
| Semester / Year: | | | | | |
| 2023-2024/ 1 st and 2 nd Semesters | | | | | |
| Description Preparation Date: | | | | | |
| 25-3-2024 | | | | | |
| Available Attendance Forms: | | | | | |
| Weekly | | | | | |
| Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| Theory: 2 Clinical: 3 | | | | | |
| Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Prof. dr.Suha Abdul-hassein hindi | | | | | |
| Email: dent.suha.abdul@uobabylon.edu.iq | | | | | |
| Assistance lecturer. Asmaa Sami Jawad | | | | | |
| dent.asmaa.sami@uobabylon.edu.iq | | | | | |
| Course Objectives | | | | | |
| <p>Course Objectives Oral and maxillofacial Pathology is the science that study the clinical , radiographical, histopathological changes associated with lesions involving the oral and the maxillofacial region and their managements .</p> | | | | | |
| Teaching and Learning Strategies | | | | | |
| Strategy | | Using various modern devices and equipment to deliver material to students as needed, including: Data show projector LCD screens Electronic boards Smart boards Live streaming through digital cameras | | | |
| Course Structure | | | | | |
| Week | Hour s | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| 1 | 2 | | Fibro osseous lesions, metabolic and genetic conditions. | Lectures ,data show ,power point presentation . | Weekly short quizzes ,open discussion ,brain storming for students,mid courses exam and final courses exam |

| | | | | | |
|----|--|--|--------------------------------|--|--|
| 2 | | | Giant cell lesions | | |
| 3 | | | Benign tumor of the bone | | |
| 4 | | | Malignant tumor of the bone | | |
| 5 | | | Viral infection | | |
| 6 | | | Bacterial and fungal infection | | |
| 7 | | | Immune mediated disorders I | | |
| 8 | | | Immune mediated disorders II | | |
| 9 | | | Connective tissue lesion I | | |
| 10 | | | Connective tissue lesion II | | |
| 11 | | | Salivary gland disorders | | |
| 12 | | | Salivary gland neoplasms | | |
| 13 | | | Physical and chemical injuries | | |
| 14 | | | Hematopoietic tumors | | |
| 15 | | | Forensic dentistry | | |

Course Evaluation

| Number | Assessment Measurement | Score distribution |
|--------|---------------------------------|--|
| 1 | First semester mid exam 40 % | 20% Clinical requirement 20% Written exam |
| 2 | First semester final exam 60 % | 35% Written exam 25% Practical exam |
| Total | 100 % | |
| 3 | second semester mid exam 40 % | 20% Clinical requirement 20% Written exam |
| 4 | Second semester final exam 60 % | 35% Written exam 25% Practical exam |
| | 100 % | |

| Learning and Teaching Resources | |
|---|--|
| Required textbooks (curricular books, if any) | <p>1.Oral and maxillofacial pathology,fourth edition,Neville,damm,allen,CHI,Elsevier,2016 .</p> <p>2. contemporary oral and maxillofacial pathology, J.Philip Sapp,Lewis R.Eversole,George P.Wysocki, second edition,Mosby,2004.</p> <p>3.Essentials of oral pathology,Swapan Kumar Pukait,4th edition,Jaypee,2019.</p> <p>4.Cawsons Essentials of Oral Pathology and Oral Medicine,E.W.Odell, Ninth edition, Elsevier, ,2017.</p> |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | <p>1.Oral and maxillofacial pathology,fourth edition,Neville,damm,allen,CHI,Elsevier,2016 .</p> <p>2. contemporary oral and maxillofacial pathology, J.Philip Sapp,Lewis R.Eversole,George P.Wysocki, second edition,Mosby,2004.</p> <p>3.Essentials of oral pathology,Swapan Kumar Pukait,4th edition,Jaypee,2019.</p> <p>4.Cawsons Essentials of Oral Pathology and Oral Medicine,E.W.Odell, Ninth edition, Elsevier, ,2017.</p> |
| Electronic References, Websites | Networks and web site |

**Ministry of Higher Education and Scientific Research
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Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: *Babylon*.....

Faculty/Institute: ... *dentistry*.....

Scientific Department: ...oral surgery.....

Academic or Professional Program Name:..oral and maxillofacial pathology.....

Final Certificate Name: Bachelors degree in oral and dental medicine and Surgery

Academic System: ...courses.....

Description Preparation Date:

File Completion Date: 25/3/2024

Signature:

Head of Department Name:

Haider Ali Hasan

Date:25/3/2024

Signature:

Scientific Associate Name:

Hasan Flaih

Date:25/3/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

Program Vision

The college of dentistry ,university of Babylon was established in 2002 and aims to prepare medical cadres specialized in oral and dental medicine and surgery and is characterized by a distinguished scientific and meaning full level. contains an educational hospital for clinical

training of students in clinics with modern equipments in various dental specialties and branches .this is in addition to teaching students in scientific laboratories and the duration of study in the college is five years.

Program Mission

Preparing dentists who are able to know the nature of diseases that affect oral tissues,their causes ,the changes that accompany them clinically and histologically , methods of diagnosing them ,their appearance on radiographs, their histopathological features under microscope and methods of treating them.

Program Objectives

Cognitive objectives :

The ability to distinguish between different diseases,uses of stains to differentiate between diseases,types of biopsies and methods of taking them .diseases of the hard and soft tissue structure of the oral cavity .different types of odontogenic and non-odontogenic tumors , both benign and malignant .diseases and tumors of the salivary glands,bacterial ,viral and fungal infections of the oral cavity .

Skill objectives:

The ability to distinguish between various diseases that affect the mouth and its tissues through clinical and microscopic diagnosis and learn methods for taking samples and staining slides prepared for histological examination .

Program Accreditation

Does the program have program accreditation? And from which agency?

Other external influences

The ministry of higher of higher education and scientific research ,iraq

Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|--|---|------------|----------|
| Institution Requirements | 2courses (basic) First and second course | 30 hours for theoretical part and 45 hours for practical part | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

| Program Description | | | | |
|---------------------|----------------------|--|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| Fourth | DePai 400006(2+1) | Oral and maxillofacial pathology | theoretical | practical |
| | | | 2 hours | 3 hours |

| Expected learning outcomes of the program | |
|---|--|
| Knowledge | |
| | The ability to distinguish between different diseases, uses of stains to differentiate between diseases, types of biopsies and methods of taking them .diseases of the hard and soft tissue structure of the oral cavity .different types of odontogenic and non-odontogenic tumors , both benign and malignant .diseases and tumors of the salivary glands, bacterial ,viral and fungal infections of the oral cavity . |
| Skills | |
| | The ability to distinguish between various diseases that affect the mouth and its tissues through clinical and microscopic diagnosis and learn methods for taking samples and staining slides prepared for histological examination . |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| | Learning about diseases process of the oral tissues ,salivary glands ,various oral infections and acceptance of the skill to stain and prepare slides for histopathological examination ,data show expressing and clarify the pictures of the diseases. |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| Teaching and Learning Strategies |
|--|
| Theoretical lectures Open discussion and seminars Uses of LCD display screen Learning videos and microscope |

| 10. Evaluation methods |
|--|
| Weekly quizzes ,midcourse exams and final course exams |

| Faculty | | | |
|-----------------|----------------|-----------------------------|------------------------------|
| Faculty Members | | | |
| Academic Rank | Specialization | Special Requirements/Skills | Number of the teaching staff |

| | | | (if applicable) | | |
|--|---------|-----------|--|-------|----------|
| | General | Special | Specialist in oral and maxillofacial pathology | Staff | Lecturer |
| | | Dentistry | | Two | no |

| |
|--|
| Professional Development |
| Mentoring new faculty members |
| Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level. |
| Professional development of faculty members |
| Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc. |

| |
|--|
| Acceptance Criterion |
| (Setting regulations related to enrollment in the college or institute, whether central admission or others) |

| |
|--|
| The most important sources of information about the program |
| |

| |
|---------------------------------|
| Program Development Plan |
| |

Program Skills Outline

| | | | | Required program Learning outcomes | | | | | | | | | | | |
|------------|--------------------------|---|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| Fourth | DePai 400006 (2+1) | Oral and maxillofacial pathology (part I) | Basic | | | | * | | | | * | | | | * |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |



Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| Course Name: | | | | | |
|--|-------|---|----------------------------|---|--|
| Oral and maxillofacial pathology | | | | | |
| Course Code: | | | | | |
| / DePia 400006 (2+1) | | | | | |
| Semester / Year: | | | | | |
| 2023-2024/ 1 st and 2 nd Semesters | | | | | |
| Description Preparation Date: | | | | | |
| 25-3-2024 | | | | | |
| Available Attendance Forms: | | | | | |
| Weekly | | | | | |
| Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| Theory: 2 Clinical: 3 | | | | | |
| Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Prof. dr.Suha Abdul-hassein hindi | | | | | |
| Email: dent.suha.abdul@uobabylon.edu.iq | | | | | |
| Assistance lecturer. Asmaa Sami Jawad | | | | | |
| dent.asmaa.sami@uobabylon.edu.iq | | | | | |
| Course Objectives | | | | | |
| <p>Course Objectives Oral and maxillofacial Pathology is the science that study the clinical , radiographical, histopathological changes associated with lesions involving the oral and the maxillofacial region and their managements .</p> | | | | | |
| Teaching and Learning Strategies | | | | | |
| Strategy | | Using various modern devices and equipment to deliver material to students as needed, including: Data show projector LCD screens Electronic boards Smart boards Live streaming through digital cameras | | | |
| Course Structure | | | | | |
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| 1 | 2 | | Biopsy in oral pathology | Lectures ,data show ,power point presentation . | Weekly short quizzes ,open discussion ,brain storming for students,mid courses exam and final courses exam |

| | | | | | |
|----|--|--|--|--|--|
| 2 | | | Healing in oral pathology | | |
| 3 | | | Dental caries | | |
| 4 | | | Pulpitis | | |
| 5 | | | Periapical lesion | | |
| 6 | | | Osteomyelitis | | |
| 7 | | | Developmental disorders of teeth | | |
| 8 | | | Developmental disorders of hard and soft tissues . | | |
| 9 | | | Non-odontogenic cysts | | |
| 10 | | | Odontogenic cysts | | |
| 11 | | | Odontogenic tumors 1 | | |
| 12 | | | Odontogenic tumors 2 | | |
| 13 | | | Benign epithelial lesion ,leukoplakia | | |
| 14 | | | Epithelial Hyperplasia, atrophy and dysplasia | | |
| 15 | | | Squamous cell carcinoma and other malignant epithelial neoplasms | | |

Course Evaluation

| Number | Assessment Measurement | Score | Score distribution |
|--------|----------------------------|-------|--|
| 1 | First semester mid exam | 40 % | 20% Clinical requirement 20% Written exam |
| 2 | First semester final exam | 60 % | 35% Written exam 25% Practical exam |
| Total | | 100 % | |
| 3 | second semester mid exam | 40 % | 20% Clinical requirement 20% Written exam |
| 4 | Second semester final exam | 60 % | 35% Written exam 25% Practical exam |
| Total | | | |

| | | |
|---|---|--|
| | 100 % | |
| . Learning and Teaching Resources | | |
| Required textbooks (curricular books, if any) | 1.Oral and maxillofacial pathology,fourth edition,Neville,damm,allen,CHI,Elsevier,2016 . 2. contemporary oral and maxillofacial pathology, J.Philip Sapp,Lewis R.Eversole,George P.Wysocki, second edition,Mospy,2004. 3.Essentials of oral pathology,Swapan Kumar Pukait,4th edition,Jaypee,2019. 4.Cawsons Essentials of Oral Pathology and Oral Medicine,E.W.Odell, Ninth edition, Elsevier, ,2017. | |
| Main references (sources) | | |
| Recommended books and references (scientific journals, reports...) | 1.Oral and maxillofacial pathology,fourth edition,Neville,damm,allen,CHI,Elsevier,2016 . 2. contemporary oral and maxillofacial pathology, J.Philip Sapp,Lewis R.Eversole,George P.Wysocki, second edition,Mospy,2004. 3.Essentials of oral pathology,Swapan Kumar Pukait,4th edition,Jaypee,2019. 4.Cawsons Essentials of Oral Pathology and Oral Medicine,E.W.Odell, Ninth edition, Elsevier, ,2017. | |
| Electronic References, Websites | Networks and web site | |

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate

description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: University of Babylon

.....

Faculty/Institute: .. College of dentistry.....

Scientific Department: .basic department.....

Academic or Professional Program Name: ... DePai300002(2+2).....

Final Certificate Name: Bachelor's degree in Oral and Dental Medicine and Surgery.....

Academic System: courses

Description Preparation Date: 6/2/2024

File Completion Date: 6/2/2024

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

1. Objectives of the academic program – 1– Striving to improve the level of medical services provided to employees by graduating competent dentists to work in government institutions.
- 2–Providing specialized medical services through educational consulting clinics in the college.
- 3–Raising the scientific level of students and teachers by encouraging scientific research and sending them on missions outside Iraq.
- 4–Working to raise the cultural level of citizens through public seminars and the media.
- 5– Opening postgraduate studies in all diseases related to dentistry.
- 6– Establishing specialized medical units to treat congenital malformations and general diseases.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

| |
|--|
| |
|--|

| 6. Program Structure | | | | |
|--------------------------|-------------------|--------------|------------|----------|
| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
| Institution Requirements | 2 | 30 hours | | |
| College Requirements | 2 | 30 hours | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|------------------------|------------------|-------------------|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| Third class | DePai300002(2+2) | General pathology | 30 | 30 |

| 8. Expected learning outcomes of the program |
|--|
| Knowledge |
| 1- That the student understands modern concepts and the development of knowledge in the field of pathology |
| 2- To classify the relationship between diseases affecting the body and mouth and the diagnostic methods used |
| 3- To determine the methods and steps required to diagnose various diseases |
| 4- To apply modern methods in identifying dental conditions and oral diseases |
| Skills |
| 1 - The student identifies the different types of samples used in pathological diagnosis |
| 2 - The student should distinguish between the types of tissue biopsies and how to use them in histological diagnosis |
| 3 - To differentiate between the various types of morphological and functional changes in cells and tissues and their relationship to diseases that affect the body. |

Ethics

- Thinking skill according to the student's ability so that the student can rely on his thinking abilities reasonably.
- 2- Understanding when, how, what and how to think to improve thinking ability.
- 3- High thinking skill so that the student learns to think well before making a decision himself
- 4-Critical thinking strategy in education

9. Teaching and Learning Strategies

- Method of giving lectures.
- 2- Student Center
- 3- Team Project Student groups
- 4- Work Shop Workshops
- 5- Scientific trips to identify various cases of diseases of the body in general and the mouth in particular
- 6- Learning Technologies on Campus E-learning within the university campus by uploading lectures on the college's website for the lectures of teachers in the college
- 7- Experimental Learning Experimental learning includes laboratory experiments and educational clinics in our college
- 8- Application Learning) Applying applied education in our college as part of the summer training program for students

10. Evaluation methods

- Conducting theoretical and practical tests
- 2- Seminars delivered by students within the academic course
- 3- Feedback from students within the specified forms for evaluation
- 4-The learning triangle

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|--------------------------|----------------|------------------------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| | | | | | | |
| Pro. ALI ZAKI NAJI | M.B.CH.B | F.I.B.M.S PATHOLOGY | | | Staff | |
| LEC. AMMAR EESA MAHDI | M.B.CH.B | M.SC. pathology | | | Staff | |

Professional Development

Mentoring new faculty members

- 1- Developing the scientific and learning skills of new faculty members
- 2- Feedback from students
- 3- Conducting practical examinations in educational clinics for pathological cases in all dental specialties
- 4- The education triangle

Professional development of faculty members

- 1 - General and qualifying transferable skills (other skills related to employability and personal development).
 - 2-Verbal communication
He is able to speak confidently and express himself better with confidence
- 3- Teamwork (working confidently within a group)
- 4--Analysis and investigation: Collecting information in a systematic and scientific manner to establish facts and principles to solve the problem of communicable diseases and tumors.
- 5- Planning and organization: The ability to plan activities and implement them effectively to practice work in educational pathology laboratories.
- 6- Flexibility: Successfully adapting to changing situations and different environments, such as learning to use many devices and methods used to diagnose diseases.
- 7- Time management: Managing time effectively, prioritizing tasks, and the ability to work according to precisely calculated and pre-determined deadlines.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

1-Robbins and Cotran , 2017 .Pathologic basis of disease, 10th edition. Elsevier Saunders
2-Muris text book of pathology, 2014. 14 edition.

14. Program Development Plan

The curriculum development plan for pathology is 10%.

| Program Skills Outline | | | | | | | | | | | | | | | | |
|------------------------|--------------------------|--------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|---|
| | | | | Required program Learning outcomes | | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | |
| Courses | DePaii300010(2+2) | systemic pathology | Core title | * | ** | ** | ** | * | ** | ** | * | ** | * | * | ** | * |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name: general pathology

2. Course Code: DePai300002(2+2)

3. Semester / Year: Semester

4. Description Preparation Date: 6/2/2024

5. Available Attendance Forms: weekly

6. Number of Credit Hours (Total) / Number of Units (Total) : 4 hour weekly

7. Course administrator's name (mention all, if more than one name)

Name: Pro. ALI ZAKI NAJI

Email:

8. Course Objectives

Course Objectives

Objectives of the study subject

1. Upon completion of the Pathology course, the student will be able to:

1- Learn about all the basic concepts of pathology

2- The student learns about the changes that accompany diseases in cell shape and functions

3- The student distinguishes between different types of diseases (genetic – inflammatory – tumors)

4- The student learns about the pathogenic causes and how the disease develops from the onset of infection until symptoms appear

5- Learn about scientific theories related to the emergence of different types of tumors.

6- The student distinguishes between the different types of carcinogenic substances, the way they work, and the necessary ways to avoid them

7- The student is introduced to the important and common diseases of the respiratory system, such as asthma, tuberculosis, diseases resulting from industrial pollutants, as well as tumors and others.

8- The student learns about diseases of the heart and blood vessels, the types of angina pectoris, heart attack and rheumatic heart disease, as well as changes in the blood vessels that accompany cases of high blood pressure and diabetes, and identifies the various tumors that affect the blood vessels.

- 9–The student learns about the various diseases of the esophagus, including infections and tumors
- 10– The student learns about diseases of the stomach, including ulcers of all kinds and various infections, well as the various tumors that may affect this organ.
- 11– Distinguish between the different types of diseases of the small and large intestine, whether congenital or acquired.
- 12– Distinguish between the types of lymph node diseases and identify the most important types of tumors that affect these glands.
- 13– Identify viral diseases and tumors that affect the liver
- 14-- Learn about the diagnostic methods used in laboratories for the purpose of diagnosing inflammatory diseases and tumors.
- 15– Learn how to prepare glass slides for routine histological examination using paraffin wax cubes for optical microscope.
- 16– Learn how to prepare slides for electron microscope examinations
- 17– The student learns about the different dyes used in histological examination laboratories, including routine dyes (hematoxylin and eosin), as well as the various immunological parameters.
- 18– Learn about modern techniques in laboratory diagnosis of tumors and genetic diseases, such as FISH and CISH
- 19– Learn the correct methods for preserving and archiving slides and glass slides, as well as medical reporting
- 20– He learns about the different types of tissue biopsies, how to deal with them, and the methods and measures necessary to be followed to maintain the safety of himself and those working with him in this field from the point of infection or side effects of the various chemicals present in the laboratory.

9. Teaching and Learning Strategies

Strategy

- 1- Method of giving lectures.
- 2- Laboratory applications in basic science laboratories.
- 3- Scientific applications in educational clinics for specialized dental diseases
- 4- Seminars

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------------------------|------------------------------|--|----------------------|---|--|
| General concept of pathology | According to weekly schedule | The student distinguishes between general concepts | pathology | Theoretical lectures and educational laboratories | Theoretical and practical exams and seminars |

| | | | | | |
|--|--|---|--|--|---|
| | | pathology well as general characteristics of diseases | | | as well as feedback from students and learning triangle |
| 11. Course Evaluation | | | | | |
| Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| 1-Robbins and Cotran , 2017 .Pathologic basis of disease, 10th edition. Elsevier Saunders | | | | | |
| 1-Muris text book of pathology, 2014. 14 edition. 2-J.C.E. 2006 General and systematic pathology, 4th edition. Underwood 3-Rosi and Ackerman 2010. Manual of Surgical pathology . 9th edition. Mosby. 4-V. Krishna 2004 . Text book of pathology. 1st edition. Orient Longman. 5-B.K.B. Berkovitz 2005 . Oral Anatomy, histology and embryology.3rd edition. Mosby | | | | | |
| Holding scientific seminars in many specialties of dentistry and basic sciences, including pathology and histopathology. | | | | | |
| Electronic References, Websites | | | | | |

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

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Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

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Program Mission:Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

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Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: University of Babylon

.....

Faculty/Institute: ..College of dentistry.....

Scientific Department: .basic department.....

**Academic or Professional Program Name: ...Biochemistry 1st course De
Bci200004(2+2)**

**Final Certificate Name: Bachelor's degree in Oral and Dental Medicine and
Surgery.....**

Academic System:courses.....

Description Preparation Date: ۳/۳/2024

File CompletionDate:۳/۳/2024

Signature:

Head of DepartmentName:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Departmentof Quality Assurance and University Performance

Director of the Quality Assurance and UniversityPerformance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

The College of Dentistry is one of the specialized colleges that aims to prepare and graduate dentists with good experience in the field of dentistry to provide services to citizens in the scientific field in the public and private sectors..

2. Program Mission

Contributing to community service by raising the health level of citizens by educating and training students to graduate as dentists with a high level of scientific and theoretical competence to enable them to provide specialized medical services through educational advisory clinics in the college, in addition to raising the scientific level of students and teachers by encouraging scientific research and sending them on scholarships. Outside Iraq and contributing to community service through public seminars and the media.

3. Program Objectives

1. Objectives of the academic program – 1– Striving to improve the level of medical services provided to employees by graduating competent dentists to work in government institutions.
- 2–Providing specialized medical services through educational consulting clinics in the college.
- 3–Raising the scientific level of students and teachers by encouraging scientific research and sending them on missions outside Iraq.
- 4–Working to raise the cultural level of citizens through public seminars and the media.
- 5– Opening postgraduate studies in all diseases related to dentistry.
- 6– Establishing specialized medical units to laboratory diagnose and treat congenital malformations and general diseases.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | 2 | 30 hours | | |
| College Requirements | 2 | 30 hours | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|--------------|--|--------------|--------------|-----------|
| | | | theoretical | practical |
| Second stage | Biochemistry 1st course DeBci200004(2+2) | biochemistry | 30 | 30 |

8. Expected learning outcomes of the program

Knowledge

- 1- That the student understands modern concepts and the development of knowledge in the field of biochemistry
- 2- To describe the biochemical changes inside the human body and his mouth under normal physiological changes or disease status.
- 3- To determine the methods and steps required tobichemically diagnose various diseases
- 4- To apply modern biochemical laboratory methods in identifying dental conditions and oral diseases

Skills

- 1 - The student identifies the different types of samples used in biochemical laboratories
- 2 - The student should distinguish between the types of blood and other body fluids samples and how to use them in diagnosis
- 3 - To differentiate between the various types biochemical changes and how affect the health status and their relationship to diseases that affect the body.

Ethics

- Thinking skill according to the student's ability so that the student can rely on his thinking abilities reasonably.
- 2- Understanding when, how, what and how to think to improve thinking ability.
- 3- High thinking skill so that the student learns to think well before making a decision himself
- 4-Critical thinking strategy in education

9. Teaching and Learning Strategies

- Method of giving lectures.
- 2- Student Center
- 3- Team Project Student groups
- 4- Work Shop Workshops
- 5- Scientific trips to explore medical laboratories that wok on diagnosis of diseases of the body in general and the mouth in particular
- 6- Learning Technologies on Campus E-learning within the university campus by uploading lectures on the college's website for the lectures of teachers in the college
- 7- Experimental Learning Experimental learning includes laboratory experiments and educational clinics in our college
- 8- Application Learning) Applying applied education in our college as part of the summer training program for students

10. Evaluation methods

- Conducting theoretical and practical tests
- 2- Seminars delivered by students within the academic course
- 3- Feedback from students within the specified forms for evaluation
- 4-The learning triangle

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|--|--------------------------------|---------------------------------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Lec. Dr. Ammar Hatem Abdullateef | M.B.CH.B | F.I.B.M.S chemical pathology | | | Staff | |
| Assistant lecturer .Hadeel luay kareem | Bachelor of Chemistry Sciences | Master in clinical chemistry | | | Staff | |
| Mohammed ali | Bachelor of Chemistry Sciences | Master in biochemistry | | | Staff | |
| Enas dhahy | Bachelor of Chemistry Sciences | Master in clinical chemistry | | | Staff | |

Professional Development

Mentoring new faculty members

- 1- Developing the scientific and learning skills of new faculty members
- 2- Feedback from students
- 3- Conducting practical examinations in educational clinics for medical cases and how to diagnose them in all dental specialties
- 4- The education triangle

Professional development of faculty members

- 1 - General and qualifying transferable skills (other skills related to employability and personal development).

2-Verbal communication

He is able to speak confidently and express himself better with confidence

3- Teamwork (working confidently within a group)

4--Analysis and investigation: Collecting information in a systematic and scientific manner to establish facts and principles to solve the problem of communicable diseases and tumors.

5- Planning and organization: The ability to plan activities and implement them effectively to practice work in educational pathology laboratories.

6- Flexibility: Successfully adapting to changing situations and different environments, such as learning to use many devices and methods used to diagnose diseases.

7- Time management: Managing time effectively, prioritizing tasks, and the ability to work according to precisely calculated and pre-determined deadlines.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

1-Lippincott's Illustrated Reviews •Biochemistry. 5th edition, 2011

2-Tietz Fundamentals of Clinical Chemistry, 8th edition, 2018

14. Program Development Plan

The curriculum development plan for biochemistry is 10%.

| Program Skills Outline | | | | | | | | | | | | | | | | |
|------------------------|------------------------|------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|---|
| | | | | Required program Learning outcomes | | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | |
| Courses | DeBci20004(2+2) | biochemistr y | Core title | * | ** | ** | ** | * | ** | ** | * | ** | * | * | ** | * |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name: general pathology

2. Course Code:DeBci200004(2+2)

3. Semester / Year: Semester

4. Description Preparation Date:3/3/2024

5. Available Attendance Forms: weekly

6. Number of Credit Hours (Total) / Number of Units (Total) : 4 hour weekly

7. Course administrator's name (mention all, if more than one name)

Name: Lec. Dr. Ammar Hatem Abdullateef

Email:

8. Course Objectives

Course Objectives:

Upon completion of the Pathology course, the student will be able to:

1–Acquire a comprehensive understanding of the fundamental concepts of biochemistry.

2–Recognize the natural chemical changes occurring in our bodies and their impact on body physiology and function.

3–Comprehend the chemical composition of body cells, metabolic processes, and all the reactions taking place within cells.

4–Identify the essential compounds obtained by the body through food or synthesized within cells, including carbohydrates, proteins, lipids, fats, vitamins, and other crucial elements for the body.

5–Familiarize themselves with the functions of organs such as the liver and kidneys, and learn how to detect and measure their levels in the body through laboratory analyses.

6–Gain insight into the mechanisms of enzymes and hormones, and the associated changes during diseases, and learn how to measure their levels in laboratory diagnostics.

7–Understand important and common diseases affecting various organ systems, along with the accompanying laboratory tests, and learn how to diagnose and monitor them through chemical laboratory analyses.

8–Learn about different types of laboratory samples used in medical diagnosis, how to handle them, and the necessary precautions to maintain safety for both the samples and laboratory personnel, avoiding infection or side effects from hazardous substances present in the laboratory.

