City University Ajman

College of Dentistry

Bachelor of Dental Surgery (BDS)

Program Handbook

Academic Year: 2025-2026

The links will will work when the document is accessed online through the system

About City University Ajman

City University Ajman is a private multidisciplinary co-educational institution of higher learning in the Emirates of Ajman in the United Arab Emirates. H.H. Sheikh Rashid Bin Humaid Al Nuaimi chairs a seven-member Board of Trustees as its governing body.

The mission of City University Ajman is to offer a competitive fee structure and sustainable top-quality and market-driven academic programs that foster individual growth. It facilitates a teaching and learning environment centered on critical thinking, innovation, and creativity while facilitating a high level of employability for its graduates, regionally and globally. CUA provides its students diverse educational programs in humanities and social sciences, informatics, and health sciences. In addition, CUA contributes to the development of the knowledge economy as it promotes research, scholarly activities, and community engagement.

The Ministry of Education (MOE), Higher Education Affairs Division in the United Arab Emirates, officially licenses City University Ajman. The Commission for Academic Accreditation (CAA) of the UAE's Ministry of Education accredits all CUA's undergraduate and graduate degrees.

CUA has been rated a 5-star institution through the QS StarsTM rating system. This prestigious recognition reflects CUA's excellence in teaching, strong graduate employability, and state-of-the-art facilities.

The College of Media at CUA has secured a six-year accreditation for its Bachelor in Public Relations and Advertising program from AQAS (Agency for Quality Assurance through Accreditation of Study Programs) in Germany. This achievement reflects CUA's commitment to quality education and global recognition.

City University Ajman is an Association to Advance Collegiate Schools of Business (AACSB) Business Education Alliance member. The AACSB provides an international seal of approval for business programs that ensures the educational needs of students are met through high quality, continuous improvement, and excellence in education.

CUA offers undergraduate and graduate programs under six colleges (Dentistry, Media, Law, Business, Humanities, and Technology). There are eight undergraduate programs: 1. The

Bachelor of Business Administration (concentrations: Finance and Accounting, Marketing, Management Information Systems, Hospitality & Tourism Management, and Human Resources Management (in English)), 2. The Bachelor of Business Administration in Human Resources Management (in Arabic) 3. The Bachelor of Law (Arabic), 4. The Bachelor of Public Relations and Advertising (Arabic), 5. The Bachelor of Dental Surgery, 6. The Bachelor in Psychology (Arabic), 7. Bachelor in Sociology (Arabic), 8. The Bachelor of Science in Artificial Intelligence. CUA offers four postgraduate programs: 1. The Master of Business Administration degree in Total Quality Management, 2. The Master in Public Law (Arabic), 3. The Master in Private Law (Arabic) and 4. The Professional Postgraduate Diploma in Teaching (Arabic).

Bachelor of Dental Surgery (BDS) program, does not offer any of its classes in the evening or weekend. Due to the nature of the program, it is offered during daytime only.

CUA places a strong focus on internationalization efforts. There is a robust industry interface, which includes partnerships with industries and government sectors. With support from external advisory board members, CUA ensures that the program outcomes remain current and are aligned with market demands.

Message from the Dean

I am honored to serve as the college's first permanent dean since 2020 and lead our efforts to improve oral health throughout UAE and globally through excellence in education, patient care, community service, and scientific research.

Our college provides a full array of top-rate educational opportunities, from the date of joining the dentistry program until graduation. The strategic location of the CUA campus makes our college highly accessible from all the emirates of the UAE.

Collectively, our students and patients benefit from the skills and exceptional clinical experience of our highly devoted faculty as well as a rich collaborative environment afforded by being one of the main dental colleges in the emirate of Ajman. Our college's faculty are not only educators and clinicians but also leaders in developing the knowledge that guides teaching and clinical dental and oral health care.

As we focus on developing exceptional dentists and researchers, we are ever mindful that academic excellence must be matched by compassion, integrity, and professionalism and that our future depends on producing not only future clinicians but also leaders, academicians, and researchers.

By having a robust set of early competency framework assessment systems, students can access state-of-the-art labs and clinics and begin gaining the required practical and clinical skills and experiences. Our students will treat patients within their 4th and 5th years of the BDS curriculum to gain the necessary skills and experiences that enable them to be competent health providers.

As a commitment to the CUA graduates, the College of Dentistry at CUA has recently offered an internship training program to support them with the required advanced clinical experiences that prepare them to meet the UAE health authorities' licensing requirements.

We appreciate your interest in joining the College of Dentistry at CUA and invite you to visit or contact us for additional information.

Prof. Dr. Ali Razooki
Dean, College of Dentistry

The BDS Program

Bachelor of Dental Surgery (BDS) is a challenging program with rewarding career options for those who are passionate about oral health and want to make a difference in people's lives. It offers a wide scope of opportunities in both public and private sectors, as well as the option to pursue higher education or specialization. However, it also requires hard work, dedication, and constant learning to keep up with the latest developments and innovations in the field.

In the United Arab Emirates (UAE), BDS is a recognized degree for individuals aspiring to become dentists. To practice dentistry in the UAE, individuals typically need to complete a BDS program from a recognized institution and obtain licensure from the relevant regulatory body, which is the Ministry of Health and Prevention (MOHAP) in the UAE.

The BDS program usually includes a combination of classroom instruction, clinical training, and practical experience to prepare students for a career in dentistry. Additionally, continuing education and professional development is required to maintain licensure and is expected to stay updated with advancements in the field.

Career Opportunities

Graduates of the BDS program at City University Ajman are prepared for a wide range of career pathways in the public and private health sectors, both within the UAE and internationally. Typical career opportunities are:

- Dental Research
- General Dentistry: Private Practice
- General Dentistry: Hospital Dentistry
- Prosthodontic
- Endodontics
- General practitioner treatments for dental issues
- Implant Dentistry
- Oral surgery
- Orthodontics
- Periodontics
- Pediatric Dentistry
- Oral Pathology
- Public Health Dentistry

**** 2025-2026 Dentistry Prospectus**

How to Use This Handbook

This handbook provides essential information about curriculum, assessments, clinical rules, student expectations, and support services. Students must refer to it regularly and follow all academic and clinical policies.

Annual Review and Update Statement

This handbook is reviewed annually and updated following approval from the Curriculum Committee, Assessment Committee, and Quality Assurance Committee. Students are notified through LMS and official email of any updates.

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Section 1: Program Structure and Subject Details:

1.1 BDS Program Philosophy

The Bachelor of Dental Surgery (BDS) program at City University Ajman is grounded in the principles of public protection, ethical practice, and patient-centered care. The program is dedicated to cultivating competent, professional, and socially responsible dental practitioners who deliver safe, effective, and compassionate oral healthcare in accordance with UAE regulatory requirements and international standards.

The educational philosophy is competency-based and outcomes-focused, integrating scientific knowledge, clinical skills, professional behaviors, and ethical judgment. Learning is structured to promote critical thinking, evidence-based decision-making, effective communication, and reflective practice, ensuring graduates are prepared for independent and ethical dental practice.

The curriculum is deliberately designed to support progressive competence development through simulation-based learning, supervised clinical education, inter-professional collaboration, and engagement with research and scholarly inquiry. Integrated with appropriate assessment strategies, the curriculum promotes lifelong learning and adaptability in response to evolving dental practices.

Overall, the BDS program reflects City University Ajman's commitment to educational excellence, continuous improvement, and the preparation of graduates who can meet the oral health needs of the UAE and the broader global community.

