



Umm Al-Qura University
Faculty of Dentistry
Vice Deanship
of Academic Development
& Community Service

وحدة تطوير المناهج
Curriculum Development Unit

جامعة أم القرى
كلية طب الأسنان
وكالة الكلية للتطوير الأكاديمي
وخدمة المجتمع



Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

Course Name	Dental Anatomy	
Course Code	190122006	
Academic Level	2 nd Level	
Semester	2 nd	
Study Plan No	33	
Department	Basic & Clinical Oral Science	
Division	Oral Biology	
Academic Year	2018-2019 AD – 1439 -1440 AH	
Contact hours	Theoretical	2 / week
	Practical	4 / week
	Clinical	Non / week
Total Contact Hrs	6 / week	
Total Credit Hrs	4	

Course Specifications

Institution	Umm Al Qura University	Date of Report	26/5/2018
College/Department Faculty of Dentistry / Department of Basic and Clinical Oral Sciences			

A. Course Identification and General Information

1. Course title and code: Dental Anatomy /Code: 190122006			
2. Credit hours: 4 hrs.			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelor Degree of Dental Medicine and Surgery (B.D.S.)			
4. Name of faculty member responsible for the course: Assistant Prof /Hoda Fansa			
5. Level/year at which this course is offered: Second year (second semester).			
6. Pre-requisites for this course (if any) Successful completion of the first year courses.			
7. Co-requisites for this course (if any) List of courses that are taken concurrently with this course: - In the 1st semester: basic medical sciences ,head and neck anatomy - In the second semester: basic medical sciences, oral radiology			
8. Location if not on main campus. The course is offered in the main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="30%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. E-learning	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="10%"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="60%"/>
Comments:			
a. Traditional classroom in the form of face to face interactive lectures.			
c. E-learning using strategies of computer based assignments, and presentations.			
f. Other: Practical sessions for drawing and carving of teeth models.			

B Objectives

1. What is the main purpose for this course?

To provide the student with the basic information about the morphology of permanent and deciduous teeth, occlusion, pulp cavities, and physiologic tooth form as a pre-requisite for the other dental courses and to relate these information to the practice of dentistry.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

2.1. More focusing on electronic learning through using features of UQUDENT website for e-learning & King Abdullah Digital Library.

2.2. Implementing assessment methods that depend on student self -directed learning as group presentation and assignment.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

No.	Topics	No of Weeks	Contact hours		Total
			Didactic	Practical	
1.	Introduction to dental anatomy	8hrs over 2 weeks	4hs	4hs	8hs
2.	Permanent Anterior Teeth	14 hrs over 3weeks	4hs	12hs	16hs
3.	Premolars	2weeks	4hs	10hs	14hs
4.	Permanent upper Molars	8hrs over 2weeks	2hs	8hs	10hs

5.	Permanent lower molars	8hrs over 2weeks	2hs	8hs	10hs
6.	Physiological tooth form and Geometric outlines	1 week	4hs	2hs	6hs
7.	Deciduous Teeth	8hrs over 2 weeks	4hs	4hs	8hs
8.	Pulp cavity	1 week	2hs	2hrs	4hs
9.	Introduction to occlusion	8hrs over 2weeks	2hs	6hs	8hs
	Total		28hs	56hrs	84 hrs

2. Course components (total contact hours and credits per semester): 6 hrs/week x 14 weeks

	Lecture	Tutorial	Laboratory	Practical/ SDL	Other:	Total
Contact Hours	28 hrs			56 hrs		84 hrs
Credit hours	2 hrs			2 hrs		4 hrs

3. Additional private study/learning hours expected for students per week. 4 hs/ week

4 hrs/week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

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

The **National Qualification Framework** provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Describe the morphology of human permanent and deciduous anterior teeth as well as their pulp cavities.	Interactive lectures Practical sessions Assignments. Presentations.	-Quiz -Mid semester written examination -Final semester written examination. -Presentation and assignment assessment (Rubric is needed) OSPE
1.2	Describe the morphology of human permanent and deciduous posterior teeth as well as their pulp cavities.		
2.0	Cognitive Skills		
2.1	Differentiate between the morphological characteristics of all permanent and deciduous teeth.	Interactive lectures Practical sessions Assignments. Presentations.	-Quiz -Mid semester written examination. -Final semester written examination. -Presentation and assignment assessment (Rubric is needed) OSPE
2.2	Relate proper geometric outlines and contour of the crown in relation to periodontal health and normal occlusion.		
3.0	Interpersonal Skills & Responsibility		
3.1	Collaborate effectively and ethically with supervisors and colleagues in groups to complete assigned tasks.	Assignments. Presentations.	Assignments and Presentation assessment (using rubrics).
3.2	Demonstrate responsibility in writing assignments according to specific topics and prescribed criteria in due time.		
4.0	Communication, Information Technology, Numerical		

4.1	Employing IT learning resources (web site, King Abdullah Digital Library).	Assignments. Presentations.	Assignments and Presentation assessment (using rubrics).
4.2	Present knowledge and information effectively.		
5.0	Psychomotor		
5.1	Carve wax patterns of crowns and roots of the upper and lower permanent teeth.	Practical sessions	Mid competency evaluation (carve up one anterior tooth). Final competency evaluation (carve up one posterior tooth) (Rubric is needed)
5.2	Draw the morphology of the permanent teeth.		Drawing book.