9. Teaching and Learning Strategies

Strategy

- 1- Method of giving lectures.
- 2- Laboratory applications in basic science laboratories.
- 3- Scientific applications in educational clinics for specialized dental diseases
- 4- Seminars

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning methods |
|----------------------------------|----------------------------------|---|----------------------|---|
| General concepts of biochemistry | According to the weekly schedule | The student distinguishes between the general concepts in biochemistry and their roles in human health and diagnosis of disease | biochemistry | Theoretical lectures and educational laboratories |

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily prep, monthly, written exams, reports, etc.

12. Learning and Teaching Resources

| | |
|---|--|
| 1-Lippincott's Illustrated Reviews 'Biochemistry. 5 th edition, 2011 | |
| 2-Tietz Fundamentals of Clinical Chemistry, 8 th edition, 2018 | |
| 1-Biochemistry_5th_Edition_booksmedicos 2- Clinical_Biochemistry_Review 3-Basic Concepts in Biochemistry-HIRAM F. GILBERT 4-Biochemistry_for_Medical_Professionals | |
| Holding scientific seminars in many specialties of dentistry and basic sciences, including biochemistry. | |
| Electronic References, Websites | |

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision:An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission:Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives:They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure:All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: ..University of Babylon

Faculty/Institute:College of Dentistry

Scientific Department: ..prosthodontics

Academic or Professional Program Name: Bachelor

Final Certificate Name: Bachelor of Dental Surgery (B.D.S.)

Academic System:courses

Description Preparation Date: 11/3/2024

File CompletionDate:11/3/2024

Signature:

Head of DepartmentName:

Ahmed AbdAlhussien

Date:

Signature:

Scientific Associate Name:

Hassan FeliahFerhan

Date:

The file is checked by:

Departmentof Quality Assurance and University Performance

Director of the Quality Assurance and UniversityPerformance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|------------------------|----------------------|------------------|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| Fifth | DePri500001 (4+1) | Basic Prosthetic | theoretical | practical |
| | | | 1 | 4 |

| 8. Expected learning outcomes of the program | |
|--|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|---|
| 1- How to deliver lectures. 2- Laboratory applications in laboratories for basic sciences. 3- Scientific applications in educational clinics for dental specialties 4- Study circles |

| 10. Evaluation methods |
|--|
| 1- Conducting theoretical and practical exams 2- Feedback from students 3- Conducting practical exams in educational clinics for medical cases for all dental specialties 4- The Education Triangle |

| 11. Faculty |
|------------------------|
| Faculty Members |

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---------------|----------------------------|------------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| | Bachelor of Dental Surgery | prosthetic | | | 2 | |

Professional Development

Mentoring new faculty members

Introducing new faculty members to their rights and duties, student rights and obligations, program quality and academic accreditation, learning resources, and scientific research programs at the university.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

Central

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-----------------------|-------------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| Fifth | DePri5000 01 (4+1) | Basic prosthodontics | Basic | * | * | * | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| Basic prosthodontics | |
| 2. Course Code: | |
| DePri500001 (4+1) | |
| 3. Semester / Year: | |
| Semester | |
| 4. Description Preparation Date: | |
| 11/3/2024 | |
| 5. Available Attendance Forms: | |
| Weekly | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 15 theoretical/ 240 clinical | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: ZainabmahmoodAljammali Email: dent.zainab.mahmood@uobabylon.edu.iq Name: Hanan Ali Almurshidi Email: hanan.ali@uobabylon.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ol style="list-style-type: none"> 1. to know Posterior palatal seal area. 2. to know Complete denture Occlusion 3. to know Concept of complete denture occlusion 4. to know (Sequelae of CD) Post insertion problems in CD 5. to know Limitation of complete denture 6. to know Complication in CD wearers 7. to know Complication in CD wearers (continue) 8. to know Retention and stability of complete denture 9. neutral zone technique. 10. to know support of complete denture 11. to know stability of complete denture 12. to know Immediate denture (types, indication, contraindication) 13. to know Immediate denture 14. to know classification Single complete denture.... |
| 9. Teaching and Learning Strategies | |
| Strategy | <ol style="list-style-type: none"> 1- Conducting theoretical and practical exams 2- Feedback from students 3- Conducting practical exams in educational clinics for |

medical cases for all dental specialties
4- The Education Triangle

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------------------|-------|--|--|----------------------------|----------------------------------|
| According to schedule | | 1.to know Posterior palatal seal area. 2. to know Complete denture Occlusion 3. to know Concept of complete denture occlusion 4. to know (Sequelae of CD) Post insertion problems in CD 5. to know Limitation of complete denture 6. to know Complication in CD wearers 7. to know Complication in CD wearers (continue) 8. to know Retention and stability of complete denture 9. to know support of complete denture 10. to know stability of complete denture 11.to know neutral zone technique. 12. to know Immediate denture (types, | 1.Posterior palatal seal area. 2. Complete denture Occlusion 3.Concept of complete denture occlusion 4.(Sequelae of CD) Post insertion problems in CD 5. Limitation of complete denture 6.Complication in CD wearers 7.Complication in CD wearers (continue) 8.Retention and stability of complete denture 9.support of complete denture 10.stability of complete denture 11.neutral zone technique. 12. Immediate denture (types, indication, contraindication) 13.Immediate denture 14.classification Single complete denture | Lecture and clinical parts | Quizzes Exam Clinical work |

| | | | | | |
|---|--|---|--|--|--|
| | | indication, contraindication) 13. to know Immediate denture 14. to know classification Single complete denture | | | |
| 11. Course Evaluation | | | | | |
| 6% daily exams - 14% theoretical mid-course exam - 20% practical cases on patients - 35 theoretical end-of-course exam - 25% practical end-of-course exam | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | <ol style="list-style-type: none"> 1. Zarb GA, Bolender CL. Prosthodontic treatment for edentulous patients. 12th edition. 2004;Mosby, USA. 2. SaradhaD.L.ZakirHussain , Uthkarsh. Text book of complete denture prosthodontics. 2007;Jaypee , India. | | | |
| Main references (sources) | | <ol style="list-style-type: none"> 1. Zarb. Hobkirk. Eckert. Jacob. Prosthodontic treatment for edentulous patients. 13th edition. 2012;Mosby, USA. 2. Deepak NV, Karthikeyan R, Vinaya B. Textbook of prosthodontics. 2005; Jaypee, India. | | | |
| Recommended books and references (scientific journals, reports...) | | McCracken's. Glen P,McGivney , Alan B, Carr.Textbook of prosthodontics. Tenth edition. | | | |
| Electronic References, Websites | | | | | |

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Academic Program and Course Description Guide

2024

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Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| | | | | |

| 8. Expected learning outcomes of the program | |
|--|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|---|
| Teaching and learning strategies and methods adopted in the implementation of the program in general. |

| 10. Evaluation methods |
|--|
| Implemented at all stages of the program in general. |

| 11. Faculty | | | | | |
|-----------------|----------------|---------|---|------------------------------|----------|
| Faculty Members | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
| | General | Special | | Staff | Lecturer |
| | | | | | |

Professional Development**Mentoring new faculty members**

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|-------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|--|
| 1. Course Name: | |
| Periodontics | |
| 2. Course Code: | |
| 427PT | |
| 3. Semester / Year: | |
| 2023–2024/ 1 st and 2 nd Semesters | |
| 4. Description Preparation Date: | |
| 3–2–2024 | |
| 5. Available Attendance Forms: | |
| | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Theory: 2 Clinical: 2.5 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Assistant lecturer. Sarah Anwer Mohammad Ali Email: den254.sarah.anur@uobabylon.edu.iq Assistant. Prof. Dr. Fatima Malik Abood dent.fatima.malik@uobabylon.edu.iq Lecturer Sura Dakhil | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Understanding Periodontal Diseases: Gain a comprehensive understanding of periodontal anatomy, physiology, etiology, and pathogenesis to diagnose and manage periodontal diseases effectively. Treatment Planning and Management: Develop skills in treatment planning for various stages of periodontal diseases, including non–surgical and surgical therapies, and provide personalized patient education for optimal oral health. • Interdisciplinary Collaboration and Professionalism: Understand the importance of interdisciplinary |

collaboration with other dental specialists and healthcare providers, adhere to ethical principles in patient care, and demonstrate professionalism in communication and collaboration

9. Teaching and Learning Strategies

| | |
|-----------------|---|
| Strategy | <p>Using various modern devices and equipment to deliver material students as needed, including:</p> <p>Data show projector LCD screens Electronic boards Smart boards Live streaming through digital cameras</p> |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|---|--|---|
| 1 | 1 | Periodontics | Terms & definitions frequently used in periodontology | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 2 | 1 | Periodontics | Anatomy of the periodontium Oral mucosa -Gingiva o Macroscopic features: i- Marginal gingiva ii- Attached gingiva iii- Interdental papilla o Microscopic features: i- Oral epithelium ii- Sulcular epithelium iii- Junctional epithelium iv- Epithelial connective tissue interface v- Gingival connective tissue (gingival fibers and cellular elements) o Gingival sulcus and gingival crevicular fluid o Blood Supply, Lymphatics, and Nerves o Clinical features of gingiva in health and disease: i- Color | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |

| | | | | | |
|---|---|--------------|--|--|---|
| | | | <ul style="list-style-type: none"> •Physiologic pigmentation ii- Size iii- Contour iv- Shape v- Consistency vi- Texture vii- Position | | |
| 3 | 1 | Periodontics | <p>Anatomy of the periodontium</p> <ul style="list-style-type: none"> - Periodontal ligaments (PDL) <ul style="list-style-type: none"> o Cellular elements o Ground substance o Development of principal fibers of PDL o Functions of periodontal ligaments: <ul style="list-style-type: none"> i- Physical functions ii- Formative and Remodeling Function iii- Nutritional and sensory functions o Clinical consideration | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 4 | 1 | Periodontics | <p>Anatomy of the periodontium</p> <ul style="list-style-type: none"> -Cementum <ul style="list-style-type: none"> o Definition o Function of cementum o Classification of cementum: <ul style="list-style-type: none"> i- Acellular afibrillar cementum ii- Acellular extrinsic fiber cementum iii- Cellular mixed stratified cementum iv- Cellular intrinsic fiber cementum o Development and mineralization of cementum o Cementoenamel junction o Cementodentinal junction o Thickness of Cementum in response to physiologic and pathologic conditions <ul style="list-style-type: none"> i- Normal thickness ii- Cemental aplasia iii- Hypercementosis iv- Ankylosis v- neoplastic and nonneoplastic | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 5 | 1 | Periodontics | <p>Anatomy of the periodontium</p> <ul style="list-style-type: none"> -Alveolar process <ul style="list-style-type: none"> o Definition o Function of alveolar process o Parts of the alveolar process <ul style="list-style-type: none"> i- Alveolar bone proper ii- An external plate of | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |

| | | | | | |
|---|---|--------------|--|--|---|
| | | | <p>cortical bone</p> <ul style="list-style-type: none"> iii- Cancellous trabeculae or spongy bone o Basal bone o Anatomic division of the alveolar process i- Interproximal bone ii- Inter radicular bone iii- Radicular bone o Composition of the bone i- Cellular elements ii- Organic components iii- Inorganic components o Haversian system or Osteon o Periosteum and Endosteum o Remodeling of alveolar bone | | |
| 6 | 1 | Periodontics | <p>Classification of periodontal diseases and conditions(γ·\γ)</p> <ul style="list-style-type: none"> - Reasons for classification - Major changes from previous classification - Periodontal health and gingival diseases and conditions <p>Periodontal health and gingival health:</p> <ul style="list-style-type: none"> o Clinical gingival health on an intact periodontium o Clinical gingival health on a reduced periodontium: i- Stable periodontitis ii- Non-periodontitis patients <p>The classification of dental biofilm induced gingivitis:</p> <ul style="list-style-type: none"> o Associated with bacterial dental biofilm only o Mediated by systemic or local risk factors i- Systemic conditions ii- Oral factors enhancing plaque accumulation o Drug-influenced gingival enlargements <p>Case definition of gingivitis:</p> <ul style="list-style-type: none"> o Gingivitis on an intact periodontium o Gingivitis on a reduced periodontium <p>Non-dental biofilm induced gingival disease:</p> <ul style="list-style-type: none"> o Genetic/developmental disorders o Specific infections o Inflammatory and immune | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |

| | | | | | |
|---|---|--------------|---|--|---|
| | | | <ul style="list-style-type: none"> conditions and lesions o Reactive processes o Neoplasms o Endocrine, nutritional, and metabolic diseases o Traumatic lesions o Gingival pigmentation | | |
| 7 | 1 | Periodontics | <p>Classification of periodontal diseases and conditions(γ·ϣ)</p> <ul style="list-style-type: none"> -Periodontitis o Periodontitis (Extent, Staging, Grading, Status, Risk factors) o Necrotizing periodontal diseases: <ul style="list-style-type: none"> i- Necrotizing gingivitis ii- Necrotizing periodontitis iii- Necrotizing Stomatitis(<ul style="list-style-type: none"> o Periodontitis as a manifestation of systemic disease -Peri-implant disease and conditions§ : o Peri- implant health o Peri-implant mucositis o Peri-implantitis o Peri-implant soft and hard tissues deficiency <p>§ For this topic, only a brief description for peri-implant disease and conditions is required. Further details will be covered in a dedicated lecture</p> | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 8 | 1 | Periodontics | <p>Classification of periodontal diseases and conditions(γ·ϣ)</p> <p>Other conditions affecting the periodontium</p> <ul style="list-style-type: none"> -Periodontal abscess: <ul style="list-style-type: none"> o Periodontal abscess in periodontitis patients o Periodontal abscess in non-periodontitis patients -Endodontic periodontal lesions: <ul style="list-style-type: none"> o Endo-periodontal lesions associated with endodontic and periodontal infections o Endo-periodontal lesions associated with trauma and iatrogenic factors -Mucogingival deformity and conditions -Traumatic occlusal force -Tooth and prosthetic related factors | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 9 | 1 | Periodontics | Etiology of periodontal disease | theoretical | Short |

| | | | | | |
|----|---|--------------|--|--|--|
| | | | <p>-Periodontal disease pathogenesis</p> <ul style="list-style-type: none"> o Mechanisms of pathogenicity o Histopathology of periodontal disease: <ul style="list-style-type: none"> i- Clinically healthy gingival tissues ii- Histopathology of gingivitis and periodontitis: <ul style="list-style-type: none"> •The initial lesion •The early lesion •The established lesion •The advanced lesion o Inflammatory responses in the periodontium: <ul style="list-style-type: none"> i- Microbial virulence factors: <ul style="list-style-type: none"> •Lipopolysaccharide •Bacterial enzymes •Microbial invasion •Fimbriae •Bacterial DNA ii- Host-Derived Inflammatory Mediators: <ul style="list-style-type: none"> •Cytokines •Prostaglandins • Matrix metalloproteinases | <p>lecture using PowerPoint software</p> | <p>quizzes, mid-term exams, end-of-semester assessments, and final exams</p> |
| 10 | 1 | Periodontics | <p>Etiology of periodontal disease and risk factors</p> <p>Dental plaque biofilm and periodontal microbiology</p> <ul style="list-style-type: none"> - Definitions: <ul style="list-style-type: none"> o Supragingival plaque o Subgingival plaque - Structure of a mature dental plaque biofilm - Accumulation of a dental plaque biofilm: <ul style="list-style-type: none"> o Formation of the pellicle o Initial adhesion/attachment of bacteria o Colonization and plaque maturation - Factors affecting supragingival dental plaque formation: <ul style="list-style-type: none"> o Topography of supragingival plaque o Surface microroughness o Individual variables that influence plaque formation o Variation within the dentition o Impact of gingival inflammation and saliva o Impact of patient's age o Spontaneous tooth cleaning | <p>theoretical lecture using PowerPoint software</p> | <p>Short quizzes, mid-term exams, end-of-semester assessments, and final exams</p> |

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|----|---|--------------|--|---|---|
| | | | <ul style="list-style-type: none"> - Metabolism of dental plaque bacteria - Communication between biofilm bacteria - Biofilms and antimicrobial resistance | | |
| 11 | 1 | Periodontics | <ul style="list-style-type: none"> Microbiologic specificity of periodontal diseases - Traditional nonspecific plaque hypothesis - Specific plaque hypothesis - Updated nonspecific plaque hypothesis - Ecologic plaque hypothesis - Keystone Pathogen Hypothesis | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 12 | 1 | Periodontics | <ul style="list-style-type: none"> Dental calculus - Clinical appearance and distribution (Supragingival and Subgingival Calculus) - Calculus formation: <ul style="list-style-type: none"> o Theories of calculus formation - Calculus composition: <ul style="list-style-type: none"> o Inorganic content o Organic content - Attachment to tooth surfaces and implants - Clinical significance | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 13 | 1 | Periodontics | <ul style="list-style-type: none"> Dental stain - Color and color perception - Classification of tooth discoloration: <ul style="list-style-type: none"> o Intrinsic discoloration o Extrinsic discoloration o Internalized discoloration - The mechanisms of tooth discoloration - Prevention - Treatment approaches | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 14 | 1 | Periodontics | <ul style="list-style-type: none"> Etiology of periodontal disease - Risk factors for periodontal diseases: <ul style="list-style-type: none"> o Definitions of risk factors o Systemic risk factors: <ul style="list-style-type: none"> i- Modifiable risk factors ii- Non-modifiable risk factors o Local predisposing factors: <ul style="list-style-type: none"> i- Calculus ii- Iatrogenic factors iii- Margins of restorations iv- Malocclusion v- Associated with orthodontic therapy o Local anatomic risk | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |

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|----|---|--------------|--|---|---|
| | | | factors | | |
| 15 | 1 | Periodontics | <p>Etiology of periodontal disease</p> <ul style="list-style-type: none"> - Molecular biology of host-microbe interactions <ul style="list-style-type: none"> o Microbe-associated molecular patterns o Toll-like receptors: <ul style="list-style-type: none"> i- Toll-like receptor-4-lipopolysaccharide recognition ii- Toll-like receptor-2-lipoprotein/lipoteichoic acid/peptidoglycan recognition iii- Role of toll-like receptors in periodontitis o Complement system: <ul style="list-style-type: none"> i- Classical/Lectin/Alternative pathways ii- Role of complement in periodontitis | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 16 | 1 | Periodontics | <p>Etiology of periodontal disease and risk factors</p> <ul style="list-style-type: none"> - Smoking and Periodontal Disease <ul style="list-style-type: none"> o Effects of smoking on the prevalence and severity of periodontal diseases: <ul style="list-style-type: none"> i- Gingivitis ii- Periodontitis o Effects of smoking on the etiology and pathogenesis of periodontal disease: <ul style="list-style-type: none"> i- Microbiology ii- Immune-inflammatory responses iii- Physiology o Effects of smoking on the response to periodontal therapy: <ul style="list-style-type: none"> i- Nonsurgical Therapy ii- Surgical Therapy and Implants iii- Maintenance Therapy o Effects of smoking cessation on periodontal treatment outcomes | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 17 | 1 | Periodontics | <p>Impact of periodontal infection on systemic health</p> <ul style="list-style-type: none"> - Focal infection theory revisited - Subgingival environment as a reservoir for bacteria - Periodontal disease, coronary heart disease, and atherosclerosis: <ul style="list-style-type: none"> o Ischemic heart disease | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |

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|----|---|--------------|---|---|---|
| | | | <ul style="list-style-type: none"> o Atherosclerosis - Periodontal disease and stroke - Periodontal disease and diabetes mellitus: o Periodontal infection associated with glycemic control in diabetes | | |
| 18 | 1 | Periodontics | <ul style="list-style-type: none"> Impact of periodontal infection on systemic health - Periodontal disease and asthma - Periodontal disease and pregnancy outcome - Periodontal disease and chronic obstructive pulmonary disease - Periodontal disease and acute respiratory infections | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 19 | 1 | Periodontics | <ul style="list-style-type: none"> Periodontal indices o Definition o Gingival index (Loe and Silness) o Plaque index (Silness and Loe) o Plaque index (O'leary) o Plaque index (Quigely Hein) o Probing pocket depth o Clinical attachment loss o Basic Periodontal Examination (BPE) o Modified Gingival Index o Bleeding on probing o Furcation involvement index o Calculus index o Recession index (Miller) o Recession index (Cairo) | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 20 | 1 | Periodontics | <ul style="list-style-type: none"> The periodontal pocket - Classification - Clinical features - Pathogenesis - Histopathology: o Bacterial invasion o Microtopography of the gingival wall o Periodontal pockets as healing lesions o Pocket contents o Root surface walls | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 21 | 1 | Periodontics | <ul style="list-style-type: none"> The periodontal pocket - Periodontal disease activity - Pulp changes associated with periodontal pockets - Relationship of attachment loss and bone loss to pocket depth | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |

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|----|---|--------------|--|---|---|
| | | | <ul style="list-style-type: none"> - Area between base of pocket and alveolar bone - Relationship of pocket to bone - Periodontal abscess - Lateral periodontal cyst | | |
| 22 | 1 | Periodontics | <p>Treatment plan guidelines^s</p> <ul style="list-style-type: none"> - Phase 1 (behavior change, removal of supragingival dental biofilm and risk factor control): <ul style="list-style-type: none"> o Self-performed supragingival biofilm control: <ul style="list-style-type: none"> i- Oral hygiene practices to control gingival inflammation ii- Behavioral change for oral hygiene improvement iii- Motivational interviewing and cognitive behavioral therapy o Adjunctive therapies for gingival inflammation o Professional supragingival dental biofilm control o Risk factor control: <ul style="list-style-type: none"> i- Local risk factor control ii- Tobacco smoking cessation interventions iii- Promotion of diabetes control interventions | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 23 | 1 | Periodontics | <p>Treatment plan guidelines</p> <ul style="list-style-type: none"> - Phase 2 (cause-related therapy) <ul style="list-style-type: none"> o Subgingival instrumentation: <ul style="list-style-type: none"> Scaling Root planing o Removal of plaque-retentive factors o Use of adjunctive systemically administered antibiotics to subgingival instrumentation o Re-evaluation of the cause-related therapy o Decision to refer for specialist | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 24 | 1 | Periodontics | <p>Treatment plan guidelines</p> <ul style="list-style-type: none"> - Phase 3 (corrective/surgical phase) <ul style="list-style-type: none"> o Objectives of surgical therapy o Periodontal access surgery: <ul style="list-style-type: none"> i- Resective ii- Regenerative o Extraction of hopeless teeth o Periodontal plastic surgery: | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |

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|----|---|--------------|--|---|---|
| | | | <ul style="list-style-type: none"> i- Mucogingival surgery ii- Aesthetic crown lengthening o Pre-prosthetic surgery: i- Crown lengthening ii- Implant site preparation | | |
| 25 | 1 | Periodontics | <ul style="list-style-type: none"> Treatment plan guidelines - Phase 4 (maintenance therapy) o Clinical recommendations o Self-performed supragingival dental biofilm control o Adjunctive therapies for gingival inflammation o Professional supragingival dental biofilm control o Risk factor control | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 26 | 1 | Periodontics | <ul style="list-style-type: none"> Plaque biofilm control for the periodontal patient - The toothbrush: o Toothbrush design - Powered toothbrushes - Dentifrices - Toothbrushing methods - Interdental cleaning aids: o Dental floss o Interdental brushes o Other interdental cleaning devices - Oral irrigation: o Supragingival irrigation o Subgingival irrigation - Caries control | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 27 | 1 | Periodontics | <ul style="list-style-type: none"> Plaque biofilm control for the periodontal patient - Chemical plaque biofilm control with oral rinses o Chlorhexidine digluconate: i- Mode of action ii- Clinical use iii- Side-effects o Nonprescription essential oil rinse o Other products - Disclosing agents - Patient motivation and education: o Motivation for effective plaque biofilm control o Education and scoring systems: i- Plaque biofilm control record (O'Leary Index) ii- Bleeding points index o Instruction and demonstration | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |

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|----|---|--------------|--|---|---|
| 28 | 1 | Periodontics | <p>Periodontal instruments and sharpening</p> <ul style="list-style-type: none"> - Types of periodontal instruments: i- Diagnostic instruments ii- Scaling, root planing, and curettage instruments <ul style="list-style-type: none"> • Plastic and Titanium Instruments for Implants iii- Cleansing and polishing instruments iv- Surgical instruments <ul style="list-style-type: none"> - Instrument stabilization: i- Instrument Grasping ii- Finger Rest - Condition of the instruments and resharpener | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 29 | 1 | Periodontics | <p>Breath Malodor (Halitosis)</p> <ul style="list-style-type: none"> - Definitions - Epidemiology - Classification - Etiology: <ul style="list-style-type: none"> o Intraoral Causes: <ul style="list-style-type: none"> i- Tongue and tongue coating ii- Periodontal infections iii- Dental disorders iv- Dry mouth <ul style="list-style-type: none"> o Extraoral Causes <ul style="list-style-type: none"> o Pseudo-halitosis or Halitophobia - Diagnosis of malodor - Prevention and management: <ul style="list-style-type: none"> o Mechanical reduction of intraoral nutrients and microorganisms o Chemical reduction of oral microbial load: <ul style="list-style-type: none"> i- Chlorhexidine ii- Essential oils iii- Chlorine dioxide iv- Two-phase oil-water rinse v- Triclosan vi- Hydrogen Peroxide vii- Amine Fluoride or Stannous Fluoride <ul style="list-style-type: none"> o Conversion of volatile sulfur compounds: <ul style="list-style-type: none"> i- Metal Salt Solutions o Masking the Malodor | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 30 | 1 | Periodontics | <p>Systemic anti-infective therapy for periodontal diseases^s</p> <ul style="list-style-type: none"> - Definitions - Common antibiotic regimens used to treat | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, |

| | | | | | |
|--|--|--|--|--|-----------------|
| | | | periodontal diseases - Tetracyclines: o Specific agents: i- Tetracycline ii- Minocycline iii- Doxycycline o Metronidazole o Penicillin derivatives: i- Amoxicillin ii- Amoxicillin–Clavulanate Potassium o Cephalosporins o Clindamycin o Ciprofloxacin o Macrolides - Single vs combination antibiotic therapy o Clinical implications | | and final exams |
|--|--|--|--|--|-----------------|

11. Course Evaluation

| Number | Assessment Measurement | | Score distribution |
|--------|----------------------------|-------|--|
| 1 | First semester mid exam | 40 % | 20% Clinical requirement 20% Written exam |
| 2 | First semester final exam | 60 % | 40% Written exam 20% Practical exam |
| Total | | 100 % | |
| 3 | second semester mid exam | 40 % | 20% Clinical requirement 20% Written exam |
| 4 | Second semester final exam | 60 % | 40% Written exam 20% Practical exam |
| Total | | 100 % | |

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Clinical Periodontology Carrnza's book -1 ELSEVIER Edition 13 Year 2019 Lindh book Clinical Periodontology and -2 Implant Dentistry :WILEY Blackwell Edition :6 Year :2015 |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Babylon university.

Faculty/Institute: Faculty of dentistry.

Scientific Department: Oral & maxillofacial surgery.

Academic or Professional Program Name: oral medicine .

Final Certificate Name: Bachelor of oral & dental medicine and surgery.

Academic System: Courses.