1.2 Guiding Principles of the BDS Program:

The guiding principles are the protection of the public, the demonstration of professionalism and ethical behavior, and the delivery of a competency-based dental education that ensures graduates are safe and practice-ready. These principles emphasize patient-centered and culturally sensitive care, evidence-based decision-making, effective communication, and responsibility to the community. Together, they form a clear framework that guides curriculum design, clinical training, and assessment, ensuring that all students meet the standards required for safe, entry-level dental practice.

1.3 BDS Program Vision

To be a nationally, regionally, and internationally recognized leader in dental education, preparing graduates who advance the field of dentistry and contribute meaningfully to improving oral health standards.

1.4 BDS Program Mission

The Bachelor of Dental Surgery program at City University Ajman delivers comprehensive dentistry education in the UAE by integrating rigorous academic foundations with essential clinical skills. We aim to produce highly competent graduates who provide compassionate, ethical, patient-centered dental care supported by basic and clinical research. Aligned with regional healthcare needs, the program is committed to fostering professionals equipped to meet the evolving oral health demands of the UAE and beyond.

1.5 BDS Program Objectives

1. Strengthening scientific and foundational knowledge by integrating biomedical, behavioral, and clinical sciences with ethical research, analytical reasoning, and evidence-based principles for accurate diagnosis, prevention, and treatment in dental practice.
2. Developing clinical competence and patient care excellence through independent, safe, and effective clinical performance that emphasizes patient-centered care, infection control, documentation accuracy, and adherence to professional and legal standards.
3. Promoting professionalism, ethics, and effective communication by fostering integrity, empathy, cultural sensitivity, leadership, and teamwork for ethical, collaborative, and accountable dental practice.
4. Advancing research capability and lifelong learning by engaging in evidence-based inquiry, critical appraisal, and continuous professional development aligned with scientific and technological progress in dentistry.
5. Ensuring comprehensive patient protection, safety, and high-quality care through ethical clinical practice, effective communication, and adherence to evidence-based standards, while promoting community engagement and public health awareness through outreach activities, oral health promotion, and preventive initiatives that address national and regional oral health priorities with social accountability.
6. Upholding quality, safety, and continuous improvement through effective clinical governance, patient protection, and quality assurance processes consistent with national and international accreditation standards in dental education.

1.6 Program Duration & Sequence:

The Bachelor of Dental Surgery (BDS) program extends over five academic years comprising ten regular semesters (Fall and Spring) in addition to 5 summer semesters, exclusive of the Dental Internship. The program consists of a total of 200 credit hours. The medium of instruction is English. The academic year has three semesters: *Fall*, *Spring*, and *Summer*.

1.7 Vertical and Horizontal Integration in the BDS Program

1.7.1 Vertical Integration

Vertical integration in the BDS curriculum ensures that knowledge and skills are built progressively across the five academic years, from foundational sciences to clinical mastery and professional competence.

It connects **basic sciences → preclinical training → clinical practice → comprehensive patient care**, allowing students to apply earlier learning in real clinical contexts.

Table 1. Vertical Integration in BDS Curriculum

Level	Key Integration Focus	Examples from BDS Courses
Year 1–2 (Foundational Sciences)	Foundational integration between biomedical sciences and dental relevance	*Integrated Biological Sciences I & II (BDS 111, 121)* link human anatomy and physiology with dental function. *Biochemistry (BDS 119)* and *Oral Histology (BDS 122)* connect molecular and tissue-level understanding to oral health and disease.
Year 3 (Preclinical Phase)	Application of biomedical principles to simulated dental procedures	*Preclinical Operative Dentistry (BDS 315, 325)*, *Preclinical Prosthodontics (BDS 316, 326)*, *Preclinical Endodontics (BDS 317, 327)*, and *Preclinical Oral Surgery (BDS 313, 323)* translate prior anatomy, physiology, and materials science into technical dental skills.
Year 4 (Clinical Entry)	Transition from simulation to patient care	*Clinical Operative Dentistry I (BDS 415)*, *Clinical Oral Surgery I (BDS 419)*, and *Clinical Periodontics I (BDS 418)* integrate preclinical techniques with real-patient care under supervision.

Level	Key Integration Focus	Examples from BDS Courses
Year 5 (Comprehensive Clinical Practice)	Holistic and multidisciplinary patient management	*Clinical Dentistry I & II (BDS 519, 529)* and *Hospital Dentistry (BDS 526)* require synthesis of all prior learning: medical, technical, ethical, and managerial, for comprehensive treatment planning and execution.
Internship (post-BDS)	Independent clinical performance	Interns apply all competencies independently under limited supervision, demonstrating readiness for autonomous practice.

The vertical integration of the BDS curriculum helps the students understand that each year of the BDS program builds directly on previous learning. Concepts introduced in the early years reappear in preclinical and clinical settings, requiring students to continuously apply and deepen their knowledge. Awareness of this progression supports better clinical reasoning, smoother transition into patient care, improved performance in clinical assessments, and readiness for independent practice and licensure.

Example: Concepts learned in General Medicine & Infectious Diseases (BDS 226) are directly applied when managing patients in Clinical Oral Surgery (BDS 419) and Emergency Dental Care (BDS 515), illustrating how scientific knowledge is vertically carried forward into clinical competence.

1.7.2 Horizontal Integration

Horizontal integration promotes interdisciplinary collaboration by aligning related subjects within the same academic year, ensuring that students learn to connect biological, behavioral, and clinical aspects of dentistry cohesively.

Table 2. Horizontal integration in BDS Curriculum

Academic Year	Integrated Disciplines	Integration Highlights
Year 1	Basic sciences and communication	*Physics (BDS 101)*, *General Chemistry (BDS 126)*, and *English for Dentistry (BDS 110)* develop the scientific foundation and communication skills simultaneously.
Year 2	Biomedical and dental sciences	Pathology (BDS 215), Microbiology & Immunology (BDS 214), Dental Anatomy & Occlusion (BDS 222), and Oral

Academic Year	Integrated Disciplines	Integration Highlights
		Histology (BDS 122) are delivered concurrently to integrate biological mechanisms with oral structures.
Year 3	Preclinical disciplines	Preclinical Operative, Prosthodontics, Endodontics, Oral Surgery, and Periodontics are taught in parallel to mirror comprehensive dental care, e.g., understanding how restorative work affects occlusion and periodontium.
Year 4	Clinical practice integration	Clinical disciplines (Operative, Prosthodontics, Endodontics, Oral Surgery, Pediatric Dentistry, Orthodontics) share patients and case discussions to simulate real interdisciplinary teamwork.
Year 5	Multidisciplinary and community-oriented practice	Clinical Dentistry I & II, Implantology, and Hospital Dentistry unite surgical, restorative, prosthetic, and preventive skills in comprehensive case management.

The horizontal integration of the curriculum trains the students to think holistically rather than in isolated subjects. Learning related disciplines together helps students connect biological, technical, and clinical concepts, improving understanding, retention, and clinical reasoning. This integrated approach mirrors real dental practice, where comprehensive patient care requires simultaneous consideration of multiple specialties, and prepares students for multidisciplinary case discussions, clinical assessments, and professional practice.

Example: In Year 3, students study Preclinical Operative Dentistry, Preclinical Prosthodontics, Preclinical Endodontics, Preclinical Oral Surgery, and Periodontics concurrently. Later, when preparing a tooth for restoration, students simultaneously consider:

- Operative principles for cavity preparation,
- Periodontal health to ensure biological width preservation.
- Occlusal relationships relevant to prosthodontic planning.
- Endodontic implications if pulpal involvement is suspected.

This parallel teaching enables students to understand how decisions in one discipline directly affect outcomes in others.