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	8 th	5%
2	Assignments	12 th	10%
3	Mid semester written examination (MCQs, label a diagram)	8 th	10%
4	Mid semester competency evaluation: Minimal requirements submitted before the evaluation (4 anterior teeth)	8 th	5%
5	Student presentation	13 th	10%
6	Minimal requirements submitted before the final exam (4 posterior teeth)	15 th	5%
7	Final semester written examination (MCQs , short answered questions , label a diagram)	16 th	25%
8	Final competency evaluation & OSPE	16 th	25%
9	Drawing book	16 th	5%
Total			100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

4 hours/ week

E. Learning Resources

<p>1. List Required Textbooks</p> <p>1.1. Nelson SJ . Wheeler's Dental Anatomy, Physiology and Occlusion .10th ed. Saunders; 2014.</p> <p>1.2. Rahn AO, Heartwell CM. Textbook of Complete Dentures. 5thed. BC Decker Inc. Hamilton: London ;2002.</p>
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <p>Selma S, Mathias V, Luiz G, Marisa S, Simone C. Educational material of dental anatomy applied to study the morphology of permanent teeth. Braz Dent J2004; 15(3) :238-242 .</p>
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <p>3.1. Van Beek G C. Dental Morphology: An Illustrated Guide. 2nd ed. Butterworth-Heinemann Medical;1983.</p> <p>3.2. Rickne C. Scheid, Gabriela W. Woelfel's Dental Anatomy: Its Relevance to Dentistry. 8th ed. Lippincott Williams & Wilkins; 2011.</p>
<p>4. List Electronic Materials(eg. Web Sites, Social Media, Blackboard, etc.)</p> <p>Antoinette Metivier. Dental Anatomy: A Review. DentalCare.com website. Available at: http://media.dentalcare.com/media/en-US/education/ce421/ce421.pdf : Published April 23, 2013. Accessed December 20, 2013.</p>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>5.1. Dental Models, blue wax, wax knife and carvers .</p> <p>5.2. Natural teeth may be also used for demonstration.</p> <p>5.3. Audio -visual system</p> <p>5.4. Simulator to simulate mandibular movements.</p>

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <p>1.1. Classrooms: are supplied with audiovisual equipment, data show large screens, screen pointers & other equipment needed for the power point presentation of lectures.</p> <p>1.2. Laboratories: these are supplied with wide study benches, specimens , data show , large screens, good lighting sources and other equipment needed for training of students on such skill.</p>

2. Computing resources (AV, data show, Smart Board, software, etc.)

All students will have the opportunity to use computer with internet access in a comfortable place.

2. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

3.1. Carving instruments; blue wax knife, carver, Torch.

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

- 1.1. A course evaluation questionnaire is designed to assess the effectiveness of the course regarding
- 1.2. Objectives, teaching facilities, instructor, assessment process and resources. It is distributed to all the students at the end of the course, data is analyzed, interpreted and discussed by the course director or committee in order to issue an improvement plan for any difficulties facing the students.
- 1.2. Focus group discussion with the students to validate the questionnaire results.

2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- 2.1. A course evaluation questionnaire is designed to assess the effectiveness of the course. It is distributed to instructors who participated in teaching the course at the end of the semester, data is analyzed, interpreted and discussed by the course director or committee.
- 2.2. An annual course report is compiled by the course director or committee in light of the results of students performance as well the results of the course evaluation questionnaire by students.

3. Processes for Improvement of Teaching

Workshops for staff development

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Blinded double checking of the students answers by two evaluators.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

The course is revised annually after its delivery in light of the results of students' performance (students' grades) and the results of the course evaluation questionnaire by both students and teaching staff. The course director or committee discusses these issues and put an improvement plan for each spotted problem. They revise the course content and intended learning objectives. Any changes in objectives, teaching strategies or assessment methods should be documented in the course specification of the next year. Major changes should not be considered except after being approved by the curriculum committee.

Faculty or Teaching Staff:

Signature

Dr/Hoda Fansa,

Assistant Professor of Oral Biology (Coordinator)

Dr/Sherif Hassan,

Assistant Professor of Oral Biology (Co-Coordinator)

Prof.Dr/ Ehab Abo Elroos,

Professor of Removable Prosthodontics

Dr/Amira Gomma,

Assistant Professor of Removable Prosthodontics

Dr/Zeinab Abo El Wafa,

Lecturer of Oral Biology

Date Report Completed: 10 / 6 /2018

Received by: _____

Dean/Department Head:

Signature: _____

Date: _____