Description Preparation Date:25-3-2024

File Completion Date:25-3-2024

Signature:

Head of Department Name:

Associate prof. Hayder Ali

Date:25-3-2024

Signature:

Scientific Associate Name:

Associate prof. Hassan Al-Watifi

Date:

The file is checked by: Prof. Abbas Fadil Hasson

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |

| | | | | |
|------------------------|--|--|--|--|
| Department | | | | |
| Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|-------------------------------|--------------------|--------------------|---------------------|------------------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| Annually | | Oral medicine | theoretical | practical |
| | | | h/week | 12 h/week |

| 8. Expected learning outcomes of the program | |
|---|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|--|
| 1- Thinking strategy according to student's ability. 2- Global thinking skill strategy. 3- Critical thinking strategy in learning. |

| 10. Evaluation methods |
|--|
| 1- Conducting theoretical & scientific exams. 2- Feedback from students. 3- Conducting practical examinations in educational clinics for medical conditions. 4- The education triangle. |

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|----------------------------------|----------------|---------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Ass.lecture Dunya malhan hanweet | | Special | | | staff | |
| Lecture Maytham riyadh | | Special | | | staff | |

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

Central admission

13. The most important sources of information about the program

- 1- The college and university website links.
- 2- University guide.
- 3- Student guide to college.
- 4- The most important books & resources for the college.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|---------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| Fifth stage/level | | Oral medicine | Basic | * | * | * | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| 1. Course Name: oral medicine | | | | | |
|---|---|---|----------------------|-----------------|-------------------|
| | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year: 1st and 2nd Semesters / 2023-2024 | | | | | |
| | | | | | |
| 4. Description Preparation Date: 25-3-2024 | | | | | |
| | | | | | |
| 5. Available Attendance Forms: | | | | | |
| | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total): 14 hours | | | | | |
| | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Assist lecture: dunya malhan hanweet / lecture dr.Maytham riyath | | | | | |
| Email: Den528.dunya.malhan@uobabylon.edu.iq / Maytham.riyath@uobabylon.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| <p>*A profound knowledge about the principles of oral MEDICINE.</p> <p>*Experience in management of medically compromised patients.</p> <p>*Experience in the diagnosis of oral lesion and their treatment.</p> <p>*The student learns how to deal with patients with systemic diseases from legal point of view.</p> <p>*student learns how to DEAL with promandibular joint problem patients. .</p> | | <ul style="list-style-type: none"> • • • | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | <p>1- Thinking strategy according to student's ability.</p> <p>2- Global thinking skill strategy.</p> <p>3- Critical thinking strategy in learning.</p> | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |

| Hours | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|-------|-------------------------------------|-------------------------------------|--|
| 1 h | Essentials of oral diagnosis | | |
| 1 h | Lab investigation | | |
| 1 h | Medication | theoretical and practical lecturers | <ul style="list-style-type: none"> • Conducting theoretical and practical exams • Feedback from students • Conducting practical exams in educational clinics for medical cases for all dental specialties |
| 1 h | Medication | | |
| 1 h | TMJ disorders | | |
| 1 h | TMJ disorders | | |
| 1 h | Ulcerative, vesical, bullas lesions | | |
| 1 h | Ulcerative vesical, bullas lesion | | |
| 1 h | Red and white lesion | | |
| 1 h | Red and white lesion | | |
| 1 h | Pigmented oral lesion | | |
| 1 h | Pigmented oral lesion | | |
| 1 h | Premalignant lesion | | |
| 1 h | Early detection of oral cancer | | |
| 1h | Oral cancer | | |
| 1h | Oral cancer | | |
| 1h | Viral infections | | |
| 1h | Salivary gland diseases part 1 | | |
| 1h | Salivary gland diseases part 2 | | |
| 1h | Oral | | |

| | | | |
|----|-----------------------------------|--|--|
| | manifestation of allergic disease | | |
| 1h | Orofacial pain part1 | | |
| 1h | Orofacial pain part2 | | |
| 1h | Benign lesions of oral cavity | | |
| 1h | Benign lesions of oral cavity | | |
| 1h | Autoimmune disease part1 | | |
| 1h | Autoimmune disease part2 | | |
| 1h | Endocrine disease | | |
| 1h | Endocrine disease | | |
| 1h | Neuromuscular disorders part 1 | | |
| 1h | Neuromuscular disorder part2 | | |

11. Course Evaluation

| Number | Assessment Measurement | | Score distribution |
|--------|---------------------------------|-------|--|
| 1 | First semester mid exam | 40 % | 20% Clinical requirement 20% Written exam |
| 2 | First semester final exam | 60 % | 40% Written exam 20% Practical exam |
| Total | | 100 % | |
| 3 | second semester mid exam | 40 % | 20% Clinical requirement 20% Written exam |
| 4 | Second semester final exam 60 % | | 40% Written exam 20% Practical exam |
| Total | | 100 | |

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | <p>1- Burkets oral medicine : الناشرohn Wiley & Sons, Inc.J الطبعة: ١٣ : السنة2021</p> <p>2- Dental management of the medically compromised p : الناشرElsvier : الطبعة9 : السنة2015</p> |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate

description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| | | | | |

| 8. Expected learning outcomes of the program | |
|--|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|---|
| Teaching and learning strategies and methods adopted in the implementation of the program in general. |

| 10. Evaluation methods |
|--|
| Implemented at all stages of the program in general. |

| 11. Faculty | | | | | |
|-----------------|----------------|---------|---|------------------------------|----------|
| Faculty Members | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
| | General | Special | | Staff | Lecturer |
| | | | | | |

Professional Development**Mentoring new faculty members**

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|-------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|--|
| 1. Course Name: | |
| Periodontics | |
| 2. Course Code: | |
| 427PT | |
| 3. Semester / Year: | |
| 2023–2024/ 1 st and 2 nd Semesters | |
| 4. Description Preparation Date: | |
| 3–2–2024 | |
| 5. Available Attendance Forms: | |
| | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Theory: 2 Clinical: 2.5 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Lecturer Dr. Zeyad Nazar Majeed dent.zeyad.nazar@uobabylon.edu.iq Assistant Lecturer Doaa Nemea doaneamah@uobabylon.edu.iq | |
| 8. Course Objectives | |
| <p>Course Objectives</p> | <ul style="list-style-type: none"> • Understanding Periodontal Diseases: Gain a comprehensive understanding of periodontal anatomy, physiology, etiology, and pathogenesis to diagnose and manage periodontal diseases effectively. • Treatment Planning and Management: Develop skills in treatment planning for various stages of periodontal diseases, including non–surgical and surgical therapies, and provide personalized patient education for optimal oral health. • Interdisciplinary Collaboration and Professionalism: Understand the importance of interdisciplinary collaboration with other dental specialists and healthcare providers, adhere to ethical principles in patient |

care, and demonstrate professionalism in communication and collaboration

9. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | <p>Using various modern devices and equipment to deliver material to students as needed, including:</p> <p>Data show projector LCD screens Electronic boards Smart boards Live streaming through digital cameras</p> |
|-----------------|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|--|--|---|
| 1 | 1 | Periodontics | Diagnosis and classification of periodontal diseases | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 2 | 1 | Periodontics | Diagnosis and classification of periodontal diseases | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 3 | 1 | Periodontics | Tooth mobility | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 4 | 1 | Periodontics | Management of medically compromised patients | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 5 | 1 | Periodontics | Management of medically compromised patients | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |

| | | | | | |
|---|---|--------------|---|--|---|
| | | | | t software. | |
| 6 | 1 | Periodontics | Periodontal pockets | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 7 | 1 | Periodontics | Halitosis | theoretical lecture using PowerPoint software. | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 8 | 1 | Periodontics | Furcation involvement | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 9 | 1 | Periodontics | Furcation involvement | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 1 | 1 | Periodontics | Periodontics and other aspects of dentistry | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 1 | 1 | Periodontics | Dentin hypersensitivity | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 1 | 1 | Periodontics | Assessment of periodontal surgeries | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 1 | 1 | Periodontics | Assessment of periodontal surgeries | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 1 | 1 | Periodontics | Assessment of periodontal surgeries | theoretical lecture using | Short quizzes, mid-term exams, |

| | | | | | |
|---|---|--------------|----------------------------------|---|---|
| | | | | PowerPoint software | end-of-semester assessments, and final exams |
| 1 | 1 | Periodontics | Gingival crevicular fluid | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 1 | 1 | Periodontics | Laser therapy | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 1 | 1 | Periodontics | Non-surgical periodontal therapy | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 1 | 1 | Periodontics | Infection control | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 1 | 1 | Periodontics | Endo-perio lesion | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 2 | 1 | Periodontics | Endo-perio lesion | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 2 | 1 | Periodontics | Immunology and Immunopathology | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 2 | 1 | Periodontics | Immunology and Immunopathology | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 2 | 1 | Periodontics | Healing of periodontal wounds | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 2 | 1 | Periodontics | Healing of periodontal wounds | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 2 | 1 | Periodontics | Regenerative periodontal | theoretical | Short quizzes, |

| | | | | | |
|---|---|--------------|-----------------------------------|---|---|
| | | | therapy | lecture using PowerPoint software | mid-term exams, end-of-semester assessments, and final exams |
| 2 | 1 | Periodontics | Regenerative periodontal therapy | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 2 | 1 | Periodontics | Occlusion | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 2 | 1 | Periodontics | Trauma from occlusion | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 2 | 1 | Periodontics | Prognosis of periodontal diseases | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |
| 3 | 1 | Periodontics | Periimplantitis | theoretical lecture using PowerPoint software | Short quizzes, mid-term exams, end-of-semester assessments, and final exams |

11. Course Evaluation

| Number | Assessment Measurement | Score distribution |
|--------|----------------------------|--------------------|
| 1 | First semester mid exam | 40 % |
| 2 | First semester final exam | 60 % |
| Total | | 100 % |
| 3 | second semester mid exam | 40 % |
| 4 | Second semester final exam | 60 % |
| Total | | 100 % |

12. Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (curricular books, if any) | Clinical Periodontology Carrnza's book - ¹ ELSEVIER Edition 13 Year 2019 |
|---|--|

| | |
|--|---|
| | Lindh book Clinical Periodontology and Implant Dentistry -۲ :WILEY Blackwell Edition :6 Year :2015 |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

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Academic Program and Course Description Guide

2024

Introduction:

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Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

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Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: *Babylon*.....

Faculty/Institute: ... *dentistry*.....

Scientific Department: ...oral surgery.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date: 3/2/2024

Signature:

Head of Department Name:

Dr. haider ali

Date:3/2/2024

Signature:

Scientific Associate Name:

Hassan essam

Date:3/2/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| | | | | |

| 8. Expected learning outcomes of the program | |
|--|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|---|
| Teaching and learning strategies and methods adopted in the implementation of the program in general. |

| 10. Evaluation methods |
|--|
| Implemented at all stages of the program in general. |

| 11. Faculty | | | | | |
|-----------------|----------------|---------|---|------------------------------|----------|
| Faculty Members | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
| | General | Special | | Staff | Lecturer |
| | | | | | |

Professional Development**Mentoring new faculty members**

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-----------------------|-----------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| Third | DePri5000 01 (4+1) | Oral surgery | Basic | * | * | * | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| Oral surgery | |
| 2. Course Code: | |
| / DePri500001 (4+1) | |
| 3. Semester / Year: | |
| 2023–2024/ 1 st and 2 nd Semesters | |
| 4. Description Preparation Date: | |
| 3-2-2024 | |
| 5. Available Attendance Forms: | |
| | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Theory: 1 Clinical: 2 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: assistant <i>Lecturer Hassan essam</i> | |
| Email: Hassan.esam@uobabylon.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>A- Cognitive goals.</p> <p>A1- To understand Indication for extraction.</p> <p>A2-to understand contraindication of extraction.</p> <p>A3- understand the instrument used in extraction</p> <p>A4- to know how to deal with complication.</p> <p>B. The skills goals special to the course.</p> <p>B1- That the student determines the anatomical s</p> <p>B2- That the student distinguishes between the m</p> <p>close and open extraction</p> <p>B3- to know the method of sterilization.</p> <p>B4- To learn practical skills in dental extraction</p> |
| 9. Teaching and Learning Strategies | |
| Strategy | Using various modern devices and equipment to deliver material to s including: |

Data show projector
 LCD screens
 Electronic boards
 Smart boards
 Live streaming through digital cameras

10. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment |
|------|-------|--|---|-------------------------------------|---|
| 1 | 1 | To distinguish Indication for extraction | Indication of extraction | | |
| 2 | 1 | To distinguish contraindication of extraction. | The contraindication | | |
| 3 | 1 | Preoperative assessment clinically . | Clinical assessment | theoretical and practical lecturers | <ul style="list-style-type: none"> • Conductive exams • Feedback • Conductive education all dental |
| 4 | 1 | Preoperative radiograph assessment . | Radiograph assessment. | | |
| 5 | 1 | Force movement of dental extraction | Force and movement of dental extraction | | |
| 6 | 1 | Forceps | Forceps | | |
| 7 | 1 | Elevator. | Elevator . | | |
| 8 | | .complication of | Complication | | |
| 9 | | Post extraction complication | Post extraction complication | | |
| 10 | | Sterilization . | Sterilization | | |
| 11 | | . Instruction after extraction | Instruction after extraction | | |
| 12 | | . Open extraction technique | Open extraction technique | | |
| 13 | | 1-Medical emergency | 1-Medical emergency | | |
| 14 | | 2-Medical emergency | 2-Medical emergency | | |
| 15 | | Sedative | sedative | | |

11. Course Evaluation

| Number | Assessment Measurement | Score distribution |
|--------|-------------------------|--|
| 1 | First semester mid exam | 40 % 20% Clinical requirement 20% Written exam |

| | | | |
|-------|---------------------------------|-------|--|
| 2 | First semester final exam | 60 % | 40% Written exam 20% Practical exam |
| Total | | 100 % | |
| 3 | second semester mid exam | 40 % | 20% Clinical requirement 20% Written exam |
| 4 | Second semester final exam 60 % | | 40% Written exam 20% Practical exam |
| Total | | 100 % | |

12. Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (curricular books, if a | Concise Textbook of Oral and Maxillofacial Surgery |
| Main references (sources) | CONTEMPORARY ORAL AND MAXILLOFACIAL SURGERY Hand book of local anesthesia |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

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Final Certificate Name:

Academic System:

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File Completion Date: 3/2/2024

Signature:

Head of Department Name:

Dr. haider ali

Date:3/2/2024

Signature:

Scientific Associate Name:

Hassan essam

Date:3/2/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

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| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| | | | | |

| 8. Expected learning outcomes of the program | |
|--|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|---|
| Teaching and learning strategies and methods adopted in the implementation of the program in general. |

| 10. Evaluation methods |
|--|
| Implemented at all stages of the program in general. |

| 11. Faculty | | | | | |
|-----------------|----------------|---------|---|------------------------------|----------|
| Faculty Members | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
| | General | Special | | Staff | Lecturer |
| | | | | | |

Professional Development**Mentoring new faculty members**

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-----------------------|--------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| Third | DePri5000 01 (4+1) | Oral surgery | Basic | * | * | * | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|--|
| 1. Course Name: | |
| Oral surgery | |
| 2. Course Code: | |
| / DePri500001 (4+1) | |
| 3. Semester / Year: | |
| 2023–2024/ 1 st and 2 nd Semesters | |
| 4. Description Preparation Date: | |
| 3-2-2024 | |
| 5. Available Attendance Forms: | |
| | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Theory: 1 Clinical: 2 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: assistant <i>Lecturer</i> <i>Ali falah</i> <i>Hassan essam</i> | |
| Email: Hassan.esam@uobabylon.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <div style="background-color: #e6f2ff; padding: 5px;"> <p>A- Cognitive goals.</p> <p>A1- To understand content and technique of de . Complications of local anesthesia</p> <p>2- Diagnosis in oral surgery</p> </div> <div style="background-color: #e6f2ff; padding: 5px; margin-top: 10px;"> <p>B. The skills goals special to the course.</p> <p>B1- That the student determines the anatomica</p> <p>B2- That the student distinguishes Basic surgical ins</p> <p>B3- to know the</p> </div> |
| 9. Teaching and Learning Strategies | |
| Strategy | Using various modern devices and equipment to deliver material al to |

including:

Data show projector

LCD screens

Electronic boards

Smart boards

Live streaming through digital cameras

Oral Surgery / first course

| No. | Title of the lectures | No. Of hours | Percentage % |
|-----|-----------------------|--------------|--------------|
|-----|-----------------------|--------------|--------------|

10. Course Structure

11. Course Evaluation

| | | | |
|----------------|--|------|------|
| Weak 1 | Diagnosis in oral surgery √ | 1 hr | 6% |
| Weak 2 | Diagnosis in oral surgery √ | 1hr | 6 % |
| Weak 3 | Infection Control in Surgical Practice √ | 1hr | 6% |
| Weak 4 | Infection Control in Surgical Practice √ | 1 hr | 6 % |
| Weak 5 | Basic surgical instruments | 1 hr | 7% |
| Weak 6 | Introduction to local anesthesia | 1 hr | 7 % |
| Weak 7 | Instruments of local anesthesia | 1 hr | 6 % |
| Weak 8 | Pharmacology of local anesthesia 1 | 1 hr | 7 % |
| Weak 9 | Pharmacology of local anesthesia 2 | 1 hr | 7 % |
| Weak 10 | Surgical anatomy in local anesthesia 1 | 1 hr | 7% |
| Weak 11 | Surgical anatomy in local anesthesia 2 | 1 hr | 7% |
| Weak 12 | Techniques of local anesthesia √ | 1 hr | 6% |
| Weak 13 | Techniques of local anesthesia √ | 1 hr | 7% |
| Weak 14 | Complications of local anesthesia √ | 1 hr | 7% |
| Weak 15 | Complications of local anesthesia √ | 1 hr | 6% |
| total | | 15hr | 100% |

| Number | Assessment Measurement | Score distribution |
|--------|---------------------------------|--|
| 1 | First semester mid exam | 40 % 20% Clinical requirement 20% Written exam |
| 2 | First semester final exam | 60 % 40% Written exam 20% Practical exam |
| Total | | 100 % |
| 3 | second semester mid exam | 40 % 20% Clinical requirement 20% Written exam |
| 4 | Second semester final exam 60 % | 40% Written exam 20% Practical exam |
| Total | 100 % | |

12. Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (curricular books, if any) | Concise Textbook of Oral and Maxillofacial Surgery |
| Main references (sources) | CONTEMPORARY ORAL AND MAXILLOFACIAL SURGERY Hand book of local anesthesia |

| | |
|---|--|
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

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In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate

description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: *Babylon*.....

Faculty/Institute: ... *dentistry*.....

Scientific Department: ...prosthodontic.....

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date: 3/2/2024

Signature:

Head of Department Name:

Haider Ali

Date:3/2/2024

Signature:

Scientific Associate Name:

Hasan Flaih

Date:3/2/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| | | | | |

| 8. Expected learning outcomes of the program | |
|--|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|---|
| Teaching and learning strategies and methods adopted in the implementation of the program in general. |

| 10. Evaluation methods |
|--|
| Implemented at all stages of the program in general. |

| 11. Faculty | | | | | |
|-----------------|----------------|---------|---|------------------------------|----------|
| Faculty Members | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
| | General | Special | | Staff | Lecturer |
| | | | | | |

Professional Development**Mentoring new faculty members**

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-----------------------|---|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| Fourth | DePri5000 01 (4+1) | Basic prosthodontics for complete denture | Basic | * | * | * | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| 1. Course Name: | | | |
|--|----------------------------|-------|--|
| Oral and Maxillofacial surgery | | | |
| 2. Course Code: | | | |
| | | | |
| 3. Semester / Year: | | | |
| 2023-2024/ 1 st and 2 nd Semesters | | | |
| 4. Description Preparation Date: | | | |
| 3-2-2024 | | | |
| 5. Available Attendance Forms: | | | |
| | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | |
| Theory: 2 Clinical: 2.5 | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | |
| Name: <i>Lecturer Mahdi Yaqoub</i> | | | |
| Lecturer Ali Falah | | | |
| 8. Course Evaluation | | | |
| Number | Assessment Measurement | | Score distribution |
| 1 | First semester mid exam | 40 % | 20% Clinical requirement 20% Written exam |
| 2 | First semester final exam | 60 % | 40% Written exam 20% Practical exam |
| Total | | 100 % | |
| 3 | second semester mid exam | 40 % | 20% Clinical requirement 20% Written exam |
| 4 | Second semester final exam | 60 % | 40% Written exam 20% Practical exam |
| Total | | 100 % | |
| 9. Course structure | | | |

Oral and maxillofacial surgery 2023-2024

fifth year (1st semester)

Theory: hours/ week

| No. | Title of the lectures | No. of Hours | Grade % |
|-----|-----------------------|--------------|---------|
| | | | |

| | | | |
|--------------|--|---------------|-------------|
| 1 | Orofacial pain | 1 | 7 |
| 2 | Preliminary management of patients with facial fractures | 1 | 6 |
| 3 | Fractures of the mandible (2 lectures) | 2 | 12 |
| 4 | Fractures of the middle third of facial skeleton (2 lectures) | 2 | 12 |
| 5 | Dentoalveolar and soft tissue injuries | 1 | 7 |
| 6 | Preprosthetic surgery (2 lectures) | 2 | 13 |
| 7 | Potentially malignant disorders of the oral mucosa | 1 | 7 |
| 8 | Odontogenic diseases of the maxillary sinus | 1 | 7 |
| 9 | Benign cystic lesions of the oral cavity | 1 | 7 |
| 10 | Odontogenic tumors | 1 | 7 |
| 11 | Non - Odontogenic tumors and fibro-osseous lesions of the jaw | 1 | 8 |
| 12 | Vascular anomalies | 1 | 7 |
| Total | | 15 hr. | 100% |

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Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date: 3/2/2024

Signature:

Head of Department Name:

Haider Ali

Date:3/2/2024

Signature:

Scientific Associate Name:

Hasan Flaih

Date:3/2/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

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Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| | | | | |

| 8. Expected learning outcomes of the program | |
|--|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|---|
| Teaching and learning strategies and methods adopted in the implementation of the program in general. |

| 10. Evaluation methods |
|--|
| Implemented at all stages of the program in general. |

| 11. Faculty | | | | | |
|-----------------|----------------|---------|---|------------------------------|----------|
| Faculty Members | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
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Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-----------------------|---|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| Fourth | DePri5000 01 (4+1) | Basic prosthodontics for complete denture | Basic | * | * | * | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| 1. Course Name: | | | |
|--|----------------------------|-------|--|
| Oral and Maxillofacial surgery | | | |
| 2. Course Code: | | | |
| | | | |
| 3. Semester / Year: | | | |
| 2023-2024/ 1 st and 2 nd Semesters | | | |
| 4. Description Preparation Date: | | | |
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| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | |
| Theory: 2 Clinical: 2.5 | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | |
| Name: <i>Lecturer Mahdi Yaqoub</i> | | | |
| Lecturer Ali Falah | | | |
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| Number | Assessment Measurement | | Score distribution |
| 1 | First semester mid exam | 40 % | 20% Clinical requirement 20% Written exam |
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| Total | | 100 % | |
| 9. Course structure | | | |

| Oral and maxillofacial surgery 2023-2024 | | | |
|---|------------------------------|---------------------|----------------|
| Fifth year (second semester) | | | |
| Theory: hours/ week | | | |
| No. | Title of the lectures | No. of Hours | Grade % |
| | | | |

| | | | |
|--------------|---|-----------|-------------|
| ١ | Oral cancer (2 lectures) | 2 | 14 |
| ٢ | Implant treatment : Advanced concepts (2 lectures) | 2 | 13 |
| ٣ | Salivary gland diseases (2 lectures) | 2 | 14 |
| ٤ | Temporomandibular joint (TMJ) disorders (2 lectures) | 2 | 13 |
| ٥ | Orthognathic surgery (2 lectures) | 2 | 13 |
| ٦ | Cleft and palate (2 lectures) | 2 | 12 |
| ٧ | Laser and cryosurgery in oral and maxillofacial surgery | 1 | 7 |
| 8 | Principles of reconstructive surgery of defects of the jaws (2 lectures) | 2 | 14 |
| Total | | 15 | 100% |

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Academic or Professional Program Name:

Final Certificate Name:

Academic System:.....

Description Preparation Date:

File CompletionDate:*3/2/2024*

Signature:

Head of DepartmentName:

Ahmad Abud Al husain

Date:*3/2/2024*

Signature:

Scientific Associate Name:

Hasan Flaih

Date:*3/2/2024*

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

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| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |

| | | | | |
|------------------------|--|--|--|--|
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|-------------------------------|--------------------|--------------------|---------------------|------------------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| | | | | |
| | | | | |

| 8. Expected learning outcomes of the program | |
|---|-------------------------------|
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| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
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|--|
| Implemented at all stages of the program in general. |

| 11. Faculty |
|------------------------|
| Faculty Members |

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---------------|----------------|---------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| | | | | | | |

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-----------------------|---|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| Fourth | DePri5000 01 (4+1) | Basic prosthodontics for complete denture | Basic | * | * | * | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| Basic prosthodontics | |
| 2. Course Code: | |
| / DePri500001 (4+1) | |
| 3. Semester / Year: | |
| 2023–2024/ 1 st and 2 nd Semesters | |
| 4. Description Preparation Date: | |
| 3–2–2024 | |
| 5. Available Attendance Forms: | |
| | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Theory: 2 Clinical: 2.5 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: <i>Lecturer Hanan Ali</i> | |
| Email: hanan.ali@uobabylon.edu.iq | |
| Assistant. Prof. <i>Zainab Mahmood Jawad</i> | |
| dent.zainab.mahmood@uobabylon.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>A-Cognitive goals.</p> <p>A1- To understand the modern concepts and the dev knowledge in the field of prosthetics.</p> <p>A2- To classify the devices and materials used in the complete and partial artificial jaw.</p> <p>A3- Determine the methods used and the steps requ problems caused by complete and partial tooth loss.</p> <p>A4- To apply modern methods in the manufactur e of</p> <p>B. The skills goals special to the course.</p> <p>B1- That the student determines the anatomica sign construct and support the complete denture.</p> <p>B2- That the student distinguishes between the meth primary and final impressions of the upper and lower</p> <p>B3- To differentiate between the various types of me the vertical and horizontal relationship between the</p> |

B4- To learn practical skills and laboratory steps to fabricate partial denture

9. Teaching and Learning Strategies

Strategy

Using various modern devices and equipment to deliver material to students including:

- Data show projector
- LCD screens
- Electronic boards
- Smart boards
- Live streaming through digital cameras

10. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------|-----------------------|---|---|------------------------------------|---|
| 1 | | To distinguish the anatomical features of the upper and lower jaw (bone). | Anatomy and physiology as related to prosthodontics prosthesis (osteology) | | |
| 2 | | To distinguish the anatomical features of upper and lower (muscles). | Anatomy and physiology related to prosthodontics (myology) | | |
| 3 | Depending on schedule | to diagnose and treatment for fabrication removable partial denture cobalt chrome | Diagnosis and treatment planning for CrCo RPD | theoretical and practical lectures | <ul style="list-style-type: none"> • Conductive exams • Feedback • Conductive education all dental |
| 4 | | to diagnose and treatment for fabrication removable partial denture cobalt chrome | Diagnosis and treatment planning for CrCo RPD | | |
| 5 | | To prepare patient receive removable partial denture chrome cobalt | Preparation of the mouth to receive an RPD | | |
| 6 | | to know dental materials | Impression materials and techniques for RPD | | |

| | | | | |
|----|--|---|---|--|
| | | that used take impression the patient denture. | | |
| 7 | | To know methods taking impression the removable partial denture | Impression materials and techniques for RPD | |
| 8 | | To know types supporting structures the oral cavity | Support for the Distal Extension Denture Base | |
| 9 | | To try in framework | Framework try in of removable partial denture | |
| 10 | | Determine occlusal relationship the patient denture. | Occlusal Relationship for Removable Partial Denture | |
| 11 | | To try a patient denture. | Trial denture: The try in appointment | |
| 12 | | To place examine partial denture in the patient mouth. | Insertion of partial denture | |
| 13 | | To place examine partial denture in the patient mouth. | Insertion of partial denture | |
| 14 | | Repair fractured RPD | Repair of fractured RPD | |
| 15 | | Repair fractured RPD | Repair of fractured RPD | |

11. Course Evaluation

| Number | Assessment Measurement | Score distribution |
|--------|---------------------------------|--|
| 1 | First semester mid exam | 40 % 20% Clinical requirement 20% Written exam |
| 2 | First semester final exam | 60 % 40% Written exam 20% Practical exam |
| Total | | 100 % |
| 3 | second semester mid exam | 40 % 20% Clinical requirement 20% Written exam |
| 4 | Second semester final exam 60 % | 40% Written exam 20% Practicalexam |
| Total | | 100 % |

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books any) | <p>1. Zarb GA, Bolender CL. Prosthodontic treatment for ed edition. 2004;Mosby, USA.</p> <p>2. SaradhaD.L.ZakirHussain , Uthkarsh. Text book of prosthodontics. 2007;Jaypee , India</p> <p>McCracken's. Glen P,McGivney , Alan B, Carr.Textbook of prosthodontics. 10th edition.</p> |
| Main references (sources) | <p>1. Zarb. Hobkirk. Eckert. Jacob. Prosthodontic treatment for ed 13th edition. 2012;Mosby, USA.</p> <p>Deepak NV, Karthikeyan R, Vinaya B. Textbook of prosthodontics. 10th edition. India.</p> |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Babylon university.