1.8 BDS Study Plan

Table 3. Bachelor of Dental Surgery Study Plan

Course Number	Course Name	Credit Hours	Prerequisites
Semester 1			
CIS-101	Computer Fundamentals	3	
BDS 101	Physics (Dentistry)	2	
BDS 110	English for Special Purposes (Dentistry)	3	
BDS 111	Integrated Biological Sciences I	3	
BDS 112	Histology & Cell Biology	3	
BDS 126	General Chemistry (Dentistry)	2	
ORN-111	Orientation	0	
IEP-101	Intensive English Program (Level 1)	0	
MTH-001	Pre-Mathematics in English	0	
Semester 2			
STE 201	Statistics	3	CIS-101
BDS 119	Biochemistry (Dentistry)	4	BDS 126
BDS 121	Integrated Biological Sciences II	4	BDS 111
BDS 122	Oral Histology	4	BDS 112
BDS 123	Head & Neck Anatomy I	3	BDS 111
IEP-102	Intensive English Program (Level 2)	0	IEP-101
Semester 3			
ACS 101	Communication Skills in Arabic Language	3	
ACSE 101	Communication Skill in Arabic - for non Arab	3	
ISL-201	Islamic Studies	3	
Semester 4			
RME 301	Research Methods	3	STE 201
BDS 210	Psychology & Behavioral Sciences	2	
BDS 213	Biomaterials*	2	BDS 101
BDS 214	Microbiology & Immunology *	3	

Course Number	Course Name	Credit Hours	Prerequisites
BDS 215	Pathology *	2	BDS 112
BDS 223	Head & Neck Anatomy II *	3	BDS 123
BDS 239	Pharmacology I (Dentistry) *	2	BDS 121
Semester 5			
BDS 220	Introduction to Oral & Dental Diseases *	3	BDS 215
BDS 221	Oral Radiology I *	3	BDS 101,BDS 123
BDS 222	Dental Anatomy & Occlusion *	4	BDS 123
BDS 226	General Medicine & Infectious Diseases *	4	BDS 214,BDS 215
BDS 228	Infection Control *	1	BDS 214
BDS 240	Pharmacology II (Dentistry) *	2	BDS 239
BDS 229	Four Handed Dentistry	1	BDS 214
Semester 6			
ENG-101	English 1	3	
BDS 237	General Surgery & ENT	3	BDS 123,BDS 215
Semester 7			
BDS 312	Pre-Clinical Pediatric Dentistry I *	2	BDS 221
BDS 313	Pre-Clinical Oral Surgery I & Pain Control	2	BDS 240, BDS 214, BDS 237
BDS 314	Oral Pathology I	3	BDS 215,BDS 220
BDS 315	Pre-Clinical Operative Dentistry I *	3	BDS 213,BDS 222
BDS 316	Pre-Clinical Prosthodontics I *	4	BDS 213,BDS 222
BDS 317	Pre-Clinical Endodontics I	2	BDS 213,BDS 222
BDS 318	Pre-Clinical Periodontics I*	1	BDS 122
Semester 8			
BDS 322	Pre-Clinical Pediatric Dentistry II	2	BDS 312
BDS 323	Pre-Clinical Oral Surgery II	3	BDS 226,BDS 313
BDS 324	Oral Pathology II**	3	BDS 314
BDS 325	Pre-Clinical Operative Dentistry II *	3	BDS 315
BDS 326	Pre-Clinical Prosthodontics II *	3	BDS 315,BDS 316

Course Number	Course Name	Credit Hours	Prerequisites
BDS 327	Pre-Clinical Endodontics II *	2	BDS 317
BDS 328	Pre-Clinical Periodontics II *	2	BDS 318
Semester 9			
BDS 331	Preventive Dentistry & Nutrition	4	BDS 226,BDS 221
BDS 332	Preclinical Orthodontics	2	BDS 222,BDS 122
Semester 10			
BDS 411	Oral Radiology II	2	BDS 221
BDS 412	Clinical Pediatric Dentistry I	2	All Pre-clinical Courses & BDS 210
BDS 413	Clinical Orthodontics I	2	All Pre-clinical Courses & BDS 210
BDS 415	Clinical Operative Dentistry I	2	All Pre-clinical Courses & BDS 210
BDS 416	Clinical Prosthodontics I	2	All Pre-clinical Courses & BDS 210
BDS 417	Clinical Endodontics I	2	All Pre-clinical Courses & BDS 210
BDS 418	Clinical Periodontics I	2	All Pre-clinical Courses & BDS 210
BDS 419	Clinical Oral Surgery I	2	All Pre-clinical Courses & BDS 210
BDS 414	Treatment Planning & Seminars	2	BDS 324
Semester 11			
BDS 422	Clinical Pediatric Dentistry II	2	BDS 412
BDS 423	Clinical Orthodontics II	2	BDS 413
BDS 425	Clinical Operative Dentistry II	2	BDS 415
BDS 426	Clinical Prosthodontic II	2	BDS 416
BDS 427	Clinical Endodontics II	2	BDS 417
BDS 428	Clinical Periodontics II	2	BDS 418
BDS 429	Clinical Oral Surgery II	2	BDS 419

Course Number	Course Name	Credit Hours	Prerequisites
BDS 424	Oral Diagnosis / Oral Medicine	3	All Pre-clinical Courses & BDS 210
Semester 12			
BDS 435	Internal Clinical Training Year 4	2	All Clinical Courses
BDS 432	Applied Biostatistics	2	STE 201
Semester 13			
BUS-204	Innovation and Entrepreneurship	3	
BDS 510	Ethics	1	
BDS 513	Geriatric Dentistry	1	All Clinical Courses
BDS 515	Emergency Dental Care	3	All Clinical Courses
BDS 518	Implantology	1	All Clinical Courses
BDS 519	Clinical Dentistry I	9	All Clinical Courses
Semester 14			
BDS 522	Research Project	3	BDS 510
BDS 523	Practice Management	1	
BDS 524	Equipment Maintenance	1	
BDS 526	Hospital Dentistry	2	BDS 515
BDS 529	Clinical Dentistry II	9	BDS 519,BDS 414
Semester 15			
BDS 535	Internal Clinical Training Year 5	2	All Clinical Courses
UAE-201	UAE Culture	3	

1.9 Courses Description:

Course descriptions provide students with clear, course-specific information that explains what each course covers and how it contributes to the development of knowledge, clinical skills, and professional competence within the BDS program. They outline the scope and focus of the course and clarify its importance in supporting students' academic and clinical progression.

Each course description also indicates how the course fits within the sequence of learning, including its relationship to prerequisite and subsequent courses. This helps students understand how knowledge and skills are built and reinforced throughout the program.

Students are encouraged to read course descriptions carefully, paying close attention to the course focus, intended learning outcomes, level of training (theoretical, preclinical, or clinical), and its role in their academic and clinical development. Doing so supports purposeful learning and helps students appreciate how each course prepares them for safe and effective dental practice.

****All official course descriptions for the BDS program are provided in the Undergraduate Catalogue : course description.**

Section 2: General Education Courses:

2.1 Overview and Requirements

The General Education component of the Bachelor of Dental Surgery (BDS) program at City University Ajman provides students with the essential intellectual, linguistic, analytical, and cultural foundations required for success in clinical training and professional practice. These courses strengthen core competencies in communication, ethical and cultural awareness, quantitative reasoning, digital literacy, and scientific inquiry, all of which are integral to safe, effective, and patient-centered dental care.

All students enrolled in the BDS program are required to successfully complete the prescribed General Education courses as part of the program's graduation requirements. Completion of these requirements ensures that students acquire broad academic and transferable skills that complement their professional dental education and align with national expectations for well-rounded healthcare graduates.

Table 4. General Education Courses

General Education Courses				
No	**Course Code**	**Course Name**	**Credit Hours**	**Semester**
1	CIS 101	Computer Applications	3	Year 1 , Fall
2	ACS 101	Communication Skills in Arabic Language	3	Year 1 , Summer 1
3	ISL 201	Islamic Culture	3	Year 1 , Summer 1
4	RME 301	Research Methods	3	Year 2 , Fall
5	STE 201	Statistics	3	Year 2 , Fall
6	ENG 101	English I	3	Year 2 , Summer 1
7	BUS 204	Innovation & Entrepreneurship	3	Year 5, Fall
8	UAE 201	UAE Culture	3	Year 5 , Summer 1

Section 3: PLOS and Competency Mapping

3.1 Program Learning Outcomes

The Program Learning Outcomes of the Bachelor of Dental Surgery (BDS) at City University Ajman define the knowledge, skills, and professional competencies expected of all graduates entering general dental practice. Collectively, the outcomes ensure that students develop a strong scientific foundation, clinical proficiency, ethical conduct, and the ability to act responsibly and autonomously in complex patient-care situations. The PLOs emphasize mastery of biomedical and behavioral sciences, prevention and management of oral diseases, evidence-based decision-making, and the integration of research principles into clinical practice. They also highlight the development of advanced communication, teamwork, and leadership abilities essential to contemporary healthcare delivery. Furthermore, the PLOs cultivate professionalism, legal and ethical accountability, cultural competence, and a commitment to lifelong learning, ensuring that graduates can adapt, progress, and uphold high standards in dentistry across the UAE and internationally.

Program Learning Outcomes :

Knowledge

PLO 1 - K1 Express coherent knowledge, capabilities and limitations of specialization areas in dentistry.

PLO 2 - K2 Describe the importance of prevention, treatment and management of oral and dental diseases.

PLO 3 - K3 Use the factual and theoretical knowledge in basic medical and dental sciences and allied sciences to gather information from patients as part of history taking and patient examination in order to decide appropriate investigation and decide a suitable course of treatment within the scope of a general dental practice.

PLO 4 - K4 Identify the integration and importance of the basic medical and allied sciences such as psychology and behavioral sciences to dentistry.

PLO 5 - K5 Demonstrate a broad knowledge of the fundamental concepts, theories and principles in research projects and protocols complying with ethical principles.

Skill

PLO 6 - S1 Demonstrate effective technical and analytical skills using evidentiary and procedural based processes to perform appropriate dental procedures independently and safely in a general dental practice setting.

PLO 7 - S2 Practice promotion of oral health and prevention of related disorders.

PLO 8 - S3 Demonstrate highly developed communication skills to explain or critique complex and unpredictable matters related to oral health and disease.

PLO 9 - S4 Demonstrate accurate record keeping and how to source and analyze information relevant to effective clinical practice.

PLO 10 - S5 Practice ethical, professional and legal responsibilities and display appropriate attitudes and behavior.

PLO 11 - S6 Evaluate, select and apply appropriate methods of clinical research in relation to oral health and disease

Competence

Autonomy and Responsibility

PLO 12 - AR1 Show responsibility and independent technical and clinical decision-making to evaluate and manage complex and unpredictable clinical work appropriate to a primary care practice.

PLO 13 - AR2 Illustrate adherence to current best practice methods in a mature manner

Role in Context

PLO 14 - RC1 Recognize the importance of appropriate leadership roles, manage and take accountability of the team involved in patient care.

PLO 15 - RC2 Demonstrate responsibility and supervise the professional activity and mentoring of allied dental health personnel

Self-development

PLO 16 - SD1 Engage in self-evaluation and professional development apt for general dental practice or towards specific specialization.

PLO 17 - SD2 Value professional ethics, positive criticism and feedback, and engage in a life-long learning

3.2 Competency Domains

The competency framework embedded within the BDS program at City University Ajman ensures that graduates meet all national expectations for professional readiness as mandated by the UAE Commission for Academic Accreditation (CAA).

Domain I- Professionalism: instills ethical conduct, legal compliance, patient safety, empathy, confidentiality, and accountability. Students develop professional identity and understand the importance of continuous learning while maintaining respectful relationships within the healthcare environment.

Domain II- Patient-Centered Care: is the clinical core of the program. Graduates are trained to competently gather clinical information, diagnose oral and systemic conditions, formulate patient-centered treatment plans, and perform a full spectrum of preventive, restorative, endodontic, periodontal, surgical, prosthodontic, pediatric, and emergency procedures. The mapping document shows that this domain is developed longitudinally from preclinical training through all clinical courses, including Internal Clinical Training years 4 and 5.

Domain III-Health Promotion: prepares students to assess risk factors, design preventive programs, understand social and cultural determinants of health, and collaborate with multidisciplinary teams to enhance community oral health. Students apply evidence-based prevention strategies and develop creativity in delivering oral health messages, as reinforced in courses such as Preventive Dentistry and Hospital Dentistry.

Domain IV- Communication and Social Skills: ensures that graduates communicate effectively with patients, families, peers, and the larger healthcare system. They master interprofessional communication, documentation, cultural competence, and responsible use of digital and social media. This domain also includes the ability to provide clear explanations of treatment options, risks, and benefits to support informed consent.

Domain V- Scientific and Clinical Knowledge: reinforces the scientific foundation essential for clinical excellence. Students learn to interpret research, apply biomedical and behavioral sciences to patient care, understand the principles of radiation, dental materials, risk management, and integrate scientific evidence across all dental specialties. This domain culminates through courses such as Applied Biostatistics, Research Project, Clinical Dentistry I and II, and specialty-specific clinical rotations.

Together, these five domains ensure that graduates achieve holistic professional competence, combining ethical integrity, clinical excellence, community orientation, effective communication, and scientific reasoning, fully preparing them for safe, independent dental practice in the UAE.

3.3 Mapping Competencies to Courses

The competency mapping of the Bachelor of Dental Surgery (BDS) program at City University Ajman provides a clear, systematic alignment between the UAE National Competency Framework and the curriculum delivered across all five years of study. The mapping ensures that every competency domain, including: Professionalism, Patient-Centered Care, Health Promotion, Communication and Social Skills, and Scientific & Clinical Knowledge, is intentionally introduced, through a structured progression of courses and clinical experiences. Mapping Course Learning Outcomes (CLOs) to the relevant competency domains ensures alignment between teaching, learning activities, and assessment. These competencies are reinforced across preclinical and clinical courses and assessed using aligned tools such as OSCEs, DOPS, and clinical logbooks, supporting consistent monitoring of student competency development across the program.

As shown in the mapping tables (pages 3–5) of the competency matrix, each course contributes to specific sub-competencies, enabling students to build competence from foundational scientific knowledge in the early semesters to complex, independent clinical decision-making in the advanced years. Preclinical laboratory courses support the acquisition of core technical skills, while clinical rotations in Years 4 and 5 ensure full integration of diagnosis, treatment planning, patient management, interprofessional communication, and ethical practice. The mapping also demonstrates continuous exposure to professionalism, infection control, radiographic safety, and evidence-based practice across the curriculum.

For Example, competency mapping demonstrates progressive development of patient-centered communication skills across the curriculum. In BDS 210 – Psychology & Behavioral Sciences, students are introduced to principles of patient behavior and communication, supporting clinical information gathering (II.1) and communication competencies (IV). These skills are reinforced in BDS 229 – Four-Handed Dentistry, where students practice accurate record-keeping, chairside communication, and teamwork in a simulated clinical environment. The competencies are then demonstrated and assessed in BDS 414 – Treatment Planning and Seminars, where students present cases, explain treatment options, and engage patients in informed decision-making under faculty supervision. This structured progression ensures graduates communicate effectively and deliver patient-centered care in alignment with UAE BDS competency standards.

Overall, through the competency mapping the BDS program delivers a coherent, vertically integrated educational experience, facilitating that graduates achieve all required competencies for safe, ethical, and effective dental practice in the UAE.