Faculty/Institute: Faculty of dentistry.

Scientific Department: Oral & maxillofacial surgery.

Academic or Professional Program Name: Dental & oral surgery.

Final Certificate Name: Bachelor of oral & dental medicine and surgery.

Academic System: Courses.

Description Preparation Date:3-2-2024

File Completion Date:3-2-2024

Signature:

Head of Department Name:

Associate prof. Hayder Ali

Date:3-2-2024

Signature:

Scientific Associate Name:

Associate prof. Hassan Al-Watifi

Date:

The file is checked by: Prof. Abbas Fadil Hasson

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |

| | | | | |
|--------------------------------|--|--|--|--|
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|-------------------------------|--------------------|-----------------------|---------------------|------------------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| Annually | | Oral & dental surgery | theoretical | practical |
| | | | 2 h/week | 12 h/week |

| 8. Expected learning outcomes of the program | |
|---|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|--|
| 1- Thinking strategy according to student's ability. 2- Global thinking skill strategy. 3- Critical thinking strategy in learning. |

| 10. Evaluation methods |
|--|
| 1- Conducting theoretical & scientific exams. 2- Feedback from students. 3- Conducting practical examinations in educational clinics for medical conditions. 4- The education triangle. |

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---------------------|----------------|---------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Associate professor | | Special | | | staff | |

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

Central admission

13. The most important sources of information about the program

- 1- The college and university website links.
- 2- University guide.
- 3- Student guide to college.
- 4- The most important books & resources for the college.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|-----------------------------|-------------|-----------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 4 th stage/level | | Dental & oral surgery | Basic | * | * | * | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| 1. Course Name: Dental & oral surgery | | | | | |
|--|---|---|----------------------|-----------------|-------------------|
| | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year: Second course/ 2022-2023 | | | | | |
| | | | | | |
| 4. Description Preparation Date: 3-2-2024 | | | | | |
| | | | | | |
| 5. Available Attendance Forms: weekly | | | | | |
| | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total): 14 hours | | | | | |
| | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Associate prof. Ahmed Salah Hameed | | | | | |
| Email: dent.ahmed.salah@uobabylon.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| <p>*A profound knowledge about the principles of oral and dental surgery.</p> <p>*Experience in management of medically compromised patients.</p> <p>*Experience in the diagnosis of surgical condition and their treatment.</p> <p>*The student learns how to deal with patients with systemic diseases from legal point of view.</p> <p>*student learns how to use surgical instruments.</p> | | <ul style="list-style-type: none"> • • • | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | <p>1- Thinking strategy according to student's ability.</p> <p>2- Global thinking skill strategy.</p> <p>3- Critical thinking strategy in learning.</p> | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

11. Course Evaluation

- 1- Conducting theoretical & scientific exams. 3- The educational triangle.
- 2- Feedback from students. 3- Conducting practical examinations in educational clinics for medical conditions.

12. Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (curricular books, if any) | 1- Contemporary oral & maxillofacial surgery. 2- Dental management of medically compromised patients. |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

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2024

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Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

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Program Mission:Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives:They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure:All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

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Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: ..University of Babylon

Faculty/Institute:College of Dentistry

Scientific Department: ..prosthodontics

Academic or Professional Program Name: Bachelor

Final Certificate Name: Bachelor of Dental Surgery (B.D.S.)

Academic System:courses

Description Preparation Date: 11/3/2024

File CompletionDate:11/3/2024

Signature:

Head of DepartmentName:

Ahmed AbdAlhussien

Date:

Signature:

Scientific Associate Name:

Hassan FeliahFerhan

Date:

The file is checked by:

Departmentof Quality Assurance and University Performance

Director of the Quality Assurance and UniversityPerformance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|------------------------|----------------------|--------------------|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| Fifth | DePri500001 (4+1) | Advance Prosthetic | theoretical | practical |
| | | | 1 | 4 |

| 8. Expected learning outcomes of the program | |
|--|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|---|
| 1- How to deliver lectures. 2- Laboratory applications in laboratories for basic sciences. 3- Scientific applications in educational clinics for dental specialties 4- Study circles |

| 10. Evaluation methods |
|--|
| 1- Conducting theoretical and practical exams 2- Feedback from students 3- Conducting practical exams in educational clinics for medical cases for all dental specialties 4- The Education Triangle |

| 11. Faculty |
|------------------------|
| Faculty Members |

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---------------|----------------------------|------------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| | Bachelor of Dental Surgery | prosthetic | | | 2 | |

Professional Development

Mentoring new faculty members

Introducing new faculty members to their rights and duties, student rights and obligations, program quality and academic accreditation, learning resources, and scientific research programs at the university.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

Central

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-----------------------|---------------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| Fifth | DePri5000 01 (4+1) | Advance prosthodontics | Basic | * | * | * | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|--|
| 1. Course Name: | |
| Advance prosthodontics | |
| 2. Course Code: | |
| DePri500001 (4+1) | |
| 3. Semester / Year: | |
| semester | |
| 4. Description Preparation Date: | |
| 11/3/2024 | |
| 5. Available Attendance Forms: | |
| Weekly | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 15 theoretical/ 240 clinical | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: ZainabmahmoodAljammali Email: dent.zainab.mahmood@uobabylon.edu.iq Name: Hanan Ali Almurshidi Email: hanan.ali@uobabylon.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ol style="list-style-type: none"> 1. To know Maxillofacial prosthesis 2. To know Prosthetic treatment for irradiated patient 3. To know Over denture 4. To know Tooth supported over denture 5. To know Implant supported over denture 6. To know Esthetic consideration of complete denture 7. To know Esthetic consideration of complete denture (continue) 8. To know Duplication of CD. 9. To know Dental implant (classification) 10. To know Dental implant (technique) 11. To know Dental implant (materials) 12. To know Geriatric dentistry related to prosthetic 13. To know Residual ridge resorption 14. To know Precision attachments. |
| 9. Teaching and Learning Strategies | |
| Strategy | <ol style="list-style-type: none"> 1- Conducting theoretical and practical exams 2- Feedback from students 3- Conducting practical exams in educational clinics for |

medical cases for all dental specialties
4- The Education Triangle

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------------------|-------|--|---|-----------------------------|----------------------------------|
| According to schedule | | <ol style="list-style-type: none"> 1. To know Maxillofacial prosthesis 2. To know Prosthetic treatment for irradiated patient 3. To know Over denture 4. To know Tooth supported over denture 5. To know Implant supported over denture 6. To know Esthetic consideration of complete denture 7. To know Esthetic consideration of complete denture (continue) 8. To know Duplication of CD. 9. To know Dental implant (technique) 10. To know Dental implant (materials) 11. To know Geriatric dentistry | <ol style="list-style-type: none"> 1. Maxillofacial prosthesis 2. Prosthetic treatment for irradiated patient 3. Over denture 4. Tooth supported over denture 5. Implant supported over denture 6. Esthetic consideration of CD 7. Esthetic consideration of CD (continue) 8. Duplication of CD. 9. Dental implant (technique) 10. Dental implant (materials) 11. Geriatric dentistry related to prosthetic 12. Residual ridge resorption 13. Precision attachments 14. Dental implant (classification) | Lectures and clinical parts | Quizzes Exam Clinical work |

| | | | | | |
|--|--|---|--|--|--|
| | | related to prosthetic 12. To know Residual ridge resorption 13. To know Precision attachments 14. To know Dental implant (classification) | | | |
|--|--|---|--|--|--|

11. Course Evaluation

6% daily exams - 14% theoretical mid-course exam - 20% practical cases on patients - 35% theoretical end-of-course exam - 25% practical end-of-course exam

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | 1. Zarb GA, Bolender CL. Prosthodontic treatment for edentulous patients. 12th edition. 2004;Mosby, USA. 2. Saradha D.L. Zakir Hussain, Uthkarsh. Text book of complete denture prosthodontics. 2007;Jaypee, India. |
| Main references (sources) | 1. Zarb. Hobkirk. Eckert. Jacob. Prosthodontic treatment for edentulous patients. 13th edition. 2012;Mosby, USA. 2. Deepak NV, Karthikeyan R, Vinaya B. Textbook of prosthodontics. 2005; Jaypee, India. |
| Recommended books and references (scientific journals, reports...) | McCracken's. Glen P, McGivney, Alan B, Carr. Textbook of prosthodontics. Tenth edition. |
| Electronic References, Websites | |

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Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: *Babylon*

Faculty/Institute: *dentistry*

Scientific Department: Surgery

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date: 12/3/2024

Signature:

Head of Department

Name: Haider Ali

Hassan Date: 12/3/2024

Signature:

Scientific Associate Name:

Hasan Flaih

Date: 12/3/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |

| | | | | |
|--------------------------------|--|--|--|--|
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|-------------------------------|--------------------|--------------------|---------------------|------------------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| | | | | |
| | | | | |

| 8. Expected learning outcomes of the program | |
|---|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|---|
| Teaching and learning strategies and methods adopted in the implementation of the program in general. |

| 10. Evaluation methods |
|--|
| Implemented at all stages of the program in general. |

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---------------|----------------|---------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| | | | | | | |

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|-------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | | | * | * | * | * | * | * | * | * | * | * | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| Oral and maxillofacial radiology | |
| 2. Course Code: | |
| De Xri300007(2+1) | |
| 3. Semester / Year: | |
| Semester | |
| 4. Description Preparation Date: | |
| 12/3/2024 | |
| 5. Available Attendance Forms: | |
| B.D.S. | |
| 6. Number of Credit Hours (Total) / Number of Units (Total): 90 hr. | |
| Theory: 1 hr., Clinical: 2 hr. | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Assistant. lecturer. <i>Hiba Ezzat Rashid Berum</i> Email: hibah.berum@uobabylon.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>1-Provide the opportunity to include recent progress in our rapidly changing field of diagnostic imaging</p> <p>2-Revise in light of new knowledge, technology and technique in dental radiology</p> <p>3-It presents the underlying science of diagnostic imaging, including the core principles of image production and interpretation for the dental students</p> <p>4-Offer supplemental resources to both instructor and students.</p> <p>5- Describe the underlying principles and clinical application of each technique used in oral and maxillofacial radiology</p> <p>6-Discussion physics of ionizing radiation</p> |

- | | |
|--|--|
| | <p>7-discussion of biological effects of radiation</p> <p>8- Discussion of radiation safety and protection</p> <p>10- Discussion principles of radiographic interpretation</p> <p>11- Discussion of projection geometry</p> <p>12-Discussion of x ray films intensifying screen and grids</p> <p>13-Discussion processing x ray film</p> <p>14-Discussion digital imaging</p> <p>15-Intra oral radiographic examination</p> <p>16-Studying normal radiographic anatomy</p> <p>17-Studying panoramic imaging</p> <p>18-Studying extra oral radiographic examination</p> <p>19-Discussion advanced imaging</p> <p>20- Establish guidelines for prescribing dental radiograph</p> <p>21-Studying cone beam computerized tomography and M .R.I.</p> <p>22-Studying dental anomalies</p> <p>23-Studying periodontal diseases ,inflammatory lesions of the jaws</p> <p>24-Studying cysts and cystic like lesions, benign and malignant tumors of the jaws</p> <p>25-Diagnostic imaging of the tempor mandibular joints</p> <p>26- Discussion disturbance of the face and jaws.</p> <p>27-Studying trauma to the teeth and facial structures</p> <p>28-Studying salivary glands radiology</p> |
|--|--|

| | |
|--|--|
| | 29-Discussion soft tissue calcification and ossification 30-Studying inflammatory lesion of the jaws. |
|--|--|

9. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | |
|-----------------|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-------------|--------------|-----------------------------------|-----------------------------|------------------------|--------------------------|
| | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| 11. Course Evaluation | | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports.....etc | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |



وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي
قسم الاعتماد

دليل وصف البرنامج الأكاديمي والمقرر

2024

المقدمة:

يُعد البرنامج التعليمي بمثابة حزمة منسقة ومنظمة من المقررات الدراسية التي تشتمل على إجراءات وخبرات تنظم بشكل مفردات دراسية الغرض الأساس منها بناء وصقل مهارات الخريجين مما يجعلهم مؤهلين لتلبية متطلبات سوق العمل يتم مراجعته وتقييمه سنوياً عبر إجراءات وبرامج التدقيق الداخلي أو الخارجي مثل برنامج الممتحن الخارجي.

يقدم وصف البرنامج الأكاديمي ملخص موجز للسمات الرئيسة للبرنامج ومقرراته مبيناً المهارات التي يتم العمل على اكسابها للطلبة مبنية على وفق اهداف البرنامج الأكاديمي وتتجلى أهمية هذا الوصف لكونه يمثل الحجر الأساس في الحصول على الاعتماد البرامجي ويشترك في كتابته الملاكات التدريسية بإشراف اللجان العلمية في الأقسام العلمية.

ويتضمن هذا الدليل بنسخته الثانية وصفاً للبرنامج الأكاديمي بعد تحديث مفردات وفقرات الدليل السابق في ضوء مستجدات وتطورات النظام التعليمي في العراق والذي تضمن وصف البرنامج الأكاديمي بشكلها التقليدي نظام (سنوي، فصلي) فضلاً عن اعتماد وصف البرنامج الأكاديمي المعمم بموجب كتاب دائرة الدراسات ت م ٢٩٠٦/٣ في ٢٠٢٣/٥/٣ فيما يخص البرامج التي تعتمد مسار بولونيا أساساً لعملها.

وفي هذا المجال لا يسعنا إلا أن نؤكد على أهمية كتابة وصف البرامج الأكاديمية والمقررات الدراسية لضمان حسن سير العملية التعليمية.

مفاهيم ومصطلحات:

وصف البرنامج الأكاديمي: يوفر وصف البرنامج الأكاديمي إيجازاً مقتضباً لرؤيته ورسالته وأهدافه متضمناً وصفاً دقيقاً لمخرجات التعلم المستهدفة على وفق استراتيجيات تعلم محددة.

وصف المقرر: يوفر إيجازاً مقتضباً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنأ عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ويكون مشتق من وصف البرنامج.

رؤية البرنامج: صورة طموحة لمستقبل البرنامج الأكاديمي ليكون برنامجاً متطوراً وملهماً ومحفزاً وواقعياً وقابلاً للتطبيق.

رسالة البرنامج: توضح الأهداف والأنشطة اللازمة لتحقيقها بشكل موجز كما يحدد مسارات تطور البرنامج واتجاهاته.

اهداف البرنامج: هي عبارات تصف ما ينوي البرنامج الأكاديمي تحقيقه خلال فترة زمنية محددة وتكون قابلة للقياس والملاحظة.

هيكلية المنهج: كافة المقررات الدراسية / المواد الدراسية التي يتضمنها البرنامج الأكاديمي على وفق نظام التعلم المعتمد (فصلي، سنوي، مسار بولونيا) سواء كانت متطلب (وزارة، جامعة، كلية وقسم علمي) مع عدد الوحدات الدراسية.

مخرجات التعلم: مجموعة متوافقة من المعارف والمهارات والقيم التي اكتسبها الطالب بعد انتهاء البرنامج الأكاديمي بنجاح ويجب أن يُحدد مخرجات التعلم لكل مقرر بالشكل الذي يحقق اهداف البرنامج.

استراتيجيات التعليم والتعلم: بأنها الاستراتيجيات المستخدمة من قبل عضو هيئة التدريس لتطوير تعليم وتعلم الطالب وهي خطط يتم إتباعها للوصول إلى أهداف التعلم. أي تصف جميع الأنشطة الصفية واللاصفية لتحقيق نتائج التعلم للبرنامج.

نموذج وصف البرنامج الأكاديمي

اسم الجامعة: جامعة بابل.....
الكلية/ المعهد: كلية طب الاسنان.....
القسم العلمي: قسم ..العلوم الاساسية.....
اسم البرنامج الأكاديمي او المهني: (2+2)DePai300002.....
اسم الشهادة النهائية: بكالوريوس في طب وجراحة الفم والاسنان.....
النظام الدراسي: كورسات
تاريخ اعداد الوصف: ٢٠٢٤/٢/٦
تاريخ ملء الملف: ٢٠٢٤/٢/٦

التوقيع :
اسم المعاون العلمي:
التاريخ :

التوقيع :
اسم رئيس القسم:
التاريخ :

دقق الملف من قبل
شعبة ضمان الجودة والأداء الجامعي
اسم مدير شعبة ضمان الجودة والأداء الجامعي:
التاريخ
التوقيع

مصادقة السيد العميد

١. رؤية البرنامج

تذكر رؤية البرنامج كما هو مذكور في نشرة الجامعة وموقعها الإلكتروني.

٢. رسالة البرنامج

تذكر رسالة البرنامج كما هو مذكور في نشرة الجامعة وموقعها الإلكتروني.

٣. اهداف البرنامج

١. أهداف البرنامج الأكاديمي -١- السعي الى مستوى الخدمات الطبية المقدمة للموظفين من خلال تخريج أطباء أسنان كفؤين للعمل في المؤسسات الحكومية

٢-تقديم خدمات طبية تخصصية من خلال العيادات التعليمية الاستشارية في الكلية .

٣-رفع المستوى العلمي للطلبة والتدريسيين من خلال تشجيع البحوث العلمية وأرسالهم في بعثات خارج العراق.

٤-العمل على رفع المستوى الثقافي للمواطنين من خلال الندوات العامة ووسائل الاعلام .

٥-فتح الدراسات العليا في كافة الامراض المتعلقة طب الاسنان .

٦-أنشاء وحدات طبية متخصصة معالجة التشوهات الخلقية والامراض العامة .

٤. الاعتماد البرامجي

هل البرنامج حاصل على الاعتماد البرامجي ؟ ومن اي جهة ؟

٥. المؤثرات الخارجية الأخرى

هل هناك جهة راعية للبرنامج ؟

٦. هيكلية البرنامج

| ملاحظات * | النسبة المئوية | وحدة دراسية | عدد المقررات | هيكل البرنامج |
|-----------|----------------|-------------|--------------|-----------------|
| | | ٣٠ ساعة | ٢ | متطلبات المؤسسة |
| | | ٣٠ ساعة | ٢ | متطلبات الكلية |

| | | | | |
|--|--|--|--------------|----------------|
| | | | المقرر أساسي | متطلبات القسم |
| | | | لايوجد | التدريب الصيفي |
| | | | لايوجد | أخرى |

* ممكن ان تتضمن الملاحظات فيما اذا كان المقرر أساسي او اختياري .

| ٧. وصف البرنامج | | | | |
|------------------|------|----------------------|----------------------|-----------------|
| الساعات المعتمدة | | اسم المقرر أو المساق | رمز المقرر أو المساق | السنة / المستوى |
| عملي | نظري | | | |
| ٣٠ | ٣٠ | علم الامراض العامة | DePai300002(2+2) | المرحلة الثالثة |

| ٨. مخرجات التعلم المتوقعة للبرنامج | |
|--|--|
| المعرفة | |
| ١- أن يفهم الطالب المفاهيم الحديثة وتطور المعرفة في مجال علم الامراض ٢- أن يصنف العلاقة بين الامراض الني تصيب الجسم والفم وطرق التشخيص المتبعة ٣- أن يحدد الطرق المتبعة والخطوات المطلوب لتشخيص الامراض المختلفة ٤- أن يطبق الاساليب الحديثة في تحديد الحالات المرضية للأسنان وامراض الفم | |
| المهارات | |
| ١ - ان يحدد الطالب الانواع المختلفة من العينات المستخدمة في التشخيص المرضي ٢ - ان يميز الطالب بين انواع الخزع النسيجية وطريقه استخدامها في التشخيص النسيجي ٣ - ان يفرق بين الانواع المتعددة من التغيرات الشكلية والوظيفية للخلايا والانسجة وعلاقتها بالأمراض التي تصيب الجسم | |
| القيم | |
| ١ - مهارة التفكير حسب قدرة الطالب لكي يعتمد الطالب على قدراته في التفكير بشكل معقول ٢ - فهم متى وكيف وماذا وكيف يفكر على تحسين القدرة على التفكير ٣ - مهارة التفكير العالية لكي يتعلم الطالب التفكير جيدا قبل أيتخذ القرار بنفسه ٤ - استراتجية التفكير الناقد في التعليم | |

| ٩. استراتيجيات التعليم والتعلم | |
|--------------------------------|--------------------------------|
| ١ - | طريقة القاء المحاضرات . |
| ٢ - | Student Center |
| ٣ - | Team Project الجامعات الطلابية |

- ٤- Work Shop ورش العمل
- ٥- الرحلات العلمية للتعرف على الحالات المتعددة لأمراض الجسم عامة والفم خاصة
- ٦- Learning Technologies on Campus التعلم الإلكتروني داخل الحرم الجامعي برفع المحاضرات على الموقع الإلكتروني للكلية الخاص بمحاضرات التدريسين في الكلية
- ٧- Experimental Learning التعلم التجريبي وفي كليتنا التجارب المختبرية والعيادات التعليمية
- ٨- (Application Learning) تطبيق التعليم التطبيقي وفي كليتنا ضمن برنامج التدريب الصيفي للطلبة

١٠. طرائق التقييم

- ١- إجراء الاختبارات النظرية والعملية
- ٢- اللقاء السمنارات من قبل الطلبة ضمن المقرر الدراسي
- ٣- التغذية الراجعة من قبل الطلبة ضمن الاستمارات المحددة للتقييم
- ٤- مثلث التعلم

١١. الهيئة التدريسية

أعضاء هيئة التدريس

| الرتبة العلمية | | التخصص | | المتطلبات/الاد مهارات الخاصة (ان وجدت) | اعداد الهيئة التدريسية |
|--------------------------|----------------------------|----------------------|-------|--|------------------------|
| عام | خاص | ملاك | محاضر | | |
| استاذ دكتور علي زكي ناجي | بكلوريوس طب وجراحة عامة | بوردا امراض نسيجية | ملاك | | |
| مدرس عمار عيسى مهدي | بكلوريوس طب وجراحة عامة | ماجستير امراض نسيجية | ملاك | | |

التطوير المهني

توجيه أعضاء هيئة التدريس الجدد

- ١- تطوير مهارات العلمية والتعلمية لاعضاء الهيئة التدريسية الجدد
- ٢- التغذية الراجعة من الطلاب

٣- إجراء الامتحانات العملية في العيادات التعليمية للحالات المرضية في كافة تخصصات طب الاسنان
٤- مثلث التعليم

التطوير المهني لأعضاء هيئة التدريس

- ١ - المهارات العامة والتأهيلية المنقولة (المهارات الأخرى المتعلقة بقابلية التوظيف والتطور الشخصي).
- ٢-التواصل اللفظي
- قادر على الكلام بثقه والتعبير بشكل افضل بكل ثقه
- ٣- العمل الجماعي (العمل بثقة ضمن مجموعة)
- ٤-- التحليل والتحقيق جمع المعلومات بشكل منهجي وعلمي لتأسيس الحقائق والمبادئ لحل مشكلة الامراض السارية والاورام
- ٥-التخطيط والتنظيم :القدرة على التخطيط للأنشطة وتنفيذها على نحو فعال لمزاولة العمل في المختبرات التعليمية لعلم الأمراض .
- ٦-المرونة:التكيف بنجاح مع الأوضاع المتغيرة والبيئات المختلفة كالتعرف على استخدام العديد من الأجهزة والطرق المستخدمة لتشخيص الأمراض .
- ٧-أدارة الوقت :أدارة الوقت بفعالية وتحديد أولويات المهام والقدرة على العمل بمواعيد محسوبة بدقة ومحددة مسبقا.

١٢. معيار القبول

(وضع الأنظمة المتعلقة بالالتحاق بالكلية أو المعهد سواء قبول مركزي او أخرى تذكر)

١٣. أهم مصادر المعلومات عن البرنامج

- 1-Robbins and Cotran , 2017 .Pathologic basis of disease, 10th edition. Elsevier Saunders
- 2-Muris text book of pathology, 2014. 14 edition.

١٤. خطة تطوير البرنامج

خطة تطوير المقرر الدراسي لمادة امراض هو ١٠%

مخطط مهارات البرنامج

| مخرجات التعلم المطلوبة من البرنامج | | | | | | | | | | | | اساسي أم اختياري | اسم المقرر | رمز المقرر | السنة / المستوى |
|------------------------------------|----|----|----|----------|----|----|----|---------|----|----|----|------------------|--------------------|----------------------|-----------------|
| القيم | | | | المهارات | | | | المعرفة | | | | | | | |
| ج٤ | ج٣ | ج٢ | ج١ | ب٤ | ب٣ | ب٢ | ب١ | أ٤ | أ٣ | أ٢ | أ١ | | | | |
| * | * | * | * | * | * | * | * | * | * | * | * | اساسي | علم الامراض العامة | DePai3000 02(2+2) | كورسات |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | |

• يرجى وضع اشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقييم

نموذج وصف المقرر

| |
|--|
| ١. اسم المقرر : امراض عامة |
| ٢. رمز المقرر : (2+2)DePai300002 |
| ٣. الفصل / السنة : كورسات |
| ٤. تاريخ إعداد هذا الوصف : ٢٠٢٤/٢/٦ |
| ٥. أشكال الحضور المتاحة : اسبوعي |
| ٦. عدد الساعات الدراسية (الكلي)/ عدد الوحدات (الكلي) : ٤ ساعات اسبوعي |
| ٧. اسم مسؤول المقرر الدراسي (اذا اكثر من اسم يذكر) الاسم: استاذ الدكتور علي زكي ناجي الأيمل : |
| ٨. اهداف المقرر |
| <p>اهداف المادة الدراسية</p> <p>١. عند اكمال المقرر علم الامراض يتمكن الطالب ان:</p> <p>١-يتعرف على كافة المفاهيم الأساسية لعلم الامراض</p> <p>٢-يتعرف الطالب على التغيرات التي تصاحب الامراض في شكل الخلية ووظائفها</p> <p>٣-يميز الطالب بين الانواع المختلفة من الامراض (وراثية – التهابية – اورام)</p> <p>٤- يتعرف الطالب على المسببات المرضية وكيفية تطور المرض منذ بدء الاصابة وحتى ظهور الاعراض</p> <p>٥-يتعرف على النظريات العلمية المتعلقة بنشوء الاورام بأنواعها المختلفة.</p> <p>٦- يميز الطالب بين الانواع المختلفة من المواد المسرطنة وطريقة عملها والسبل الازمة لتجنبها</p> <p>٧- يطلع الطالب على الامراض المهمة والشائعة للجهاز التنفسي كأمرض الربو – التدرن – الامراض الناتجة عن الملوثات الصناعية كذلك الاورام وغيرها .</p> <p>٨-يتعرف الطالب على امراض القلب والاعوية الدموية وعن انواع الذبحة الصدرية والجلطة القلبية وامراض القلب الروماتيزمية وكذلك التغيرات في الاعوية الدموية المصاحبة لحالات ارتفاع ضغط الدم والسكري والتعرف على الاورام المختلفة والتي تصيب الاعوية الدموية</p> <p>٩-يتعرف الطالب على امراض المريء المختلفة من الالتهابات والاورام</p> <p>١٠- يطلع الطالب على امراض المعدة من قرح بانواعها والتهابات مختلفة وكذلك الاورام المتنوعة التي قد تصيب هذا العضو</p> <p>١١- يميز بين الانواع المختلفة من امراض الامعاء الدقيقة والغليظة الخلقية منها والمكتسبة</p> <p>١٢- يميز بين انواع امراض العقد اللمفاوية ويتعرف على اهم انواع الاورام التي تصيب هذه الغدد</p> <p>١٣- يتعرف على الامراض الفيروسية والاورام التي تصيب الكبد</p> |

١٤- يطلع على الطرق التشخيصية المستخدمة في المختبرات لغرض تشخيص الامراض الالتهابية والاورام.