** For additional details use the Competency mapping, and CAA Professional competence standards

Section 4. BDS Faculty and Academic Contacts:

The Bachelor of Dental Surgery (BDS) program is supported by a qualified cadre of faculty who are responsible for teaching, supervision, assessment, and student support. Clear academic contact points are established to ensure effective communication, guidance, and access to academic and clinical assistance throughout the program.

4.1 Program Faculty Contacts

Dean of the College of Dentistry, Professor Ali Razooki, PhD in Conservative Dentistry, University of Baghdad, Iraq. Teaching Areas: Preclinical and Clinical Operative and Endodontics, +971(0)67110000(Ext 1306), a.razooki@cu.ac.ae

Deputy Head, Dr. Nader Nabil Fouad, Medical Director, College of Dentistry, Assistant Professor, PhD in Oral and Maxillofacial Radiology, Cairo University, Egypt. Teaching Areas: Oral Radiology, Oral Diagnosis, Treatment Planning, +971(0)67110000(Ext 1361), e-mail: n.nabil@cu.ac.ae

Dr. Yassen AlFoteih, Dean of College of Humanities, Associate Professor. PhD in Environmental Biology, University of Hohenheim, Germany, Post. Doc, Cellular Medicine, UK. Teaching Areas: Integrated Biological Sciences I& II, Histology & Cell Biology, Biostatistics. Office: A008, Phone: +971(0)67110000 (Ext. 1319), a.yassen@cu.ac.ae.

Dr. Hala Afifi, Director of Research, Associate Professor, PhD in Pharmaceutical Sciences, King's College London, UK. Teaching Areas: English for Special Purposes; General Chemistry, Biochemistry, Pharmacology I &II, Research Project. Office: A011, Phone: +971(0)67110000 (Ext. 1320), a.hala@cu.ac.ae.

Dr. Mohammed Akheel, Acting Program Director, Assistant Professor of Oral and Maxillofacial Surgery, PhD, Saveetha University, India. Teaching Areas: General Surgery &ENT, Preclinical Surgery I& II, Clinical Surgery I& II. Office: A007, Phone: +971(0)67110000 (Ext. 1311), m.akheel@cu.ac.ae.

Dr. Ban Al Mudarris, Assistant Professor, Prosthodontics Specialist, PhD in Prosthodontics, University of Baghdad, Iraq. Teaching Areas: Biomaterials, Dental Anatomy &Occlusion, Preclinical Prosthodontics I& II, Clinical Prosthodontics I& II, Office: A014, Phone: +971(0)67110000 (Ext. 1275), b.mudarris@cu.ac.ae.

Dr. Mesaf Brejawi, Assistant Professor, Pedodontics Specialist, PhD from Universiti Teknologi MARA,Malaysia. Teaching Areas: Preventive Dentistry, Preclinical Pediatric Dentistry I&II, Clinical Pediatric dentistry I&II. Office: A021, Phone: +971(0)67110000 (Ext. 1366), b.mesaf@cu.ac.ae.

Dr. Abdelrahman Abdelaziz, Assistant Professor, Oral Pathology Specialist, PhD from Ain Shams University, Egypt. Teaching Areas: Histology & Cell Biology, Oral Histology, Pathology, Oral Pathology, Geriatric Dentistry. Office: A022, Phone: +971(0)67110000 (Ext. 1364), a.abdel@cu.ac.ae.

Dr. Keerthan Shashidhar, Assistant Professor and Specialist in Orthodontics and Dentofacial Orthopedics, PhD from Nitte University, India. Teaching Areas: Preclinical Orthodontics, Clinical Orthodontics I& II. Office: A016, s.keerthan@cu.ac.ae.

Dr. Sesha Reddy, Assistant Professor and Specialist in Periodontics, PhD in Periodontics, Annamalai University, India. Teaching Areas: Preclinical Periodontics I&II, Clinical Periodontics I&II. Office: A019, Phone: +971(0)67110000 (Ext. 1241), m.sesha@cu.ac.ae.

Dr. Yasser Rateb El Ramady, Lecturer in Prosthodontics, Associate Program Director for the Dental Internship Program, Master's Prosthodontics, Cairo University, Egypt. Teaching Areas: Preclinical Prosthodontics I & II, Clinical Prosthodontics I & II. Office: A009, Phone: +971(0)67110000 (Ext. 1350), e.yasser@cu.ac.ae.

Dr. Syed Kuduruthullah, Lecturer in Oral Pathology, Master's Degree from Meenakshi University, India. Specialist in Oral Pathology and Microbiology. Teaching Areas: Head & Neck Anatomy I & II, Basic Sciences Laboratory Sessions. Office: A003, Phone: +971(0)67110000 (Ext. 1362), k.syed@cu.ac.ae.

Dr. Rawan Ibrahim, Lecturer and Specialist in Restorative Dentistry, Master's Degree in restorative Dentistry, Ajman University, UAE, Teaching Areas: Preclinical and Clinical Operative and Endodontics,Office: A023, Phone: +971(0)67110000 (Ext. 1360), r.ibrahim@cu.ac.ae.

Dr. Meharunneesa Aboobacker Sidheeq, Lecturer and Specialist in Periodontics. Master's Degree in Periodontics, Rajeev Gandhi University, India. Teaching Areas: Implantology, Preclinical and Clinical Periodontics. Labs Office: A018, Phone: +971(0)67110000 (Ext. 1356), a.meharunneesa@cu.ac.ae.

Dr. Farah Saed Albanna, Senior Clinical Instructor and Lead Clinical Instructor, BDS Program. Doctor of Dental Surgery, Ajman University, UAE. Teaching Areas: Preclinical laboratory sessions, undergraduates clinical sessions, internship program training. Office: A017, Phone: +971(0)67110000 (Ext. 1286), m.farah@cu.ac.ae.

Dr. Ahmed Tarek Abdellattif, Clinical Instructor and Site Director of the Dental Internship Program. Doctor of Dental Surgery, Ajman University, UAE. Teaching Areas: Preclinical laboratory sessions, undergraduates clinical sessions, internship program training. Office: A002, Phone: +971(0)67110000 (Ext. 1363), t.ahmed@cu.ac.ae.

Dr. Nazar Maytham, Clinical Instructor. Doctor of Dental Surgery, Ajman University, UAE. Teaching Areas: Preclinical laboratory sessions, undergraduates clinical sessions, internship program training. Office: A002, Phone: +971(0)67110000 (Ext. 1239), a.nazar@cu.ac.ae.

Dr. Zehraa Saidi, Doctor of Dental Surgery, Ajman University, UAE. Clinical Instructor. Teaching Areas: Preclinical laboratory sessions, undergraduates clinical sessions, internship program training. Office: A017, Phone: +971(0)67110000 (Ext. 1317), s.zehraa@cu.ac.ae.

Dr. Abdulbari Hamid Alhamedi, Doctor of Dental Surgery, Ajman University, UAE. Clinical Instructor. Teaching Areas: Preclinical laboratory sessions, undergraduates clinical sessions, internship program training. Office: A015, Phone: +971(0)67110000 (Ext. 1352), a.abdulbari@cu.ac.ae.

Dr. Suhaib AlKhatib, Doctor of Dental Surgery, Ajman University, UAE. Clinical Instructor. Teaching Areas: Preclinical laboratory sessions, undergraduates clinical sessions, internship program training. Office: A015, Phone: +971(0)67110000 (Ext. 1332), k.suhaib@cu.ac.ae.

4.2 Program Support and Clinical Staff

Mrs. Hiba Obeid, Dental Laboratory Technician. Phone: +971(0)67110000 Office: A025, o.hiba@cu.ac.ae.
Ms. Nahid Abuelgasim, Radiology Technician. Phone: +971(0)67110000 Office: A025, a.nahid@cu.ac.ae.
Mr. Jashuva Pothuganti, CSSD Technician. Phone: +971(0)67110000 Office: A024, j.pothuganti@cu.ac.ae.
Ms. Sneha Mariyam Mathai, Senior Dental Nurse. Phone: +971(0)67110000 Office: A024, m.sneha@cu.ac.ae.
Ms. Vandana Valsan, Dental Nurse. Phone: +971(0)67110000 Office: A024, k.vandana@cu.ac.ae.
Mr. Gringo Evangelista, Dental Nurse. Phone: +971(0)67110000 Office: A024, e.gringo@cu.ac.ae.
Ms. Reshmi Surendran, Dental Nurse. Phone: +971(0)67110000 Office: A024, r.chaluvelil@cu.ac.ae.
Ms. Elma Penafiel, Dental Nurse. Phone: +971(0)67110000, Office: A024, p.elma@cu.ac.ae.
Ms. Simi James, Dental Nurse. Phone: +971(0)67110000, Office: A024, j.simi@cu.ac.ae.
Ms. Mini John, Dental Nurse. Phone: +971(0)67110000, Office: A024, j.mini@cu.ac.ae.
Ms. Saloua Bouchafra, Program Coordinator. Phone: +971(0)67110000, Office: A013, Phone: +971(0)67110000 (Ext. 1368), s.bouchafra@cu.ac.ae.
Ms. Nimra Arif, Clinical Receptionist, Dental Clinic Reception. Phone: +971(0)67110000 (Ext. 1031), a.nimra@cu.ac.ae.

Section 5: Students Rights and Responsibilities:

5.1 General Students Rights

- The right to exercise their privileges as students inside CUA.
- The right to request and recommend improvements in the policies,
- regulations and procedures that affect the welfare of the students. This
- right is to be effectively used via the proper channels such as the Students Affairs

Department as well as other CUA departments.

- The right to express their opinion and to object to any disciplinary measure taken against them as individuals or as part of a group.
- The right to withhold their information in case of financial independence.

5.2 Students Responsibilities and Obligations

Student responsibilities include but are not limited to:

- Adhere to all applicable CUA bylaws and laws of the United Arab Emirates in order to maintain an organized and productive academic environment.
- Follow the guidelines of the accepted code of conduct in line with CUA educational aspirations.
- Respect the rights and dignity of others, CUA properties and facilities as well as follow the cybersecurity laws of UAE regarding harming the reputation and
- revealing sensitive information of others without consent on social media channels.
- Students must be fully acquainted with published rules, regulations, and policies of the University and to comply with them in the interest of maintaining an orderly
- and a productive University community.
- Students are required to follow the tenets of common decency and acceptable
- behavior commensurate with the aspirations implied by a University education. This includes the obligation to respect the rights and property of others.

Section 6: Students Support

6.1 Student Affairs Department

The Student Affairs Department at City University Ajman provides comprehensive support to enhance student engagement, development, and wellbeing. The department serves as a key interface between students and University administration, supports academic retention, enriches student life, and delivers a wide range of services including orientation, counseling, career advising, student activities, grievance redressal, and essential student services such as attendance, transportation, parking, and accommodation.

6.2 IT & Technical Support

CUA provides robust IT and technical support through its University Management System (UMS), integrated mobile application, and campus-wide digital infrastructure. Students have secure access to academic records, course registration, online payments, library resources, and University communications. Additional support includes campus-wide Wi-Fi, University

email services, computer laboratories, IT-enabled classrooms, and printing and scanning facilities, all of which are regularly updated to support teaching and learning.

6.3 Academic Counseling

1. Every student is assigned an Academic Advisor for the duration of their degree program. Assignment of Academic Supervisor is system-generated at the Office of the Head of Enrollment which are reflected in the Faculty and Students' UMS.
2. The Advisor assists students in selecting courses for each semester. In addition, the Advisor is available to the student on a daily basis by appointment or, in emergency cases, non-scheduled sessions.
3. Advisors discuss professional goal-setting, answer questions about academic programs, review student registration forms for classes, and make referrals to University and off-campus resources as needed.
4. The optimum advisor-to-student ratio is 1 advisor to 35 students.

6.4 Personal Counseling

The purpose of counseling is to assist students in understanding and resolving their educational, vocational, and personal problems. The Student Affairs Department conducts basic counseling for students.

The Student Affairs Department provides confidential counseling services and advising to CUA students. The goal is to help students reduce stress, maximize opportunities for academic and personal success, enhance personal development, and make important life changes.

All administrators, faculty, and staff should refer students to the Student Affairs Department for counseling services when necessary.

6.5 Psychological and Social Counseling Services:

Psychological and social counseling services are delivered with full confidentiality and respect. Support is provided through individual and group counseling sessions addressing personal, emotional, and academic concerns. When required, referrals to external healthcare facilities are coordinated by the University Counselor or Nurse. Workshops on wellbeing and personal development are offered regularly.

6.6 Students of Determination service

- The Counsellor at the Student Affairs Department is responsible for the support

- of People of Determination at the University.
- Students with disabilities can report to the Student Affairs Department to learn and avail of the services provided by the University.
- Students with disabilities are awarded with the same rights as other students of CUA.
- Facilities on campus are accessible for people using wheelchairs through different elevators, ramps, electronic doors, washrooms and designated parking. Designated parking spaces are conveniently located near the main entrance and basement parking of the University.
- Free parking is available for students with the People of Determination card.
- Special scholarships are available for students with disabilities and can be applied for through the Admissions Office.

6.7 Career Advising

Career advising is provided by the Student Placement Office to both current students and alumni. Services include career guidance, CV review, mock interviews, job opportunities, and workshops designed to support career readiness and employability.

6.8 Student Activities

The University promotes student engagement through a wide range of social, cultural, recreational, and sports activities coordinated by the Student Affairs Department. Student clubs and societies are encouraged to enhance leadership skills and interpersonal development. Participation is supported through an activity fee allocated to fund student-led initiatives and events.

6.9 Student Governance

Students have the main responsibility in reviewing and shaping policies that concern student life, services and interests. Students shall have the right, to a certain extent, to select their representatives to participate in institutional governance, which means that students may choose the students who will be appointed to participate in institutional committees as determined by institutional policies and procedures.

6.9.1 Student Council

The Student Council is an elected body representing student interests and facilitating communication between students and University management. The Council operates in accordance with UAE laws and University policies, maintains official records, and submits periodic reports on activities and recommendations.

6.9.2 Student Program Representatives

Program Representatives act as academic liaisons between students, faculty, and administration. Representatives provide feedback on courses, assessment, learning resources, and student support. Reps are selected based on defined criteria and receive orientation and guidance from the Student Affairs Department.

Table 5. BDS Program Representatives

No.	Year	Name	Student ID	Student Email
1	1	Mina Alani	20258018	20258018@cu.ac.ae
2	2	Dana Siefeddin R Musameh	20236001	20236001@cu.ac.ae
3	3	Mohamad Altaher Ahmad Sulaiman	20238023	20238023@cu.ac.ae
4	4	Nirmin Ramez Al Aghawani	20228004	20228004@cu.ac.ae
5	5	Salama Abdulla Ahmed Ali Daiban	20208012	20208012@cu.ac.ae

6.10 Students Health & Safety

6.10.1 Health Services

CUA has two clinics to cater to the basic health needs of its students, faculty and staff. The clinics have two full-time nurses with basic services. Primarily, the Clinic provides first-aid treatments for injuries, accidents, and illness. When necessary, it makes referrals to local medical resources. All serious and emergency cases are referred to a local hospital.
New students are requested to fill the medical form at the Clinic during their first semester and report any medical conditions or medications they are taking to the nurse in order to effectively deal with any future medical emergencies. In addition, the University has a telemedicine facility, this service is available for the students or staff who wish to consult the doctor online and get treated. Please note that this service is only available to an individual with medical insurance.