١٥- التعرف على الكيفية التي تحضر بها الشرائح الزجاجية للفحص النسيجي الروتيني باستعمال مكعبات شمع البارافين الخاصة بالمجهر الضوئي.

١٦- التعرف على كيفية تحضير الشرائح الخاصة بفحوصات المجهر الالكتروني

١٧- يتعرف الطالب على الصبغات المختلفة المستعملة في مختبرات الفحص النسيجي من الصبغات الروتينية (الهيماتوكسلين – ايوسين) وكذلك المعلمات المناعية المختلفة.

١٨- التعرف على التقنيات الحديثة في التشخيص المختبري للأورام والامراض الوراثية مثل ال , FISH CISH

١٩- يتعلم الطرق الصحيحة في حفظ وارشفة الشرائح والزجاجية وكذلك التقارير الطبية .

٢- يتعرف على انواع الخزع النسيجية المختلفة وكيفية التعامل معها والطرق والتدابير اللازم اتباعها للمحافظة على سلامته والعاملين معه في هذا الحقل من خطر الاصابة بالعدوى او التأثيرات الجانبية للمواد الكيماوية المختلفة الموجودة في المختبر.

٩. استراتيجيات التعليم والتعلم

١- طريقة لقاء المحاضرات.

٢- التطبيقات المختبرية في المختبرات للعلوم الأساسية .

٣- التطبيقات العلمية في العيادات التعليمية لأمراض المتخصصة طب الاسنان

٤- الحلقات الدراسية

١٠. بنية المقرر

| الأسبوع | الساعات | مخرجات التعلم المطلوبة | اسم الوحدة او الموضوع | طريقة التعلم | طريقة التقييم |
|----------------------------|---------------------|---|-----------------------|--------------------------------------|--|
| مفاهيم عامة عن علم الأمراض | حسب الجدول الأسبوعي | الطالب يميز بين المفاهيم العامة في علم الأمراض وكذلك الخصائص العامة للأمراض | علم الامراض | محاضرات النظرية والمختبرات التعليمية | الامتحانات النظرية والعملية والحلقات الدراسية وكذلك التغذية الراجعة من الطلبة ومثلث التعلم |

١١. تقييم المقرر

توزيع الدرجة من ١٠٠ على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير الخ

١٢. مصادر التعلم والتدريس

الكتب المقررة المطلوبة (المنهجية) Robbins and Cotran , 2017 .Pathologic basis of

| | |
|---|---|
| disease, 10th edition. Elsevier Saunders | (وجدت) |
| <p>1-Muris text book of pathology, 2014. 14 edition.</p> <p>2-J.C.E. 2006 General and systematic pathology, 4th edition. Underwood</p> <p>3-Rosi and Ackerman 2010. Manual of Surgical pathology . 9th edition. Mosby.</p> <p>4-V. Krishna 2004 . Text book of pathology. 1st edition. Orient Longman.</p> <p>5-B.K.B. Berkovitz 2005 . Oral Anatomy, histology and embryology.3rd edition. Mosby</p> | المراجع الرئيسية (المصادر) |
| أقامه الندوات العلمية في العديد من تخصصات طب الاسنان والعلوم الأساسية وبضمنها علم الامراض والنسيج المرضي | الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير....) |
| | المراجع الإلكترونية ، مواقع الانترنت |



وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي
قسم الاعتماد

دليل وصف البرنامج الأكاديمي والمقرر

2024

المقدمة:

يُعد البرنامج التعليمي بمثابة حزمة منسقة ومنظمة من المقررات الدراسية التي تشتمل على إجراءات وخبرات تنظم بشكل مفردات دراسية الغرض الأساس منها بناء وصقل مهارات الخريجين مما يجعلهم مؤهلين لتلبية متطلبات سوق العمل يتم مراجعته وتقييمه سنوياً عبر إجراءات وبرامج التدقيق الداخلي أو الخارجي مثل برنامج الممتحن الخارجي.

يقدم وصف البرنامج الأكاديمي ملخص موجز للسمات الرئيسة للبرنامج ومقرراته مبيناً المهارات التي يتم العمل على اكسابها للطلبة مبنية على وفق اهداف البرنامج الأكاديمي وتتجلى أهمية هذا الوصف لكونه يمثل الحجر الأساس في الحصول على الاعتماد البرامجي ويشترك في كتابته الملاكات التدريسية بإشراف اللجان العلمية في الأقسام العلمية.

ويتضمن هذا الدليل بنسخته الثانية وصفاً للبرنامج الأكاديمي بعد تحديث مفردات وفقرات الدليل السابق في ضوء مستجدات وتطورات النظام التعليمي في العراق والذي تضمن وصف البرنامج الأكاديمي بشكلها التقليدي نظام (سنوي، فصلي) فضلاً عن اعتماد وصف البرنامج الأكاديمي المعمم بموجب كتاب دائرة الدراسات ت م ٢٩٠٦/٣ في ٢٠٢٣/٥/٣ فيما يخص البرامج التي تعتمد مسار بولونيا أساساً لعملها.

وفي هذا المجال لا يسعنا إلا أن نؤكد على أهمية كتابة وصف البرامج الأكاديمية والمقررات الدراسية لضمان حسن سير العملية التعليمية.

مفاهيم ومصطلحات:

وصف البرنامج الأكاديمي: يوفر وصف البرنامج الأكاديمي إيجازاً مقتضباً لرؤيته ورسالته وأهدافه متضمناً وصفاً دقيقاً لمخرجات التعلم المستهدفة على وفق استراتيجيات تعلم محددة.

وصف المقرر: يوفر إيجازاً مقتضباً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنأ عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ويكون مشتق من وصف البرنامج.

رؤية البرنامج: صورة طموحة لمستقبل البرنامج الأكاديمي ليكون برنامجاً متطوراً وملهماً ومحفزاً وواقعياً وقابلاً للتطبيق.

رسالة البرنامج: توضح الأهداف والأنشطة اللازمة لتحقيقها بشكل موجز كما يحدد مسارات تطور البرنامج واتجاهاته.

اهداف البرنامج: هي عبارات تصف ما ينوي البرنامج الأكاديمي تحقيقه خلال فترة زمنية محددة وتكون قابلة للقياس والملاحظة.

هيكلية المنهج: كافة المقررات الدراسية / المواد الدراسية التي يتضمنها البرنامج الأكاديمي على وفق نظام التعلم المعتمد (فصلي، سنوي، مسار بولونيا) سواء كانت متطلب (وزارة، جامعة، كلية وقسم علمي) مع عدد الوحدات الدراسية.

مخرجات التعلم: مجموعة متوافقة من المعارف والمهارات والقيم التي اكتسبها الطالب بعد انتهاء البرنامج الأكاديمي بنجاح ويجب أن يُحدد مخرجات التعلم لكل مقرر بالشكل الذي يحقق اهداف البرنامج.

استراتيجيات التعليم والتعلم: بأنها الاستراتيجيات المستخدمة من قبل عضو هيئة التدريس لتطوير تعليم وتعلم الطالب وهي خطط يتم إتباعها للوصول إلى أهداف التعلم. أي تصف جميع الأنشطة الصفية واللاصفية لتحقيق نتائج التعلم للبرنامج.

نموذج وصف البرنامج الأكاديمي

اسم الجامعة: جامعة بابل.....
الكلية/ المعهد: كلية طب الاسنان.....
القسم العلمي: قسم ..العلوم الاساسية.....
اسم البرنامج الأكاديمي او المهني: (2+2)DePai300002.....
اسم الشهادة النهائية: بكالوريوس في طب وجراحة الفم والاسنان.....
النظام الدراسي: كورسات
تاريخ اعداد الوصف: ٢٠٢٤/٢/٦
تاريخ ملء الملف: ٢٠٢٤/٢/٦

التوقيع :
اسم المعاون العلمي:
التاريخ :

التوقيع :
اسم رئيس القسم:
التاريخ :

دقق الملف من قبل
شعبة ضمان الجودة والأداء الجامعي
اسم مدير شعبة ضمان الجودة والأداء الجامعي:
التاريخ
التوقيع

مصادقة السيد العميد

١. رؤية البرنامج

تذكر رؤية البرنامج كما هو مذكور في نشرة الجامعة وموقعها الإلكتروني.

٢. رسالة البرنامج

تذكر رسالة البرنامج كما هو مذكور في نشرة الجامعة وموقعها الإلكتروني.

٣. اهداف البرنامج

١. أهداف البرنامج الأكاديمي -١- السعي الى مستوى الخدمات الطبية المقدمة للموظفين من خلال تخريج أطباء أسنان كفؤين للعمل في المؤسسات الحكومية

٢-تقديم خدمات طبية تخصصية من خلال العيادات التعليمية الاستشارية في الكلية .

٣-رفع المستوى العلمي للطلبة والتدريسيين من خلال تشجيع البحوث العلمية وأرسالهم في بعثات خارج العراق.

٤-العمل على رفع المستوى الثقافي للمواطنين من خلال الندوات العامة ووسائل الاعلام .

٥-فتح الدراسات العليا في كافة الامراض المتعلقة طب الاسنان .

٦-أنشاء وحدات طبية متخصصة معالجة التشوهات الخلقية والامراض العامة .

٤. الاعتماد البرامجي

هل البرنامج حاصل على الاعتماد البرامجي ؟ ومن اي جهة ؟

٥. المؤثرات الخارجية الأخرى

هل هناك جهة راعية للبرنامج ؟

٦. هيكلية البرنامج

| ملاحظات * | النسبة المئوية | وحدة دراسية | عدد المقررات | هيكل البرنامج |
|-----------|----------------|-------------|--------------|-----------------|
| | | ٣٠ ساعة | ٢ | متطلبات المؤسسة |
| | | ٣٠ ساعة | ٢ | متطلبات الكلية |

| | | | | |
|--|--|--|--------------|----------------|
| | | | المقرر أساسي | متطلبات القسم |
| | | | لا يوجد | التدريب الصيفي |
| | | | لا يوجد | أخرى |

* ممكن ان تتضمن الملاحظات فيما اذا كان المقرر أساسي او اختياري .

| ٧. وصف البرنامج | | | | |
|------------------|------|----------------------|----------------------|-----------------|
| الساعات المعتمدة | | اسم المقرر أو المساق | رمز المقرر أو المساق | السنة / المستوى |
| عملي | نظري | | | |
| ٣٠ | ٣٠ | علم الامراض العامة | DePai300002(2+2) | المرحلة الثالثة |

| ٨. مخرجات التعلم المتوقعة للبرنامج | |
|--|--|
| المعرفة | |
| ١- أن يفهم الطالب المفاهيم الحديثة وتطور المعرفة في مجال علم الامراض ٢- أن يصنف العلاقة بين الامراض الني تصيب الجسم والفم وطرق التشخيص المتبعة ٣- أن يحدد الطرق المتبعة والخطوات المطلوب لتشخيص الامراض المختلفة ٤- أن يطبق الاساليب الحديثة في تحديد الحالات المرضية للأسنان وامراض الفم | |
| المهارات | |
| ١ - ان يحدد الطالب الانواع المختلفة من العينات المستخدمة في التشخيص المرضي ٢ - ان يميز الطالب بين انواع الخزع النسيجية وطريقه استخدامها في التشخيص النسيجي ٣ - ان يفرق بين الانواع المتعددة من التغيرات الشكلية والوظيفية للخلايا والانسجة وعلاقتها بالأمراض التي تصيب الجسم | |
| القيم | |
| ١ - مهارة التفكير حسب قدرة الطالب لكي يعتمد الطالب على قدراته في التفكير بشكل معقول ٢ - فهم متى وكيف وماذا وكيف يفكر على تحسين القدرة على التفكير ٣ - مهارة التفكير العالية لكي يتعلم الطالب التفكير جيدا قبل أيتخذ القرار بنفسه ٤ - استراتجية التفكير الناقد في التعليم | |

| ٩. استراتيجيات التعليم والتعلم | |
|--------------------------------|--------------------------------|
| ١ - | طريقة القاء المحاضرات . |
| ٢ - | Student Center |
| ٣ - | Team Project الجامعات الطلابية |

- ٤- Work Shop ورش العمل
- ٥- الرحلات العلمية للتعرف على الحالات المتعددة لأمراض الجسم عامة والفم خاصة
- ٦- Learning Technologies on Campus التعلم الإلكتروني داخل الحرم الجامعي برفع المحاضرات على الموقع الإلكتروني للكلية الخاص بمحاضرات التدريسين في الكلية
- ٧- Experimental Learning التعلم التجريبي وفي كليتنا التجارب المختبرية والعيادات التعليمية
- ٨- (Application Learning) تطبيق التعليم التطبيقي وفي كليتنا ضمن برنامج التدريب الصيفي للطلبة

١٠. طرائق التقييم

- ١- إجراء الاختبارات النظرية والعملية
- ٢- اللقاء السمنارات من قبل الطلبة ضمن المقرر الدراسي
- ٣- التغذية الراجعة من قبل الطلبة ضمن الاستمارات المحددة للتقييم
- ٤- مثلث التعلم

١١. الهيئة التدريسية

أعضاء هيئة التدريس

| الرتبة العلمية | | التخصص | | المتطلبات/الامهارات الخاصة (ان وجدت) | | اعداد الهيئة التدريسية | |
|--------------------------|-------------------------|----------------------|--|--------------------------------------|-------|------------------------|--|
| عام | خاص | | | ملاك | محاضر | | |
| استاذ دكتور علي زكي ناجي | بكلوريوس طب وجراحة عامة | بوردا امراض نسيجية | | ملاك | | | |
| مدرس عمار عيسى مهدي | بكلوريوس طب وجراحة عامة | ماجستير امراض نسيجية | | ملاك | | | |

التطوير المهني

توجيه أعضاء هيئة التدريس الجدد

- ١- تطوير مهارات العلمية والتعلمية لاعداء الهيئة التدريسية الجدد
- ٢- التغذية الراجعة من الطلاب

٣- إجراء الامتحانات العملية في العيادات التعليمية للحالات المرضية في كافة تخصصات طب الاسنان
٤- مثلث التعليم

التطوير المهني لأعضاء هيئة التدريس

- ١ - المهارات العامة والتأهيلية المنقولة (المهارات الأخرى المتعلقة بقابلية التوظيف والتطور الشخصي).
- ٢-التواصل اللفظي
- قادر على الكلام بثقه والتعبير بشكل افضل بكل ثقه
- ٣- العمل الجماعي (العمل بثقة ضمن مجموعة)
- ٤-- التحليل والتحقيق جمع المعلومات بشكل منهجي وعلمي لتأسيس الحقائق والمبادئ لحل مشكلة الامراض السارية والاورام
- ٥-التخطيط والتنظيم :القدرة على التخطيط للأنشطة وتنفيذها على نحو فعال لمزاولة العمل في المختبرات التعليمية لعلم الأمراض .
- ٦-المرونة:التكيف بنجاح مع الأوضاع المتغيرة والبيئات المختلفة كالتعرف على استخدام العديد من الأجهزة والطرق المستخدمة لتشخيص الأمراض .
- ٧-أدارة الوقت :أدارة الوقت بفعالية وتحديد أولويات المهام والقدرة على العمل بمواعيد محسوبة بدقة ومحددة مسبقا.

١٢. معيار القبول

(وضع الأنظمة المتعلقة بالالتحاق بالكلية أو المعهد سواء قبول مركزي او أخرى تذكر)

١٣. أهم مصادر المعلومات عن البرنامج

- 1-Robbins and Cotran , 2017 .Pathologic basis of disease, 10th edition. Elsevier Saunders
- 2-Muris text book of pathology, 2014. 14 edition.

١٤. خطة تطوير البرنامج

خطة تطوير المقرر الدراسي لمادة امراض هو ١٠%

مخطط مهارات البرنامج

| مخرجات التعلم المطلوبة من البرنامج | | | | | | | | | | | | اساسي أم اختياري | اسم المقرر | رمز المقرر | السنة / المستوى |
|------------------------------------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|------------------|--------------------|----------------------|-----------------|
| القيم | | | | المهارات | | | | المعرفة | | | | | | | |
| ج ٤ | ج ٣ | ج ٢ | ج ١ | ب ٤ | ب ٣ | ب ٢ | ب ١ | أ ٤ | أ ٣ | أ ٢ | أ ١ | | | | |
| * | * | * | * | * | * | * | * | * | * | * | * | اساسي | علم الامراض العامة | DePai3000 02(2+2) | كورسات |
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• يرجى وضع اشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقييم

نموذج وصف المقرر

| |
|--|
| ١. اسم المقرر : امراض عامة |
| ٢. رمز المقرر : (2+2)DePai300002 |
| ٣. الفصل / السنة : كورسات |
| ٤. تاريخ إعداد هذا الوصف : ٢٠٢٤/٢/٦ |
| ٥. أشكال الحضور المتاحة : اسبوعي |
| ٦. عدد الساعات الدراسية (الكلي) / عدد الوحدات (الكلي) : ٤ ساعات اسبوعي |
| ٧. اسم مسؤول المقرر الدراسي (اذا اكثر من اسم يذكر) الاسم: استاذ الدكتور علي زكي ناجي الأيمل : |
| ٨. اهداف المقرر |
| <p>اهداف المادة الدراسية</p> <p>١. عند اكمال المقرر علم الامراض يتمكن الطالب ان:</p> <p>١-يتعرف على كافة المفاهيم الأساسية لعلم الامراض</p> <p>٢-يتعرف الطالب على التغيرات التي تصاحب الامراض في شكل الخلية ووظائفها</p> <p>٣-يميز الطالب بين الانواع المختلفة من الامراض (وراثية – التهابية – اورام)</p> <p>٤- يتعرف الطالب على المسببات المرضية وكيفية تطور المرض منذ بدء الاصابة وحتى ظهور الاعراض</p> <p>٥-يتعرف على النظريات العلمية المتعلقة بنشوء الاورام بأنواعها المختلفة.</p> <p>٦- يميز الطالب بين الانواع المختلفة من المواد المسرطنة وطريقة عملها والسبل الازمة لتجنبها</p> <p>٧- يطلع الطالب على الامراض المهمة والشائعة للجهاز التنفسي كأمرض الربو – التدرن – الامراض الناتجة عن الملوثات الصناعية كذلك الاورام وغيرها .</p> <p>٨-يتعرف الطالب على امراض القلب والاعوية الدموية وعن انواع الذبحة الصدرية والجلطة القلبية وامراض القلب الروماتيزمية وكذلك التغيرات في الاعوية الدموية المصاحبة لحالات ارتفاع ضغط الدم والسكري والتعرف على الاورام المختلفة والتي تصيب الاعوية الدموية</p> <p>٩-يتعرف الطالب على امراض المريء المختلفة من الالتهابات والاورام</p> <p>١٠- يطلع الطالب على امراض المعدة من قرح بانواعها والتهابات مختلفة وكذلك الاورام المتنوعة التي قد تصيب هذا العضو</p> <p>١١- يميز بين الانواع المختلفة من امراض الامعاء الدقيقة والغليظة الخلقية منها والمكتسبة</p> <p>١٢- يميز بين انواع امراض العقد اللمفاوية ويتعرف على اهم انواع الاورام التي تصيب هذه الغدد</p> <p>١٣- يتعرف على الامراض الفيروسية والاورام التي تصيب الكبد</p> |

١٤- يطلع على الطرق التشخيصية المستخدمة في المختبرات لغرض تشخيص الامراض الالتهابية والاورام.

١٥- التعرف على الكيفية التي تحضر بها الشرائح الزجاجية للفحص النسيجي الروتيني باستعمال مكعبات شمع البارافين الخاصة بالمجهر الضوئي.

١٦- التعرف على كيفية تحضير الشرائح الخاصة بفحوصات المجهر الالكتروني

١٧- يتعرف الطالب على الصبغات المختلفة المستعملة في مختبرات الفحص النسيجي من الصبغات الروتينية (الهيماتوكسلين – ايوسين) وكذلك المعلمات المناعية المختلفة.

١٨- التعرف على التقنيات الحديثة في التشخيص المختبري للأورام والامراض الوراثية مثل ال , FISH CISH

١٩- يتعلم الطرق الصحيحة في حفظ وارشفة الشرائح والزجاجية وكذلك التقارير الطبية .

٢- يتعرف على انواع الخزع النسيجية المختلفة وكيفية التعامل معها والطرق والتدابير اللازم اتباعها للمحافظة على سلامته والعاملين معه في هذا الحقل من خطر الاصابة بالعدوى او التأثيرات الجانبية للمواد الكيماوية المختلفة الموجودة في المختبر.

٩. استراتيجيات التعليم والتعلم

١- طريقة لقاء المحاضرات.

٢- التطبيقات المختبرية في المختبرات للعلوم الأساسية .

٣- التطبيقات العلمية في العيادات التعليمية لأمراض المتخصصة طب الاسنان

٤- الحلقات الدراسية

١٠. بنية المقرر

| الأسبوع | الساعات | مخرجات التعلم المطلوبة | اسم الوحدة او الموضوع | طريقة التعلم | طريقة التقييم |
|----------------------------|---------------------|---|-----------------------|--|--|
| مفاهيم عامة عن علم الأمراض | حسب الجدول الأسبوعي | الطالب يميز بين المفاهيم العامة في علم الأمراض وكذلك الخصائص العامة للأمراض | علم الامراض | المحاضرات النظرية والمختبرات التعليمية | الامتحانات النظرية والعملية والحلقات الدراسية وكذلك التغذية الراجعة من الطلبة ومثلث التعلم |

١١. تقييم المقرر

توزيع الدرجة من ١٠٠ على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير الخ

١٢. مصادر التعلم والتدريس

الكتب المقررة المطلوبة (المنهجية) Robbins and Cotran , 2017 .Pathologic basis of

| | |
|---|---|
| disease, 10th edition. Elsevier Saunders | (وجدت) |
| <p>1-Muris text book of pathology, 2014. 14 edition.</p> <p>2-J.C.E. 2006 General and systematic pathology, 4th edition. Underwood</p> <p>3-Rosi and Ackerman 2010. Manual of Surgical pathology . 9th edition. Mosby.</p> <p>4-V. Krishna 2004 . Text book of pathology. 1st edition. Orient Longman.</p> <p>5-B.K.B. Berkovitz 2005 . Oral Anatomy, histology and embryology.3rd edition. Mosby</p> | المراجع الرئيسية (المصادر) |
| أقامه الندوات العلمية في العديد من تخصصات طب الاسنان والعلوم الأساسية وبضمنها علم الامراض والنسيج المرضي | الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير....) |
| | المراجع الإلكترونية ، مواقع الانترنت |

*Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific Evaluation Directorate
Quality Assurance and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form For The Academic

*University: **University of Babylon**
College: **College of Dentistry**
Number Of Departments In The College: **7**
Date Of Form Completion: **October 1st. 2023***

Dean's Name

Dean's Assistant For Scientific Affairs

The College Quality Assurance And University Performance Manager

Date: / /

Date: / /

Date: / /

Signature

Signature

Signature

Quality Assurance And University Performance Manager Date:

/ /

Signature

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAM REVIEW

COURSE SPECIFICATION

2nd. Semester course (15 weeks) in 5th. Year will provide information for crown and bridge work diagnosis, management and basic bridge designs for the fixed prosthodontics (fixed replacements of missed teeth)

| | |
|---|---|
| 1. Teaching Institution | University of Babylon/College of Dentistry |
| 2. University Department/Centre | Faculty of Dentistry |
| 3. Course title/code | Clinical Crown and Bridge Conservative 5 th . 2 nd . course |
| 4. Modes of Attendance offered | In Office Hands on course |
| 5. Semester/Year | Fifth/ 2nd. semester |
| 6. Number of hours tuition (total) | Theory:1 Clinical:4 |
| 7. Date of production/revision of this specification | 1/10/2023 |
| 8. Aims of the Course | |
| In the End of this course students must have :- | |
| 1- Basic Knowledge about the designs and clinical steps of Crown & Bridge work. | |
| 2- Information about impression techniques and materials for fixed bridges | |
| 3- Clinical training for the skills of the above treatments. | |
| | |

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| 10.LearningOutcomes,Teaching,LearningandAssessment Methods |
| <p>A. Cognitive goals: To enable students to gain Medical and dental Knowledge of:</p> <p>A1.Basic Knowledge about the designs and clinical steps of Crown & Bridge work.</p> <p>A2.Information about impression techniques and materials for fixed bridges</p> <p>A3.Clinical training for the skills of the above treatments.</p> <p>A4.the impact of social factors on oral health and disease.</p> <p>A5. the basic scientific and ethical principles of clinical research.</p> |
| <p>B.The skills goals special to the programme.</p> <p>B1. To enable students to apply scientific methods to the practice of dentistry for the identification of problems, data collection, hypothesis formulation, and the application of deductive reasoning to problem solving, clinical reasoning, and decision-making.</p> <p>B2. To successfully integrate collected clinical information to carry out appropriate diagnostic and treatment plans for patients across the broad spectrum of acute and chronic conditions.</p> <p>B3. To perform basic risk assessments and formulate plans to promote patient wellbeing.</p> |
| TeachingandLearningMethods |
| <ul style="list-style-type: none"> • A data show projector is used for direct lectures • Microsoft power point for lecture presentations • Live demonstrations • Preclinical and clinical training with direct supervision • Group Seminars , group meeting, instructions and Discussion • Graduation Research |
| Assessmentmethods |
| <ul style="list-style-type: none"> • Participation & Activity • Quizzes Written Examinations • Mid Exam • Practical/clinical Assessments and Practical/clinical Examinations • Final Examination: Theory 40% and Practical or clinical 20% • Committee discussion of seminars and graduation research |
| <p>C. Affective and value goals</p> <p>C1. To affectively counsel and educate patients and their families.</p> <p>C2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.</p> <p>C3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.</p> |
| TeachingandLearningMethods |

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|---|
| External tours like: schools, institutes of special needs, social organizations and rural areas |
| Assessment methods |
| Doing surveys, patient education and Oral hygiene instructions |
| D. General and Transferable Skills (other skills relevant to employability and personal development) |
| D1. To affectively counsel and educate patients and their families. |
| D2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making. |
| D3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team. |
| D4. To work collaboratively and effectively in inter-professional team |

| 10. Course Structure | | | | | |
|----------------------|-------|------|---|-------------------------|----------------------|
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| 1 | 1 | | Terminology, definition of fixed partial denture, Effect of Tooth Loss, Comparison with R.P.D | Lecture hall and clinic | Written and clinical |
| 2 | 1 | | Types of Fixed Bridge including Basic Bridge Design | Lecture hall and clinic | Written and clinical |
| 3 | 1 | | Components of Fixed Bridge | Lecture hall and clinic | Written and clinical |
| 4 | 1 | | Clinical Consideration for Bridge Construction.- _Abutment Tooth (evaluation and selection) _Crown/Root Ratio. _Splinting of teeth. _Patient Occlusal Status. _General Factors. | Lecture hall and clinic | Written and clinical |
| 5 | 1 | | Principles of Bridge Design (Bridge design for Single and Multiple replacements) | Lecture hall and clinic | Written and clinical |
| 6 | 1 | | Clinical Situations affecting Bridge Design; (Post. Tilted Abutments, Span Length, Pier Abut., Arch Curvature) | Lecture hall and clinic | Written and clinical |
| 7 | 1 | | Diagnosis And Treatment Plan. | Lecture hall and clinic | Written and clinical |

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|-----------|---|--|--|-------------------------|----------------------|
| | | | | | |
| 8 | 1 | | Mid-Exam | Lecture hall and clinic | Written and clinical |
| 9 | 1 | | Gingival retraction and impression(techniques) | Lecture hall and clinic | Written and clinical |
| 10 | 1 | | Bite Registration, provisional Restoration and Articulation | Lecture hall and clinic | Written and clinical |
| 11 | 1 | | Shade Selection and Try-in , Final Cementation of F.P.Ds.(Techniques) | Lecture hall and clinic | Written and clinical |
| 12 | 1 | | Failure in Fixed Prosthodontics. | Lecture hall and clinic | Written and clinical |
| 13 | 1 | | Porcelain in Fixed Prosthodontics | Lecture hall and clinic | Written and clinical |
| 14 | 1 | | Indirect esthetic adhesive restoration | Lecture hall and clinic | Written and clinical |
| 15 | 1 | | Resin bonded bridge | Lecture hall and clinic | Written and clinical |

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| 11. Infrastructure | |
| 1. Books Required reading: | Contemporary Fixed Prosthodontics |
| 2. Main references (sources) | Rosentetiel. Land. Fugimoto |
| A- Recommended books and references (scientific journals, reports...). | Journal of Prosthodontics |
| B- Electronic references, Internet sites... | Lectures are available at youtube channel (SinanShwailiya) |

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| 12. The development of the curriculum plan |
| <ol style="list-style-type: none"> 1. Continuous update of scientific Programs to follow global development of latest clinical procedures and materials 2. Continuous medical education programs for college graduates and members as well as other formal institutes in the region 3. Use of newest technologies for student training and improvement of their practice and knowledge. |

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*Dean 's Assistant
ForScientific
Affairs*

*The College Quality
AssuranceAnd University
Performance Manager*

Date : / /

Date : / /

Date : / /

Signature

Signature

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

One semester course 15 weeks in the 1st. semester of fifth year class enrich students information about clinical endodontics that are the root canal filling materials and techniques.

| | |
|--|---|
| 1. Teaching Institution | University of Babylon/College of Dentistry |
| 2. University Department/Centre | Faculty of Dentistry |
| 3. Course title/code | Conservative Dentistry /Clinical Endodontics |
| 4. Modes of Attendance offered | In Office Hands on course |
| 5. Semester/Year | Fifth/ 1 st . semester |
| 6. Number of hours tuition (total) | Theory:1 Clinical:4 |
| 7. Date of production/revision of this specification | 1/10/2023 |
| 8. Aims of the Course | |
| In the End of this course students must have :- | |
| 1- Basic Knowledge about the principles of clinical endodontics | |
| 2- Basic Knowledge about the root canal filling materials and techniques | |
| 3- Clinical training for the skills of the above treatments. | |
| | |

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals: To enable students to gain Medical and dental Knowledge of:

A1. normal human structure and function at the molecular, genetic, cellular, tissue, organ-system and whole-body level

A2. the mechanisms involved in the causation and treatment of human diseases and their influence on clinical presentation and therapy.

A3. the epidemiology of common oral and dental diseases.

A4. the impact of social factors on oral health and disease.

A5. the basic scientific and ethical principles of clinical research.

B. The skills goals special to the programme .

B1. To enable students to apply scientific methods to the practice of dentistry for the identification of problems, data collection, hypothesis formulation, and the application of deductive reasoning to problem solving, clinical reasoning, and decision-making.

B2. To successfully integrate collected clinical information to carry out appropriate diagnostic and treatment plans for patients across the broad spectrum of acute and chronic conditions.

B3. To perform basic risk assessments and formulate plans to promote patient wellbeing.

Teaching and Learning Methods

- A data show projector is used for direct lectures
- Microsoft power point for lecture presentations
- Live demonstrations
- Preclinical and clinical training with direct supervision
- Group Seminars , group meeting, instructions and Discussion
- Graduation Research

Assessment methods

- Participation & Activity
- Quizzes Written Examinations
- Mid Exam
- Practical/clinical Assessments and Practical/clinical Examinations
- Final Examination: Theory 40% and Practical or clinical 20%
- Committee discussion of seminars and graduation research

C. Affective and value goals

C1. To affectively counsel and educate patients and their families.

C2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.

C3. To effectively communicate with members, including both dentist and non-dentist professionals, of the

health care team.

Teaching and Learning Methods

External tours like: schools, institutes of special needs, social organizations and rural areas

Assessment methods

Doing surveys, patient education and Oral hygiene instructions

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. To affectively counsel and educate patients and their families.

D2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.

D3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.

D4. To work collaboratively and effectively in inter-professional team

10. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|----------|-------|------|--|-------------------------|----------------------|
| 1 | 1 | | Endodontic diagnosis | Lecture hall and clinic | Written and clinical |
| 2 | 1 | | Endodontic radiography | Lecture hall and clinic | Written and clinical |
| 3 | 1 | | Working length Determination | Lecture hall and clinic | Written and clinical |
| 4 | 1 | | Intracanal instruments | Lecture hall and clinic | Written and clinical |
| 5 | 1 | | Rotary and Advanced instrumentation techniques | Lecture hall and clinic | Written and clinical |
| 6 | 1 | | Root canal irrigation. | Lecture hall and clinic | Written and clinical |
| 7 | 1 | | Obturation of the root canal system | Lecture hall and clinic | Written and clinical |

| | | | | | |
|-----------|---|--|---|-------------------------|----------------------|
| 8 | 1 | | Mid-Exam | Lecture hall and clinic | Written and clinical |
| 9 | 1 | | Restoration of Endodontically Treated Teeth | Lecture hall and clinic | Written and clinical |
| 10 | 1 | | Microbiology | Lecture hall and clinic | Written and clinical |
| 11 | 1 | | Endodontic-Periodontal Relations | Lecture hall and clinic | Written and clinical |
| 12 | 1 | | Endodontic Failures | Lecture hall and clinic | Written and clinical |
| 13 | 1 | | // | Lecture hall and clinic | Written and clinical |
| 14 | 1 | | Endodontic Emergency Treatment | Lecture hall and clinic | Written and clinical |
| 15 | 1 | | Tooth discoloration and bleaching. | Lecture hall and clinic | Written and clinical |

| | |
|--|---|
| 11. Infrastructure | |
| 1. Books Required reading: | Ingle's Endodontics |
| 2. Main references (sources) | Cohen's pathways of the pulp |
| A- Recommended books and references (scientific journals, reports...). | Journal of Endodontics |
| B-Electronic references, Internet sites... | Lectures are available at youtube channel (Sinan Shwailiya) |

| |
|--|
| 12. The development of the curriculum plan |
| <ol style="list-style-type: none"> 1. Continuous update of scientific Programs to follow global development of latest clinical procedures and materials 2. Continuous medical education programs for college graduates and members as well as other formal institutes in the region 3. Use of newest technologies for student training and improvement of their practice and knowledge. |

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*Dean 's Assistant
ForScientific
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*The College Quality
AssuranceAnd University
Performance Manager*

Date : / /

Date : / /

Date : / /

Signature

Signature

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

One semester course in the 2nd. semester of 4th. Year class (15 weeks) will provide information for Preclinical Endodontics (root canal filling) basic techniques and preclinical training for it.

| | |
|---|---|
| 1. Teaching Institution | University of Babylon/College of Dentistry |
| 2. University Department/Centre | Faculty of Dentistry |
| 3. Course title/code | Pre-clinical Endodontics Conservative 4 th . |
| 4. Modes of Attendance offered | In Office Hands on course |
| 5. Semester/Year | Fourth/ 2nd. semester |
| 6. Number of hours tuition (total) | Theory:1 Clinical:3 |
| 7. Date of production/revision of this specification | 1/10/2023 |
| 8. Aims of the Course | |
| In the End of this course students must have :- | |
| 1- Basic Knowledge about the principles of pre-clinical principles of endodontics | |
| 2- Basic Knowledge about the root canal filling materials and techniques | |
| 3- Clinical training for the skills of the above treatments. | |
| 4- Introduction to root canal instruments and methods of use | |

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| 10. Learning Outcomes, Teaching, Learning and Assessment Methods |
| <p>A. Cognitive goals: To enable students to gain Medical and dental Knowledge of:</p> <p>A1. Basic Knowledge about the preclinical endodontics root canal filling materials and techniques</p> <p>A2. Clinical training for the skills of the above treatments.</p> <p>A3. Clinical training for the skills of the above treatments.</p> <p>A4. the impact of social factors on oral health and disease.</p> <p>A5. the basic scientific and ethical principles of clinical research.</p> |
| <p>B. The skills goals special to the programme .</p> <p>B1. To enable students to apply scientific methods to the practice of dentistry for the identification of problems, data collection, hypothesis formulation, and the application of deductive reasoning to problem solving, clinical reasoning, and decision-making.</p> <p>B2. To successfully integrate collected clinical information to carry out appropriate diagnostic and treatment plans for patients across the broad spectrum of acute and chronic conditions.</p> <p>B3. To perform basic risk assessments and formulate plans to promote patient wellbeing.</p> |
| Teaching and Learning Methods |
| <ul style="list-style-type: none"> • A data show projector is used for direct lectures • Microsoft power point for lecture presentations • Live demonstrations • Preclinical and clinical training with direct supervision • Group Seminars , group meeting, instructions and Discussion • Graduation Research |
| Assessment methods |
| <ul style="list-style-type: none"> • Participation & Activity • Quizzes Written Examinations • Mid Exam • Practical/clinical Assessments and Practical/clinical Examinations • Final Examination: Theory 40% and Practical or clinical 20% • Committee discussion of seminars and graduation research |
| <p>C. Affective and value goals</p> <p>C1. To affectively counsel and educate patients and their families.</p> <p>C2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.</p> <p>C3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.</p> |
| Teaching and Learning Methods |

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|---|
| External tours like: schools, institutes of special needs, social organizations and rural areas |
| Assessment methods |
| Doing surveys, patient education and Oral hygiene instructions |
| D. General and Transferable Skills (other skills relevant to employability and personal development) |
| D1. To affectively counsel and educate patients and their families. |
| D2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making. |
| D3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team. |
| D4. To work collaboratively and effectively in inter-professional team |

| 10. Course Structure | | | | | |
|----------------------|-------|------|--|-------------------------|----------------------|
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| 1 | 1 | | Pulp histology & root canal configuration. Basic phases of treatment. | Lecture hall and clinic | Written and clinical |
| 2 | 1 | | Objective of endodontic treatment | Lecture hall and clinic | Written and clinical |
| 3 | 1 | | Basic Phases of Treatment | Lecture hall and clinic | Written and clinical |
| 4 | 1 | | Pulp pathologies | Lecture hall and clinic | Written and clinical |
| 5 | 1 | | Pulp pathologies | Lecture hall and clinic | Written and clinical |
| 6 | 1 | | Classification of periapical diseases | Lecture hall and clinic | Written and clinical |
| 7 | 1 | | Classification of periapical diseases | Lecture hall and clinic | Written and clinical |
| 8 | 1 | | Intracanal instruments | Lecture hall and clinic | Written and clinical |
| 9 | 1 | | Access Opening Preparation | Lecture hall and clinic | Written and clinical |
| 10 | 1 | | Access Opening Preparation | Lecture hall and clinic | Written and clinical |
| 11 | 1 | | Mid-Exam | Lecture hall and clinic | Written and clinical |
| 12 | 1 | | Endodontic Instruments | Lecture hall and clinic | Written and clinical |

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| 13 | 1 | | Endodontic Instruments | Lecture hall and clinic | Written and clinical |
| 14 | 1 | | Roentgenography in Endodontics and Root canal preparation | Lecture hall and clinic | Written and clinical |
| 15 | 1 | | Roentgenography in Endodontics and Root canal preparation | Lecture hall and clinic | Written and clinical |

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| 11. Infrastructure | |
| 1. Books Required reading: | Ingle's Endodontics |
| 2. Main references (sources) | Cohen's pathways of the pulp |
| A- Recommended books and references (scientific journals, reports...). | Journal of Endodontics |
| B-Electronic references, Internet sites... | Lectures are available at youtube channel (Sinan Shwailiya) |

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| 12. The development of the curriculum plan |
| <ol style="list-style-type: none"> 1. Continuous update of scientific Programs to follow global development of latest clinical procedures and materials 2. Continuous medical education programs for college graduates and members as well as other formal institutes in the region 3. Use of newest technologies for student training and improvement of their practice and knowledge. |

*Republic of Iraq
Ministry of Higher Education & Scientific Research
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*Academic Program Specification Form For The
Academic*

*University: **University of Babylon**
College : **College of Dentistry**
Number Of Departments In The College: **7**
Date Of Form Completion : **October 1st. 2023***

Dean 's Name

*Dean 's Assistant
ForScientific
Affairs*

*The College Quality
AssuranceAnd University
Performance Manager*

Date : / /

Date : / /

Date : / /

Signature

Signature

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

One semester course (15 hours) for 4th. Year class in 1st. semester will enrich students information about clinical **Operative Dentistry** materials and techniques, and basic principles of esthetic dentistry that enhances dental appearance and patient smile.

| | |
|--|---|
| 1. Teaching Institution | University of Babylon/College of Dentistry |
| 2. University Department/Centre | Faculty of Dentistry |
| 3. Course title/code | Clinical Operative and Aesthetic Dentistry |
| 4. Modes of Attendance offered | In Office Hands on course |
| 5. Semester/Year | Fourth year/ 1st. semester |
| 6. Number of hours tuition (total) | Theory:1 Clinical:3 |
| 7. Date of production/revision of this specification | 1/10/2023 |
| 8. Aims of the Course | |
| In the End of this course students must have :- | |
| 1- Basic Knowledge about the principles of operative dentistry | |
| 2- Basic Knowledge about the principles of esthetic dentistry materials and techniques | |
| 3- Clinical training for the skills of the above treatments. | |

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| 10. Learning Outcomes, Teaching, Learning and Assessment Methods |
| <p>A. Cognitive goals: To enable students to gain Medical and dental Knowledge of:</p> <p>A1. Basic Knowledge about the principles of operative dentistry</p> <p>A2. Basic Knowledge about the principles of esthetic dentistry materials and techniques</p> <p>A3. Clinical training for the skills of the above treatments.</p> <p>A4. the impact of social factors on oral health and disease.</p> <p>A5. the basic scientific and ethical principles of clinical research.</p> |
| <p>B. The skills goals special to the programme .</p> <p>B1. To enable students to apply scientific methods to the practice of dentistry for the identification of problems, data collection, hypothesis formulation, and the application of deductive reasoning to problem solving, clinical reasoning, and decision-making.</p> <p>B2. To successfully integrate collected clinical information to carry out appropriate diagnostic and treatment plans for patients across the broad spectrum of acute and chronic conditions.</p> <p>B3. To perform basic risk assessments and formulate plans to promote patient wellbeing.</p> |
| Teaching and Learning Methods |
| <ul style="list-style-type: none"> • A data show projector is used for direct lectures • Microsoft power point for lecture presentations • Live demonstrations • Preclinical and clinical training with direct supervision • Group Seminars , group meeting, instructions and Discussion • Graduation Research |
| Assessment methods |
| <ul style="list-style-type: none"> • Participation & Activity • Quizzes Written Examinations • Mid Exam • Practical/clinical Assessments and Practical/clinical Examinations • Final Examination: Theory 40% and Practical or clinical 20% • Committee discussion of seminars and graduation research |
| <p>C. Affective and value goals</p> <p>C1. To affectively counsel and educate patients and their families.</p> <p>C2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.</p> <p>C3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.</p> |
| Teaching and Learning Methods |

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| External tours like: schools, institutes of special needs, social organizations and rural areas |
| Assessment methods |
| Doing surveys, patient education and Oral hygiene instructions |
| <p>D. General and Transferable Skills (other skills relevant to employability and personal development)</p> <p>D1. To affectively counsel and educate patients and their families.</p> <p>D2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.</p> <p>D3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.</p> <p>D4. To work collaboratively and effectively in inter-professional team</p> |

| 10. Course Structure | | | | | |
|----------------------|-------|------|---|-------------------------|----------------------|
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| 1 | 1 | | Biologic Considerations of Enamel structure and its Clinical Significance in Practice of Operative Dentistry. Biologic Considerations of Dentin structure & its Clinical Significance in Operative Dentistry | Lecture hall and clinic | Written and clinical |
| 2 | 1 | | Patient Evaluation , Diagnosis & Treatment Planning Caries Management (Diagnosis & treatment strategies) | Lecture hall and clinic | Written and clinical |
| 3 | 1 | | Sterilization and Infection Control | Lecture hall and clinic | Written and clinical |
| 4 | 1 | | Cervical Lesions(carious and non carious lesions) | Lecture hall and clinic | Written and clinical |
| 5 | 1 | | Restorative Dentistry and Pulpal Health, Irritation, types of irritants, immediate reaction to the pulp and the long term effects and Inflammatory conditions of the pulp, clinical manifestations (acute pulpitis, chronic pulpitis, degenerative changes and necrosis of pulp tissue. | Lecture hall and clinic | Written and clinical |
| 6 | 1 | | Management of Deep Seated Caries, Pulp exposure, traumatic exposure and treatment, | Lecture hall and clinic | Written and clinical |

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|-----------|---|--|---|-------------------------|----------------------|
| | | | Pathological exposures and treatment, | | |
| 7 | 1 | | Capping agents and healing process of the pulp following trauma | Lecture hall and clinic | Written and clinical |
| 8 | 1 | | Aesthetic Restorative Dentistry Principles of aesthetic dentistry, smile design and golden proportions. | Lecture hall and clinic | Written and clinical |
| 9 | 1 | | Shade estimation , Colour, the dimensions (Hue, Chroma,and Value). | Lecture hall and clinic | Written and clinical |
| 10 | 1 | | - Current Ceramic Materials. (Choices and Properties). | Lecture hall and clinic | Written and clinical |
| 11 | 1 | | Oclusion and Aesthetics -Principles of occlusion -Anterior guidance. -occlusal plane | Lecture hall and clinic | Written and clinical |
| 12 | 1 | | Direct Aesthetic adhesive Restorations. - Mastering layering and finishing of Anterior Composite Restorations. - Direct Veneers for anterior teeth. Posterior direct Composite Restorations (clinical indications, cavity preparation) - Simplified use of matrix in class II - Simplified anatomical modeling. | Lecture hall and clinic | Written and clinical |
| 13 | 1 | | | Lecture hall and clinic | Written and clinical |
| 14 | 1 | | Indirect aesthetic adhesive restorations. -Ceramic Veneers -Bur selection, preparation -Impression technique -Cementation Indirect aesthetic adhesive restorations Inlays and Onlays (materials ,techniques) - CAD/CAM Technology. | Lecture hall and clinic | Written and clinical |
| 15 | 1 | | Dental Laser, Application of Laser in Conservative Dentistry. | Lecture hall and clinic | Written and clinical |

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| 11. Infrastructure | |
| 1. Books Required reading: | Summitt's Fundamentals of Operative Dentistry |
| 2. Main references (sources) | Sturdevant's Art and Science of Operative Dentistry |
| A- Recommended books and references (scientific journals, reports...). | Journal of Endodontics |
| B-Electronic references, Internet sites... | |

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| 12. The development of the curriculum plan |
| <ol style="list-style-type: none"> 1. Continuous update of scientific Programs to follow global development of latest clinical procedures and materials 2. Continuous medical education programs for college graduates and members as well as other formal institutes in the region 3. Use of newest technologies for student training and improvement of their practice and knowledge. |

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Quality Assurance and Academic Accreditation
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*Academic Program Specification Form For The
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Number Of Departments In The College: **7**
Date Of Form Completion : **October 1st. 2023***

Dean 's Name

*Dean 's Assistant
ForScientific
Affairs*

*The College Quality
AssuranceAnd University
Performance Manager*

Date : / /

Date : / /

Date : / /

Signature

Signature

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

One semester course in the 2nd. semester (15 weeks) of 3rd. year provide Basic Knowledge about the principles of crown preparation and the techniques for fixed crown construction and Preclinical Training on Dental Simulators on these techniques.

| | |
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| 1. Teaching Institution | University of Babylon/College of Dentistry |
| 2. University Department/Centre | Faculty of Dentistry |
| 3. Course title/code | Pre-clinical Crown and Bridge /Conservative Dentistry |
| 4. Modes of Attendance offered | In Office Hands on course |
| 5. Semester/Year | Third year/ 2nd. semester |
| 6. Number of hours tuition (total) | Theory:2 Clinical:3 |
| 7. Date of production/revision of this specification | 1/10/2023 |
| 8. Aims of the Course | |
| In the End of this course students must have :- | |
| 1- Basic Knowledge about the principles of crown preparation | |
| 2-Basic Knowledge about the fixed prosthesis construction techniques | |
| 3- Basic Knowledge about the related materials and their management | |
| 4- Preclinical training for the skills of the above techniques | |

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| 10. Learning Outcomes, Teaching, Learning and Assessment Methods |
| <p>A. Cognitive goals: To enable students to gain Medical and dental Knowledge of:</p> <p>A1. normal human structure and function at the molecular, genetic, cellular, tissue, organ-system and whole-body level</p> <p>A2. the mechanisms involved in the causation and treatment of human diseases and their influence on clinical presentation and therapy.</p> <p>A3. the epidemiology of common oral and dental diseases.</p> <p>A4. the impact of social factors on oral health and disease.</p> <p>A5. the basic scientific and ethical principles of clinical research.</p> |
| <p>B. The skills goals special to the programme .</p> <p>B1. To enable students to apply scientific methods to the practice of dentistry for the identification of problems, data collection, hypothesis formulation, and the application of deductive reasoning to problem solving, clinical reasoning, and decision-making.</p> <p>B2. To successfully integrate collected clinical information to carry out appropriate diagnostic and treatment plans for patients across the broad spectrum of acute and chronic conditions.</p> <p>B3. To perform basic risk assessments and formulate plans to promote patient wellbeing.</p> |
| Teaching and Learning Methods |
| <ul style="list-style-type: none"> • A data show projector is used for direct lectures • Microsoft power point for lecture presentations • Live demonstrations • Preclinical and clinical training with direct supervision • Group Seminars , group meeting, instructions and Discussion • Graduation Research |
| Assessment methods |
| <ul style="list-style-type: none"> • Participation & Activity • Quizzes Written Examinations • Mid Exam • Practical/clinical Assessments and Practical/clinical Examinations • Final Examination: Theory 40% and Practical or clinical 20% • Committee discussion of seminars and graduation research |
| <p>C. Affective and value goals</p> <p>C1. To affectively counsel and educate patients and their families.</p> <p>C2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.</p> <p>C3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.</p> |
| Teaching and Learning Methods |

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|---|
| External tours like: schools, institutes of special needs, social organizations and rural areas |
| Assessment methods |
| Doing surveys, patient education and Oral hygiene instructions |
| D. General and Transferable Skills (other skills relevant to employability and personal development) |
| D1. To affectively counsel and educate patients and their families. |
| D2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making. |
| D3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team. |
| D4. To work collaboratively and effectively in inter-professional team |

| 10. Course Structure | | | | | |
|----------------------|-------|------|---|-------------------------|----------------------|
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| 1 | 1 | | Definitions | Lecture hall and clinic | Written and clinical |
| 2 | 1 | | Biomechanical principles of tooth preparation: | Lecture hall and clinic | Written and clinical |
| 3 | 1 | | Full metal crown | Lecture hall and clinic | Written and clinical |
| 4 | 1 | | Porcelain fused to metal crown | Lecture hall and clinic | Written and clinical |
| 5 | 1 | | Complete ceramic crown (Porcelain Jacket Crown) | Lecture hall and clinic | Written and clinical |
| 6 | 1 | | Partial veneer crown (three-quarter crown) | Lecture hall and clinic | Written and clinical |
| 7 | 1 | | Post crown | Lecture hall and clinic | Written and clinical |
| 8 | 1 | | Impression for crown and bridge work | Lecture hall and clinic | Written and clinical |
| 9 | 1 | | Mid Exam | Lecture hall and clinic | Written and clinical |
| 10 | 1 | | Provisional restoration | Lecture hall and clinic | Written and clinical |
| 11 | 1 | | Working cast and dies | Lecture hall and clinic | Written and clinical |
| 12 | 1 | | // | Lecture hall and clinic | Written and clinical |

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|-----------|---|--|--|-------------------------|----------------------|
| 13 | 1 | | Waxing, investing, casting | Lecture hall and clinic | Written and clinical |
| 14 | 1 | | Finishing of the casting and clinical try-in | Lecture hall and clinic | Written and clinical |
| 15 | 1 | | Cementation | Lecture hall and clinic | Written and clinical |

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| 11. Infrastructure | |
| 1. Books Required reading: | Contemporary Fixed Prosthodontics Rosentetiel.Land.Fugimoto |
| 2. Main references (sources) | Contemporary Fixed Prosthodontics Rosentetiel.Land.Fugimoto |
| A- Recommended books and references (scientific journals, reports...). | Related Journals |
| B-Electronic references, Internet sites... | |

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|--|
| 12. The development of the curriculum plan |
| <ol style="list-style-type: none"> 1. Continuous update of scientific Programs to follow global development of latest clinical procedures and materials 2. Continuous medical education programs for college graduates and members as well as other formal institutes in the region 3. Use of newest technologies for student training and improvement of their practice and knowledge. |

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Date Of Form Completion : **October 1st. 2023***

Dean 's Name

*Dean 's Assistant
ForScientific
Affairs*

*The College Quality
AssuranceAnd University
Performance Manager*

Date : / /

Date : / /

Date : / /

Signature

Signature

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

Basic Knowledge about the Operative Dentistry and Preclinical Training on Dental Simulators for techniques of several types of tooth filling and basic management of filling materials.

| | |
|---|---|
| 1. Teaching Institution | University of Babylon/College of Dentistry |
| 2. University Department/Centre | Faculty of Dentistry |
| 3. Course title/code | Pre-clinical Operative Dentistry /Conservative Dentistry |
| 4. Modes of Attendance offered | In Office Hands on course |
| 5. Semester/Year | Third year/ 1st. semester |
| 6. Number of hours tuition (total) | Theory:2 Practical:3 |
| 7. Date of production/revision of this specification | 1/10/2023 |
| 8. Aims of the Course | |
| In the End of this course students must have :- | |
| 1- Basic Knowledge about the principles of cavity preparation | |
| 2- Basic Knowledge about the filling techniques | |
| 3- Basic Knowledge about the filling materials and their management | |
| 4- Preclinical training for the skills of the above techniques | |