Basic clinic services are provided by the University without a charge to all the students enrolled in CUA. However, students are recommended to have their own medical insurance in case of medical emergencies. Hospital fees are the responsibility of the student.

The University and its healthcare partners jointly conduct information sessions for students, faculty and staff covering a variety of health related topics. Health campaigns and blood donation drives are also held in the campus to promote good healthy habits.

Clinic Hours
Monday to Sunday – 9:30am to 9:30pm

6.10.2 General, Laboratory, and Clinical & Infection Control Safety

General Safety

The University believes that safety is paramount and makes every effort to provide all faculty, staff, and students with a safe and healthy place to work and study. It also determines the type of safety training required for employees and students to increase safety awareness and follow safety rules.

Employees and students are expected to comply with all Civil Defense safety rules and regulations, and to practice safe conduct whenever on University property.

Students must report all accidents or injuries immediately to a University faculty or staff member. Security Officers are available and are roving with the campus premises to keep the students, faculty and guests safe. There are two guard houses with permanent guards outside the entrance of the University who can also assist in any safety issues. CCTV cameras are installed for additional safety.

Make sure you attend the health and safety orientation Safe working methods will be maintained at all times in CUA campus.

- Corridors shall be posted with emergency numbers and emergency response team to contact in case something goes wrong.
- Practical jokes or other behaviors which might confuse or distract people are prohibited.
- Be alert of any unsafe conditions and report them immediately to the Campus Supervisor or Student Affairs Department.
- All emergency lanes, corridors, fire doors, emergency exits or standard exits, firefighting equipment, first aid kits and other emergency equipment shall be easily accessed at all times and without hindrance. This easy access shall be maintained in all workplaces.
- Personal protective equipment that meets the specified requirements shall be available in all locations.
- Smoking is prohibited, except in those areas designated for smoking. Smokers are liable to find that designated smoking areas will be outside. If in doubt, do not smoke.

- All flammable materials must not be placed close to areas of operation, especially oils, solvents and waste.
- Fire Safety Mock-Drill Training in Health and Occupational Safety shall be given to all students, faculty, staff.
- CUA ensures to conduct mock drills once every 6 months.
- For health Science Programs; a special orientation will be given in the first semester containing safety processes and regulations for the use of labs and chemicals.

Laboratory Safety

Laboratory environments are designed to meet safety standards, including appropriate ventilation systems, functioning laboratory hoods, sinks, fire extinguishers, safety showers, and eyewash stations. Hazard signage is clearly displayed in all laboratories and areas containing hazardous materials. PPE use is mandatory in laboratories, and eating, drinking, chewing gum, or littering is strictly prohibited. Additional precautions are required when handling hazardous chemicals, allergens, or embryo toxins, including the use of suitable gloves and supervisor-approved safety measures.

The following conditions must be maintained to ensure safe environment in the labs:

- The laboratory facility has an appropriate general ventilation system to avoid the intake of contaminated air.
- The stockrooms and storerooms will be well-ventilated.
- The laboratories have working hoods and laboratory sinks.
- Other safety equipment in the laboratory will include fire extinguishers, safety showers, and eyewash fountains.
- Emergency signs are properly labeled on the doors of all laboratories and rooms containing all hazardous materials areas.
- Personal protective equipment is mandatory to use in all labs.
- Eating, drinking, chewing gum and littering is prohibited inside the computer labs.

General Guidelines for Handling Hazardous Chemicals Working with Allergens and Embryo Toxins:

- Wear suitable gloves to prevent hand contact with allergens or substances of unknown allergic activity.
- In the case of a pregnant student additional precautions should be in place based on the approval of their physician and course supervisor Course Supervisor.

Clinical Safety and Infection Control

Clinical safety and infection control practices are strictly enforced to protect patients, students, and staff. Students are required to adhere to approved infection control measures, safe working methods, and professional conduct at all times during clinical activities. Practical jokes or any behavior that may distract or compromise safety are strictly prohibited.

Table 6. Safety References

References	
Students Handbook	Link
Health and Safety Manual	Link
Infection Control Manual	Link

Section 7: Learning Process and Resources

7.1 Teaching & Learning Strategies

The Bachelor of Dental Surgery (BDS) program at City University Ajman employs a progressive teaching and learning approach that aligns with students' academic level and competency development from foundational sciences to clinical practice.

In Years 1 and 2, teaching focuses on foundational biomedical, behavioral, and dental sciences through structured lectures, supported by laboratory sessions, tutorials, and small-group activities where applicable. Practical components in subjects such as anatomy, histology, biochemistry, microbiology, and pathology reinforce theoretical learning, while courses in communication, research methods, infection control, and four-handed dentistry promote professionalism and early clinical awareness.

In Year 3, learning shifts to preclinical simulation-based education, combining targeted lectures with extensive hands-on laboratory training using mannequins, typodonts, and simulation units. Students develop psychomotor skills, procedural competence, and infection control practices under close faculty supervision.

In Years 4 and 5, teaching is predominantly clinical and experiential, centered on supervised patient care, chairside teaching, case-based learning, treatment planning seminars, hospital dentistry, and internal clinical training. Limited theoretical instruction supports clinical application in areas such as ethics, emergency care, geriatrics, implantology, practice management, and research.

Overall, the program integrates lectures, laboratories, simulations, and clinical practice to ensure a structured transition from knowledge acquisition to safe, competent clinical performance in accordance with dental education standards.

7.2 Required and Recommended Resources

All required and recommended learning resources are specified within each **course syllabus in the Moodle.** These include prescribed textbooks, reference materials, clinical and preclinical manuals, evidence-based guidelines, journal articles, and approved online educational resources. Course outlines and syllabi are made available to students at the start of each semester and serve as the primary reference for learning materials. Students are encouraged to engage with current scientific literature to support evidence-based learning and clinical practice.

7.3 Library & Digital Access

City University Ajman provides comprehensive library and digital learning resources to support student learning, research, and academic development. The University Library is a well-equipped facility housing an extensive collection of printed and electronic resources across disciplines, including Health Sciences, Law, Business, and other academic programs. Library staff are available to assist students in effectively utilizing library resources.

The library has collections in English, Arabic, and other languages, as well as legal reference works, periodicals, and official publications. The library operates extended hours during Fall and Spring semesters and adjusted hours during semester breaks, and is closed on public holidays.

Library facilities include computer laboratories, individual and group study rooms, reading areas, and seating capacity for a large number of students and researchers. Students have access to printed books, theses, periodicals, and multiple subscribed databases. Electronic learning resources, including e-textbooks, are provided through platforms such as Kortext and are accessible via the UMS student portal.

The library offers essential services such as book lending, access to computers and internet, private study spaces, reference materials, and electronic resources. Borrowing privileges, limits, and procedures are clearly defined for students, faculty, and staff, with specific materials designated as reference-only. Inter-library loan arrangements with other UAE universities further expand access to academic resources.

**Further details on library facilities, digital access, borrowing rules, and services are available in the Student Handbook.

7.4 Laboratories & Simulation Facilities

The BDS program is supported by well-equipped laboratories and simulation facilities designed to facilitate skill development and safe transition to clinical practice. Preclinical and simulation laboratories replicate the clinical environment and are equipped with dental units, mannequins, typodonts, specialized instruments, and relevant technology to support hands-on training. These facilities enable students to practice procedural skills, infection control measures, and clinical workflows under supervision before treating patients. Access to laboratories and simulation facilities is governed by safety protocols and institutional policies to ensure a secure learning environment.