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| 10. Learning Outcomes, Teaching, Learning and Assessment Methods |
| <p>A. Cognitive goals: To enable students to gain Medical and dental Knowledge of:</p> <p>A1. normal human structure and function at the molecular, genetic, cellular, tissue, organ-system and whole-body level</p> <p>A2. the mechanisms involved in the causation and treatment of human diseases and their influence on clinical presentation and therapy.</p> <p>A3. the epidemiology of common oral and dental diseases.</p> <p>A4. the impact of social factors on oral health and disease.</p> <p>A5. the basic scientific and ethical principles of clinical research.</p> |
| <p>B. The skills goals special to the programme .</p> <p>B1. To enable students to apply scientific methods to the practice of dentistry for the identification of problems, data collection, hypothesis formulation, and the application of deductive reasoning to problem solving, clinical reasoning, and decision-making.</p> <p>B2. To successfully integrate collected clinical information to carry out appropriate diagnostic and treatment plans for patients across the broad spectrum of acute and chronic conditions.</p> <p>B3. To perform basic risk assessments and formulate plans to promote patient wellbeing.</p> |
| Teaching and Learning Methods |
| <ul style="list-style-type: none"> • A data show projector is used for direct lectures • Microsoft power point for lecture presentations • Live demonstrations • Preclinical and clinical training with direct supervision • Group Seminars , group meeting, instructions and Discussion • Graduation Research |
| Assessment methods |
| <ul style="list-style-type: none"> • Participation & Activity • Quizzes Written Examinations • Mid Exam • Practical/clinical Assessments and Practical/clinical Examinations • Final Examination: Theory 40% and Practical or clinical 20% • Committee discussion of seminars and graduation research |
| <p>C. Affective and value goals</p> <p>C1. To affectively counsel and educate patients and their families.</p> <p>C2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.</p> <p>C3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.</p> |
| Teaching and Learning Methods |

| |
|--|
| External tours like: schools, institutes of special needs, social organizations and rural areas |
| Assessment methods |
| Doing surveys, patient education and Oral hygiene instructions |
| <p>D. General and Transferable Skills (other skills relevant to employability and personal development)</p> <p>D1. To affectively counsel and educate patients and their families.</p> <p>D2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.</p> <p>D3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.</p> <p>D4. To work collaboratively and effectively in inter-professional team</p> |

| 10. Course Structure | | | | | |
|----------------------|-------|------|---|-------------------------|----------------------|
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| 1 | 1 | | Definition of operative dentistry | Lecture hall and clinic | Written and clinical |
| 2 | 1 | | Instruments and general instrumentation of cavity preparation | Lecture hall and clinic | Written and clinical |
| 3 | 1 | | Amalgam cavity preparations for class I | Lecture hall and clinic | Written and clinical |
| 4 | 1 | | Amalgam cavity preparations for class II | Lecture hall and clinic | Written and clinical |
| 5 | 1 | | Amalgam cavity preparations for class II (MOD) | Lecture hall and clinic | Written and clinical |
| 6 | 1 | | Amalgam cavity preparations for class III and class V | Lecture hall and clinic | Written and clinical |
| 7 | 1 | | Cavity liners and cement bases (part 1) | Lecture hall and clinic | Written and clinical |
| 8 | 1 | | Cavity liners and cement bases (part 2) | Lecture hall and clinic | Written and clinical |
| 9 | 1 | | Mid-Exam | Lecture hall and clinic | Written and clinical |
| 10 | 1 | | Dental amalgam alloys (material) | Lecture hall and clinic | Written and clinical |
| 11 | 1 | | Complex amalgam restoration | Lecture hall and clinic | Written and clinical |
| 12 | 1 | | Failures in amalgam restorations | Lecture hall and clinic | Written and clinical |

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|-----------|---|--|--|-------------------------|----------------------|
| 13 | 1 | | Tooth colored restorations (composite) | Lecture hall and clinic | Written and clinical |
| 14 | 1 | | Cavity preparation for anterior restorations | Lecture hall and clinic | Written and clinical |
| 15 | 1 | | Resin material | Lecture hall and clinic | Written and clinical |

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|--|---|
| 11. Infrastructure | |
| 1. Books Required reading: | Sturdevant's Art and Science of Operative Dentistry |
| 2. Main references (sources) | Text book of operative dentistry |
| A- Recommended books and references (scientific journals, reports...). | Related Journals |
| B-Electronic references, Internet sites... | |

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|--|
| 12. The development of the curriculum plan |
| <ol style="list-style-type: none"> 1. Continuous update of scientific Programs to follow global development of latest clinical procedures and materials 2. Continuous medical education programs for college graduates and members as well as other formal institutes in the region 3. Use of newest technologies for student training and improvement of their practice and knowledge. |

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Signature

Signature

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

One course 15 weeks study timed in the 2nd. semester in which students will receive basic information about the materials used in conservative dentistry such as cements, filling and preventive materials as well as their handling and applications.

| | |
|---|--|
| 1. Teaching Institution | University of Babylon/College of Dentistry |
| 2. University Department/Centre | Faculty of Dentistry |
| 3. Course title/code | Dental Materials II Restorative Dental Materials |
| 4. Modes of Attendance offered | In Office Hands on course |
| 5. Semester/Year | Second year/ 2nd. semester |
| 6. Number of hours tuition (total) | Theory:1 Practical:2 |
| 7. Date of production/revision of this specification | 1/10/2023 |
| 8. Aims of the Course | |
| In the End of this course students must have :- | |
| 1- Basic Knowledge about the materials used in conservative dentistry | |
| 2- Basic Knowledge about the management and handling of these materials | |
| 3- Pre-Clinical training for the skills of the mixing and application techniques. | |
| | |

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals: To enable students to gain Medical and dental Knowledge of:

A1. normal human structure and function at the molecular, genetic, cellular, tissue, organ-system and whole-body level

A2. the mechanisms involved in the causation and treatment of human diseases and their influence on clinical presentation and therapy.

A3. the epidemiology of common oral and dental diseases.

A4. the impact of social factors on oral health and disease.

A5. the basic scientific and ethical principles of clinical research.

B. The skills goals special to the programme .

B1. To enable students to apply scientific methods to the practice of dentistry for the identification of problems, data collection, hypothesis formulation, and the application of deductive reasoning to problem solving, clinical reasoning, and decision-making.

B2. To successfully integrate collected clinical information to carry out appropriate diagnostic and treatment plans for patients across the broad spectrum of acute and chronic conditions.

B3. To perform basic risk assessments and formulate plans to promote patient wellbeing.

Teaching and Learning Methods

- A data show projector is used for direct lectures
- Microsoft power point for lecture presentations
- Live demonstrations
- Preclinical and clinical training with direct supervision
- Group Seminars , group meeting, instructions and Discussion
- Graduation Research

Assessment methods

- Participation & Activity
- Quizzes Written Examinations
- Mid Exam
- Practical/clinical Assessments and Practical/clinical Examinations
- Final Examination: Theory 40% and Practical or clinical 20%
- Committee discussion of seminars and graduation research

C. Affective and value goals

C1. To affectively counsel and educate patients and their families.

C2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.

C3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.

Teaching and Learning Methods

| |
|---|
| External tours like: schools, institutes of special needs, social organizations and rural areas |
| Assessment methods |
| Doing surveys, patient education and Oral hygiene instructions |
| D. General and Transferable Skills (other skills relevant to employability and personal development) |
| D1. To affectively counsel and educate patients and their families. |
| D2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making. |
| D3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team. |
| D4. To work collaboratively and effectively in inter-professional team |

| 10. Course Structure | | | | | |
|----------------------|-------|------|---|-------------------------|----------------------|
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| 1 | 1 | | Metallic Denture Base Materials | Lecture hall and clinic | Written and clinical |
| 2 | 1 | | Implants, crowns and bridge metals | Lecture hall and clinic | Written and clinical |
| 3 | 1 | | Precious And Non-Precious Metals | Lecture hall and clinic | Written and clinical |
| 4 | 1 | | Waxes; Types, Composition And Uses | Lecture hall and clinic | Written and clinical |
| 5 | 1 | | Filling Materials, Silicate And Acrylic | Lecture hall and clinic | Written and clinical |
| 6 | 1 | | Amalgam | Lecture hall and clinic | Written and clinical |
| 7 | 1 | | Amalgam Properties | Lecture hall and clinic | Written and clinical |
| 8 | 1 | | Mid Course Exam | Lecture hall and clinic | Written and clinical |
| 9 | 1 | | Composite | Lecture hall and clinic | Written and clinical |
| 10 | 1 | | Temporary Fillings | Lecture hall and clinic | Written and clinical |
| 11 | 1 | | Cements | Lecture hall and clinic | Written and clinical |
| 12 | 1 | | Tissue Conditioner | Lecture hall and clinic | Written and clinical |

| | | | | | |
|-----------|---|--|-------------------------|-------------------------|----------------------|
| 13 | 1 | | Soft Liner | Lecture hall and clinic | Written and clinical |
| 14 | 1 | | Denture Cleansers | Lecture hall and clinic | Written and clinical |
| 15 | 1 | | Polishing And Abrasives | Lecture hall and clinic | Written and clinical |

| | |
|--|----------------------------------|
| 11. Infrastructure | |
| 1. Books Required reading: | Restorative dental materials |
| 2. Main references (sources) | Phillips applied dental material |
| A- Recommended books and references (scientific journals, reports...). | Related Journals |
| B-Electronic references, Internet sites... | |

| |
|--|
| 12. The development of the curriculum plan |
| <ol style="list-style-type: none"> 1. Continuous update of scientific Programs to follow global development of latest clinical procedures and materials 2. Continuous medical education programs for college graduates and members as well as other formal institutes in the region 3. Use of newest technologies for student training and improvement of their practice and knowledge. |

*Republic of Iraq
Ministry of Higher Education & Scientific Research
Supervision and Scientific Evaluation Directorate
Quality Assurance and Academic Accreditation
International Accreditation Dept.*

*Academic Program Specification Form For The
Academic*

*University: **University of Babylon**
College : **College of Dentistry**
Number Of Departments In The College: **7**
Date Of Form Completion : **October 1st. 2023***

Dean 's Name

*Dean 's Assistant
ForScientific
Affairs*

*The College Quality
AssuranceAnd University
Performance Manager*

Date : / /

Date : / /

Date : / /

Signature

Signature

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

BDS program is of Five years duration with semester system, each year with two semesters, each semester lasts for 15 weeks, Active session of each year is of 9 months including preparatory leave and 02 weeks examination. Fifth year student add an 8 weeks clinical training course in the summer leave.

| | |
|---|--|
| 1. Teaching Institution | Faculty of Dentistry |
| 2. University Department/Centre | Section of Conservative Dentistry |
| 3. Programme Title | College of Dentistry |
| 4. Title of Final Award | Bachelor degree in Dentistry |
| 5. Modes of Attendance offered | Direct lectures, Hands on training both preclinical laboratories and clinical patient Practice |
| 6. Accreditation | IRAQI NATIONAL ACCREDITATION STANDARDS FOR DENTAL COLLEGES |
| 7. Other external influences | University of Babylon |
| 8. Date of production/revision of this specification | 1/10/2023 |
| 9. Aims of the Program: | |
| To produce professionally competent, ethically sound and research oriented individuals in the field of dentistry. | |
| The program must have documented measurable objectives that support Faculty / College and institution mission statements. | |
| To produce graduates that meet all challenges they came across in community professionalism as well as ethical /moral aspects | |
| | |
| | |

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals: To enable students to gain Medical and dental Knowledge of:

A1. normal human structure and function at the molecular, genetic, cellular, tissue, organ-system and whole-body level

A2. the mechanisms involved in the causation and treatment of human diseases and their influence on clinical presentation and therapy.

A3. the epidemiology of common oral and dental diseases.

A4. the impact of social factors on oral health and disease.

A5. the basic scientific and ethical principles of clinical research.

B. The skills goals special to the programme .

B1. To enable students to apply scientific methods to the practice of dentistry for the identification of problems, data collection, hypothesis formulation, and the application of deductive reasoning to problem solving, clinical reasoning, and decision-making.

B2. To successfully integrate collected clinical information to carry out appropriate diagnostic and treatment plans for patients across the broad spectrum of acute and chronic conditions.

B3. To perform basic risk assessments and formulate plans to promote patient wellbeing.

Teaching and Learning Methods

1. A data show projector is used for direct lectures
2. Microsoft power point for lecture presentations
3. Live demonstrations
4. Preclinical and clinical training with direct supervision
5. Group Seminars , group meeting, instructions and Discussion
6. Graduation Research

Assessment methods

1. Participation & Activity
2. Quizzes Written Examinations
3. Mid Exam
4. Practical/clinical Assessments and Practical/clinical Examinations
5. Final Examination: Theory 40% and Practical or clinical 20%
6. Committee discussion of seminars and graduation research

C. Affective and value goals

C1. To affectively counsel and educate patients and their families.

C2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.

C3. To effectively communicate with members, including both dentist and non-dentist professionals,

of the health care team.

Teaching and Learning Methods

External tours like: schools, institutes of special needs, social organizations and rural areas

Assessment methods

Doing surveys, patient education and Oral hygiene instructions

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. To affectively counsel and educate patients and their families.

D2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.

D3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.

D4. To work collaboratively and effectively in inter-professional team

Teaching and Learning Methods

Educational clinics, training labs and on patient training

Assessment Methods

Educational clinics, training labs and on patient Evaluation

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit Hours | |
|------------|-----------------------|-----------------------------------|--------------|-------------|
| | | | Practical | Theoretical |
| First | | Dental Anatomy I | 2 | 1 |
| First | | Dental Anatomy II | 2 | 1 |
| Second | | Dental Materials II | 2 | 1 |
| Third | | Operative Dentistry | 2 | 2 |
| Third | | Crown and Bridge | 2 | 2 |
| Fourth | | Aesthetic and Operative Dentistry | 3 | 1 |
| Fourth | | Endodontics | 3 | 1 |
| Fifth | | Clinical Endodontics | 4 | 1 |
| Fifth | | Crown and Bridge | 4 | 1 |

13. Personal Development Planning

1. Continuous update of scientific Programs to follow global development of latest clinical procedures and materials
2. Continuous medical education programs for college graduates and members as well as other formal institutes in the region
3. Development of scientific research, writing and publishment worldwide carrying the name of the university of babylon

14. Admission criteria .

Graduates of Iraqi secondary school males and females with capacity of 100 student per year

15. Key sources of information about the programme

Dentistry, University of Babylon, College of Dentistry, Dental school, Faculty of Dentistry, Babylon University

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------|-------------|-----------------------------------|----------------------------------|------------------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option(O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| First | | Dental Anatomy I | Dental Anatomy (Anterior Teeth) | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | |
| | | Dental Anatomy II | Dental Anatomy (Posterior Teeth) | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | |
| Second | | Dental Materials II | Restorative Dental Materials | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | |
| | | | | | | | | | | | | | | | | | | | |
| Third | | Operative Dentistry | Pre-clinical Operative Dentistry | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | Crown and Bridge | Pre-clinical Crown | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Fourth | | Aesthetic and Operative Dentistry | Conservative Dentistry | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | Endodontics | Principles of Endodontics | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Fifth | | Clinical Endodontics | Conservative Dentistry | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | Crown and Bridge | Conservative Dentistry | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

One Academic course ,15 weeks, in which students will learn basic information about the Form, Morphology and Function of Posterior teeth and oral cavity as well as basic types and features of occlusion, also the students will be trained in the laboratory to get some artistic skills in drawing and carving of a 3 dimensional figures of teeth in its typical anatomical form.

| | |
|--|--|
| 1. Teaching Institution | University of Babylon/College of Dentistry |
| 2. University Department/Centre | Faculty of Dentistry |
| 3. Course title/code | Dental Anatomy II |
| 4. Modes of Attendance offered | In Office Hands on course |
| 5. Semester/Year | First year/ 2nd. semester |
| 6. Number of hours tuition (total) | Theory:1 Practical:2 |
| 7. Date of production/revision of this specification | 1/10/2023 |
| 8. Aims of the Course | |
| In the End of this course students must have :- | |
| 1- Basic Knowledge about the Anatomy and function of teeth and oral cavity | |
| 2- Basic Knowledge about the occlusion | |
| 3- Art training for the skills of Drawing and Carving of teeth. | |
| | |

| |
|--|
| 10. Learning Outcomes, Teaching, Learning and Assessment Methods |
| <p>A. Cognitive goals: To enable students to gain Medical and dental Knowledge of:</p> <p>A1. normal human structure and function at the molecular, genetic, cellular, tissue, organ-system and whole-body level</p> <p>A2. the mechanisms involved in the causation and treatment of human diseases and their influence on clinical presentation and therapy.</p> <p>A3. the epidemiology of common oral and dental diseases.</p> <p>A4. the impact of social factors on oral health and disease.</p> <p>A5. the basic scientific and ethical principles of clinical research.</p> |
| <p>B. The skills goals special to the programme .</p> <p>B1. To enable students to apply scientific methods to the practice of dentistry for the identification of problems, data collection, hypothesis formulation, and the application of deductive reasoning to problem solving, clinical reasoning, and decision-making.</p> <p>B2. To successfully integrate collected clinical information to carry out appropriate diagnostic and treatment plans for patients across the broad spectrum of acute and chronic conditions.</p> <p>B3. To perform basic risk assessments and formulate plans to promote patient wellbeing.</p> |
| Teaching and Learning Methods |
| <ul style="list-style-type: none"> • A data show projector is used for direct lectures • Microsoft power point for lecture presentations • Live demonstrations • Preclinical and clinical training with direct supervision • Group Seminars , group meeting, instructions and Discussion • Graduation Research |
| Assessment methods |
| <ul style="list-style-type: none"> • Participation & Activity • Quizzes Written Examinations • Mid Exam • Practical/clinical Assessments and Practical/clinical Examinations • Final Examination: Theory 40% and Practical or clinical 20% • Committee discussion of seminars and graduation research |
| <p>C. Affective and value goals</p> <p>C1. To affectively counsel and educate patients and their families.</p> <p>C2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.</p> <p>C3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.</p> |
| Teaching and Learning Methods |

| |
|---|
| External tours like: schools, institutes of special needs, social organizations and rural areas |
| Assessment methods |
| Doing surveys, patient education and Oral hygiene instructions |
| D. General and Transferable Skills (other skills relevant to employability and personal development) |
| D1. To affectively counsel and educate patients and their families. |
| D2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making. |
| D3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team. |
| D4. To work collaboratively and effectively in inter-professional team |

| 10. Course Structure | | | | | |
|----------------------|-------|------|--|-------------------------|----------------------|
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| 1 | 1 | | Permanent Mandibular First Premolars | Lecture hall and clinic | Written and clinical |
| 2 | 1 | | Permanent Mandibular Second Premolar | Lecture hall and clinic | Written and clinical |
| 3 | 1 | | Permanent Maxillary First Molar | Lecture hall and clinic | Written and clinical |
| 4 | 1 | | Permanent maxillary second and third molars | Lecture hall and clinic | Written and clinical |
| 5 | 1 | | Permanent Mandibular First Molar | Lecture hall and clinic | Written and clinical |
| 6 | 1 | | Permanent Mandibular Second and third Molars | Lecture hall and clinic | Written and clinical |
| 7 | 1 | | Mid Course Exam | Lecture hall and clinic | Written and clinical |
| 8 | 1 | | | Lecture hall and clinic | Written and clinical |
| 9 | 1 | | Tooth Development | Lecture hall and clinic | Written and clinical |
| 10 | 1 | | // | Lecture hall and clinic | Written and clinical |
| 11 | 1 | | Pulp Cavities | Lecture hall and clinic | Written and clinical |
| 12 | 1 | | // | Lecture hall and clinic | Written and clinical |

| | | | | | |
|-----------|---|--|---|-------------------------|----------------------|
| 13 | 1 | | Occlusion and physiologic form of teeth and periodontium. | Lecture hall and clinic | Written and clinical |
| 14 | 1 | | // | Lecture hall and clinic | Written and clinical |
| 15 | 1 | | | Lecture hall and clinic | Written and clinical |

| | |
|--|---|
| 11. Infrastructure | |
| 1. Books Required reading: | Wheeler,s Dental Anatomy , Physiology and Occlusion |
| 2. Main references (sources) | Woelfel’s Dental Anatomy and its relevance to Dentistry |
| A- Recommended books and references (scientific journals, reports...). | Related Journals |
| B-Electronic references, Internet sites... | |

| |
|--|
| 12. The development of the curriculum plan |
| <ol style="list-style-type: none"> 1. Continuous update of scientific Programs to follow global development of latest clinical procedures and materials 2. Continuous medical education programs for college graduates and members as well as other formal institutes in the region 3. Use of newest technologies for student training and improvement of their practice and knowledge. |

*Republic of Iraq
Ministry of Higher Education & Scientific Research
Supervision and Scientific Evaluation Directorate
Quality Assurance and Academic Accreditation
International Accreditation Dept.*

*Academic Program Specification Form For The
Academic*

*University: **University of Babylon**
College : **College of Dentistry**
Number Of Departments In The College: **7**
Date Of Form Completion : **October 1st. 2023***

Dean 's Name

*Dean 's Assistant
ForScientific
Affairs*

*The College Quality
AssuranceAnd University
Performance Manager*

Date : / /

Date : / /

Date : / /

Signature

Signature

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

BDS program is of Five years duration with semester system, each year with two semesters, each semester lasts for 15 weeks, Active session of each year is of 9 months including preparatory leave and 02 weeks examination. Fifth year student add 8 weeks clinical training course in the summer leave.

| | |
|---|--|
| 1. Teaching Institution | Faculty of Dentistry |
| 2. University Department/Centre | Section of Conservative Dentistry |
| 3. Programme Title | College of Dentistry |
| 4. Title of Final Award | Bachelor degree in Dentistry |
| 5. Modes of Attendance offered | Direct lectures, Hands on training both preclinical laboratories and clinical patient Practice |
| 6. Accreditation | IRAQI NATIONAL ACCREDITATION STANDARDS FOR DENTAL COLLEGES |
| 7. Other external influences | University of Babylon |
| 8. Date of production/revision of this specification | 1/10/2023 |
| 9. Aims of the Program: | |
| To produce professionally competent, ethically sound and research oriented individuals in the field of dentistry. | |
| The program must have documented measurable objectives that support Faculty / College and institution mission statements. | |
| To produce graduates that meet all challenges they came across in community professionalism as well as ethical /moral aspects | |
| | |
| | |

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals: To enable students to gain Medical and dental Knowledge of:

A1. normal human structure and function at the molecular, genetic, cellular, tissue, organ-system and whole-body level

A2. the mechanisms involved in the causation and treatment of human diseases and their influence on clinical presentation and therapy.

A3. the epidemiology of common oral and dental diseases.

A4. the impact of social factors on oral health and disease.

A5. the basic scientific and ethical principles of clinical research.

B. The skills goals special to the programme .

B1. To enable students to apply scientific methods to the practice of dentistry for the identification of problems, data collection, hypothesis formulation, and the application of deductive reasoning to problem solving, clinical reasoning, and decision-making.

B2. To successfully integrate collected clinical information to carry out appropriate diagnostic and treatment plans for patients across the broad spectrum of acute and chronic conditions.

B3. To perform basic risk assessments and formulate plans to promote patient wellbeing.

Teaching and Learning Methods

1. A data show projector is used for direct lectures
2. Microsoft power point for lecture presentations
3. Live demonstrations
4. Preclinical and clinical training with direct supervision
5. Group Seminars , group meeting, instructions and Discussion
6. Graduation Research

Assessment methods

1. Participation & Activity
2. Quizzes Written Examinations
3. Mid Exam
4. Practical/clinical Assessments and Practical/clinical Examinations
5. Final Examination: Theory 40% and Practical or clinical 20%
6. Committee discussion of seminars and graduation research

C. Affective and value goals

C1. To affectively counsel and educate patients and their families.

C2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.

C3. To effectively communicate with members, including both dentist and non-dentist professionals,

of the health care team.

Teaching and Learning Methods

External tours like: schools, institutes of special needs, social organizations and rural areas

Assessment methods

Doing surveys, patient education and Oral hygiene instructions

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. To affectively counsel and educate patients and their families.

D2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.

D3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.

D4. To work collaboratively and effectively in inter-professional team

Teaching and Learning Methods

Educational clinics, training labs and on patient training

Assessment Methods

Educational clinics, training labs and on patient Evaluation

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit Hours | |
|------------|-----------------------|-----------------------------------|--------------|-------------|
| | | | Practical | Theoretical |
| First | | Dental Anatomy I | 2 | 1 |
| First | | Dental Anatomy II | 2 | 1 |
| Second | | Dental Materials II | 2 | 1 |
| Third | | Operative Dentistry | 2 | 2 |
| Third | | Crown and Bridge | 2 | 2 |
| Fourth | | Aesthetic and Operative Dentistry | 3 | 1 |
| Fourth | | Endodontics | 3 | 1 |
| Fifth | | Clinical Endodontics | 4 | 1 |
| Fifth | | Crown and Bridge | 4 | 1 |

13. Personal Development Planning

1. Continuous update of scientific Programs to follow global development of latest clinical procedures and materials
2. Continuous medical education programs for college graduates and members as well as other formal institutes in the region
3. Development of scientific research, writing and publishment worldwide carrying the name of the university of babylon

14. Admission criteria .

Graduates of Iraqi secondary school males and females with capacity of 100 student per year

15. Key sources of information about the programme

Dentistry, University of Babylon, College of Dentistry, Dental school, Faculty of Dentistry, Babylon University

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------|-------------|-----------------------------------|----------------------------------|------------------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option(O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| First | | Dental Anatomy I | Dental Anatomy (Anterior Teeth) | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | |
| | | Dental Anatomy II | Dental Anatomy (Posterior Teeth) | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | |
| Second | | Dental Materials II | Restorative Dental Materials | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | |
| | | | | | | | | | | | | | | | | | | | |
| Third | | Operative Dentistry | Pre-clinical Operative Dentistry | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | Crown and Bridge | Pre-clinical Crown | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Fourth | | Aesthetic and Operative Dentistry | Conservative Dentistry | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | Endodontics | Principles of Endodontics | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Fifth | | Clinical Endodontics | Conservative Dentistry | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | Crown and Bridge | Conservative Dentistry | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

One Academic course ,15 weeks, in which students will learn basic information about the Form, Morphology and Function of anterior teeth and oral cavity as well as basic types and features of occlusion, also the students will be trained in the laboratory to get some artistic skills in drawing and carving of a 3 dimensional figures of teeth in its typical anatomical form.

| | |
|--|--|
| 1. Teaching Institution | University of Babylon/College of Dentistry |
| 2. University Department/Centre | Faculty of Dentistry |
| 3. Course title/code | Dental Anatomy I |
| 4. Modes of Attendance offered | In Office Hands on course |
| 5. Semester/Year | First year/ 1st. semester |
| 6. Number of hours tuition (total) | Theory:1 Practical:2 |
| 7. Date of production/revision of this specification | 1/10/2023 |
| 8. Aims of the Course | |
| In the End of this course students must have :- | |
| 1- Basic Knowledge about the Anatomy and function of teeth and oral cavity | |
| 2- Basic Knowledge about the occlusion | |
| 3- Art training for the skills of Drawing and Carving of teeth. | |
| | |

| |
|--|
| 10. Learning Outcomes, Teaching, Learning and Assessment Methods |
| <p>A. Cognitive goals: To enable students to gain Medical and dental Knowledge of:</p> <p>A1. normal human structure and function at the molecular, genetic, cellular, tissue, organ-system and whole-body level</p> <p>A2. the mechanisms involved in the causation and treatment of human diseases and their influence on clinical presentation and therapy.</p> <p>A3. the epidemiology of common oral and dental diseases.</p> <p>A4. the impact of social factors on oral health and disease.</p> <p>A5. the basic scientific and ethical principles of clinical research.</p> |
| <p>B. The skills goals special to the programme .</p> <p>B1. To enable students to apply scientific methods to the practice of dentistry for the identification of problems, data collection, hypothesis formulation, and the application of deductive reasoning to problem solving, clinical reasoning, and decision-making.</p> <p>B2. To successfully integrate collected clinical information to carry out appropriate diagnostic and treatment plans for patients across the broad spectrum of acute and chronic conditions.</p> <p>B3. To perform basic risk assessments and formulate plans to promote patient wellbeing.</p> |
| Teaching and Learning Methods |
| <ul style="list-style-type: none"> • A data show projector is used for direct lectures • Microsoft power point for lecture presentations • Live demonstrations • Preclinical and clinical training with direct supervision • Group Seminars , group meeting, instructions and Discussion • Graduation Research |
| Assessment methods |
| <ul style="list-style-type: none"> • Participation & Activity • Quizzes Written Examinations • Mid Exam • Practical/clinical Assessments and Practical/clinical Examinations • Final Examination: Theory 40% and Practical or clinical 20% • Committee discussion of seminars and graduation research |
| <p>C. Affective and value goals</p> <p>C1. To affectively counsel and educate patients and their families.</p> <p>C2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.</p> <p>C3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.</p> |
| Teaching and Learning Methods |

| |
|---|
| External tours like: schools, institutes of special needs, social organizations and rural areas |
| Assessment methods |
| Doing surveys, patient education and Oral hygiene instructions |
| D. General and Transferable Skills (other skills relevant to employability and personal development) |
| D1. To affectively counsel and educate patients and their families. |
| D2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making. |
| D3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team. |
| D4. To work collaboratively and effectively in inter-professional team |

| 10. Course Structure | | | | | |
|----------------------|-------|------|-------------------------------------|-------------------------|----------------------|
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| 1 | 1 | | Introduction | Lecture hall and clinic | Written and clinical |
| 2 | 1 | | Numbering Systems | Lecture hall and clinic | Written and clinical |
| 3 | 1 | | Anatomical Landmarks | Lecture hall and clinic | Written and clinical |
| 4 | 1 | | // | Lecture hall and clinic | Written and clinical |
| 5 | 1 | | Permanent Maxillary Central Incisor | Lecture hall and clinic | Written and clinical |
| 6 | 1 | | Permanent Maxillary Lateral Incisor | Lecture hall and clinic | Written and clinical |
| 7 | 1 | | Permanent Mandibular Incisors | Lecture hall and clinic | Written and clinical |
| 8 | 1 | | // | Lecture hall and clinic | Written and clinical |
| 9 | 1 | | Permanent Canines | Lecture hall and clinic | Written and clinical |
| 10 | 1 | | // | Lecture hall and clinic | Written and clinical |
| 11 | 1 | | Mid-Course Exam | Lecture hall and clinic | Written and clinical |
| 12 | 1 | | Permanent Maxillary Premolars | Lecture hall and clinic | Written and clinical |

| | | | | | |
|-----------|---|--|--------------|-------------------------|----------------------|
| 13 | 1 | | // | Lecture hall and clinic | Written and clinical |
| 14 | 1 | | Quick Review | Lecture hall and clinic | Written and clinical |
| 15 | 1 | | // | Lecture hall and clinic | Written and clinical |

| | |
|--|---|
| 11. Infrastructure | |
| 1. Books Required reading: | Wheeler,s Dental Anatomy , Physiology and Occlusion |
| 2. Main references (sources) | Woelfel’s Dental Anatomy and its relevance to Dentistry |
| A- Recommended books and references (scientific journals, reports...). | Related Journals |
| B-Electronic references, Internet sites... | |

| |
|--|
| 12. The development of the curriculum plan |
| <ol style="list-style-type: none"> 1. Continuous update of scientific Programs to follow global development of latest clinical procedures and materials 2. Continuous medical education programs for college graduates and members as well as other formal institutes in the region 3. Use of newest technologies for student training and improvement of their practice and knowledge. |

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Babylon.....

Faculty/Institute: . College of Dentistry

Scientific Department: Basic Science

Academic or Professional Program Name: Medical biology .

Final Certificate Name: . B.Sc in Dentistry

Academic System: Courses

Description Preparation Date: 12/3/2024

File Completion Date: 12/3/2024

Signature:

Head of Department Name:

Lecturer Dr. Nahida Hamoud Abdel

Date:

Signature:

Scientific Associate Name:

Assist Prof. Dr. Hassan Falih Al-Watifi

Date:

The file is checked by: Miss Shaima Muhammad Kazem

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|---------------------|-------------------|--------------|-----------|
| First year | Med bio100010 (2+2) | : Medical biology | theoretical | practical |
| | | | 60 | 60 |

8. Expected learning outcomes of the program

| Knowledge | |
|---------------------|--|
| Learning Outcomes 1 | <p>the student will be able to</p> <ol style="list-style-type: none"> 1- Introducing the year of life and its most important branches related to human health 2- Enabling students to distinguish between primitive and eukaryotic cells. 3- Providing the student with experience in using the microscope and identifying its different parts. 4- Introducing the science of cell biology and the most important scientists who laid the foundation of the cell hypothesis. 5- Giving an idea of the division of living things into five kingdoms that include eukaryotic and prokaryotic organisms. 6- Introducing the science of bacteria and studying the structure of the cell and the different forms in nature. 7- Explanation of genetics, the structure of chromosomes, DNA and RNA strands, and an idea of the most important theories that Mendel developed about the transmission of genetic traits from parents to offspring. 8- Introducing the science of parasites with an explanation of the structure and life cycle of each of the protozoa and worms and the most important diseases they cause in humans. 9- Giving the student an idea about histology with an explanation of the structure of tissues, cartilages and bones of the human body. |
| Skills | |
| Learning Outcomes 2 | <ul style="list-style-type: none"> - Skills objectives of the program: - Subject-specific skills - The student will identify and classify the different types of organisms |
| Ethics | |

| | |
|---------------------|---|
| Learning Outcomes 4 | 1- Conducting theoretical and practical exams 2- Feedback from students 3- Conducting short practical exams in the laboratory 4- Learning Triangle |
|---------------------|---|

| |
|---|
| 9. Teaching and Learning Strategies |
| 1- Team project student groups 2- workshops and scientific trips 3- Learning Technologies on campus E-learning on campus by uploading lectures on the college's website for lecturers' lectures 4- Experimental education and in our college, educational laboratories and educational clinics 5- Application learning and in our college within the summer training program for students |

| |
|---|
| 10. Evaluation methods |
| <ul style="list-style-type: none"> • Working to update the curricula continuously • Increasing the number of hours for the theoretical and practical aspects • Working to add the latest international references in the field of specialization • Developing diagnostic laboratory work by studying the latest scientific results • Preparing video lectures to be available on a website to improve the quality of education |

| 11. Faculty | | | | | | |
|--|----------------|---------|---|--|------------------------------|----------|
| Faculty Members | | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
| | General | Special | | | Staff | Lecturer |
| Assist Prof. Dr. Ahmed M. Al-Mosawy Assist Prof. Dr. Assist | | | | | | |

| | | | | | | |
|----------------------------------|--|--|--|--|--|--|
| Prof. Dr. Hanan Salman Hassan | | | | | | |
| Lecturer Israa Nazim | | | | | | |

| |
|---|
| Professional Development |
| Mentoring new faculty members |
| Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level. |
| Professional development of faculty members |
| 1- Practical and practical preparation for applying the acquired knowledge in teaching 2- Applying professional ethics. 3- Developing the ability to deal with multiple learning methods. |

| |
|---|
| 12. Acceptance Criterion |
| (Setting regulations related to enrollment in the college or institute, whether central admission or others) |

| |
|--|
| 13. The most important sources of information about the program |
| State briefly the sources of information about the program. |

| |
|-------------------------------------|
| 14. Program Development Plan |
| |

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|-------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|---|--|
| 1. Course Name: | |
| | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| | |
| 4. Description Preparation Date: | |
| | |
| 5. Available Attendance Forms: | |
| | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: | |
| Email: | |
| | |
| 8. Course Objectives | |
| Course Objectives | <p>- Cognitive objectives.</p> <p>1- That the student understands Medical Biology</p> <p>2- To link the relationship between practical and theoretical experiences</p> <p>3- identify the animal cell structure and some of the important biological processes that occur in it, such as indirect mitosis and meiosis.</p> <p>4- identify some important parasites that infect humans with their common diseases such as malaria, bilharzia, Baghdad bean and others.</p> <p>5- identify the four types of animal tissues with some recent information such as some diseases associated with each type.</p> <p>6- learn about basic genetics in a simple and modern way, such as the structure of both DNA and RNA, mutations, and some common genetic diseases such as Mongolia and hereditary hemophilia</p> |
| 9. Teaching and Learning Strategies | |
| Strategy | <p>1- Team project student groups</p> <p>2- workshops and scientific trips</p> <p>3- Learning Technologies on campus E-learning on campus by uploading lectures on the college's website for lecturers' lectures</p> |

| | |
|--|--|
| | 4- Experimental education and in our college, educational laboratories and educational clinics 5- Application learning and in our college within the summer training program for students |
|--|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|----------------------|-----------------|-------------------|
| | | | | | |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | Jonquiere's Basic Histology Text and Atlas, Thirteenth Edition (2013) by Anthony L. Mescher ; Di Fiore's Atlas of Histology with Functional Correlations, Twelfth Edition (2013) by Victor P. Eroschenko; Illustrated Dental Embryology, Histology, and Anatomy, Fourth Edition (2016) by Margaret J. Fehrenbach and Tracy Popwics. |
| Electronic References, Websites | Virtual library Websites of reputable international universities in the same specialty www.kcom.edu/faculty /chamberlian /courses.htm http://www.ncbi.nlm.nih.gov/books/bv |

Course Structure

First course 2023 – 2024 – First class

| Titles of the lectures | Hours | Week |
|---|-------|------|
| -Introduction to medical and oral biology | 2 | 1 |
| -prokaryotes and Eukaryote -Types of cells | 2 | 2 |
| -General and oral immunity | 2 | 3 |

| | | |
|--|---|----|
| Bacterial and oral disease | 2 | 4 |
| -genetics and its role in oral diseases | 2 | 5 |
| -simple epithelial tissues (tongue) | 2 | 6 |
| --stratified epithelial tissues | 2 | 7 |
| - glandular epithelial tissues | 2 | 8 |
| -general connective tissue (blood) | 2 | 9 |
| -muscular tissue Nerve tissue | 2 | 10 |
| -cell structure (oral mucus membrane) | 2 | 11 |
| -plasma membrane structure and passage of materials across cell membrane | 2 | 12 |
| -cell cycle, mitosis and meiosis | 2 | 13 |
| -Cell energy | 2 | 14 |
| Mid examination | 2 | 15 |

Second course 2023 – 2024 – First class

| Titles of the lectures | Hours | Week |
|--|-------|------|
| - Genetics - DNA structure -Types of RNA (transfer, messenger and ribosomal) | 2 | 16 |
| Introduction to parasitological- Types of parasites and host | 2 | 17 |
| General and oral protozoa | 2 | 19 |
| Human amoeba, E. histolytica, E. coli, E. gingivalis | 2 | 20 |
| Flagellates, giardia lamblia, T. tenax | 2 | 21 |
| Leishmania, cutaneous and vesicular | 2 | 22 |
| Sporozoa, plasmodium spp. | 2 | 23 |
| Toxoplasma gondii | 2 | 24 |
| Nemathelminthes, ascaris lumbricoides | 2 | 25 |
| Ancylostoma duodenale, enterobius vermicularis | 2 | 26 |
| Platyhelminthes, fasciola hepatica | 2 | 27 |
| Platyhelminthes, fasciola hepatica | 2 | 28 |
| Schistosoma spp. | 2 | 29 |
| Final examination | 2 | 30 |

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

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Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: .. University of Babylon

Faculty/Institute: . College of Dentistry.....

Scientific Department: . Basic Science.....

Academic or Professional Program Name: ...B. Sc.

Final Certificate Name: Bachelor's degree in Dental and Maxillofacial
Medicine and Surgery.....

Academic System: ... courses

Description Preparation Date: 10/3/2024

File Completion Date: : 10/3/2024

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|------------------------|-------------------|-------------------|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| 2 nd year | De Ghi200001(2+2) | General histology | theoretical | practical |
| | | | 30 | 30 |

| 8. Expected learning outcomes of the program | |
|---|--|
| Knowledge | |
| Learning Outcomes 1 | <p>The skills goals special to the programmer .</p> <p>Subject-specific skills</p> <p>1- The student will identify the different tissue types</p> <p>2 - The student will distinguish between the methods used for histological diagnosis</p> <p>3- He learns the methods of preparing fabric in glass slides</p> |
| Skills | |
| <p>General and Transferable Skills (other skills relevant to employability and personal development)</p> <p>1- Preparing the student practically in terms of applying the acquired knowledge</p> <p>2- Thinking about solving problems.</p> <p>3- Teaching professional ethics.</p> <p>4- The acquired skills for the student to become a dentist capable of treating patients.</p> <p>5 - Develop the student's ability to deal with multiple means of learning.</p> | Learning Outcomes Statement 2 |
| Ethics | |
| <p>Theoretical exams.</p> <p>Practical exams.</p> | Learning Outcomes Statement 4 |
| <p>1- Conducting theoretical and practical exams</p> <p>2- Feedback from students</p> <p>3- Conducting short practical exams in the laboratory</p> <p>4- Learning Triangle</p> | Learning Outcomes Statement 5 |
| <p>ffective and value goals</p> <p>1- The skill of thinking according to the student's ability so that the student depends on his abilities to think reasonably</p> <p>2- Understanding when, how, what and how to think</p> | |

| | |
|--|--|
| improves the ability to think 3- High thinking skill so that the student learns to think well before he makes a decision himself 4 - Critical thinking strategy in education | |
|--|--|

9. Teaching and Learning Strategies

- 1- Team project student groups
- 2- workshops and scientific trips
- 3- Learning Technologies on campus E-learning on campus by uploading lectures on the college's website for lecturers' lectures
- 4- Experimental education and in our college, educational laboratories and educational clinics
- 5- Application learning and in our college within the summer training program for students

10. Evaluation methods

- 1- Conducting theoretical and practical exams
- 2- Feedback from students
- 3- Conducting short practical exams in the laboratory
- 4- Learning Triangle

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
|---------------|----------------|---------|---|------------------------------|----------|
| | General | Special | | Staff | Lecturer |
| | | | | | |

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

personal development

- 1- Preparing the student practically in terms of applying the acquired knowledge
- 2- Thinking about solving problems.
- 3- Teaching professional ethics.
- 4- The acquired skills for the student to become a dentist capable of treating patients.
- 5 - Develop the student's ability to deal with multiple means of learning.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

Jonquiere's Basic Histology Text and Atlas, Thirteen Edition (2013) by Anthony L. Mescher ; Di Fiore's Atlas of Histology with Functional Correlations, Twelfth Edition (2013) by Victor P. Eroschenko; Illustrated Dental Embryology, Histology, and Anatomy, Fourth Edition (2016) by Margaret J. Fehrenbach and Tracy Popwics.

14. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|-------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| General histology | |
| 2. Course Code: | |
| De Ghi200001(2+2) | |
| 3. Semester / Year: | |
| 2023 – 2024 | |
| 4. Description Preparation Date: | |
| 10/3/2024 | |
| 5. Available Attendance Forms: | |
| weekly | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 60 hours theory and 60 hours practical | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Assist Prof. Dr. Ahmed M. Al-Mosawy Assist Prof. Liqaa Oday Al-Quraishi Email: dent.a.almosaui@uobabylon.edu.iq dent.liqaa.oday@uobabylon.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>Recognize all the basic concepts of general tissues</p> <p>2- The student will identify the shapes of cells that make up the tissue.</p> <p>3- The student distinguishes histological preparation processes</p> <p>4- Distinguish the stages of tissue formation and the product of it</p> <p>5- Recognize how to classify histologically from the ground up</p> <p>6-Diagnoses the organs in the body and how they work</p> <p>7- Recognize the important components of each tissue</p> <p>8- Defines the types of tissues and methods of their classification</p> <p>9- Explains the cellular components and their types</p> <p>10- Distinguishes between the multiple types of tissues and their presence in the body on the body</p> |

| | |
|--|---|
| | <p>11- Distinguish between the types of cellular materials for each tissue and methods of diagnosis</p> <p>12-recognizes the organs of the body and their location within it</p> <p>13- Differentiate between the types of dyes used in textile dyeing</p> <p>14- Explains the types of tissues that make up hormones and the extent to which they are affected by other tissues</p> <p>15- Recognize the tissues found in each gender, male or female</p> <p>17-distinguishes between the types of hormones found in both sexes</p> <p>18-Diagnoses the tissue in each of the body's systems</p> |
|--|---|

9. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | |
|-----------------|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|----------------------|-----------------|-------------------|
| | | | | | |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

2023- 2024
First Course weekly outline and grades

| week | Topics | No. of hours |
|----------|--|--------------|
| 1 | Introduction techniques and microscopy -List Types of Microscopes and their application in medical research -Types of stain -Tissues preparations Cell anatomy, Identify microscopy and Cell Architecture -Describe the detailed structure of the cell organelles (Cytoplasm and nucleus) Cell division, Extracellular materials, Intercellular junction, Basic tissue properties, Basic tissue classification | 2 |
| 2 | Epithelia tissues Epithelium properties, Epithelium classification, Basement membrane Glandular epithelial tissues Type of glands -endocrine glands -exocrine glands (serous ,mucus and mixed glands) | ۲ |
| 3 | Connective tissue, Connective tissue properties - Connective tissue structure Connective tissue classifications 1-Connective tissue proper. a-loose Connective tissue Type of Dense(regular and irregular) connective tissues 1-dense irregular connective tissues 2-dense regular connective tissues Types of cartilage -hyaline cartilage -Elastic cartilage Bone and its types -compact bone -spongy bone | ۲ |
| 4 | Nerve tissue, Neurons, Glial cell, and Synapse. Central nervous system: Cerebrum | ۲ |
| 5 | Cerebellum ,Spinal cord Peripheral nervous system: Nerve fibers, Ganglia. | ۲ |
| 6 | Circulatory system Arterial system Elastic arteries Muscular arteries | ۲ |
| 7 | Arterioles Venous system Muscular veins Venules Capillaries The heart | ۲ |
| 8 | Hemopoiesis Prenatal hemopoiesis. | ۲ |

| | | |
|----|--|----|
| | Postnatal hemopoiesis Bone marrow, Red bone marrow, and Yellow bone marrow. | |
| 9 | Blood cells Erythrocytes or Red blood corpuscles (RBC) White blood cells (Leukocytes) Platelets (Thrombocytes) | ۲ |
| 10 | <u>Epidermis, Dermis,</u> <u>Thick skin, Thin skin</u> <u>Layers of skin,</u> <u>Melanocytes</u> <u>Langerhans cells</u> <u>Skin glands, Sebaceous Glands</u> | ۲ |
| 11 | <u>Sweat glands,</u> <u>Subcutaneous tissue (hypodermis), Hair, Nail.</u> <u>-keratinized and non-keratinized oral mucosa</u> | ۲ |
| 12 | Respiratory system Conducting portion: Nasal cavity, Nasopharynx, Larynx, Trachea, | ۲ |
| 13 | Bronchi, Bronchioles, and Terminal bronchioles Respiratory portion Respiratory bronchioles, Alveolar ducts, Alveoli, Lung vasculature and | ۲ |
| 14 | Lymphoid system Innate and adaptive immunity. Antigens and antibodies. Thymus. Mucosa associated lymphoid tissue (MALT). | ۲ |
| 15 | Tonsils. Lymph nodes. Spleen | ۲ |
| | Total | ۳۰ |

2023- 2024

Second Course weekly outline and grades

| week | Topics | No. of hours |
|------|---|--------------|
| 1 | - Digestive system General structure of the digestive tract. Oral cavity: Lip, Tongue. | 2 |
| 2 | Salivary glands: Parotid, Submandibular, and Sublingual glands. Esophagus, Stomach, Small intestine: Duodenum. Jejunum. Ileum. | 2 |
| 3 | Large intestine, Cecum. Appendix. Colon | 2 |
| 4 | Organs associated with the digestive tract: Pancreas. Liver. Gallbladder | 2 |
| 5 | Urinary System Nephron: Renal corpuscle (Glomerulus and Bowman's capsule), Proximal convoluted tubules, Henle's loop, Distal convoluted tubules, Juxtaglomerular apparatus. Collecting tubules | 2 |
| 6 | Excretory passage Calyces, Ureter Urinary bladder: Male and female urethra. | 2 |

| | | |
|-----------|--|----|
| 7 | Endocrine System -Pituitary gland (Hypophysis) anterior pituitary and hard palate | ۲ |
| 8 | - pars nervosa and salivary glands secretion -Adrenal glands Pancreatic Islets (islets of Langerhans) | 2 |
| 9 | Thyroid gland. origin of thyroid glands Parathyroid glands Pineal gland | 2 |
| 10 | Male Reproductive System. Testes, Intratesticular ducts | 2 |
| 11 | , Excretory genital ducts Accessory glands, Penis. | 2 |
| 12 | Female Reproductive System Ovaries. Uterine tubes | 2 |
| 13 | .Uterus Placenta ,Vagina, Mammary glands | 2 |
| 14 | - Sense Organ (Eye) Histological structure of eye | 2 |
| 15 | Sense Organ (Ear) Histological structure of ear. | ۲ |
| | Total | ۳۰ |

*Republic of Iraq
Ministry of Higher Education & Scientific Research
Supervision and Scientific Evaluation Directorate
Quality Assurance and Academic Accreditation
International Accreditation Dept.*

*Academic Program Specification Form For The
Academic*

*University: **University of Babylon**
College : **College of Dentistry**
Number Of Departments In The College: **7**
Date Of Form Completion : **October 1st. 2023***

Dean

*Dean's Assistant
For Scientific
Affairs*

*The College Quality
Assurance And University
Performance Manager*

Date : / /

Date : / /

Date : / /

Signature

Signature

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

ACADEMIC PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

BDS program is of Five years duration with semester system, each year with two semesters, each semester lasts for 15 weeks, Active session of each year is of 9 months including preparatory leave and 02 weeks examination. Fifth year student add an 8 weeks clinical training course in the summer leave.

| | |
|---|--|
| 1. Teaching Institution | Faculty of Dentistry |
| 2. University Department/Centre | Section of Conservative Dentistry |
| 3. Program Title | College of Dentistry |
| 4. Title of Final Award | Bachelor degree in Dentistry |
| 5. Modes of Attendance offered | Direct lectures, Hands on training both preclinical laboratories and clinical patient Practice |
| 6. Accreditation | IRAQI NATIONAL ACCREDITATION STANDARDS FOR DENTAL COLLEGES |
| 7. Other external influences | University of Babylon |
| 8. Date of production/revision of this specification | 1/10/2023 |
| 9. Aims of the Programme: | |
| To produce professionally competent, ethically sound and research oriented individuals in the field of dentistry. | |
| The program must have documented measurable objectives that support Faculty / College and institution mission statements. | |
| To produce graduates that meet all challenges they came across in community professionalism as well as ethical /moral aspects | |
| | |
| | |

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals: To enable students to gain Medical and dental Knowledge of:

A1. normal human structure and function at the molecular, genetic, cellular, tissue, organ-system and whole-body level

A2. the mechanisms involved in the causation and treatment of human diseases and their influence on clinical presentation and therapy.

A3. the epidemiology of common oral and dental diseases.

A4. the impact of social factors on oral health and disease.

A5. the basic scientific and ethical principles of clinical research.

B. The skills goals special to the programme .

B1. To enable students to apply scientific methods to the practice of dentistry for the identification of problems, data collection, hypothesis formulation, and the application of deductive reasoning to problem solving, clinical reasoning, and decision-making.

B2. To successfully integrate collected clinical information to carry out appropriate diagnostic and treatment plans for patients across the broad spectrum of acute and chronic conditions.

B3. To perform basic risk assessments and formulate plans to promote patient wellbeing.

Teaching and Learning Methods

1. A data show projector is used for direct lectures
2. Microsoft power point for lecture presentations
3. Live demonstrations
4. Preclinical and clinical training with direct supervision
5. Group Seminars , group meeting, instructions and Discussion
6. Graduation Research

Assessment methods

1. Participation & Activity
2. Quizzes Written Examinations
3. Mid Exam
4. Practical/clinical Assessments and Practical/clinical Examinations
5. Final Examination: Theory 40% and Practical or clinical 20%
6. Committee discussion of seminars and graduation research

C. Affective and value goals

C1. To affectively counsel and educate patients and their families.

C2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.

C3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.

Teaching and Learning Methods

External tours like: schools, institutes of special needs, social organizations and rural areas

Assessment methods

Doing surveys, patient education and Oral hygiene instructions

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. To affectively counsel and educate patients and their families.

D2. To design diagnostic and treatment options in a manner that will help the participation of patients and their families in shared decision-making.

D3. To effectively communicate with members, including both dentist and non-dentist professionals, of the health care team.

D4. To work collaboratively and effectively in inter-professional team

Teaching and Learning Methods

Educational clinics, training labs and on patient training

Assessment Methods

Educational clinics, training labs and on patient Evaluation

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit Hours | |
|------------|-----------------------|-----------------------------------|--------------|-------------|
| | | | Practical | Theoretical |
| First | | Dental Anatomy I | 2 | 1 |
| First | | Dental Anatomy II | 2 | 1 |
| Second | | Dental Materials II | 2 | 1 |
| Third | | Operative Dentistry | 2 | 2 |
| Third | | Crown and Bridge | 2 | 2 |
| Fourth | | Aesthetic and Operative Dentistry | 3 | 1 |
| Fourth | | Endodontics | 3 | 1 |
| Fifth | | Clinical Endodontics | 4 | 1 |
| Fifth | | Crown and Bridge | 4 | 1 |

13. Personal Development Planning

1. Continuous update of scientific Programs to follow global development of latest clinical procedures and materials
2. Continuous medical education programs for college graduates and members as well as other formal institutes in the region
3. Development of scientific research, writing and publishment worldwide carrying the name of the university of babylon

14. Admission criteria .

Graduates of Iraqi secondary school males and females with capacity of 100 student per year

15. Program Outcome

Bachelor in Dental Surgery / Dental intern / Rotator Dentist

16. Key sources of information about the programme

Dentistry, University of Babylon, College of Dentistry, Dental school, Faculty of Dentistry, Babylon University

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------|-------------|-----------------------------------|----------------------------------|------------------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option(O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| First | | Dental Anatomy I | Dental Anatomy (Anterior Teeth) | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | |
| | | Dental Anatomy II | Dental Anatomy (Posterior Teeth) | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | |
| Second | | Dental Materials II | Restorative Dental Materials | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | |
| | | | | | | | | | | | | | | | | | | | |
| Third | | Operative Dentistry | Pre-clinical Operative Dentistry | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | Crown and Bridge | Pre-clinical Crown | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Fourth | | Aesthetic and Operative Dentistry | Conservative Dentistry | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | Endodontics | Principles of Endodontics | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Fifth | | Clinical Endodontics | Conservative Dentistry | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | Crown and Bridge | Conservative Dentistry | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