Table 7. Laboratories & Simulation Facilities

	Basic Sciences & Pre-Clinical Laboratories	Conducted Sessions in the Lab	Room Number	Location
1.	Histology Lab	-BDS 112 Histology & Cell Biology -BDS 122 Oral Histology -BDS 215 Pathology -BDS 314 Oral Pathology I -BDS 324 Oral Pathology II	AC 101	1st Floor, Block A
2.	Dental Simulation Lab	-BDS 322 Pre-Clinical Pediatric Dentistry I -BDS 313 Pre-Clinical Oral Surgery I & Pain Control -BDS 315 Pre-Clinical Operative Dentistry I -BDS 325 Pre-Clinical Operative Dentistry II -BDS 326 Pre-Clinical Prosthodontics II -BDS 317 Pre-Clinical Endodontics I -BDS 327 Pre-Clinical Endodontics II -BDS 318 Pre-Clinical Periodontics I -BDS 328 Pre-Clinical Periodontics II -BDS 331 Preventive Dentistry & Nutrition	AC 106	1st Floor, Block A
3.	Working Benches Lab	-BDS 213 Biomaterials -BDS 222 Dental anatomy & Occlusion -BDS 316 Pre-clinical prosthodontics I -BDS 332 Pre-clinical orthodontics -BDS 220 Introduction to Oral & dental diseases	AC 107	1st Floor, Block A
4.	Oral Radiology	-BDS 221 Oral radiology I -BDS 411 Oral radiology II	AC 109	1st Floor, Block A

	Lab			
5.	Anatomy & Physiology Lab	-BDS 111Integrated Biological Sciences I -BDS 121 Integrated Biological Sciences II -BDS 123 Head and Neck Anatomy I -BDS 223 Head and Neck Anatomy II -BDS 226 General Medicine & Infectious Diseases -BDS 237 General Surgery & ENT	AC 110	1st Floor, Block A
6.	Microbiology Lab	-BDS 214 Microbiology and Immunology	CC 102	1st Floor, Block C
7.	Chemistry Lab	-BDS 126 General Chemistry -BDS 119 Biochemistry	CC 107	1st Floor, Block C

7.5 Clinic Facilities:

All clinical components of the Bachelor of Dental Surgery (BDS) program in Years 4 and 5 are delivered within the on-campus dental clinics at City University Ajman except hospital dentistry which is done as an external placement rotation. The university clinics provide students with supervised, real-patient clinical experience across all core dental disciplines, ensuring progressive development of clinical competence, professionalism, and patient-centered care.

The clinical facilities are organized to support structured training and appropriate supervision levels. Clinic A for Interns, and Clinic B, and Clinic C for BDS students, allowing case allocation and supervision to align with students' level of training and competency. In addition, the clinics include two dedicated emergency rooms for oral surgery and emergency dental procedures, ensuring that students are trained in managing urgent clinical situations under direct faculty supervision.

Students begin patient care in the Oral Diagnosis and Assessment Room, where patients are screened and their chief complaints, medical and dental histories, and vital signs are assessed under faculty oversight. Based on diagnostic findings, patients are appropriately allocated to students according to case complexity and student competency level. Radiographic investigations are performed in dedicated radiology rooms, supporting accurate diagnosis and treatment planning.

Clinical training spans all major disciplines, including operative dentistry, endodontics, periodontics, prosthodontics, oral surgery, pediatric dentistry, orthodontics, and preventive care. Students perform procedures using modern dental units and clinical technologies, always

under close supervision by qualified faculty members. Emergency preparedness is supported through the availability of a crash cart and a recovery room, ensuring safe patient management and reinforcing students' training in clinical safety and emergency response.

Through this structured clinical environment, students gain hands-on experience in diagnosis, treatment planning, and delivery of comprehensive dental care while adhering to infection control, patient safety, and ethical standards. Detailed operational procedures, supervision requirements, and clinical rules governing student practice are documented in the Clinical Manual.

Section 8: Teaching hours and clinical practicum:

8.1 Distribution of Lecture, Laboratory, and Clinic Hours

The Bachelor of Dental Surgery (BDS) program is structured to ensure an appropriate and progressive distribution of lecture, laboratory, preclinical, and clinical hours in alignment with program learning outcomes and professional competency requirements. Didactic teaching provides the foundational scientific and theoretical knowledge, while laboratory and preclinical sessions focus on the development of psychomotor skills and procedural readiness. Clinical hours are progressively increased in the senior years of the program to ensure sufficient exposure to patient care, clinical decision-making, and professional practice.

Table 8. BDS Courses Contact Hours

No.	Course Code	Course Name	Lecture [Theory] Hours	Laboratory/ Clinic [practical] Hours
1	CIS 101	Computer Application	3	0
2	BDS 101	Physics (Dentistry)	2	0
3	BDS 110	English for Special Purposes	3	0
4	BDS 111	Integrated Biological Sciences I	2	2
5	BDS 112	Histology & Cell Biology	2	2
6	BDS 126	General Chemistry	1	2
7	STE 201	Statistics	3	0
8	BDS 119	Biochemistry	3	2
9	BDS 121	Integrated Biological Sciences II	3	2
10	BDS 122	Oral Histology	3	2

No.	Course Code	Course Name	Lecture [Theory] Hours	Laboratory/ Clinic [practical] Hours
11	BDS 123	Head & Neck Anatomy I	2	2
12	ACS 101	Communication Skills (Arabic)	3	0
13	ISL 201	Islamic Culture	3	0
14	RME 301	Research Methods	3	0
15	BDS 210	Psychology & Behavioral Sciences	2	0
16	BDS 213	Biomaterials	2	0
17	BDS 214	Microbiology & Immunology	2	2
18	BDS 215	Pathology	2	1
19	BDS 223	Head & Neck Anatomy II	2	2
20	BDS 239	Pharmacology I	2	0
21	BDS 220	Intro to Oral & Dental Diseases	2	2
22	BDS 221	Oral Radiology I	2	2
23	BDS 222	Dental Anatomy & Occlusion	3	2
24	BDS 226	General Medicine & Infectious Diseases	3	2
25	BDS 228	Infection Control	1	0
26	BDS 240	Pharmacology II	2	0
27	BDS 229	Four Handed Dentistry	1	0
28	ENG 101	English I	3	0
29	BDS 237	General Surgery & ENT	2	2
30	BDS 312	Pre-Clinical Pediatric Dentistry I	2	2
31	BDS 313	Pre-Clinical Oral Surgery I	2	2
32	BDS 314	Oral Pathology I	2	2
33	BDS 315	Pre-Clinical Operative Dentistry I	2	3
34	BDS 316	Pre-Clinical Prosthodontics I	2	6
35	BDS 317	Pre-Clinical Endodontics I	1	3
36	BDS 318	Pre-Clinical Periodontics I	1	1
37	BDS 322	Pre-Clinical Pediatric Dentistry II	1	3

No.	Course Code	Course Name	Lecture [Theory] Hours	Laboratory/ Clinic [practical] Hours
38	BDS 323	Pre-Clinical Oral Surgery II	3	0
39	BDS 324	Oral Pathology II	2	2
40	BDS 325	Pre-Clinical Operative Dentistry II	2	3
41	BDS 326	Pre-Clinical Prosthodontics II	2	3
42	BDS 327	Pre-Clinical Endodontics II	1	3
43	BDS 328	Pre-Clinical Periodontics II	1	3
44	BDS 331	Preventive Dentistry & Nutrition	3	3
45	BDS 332	Preclinical Orthodontics	1	3
46	BDS 411	Oral Radiology II	1	2
47	BDS 412	Clinical Pediatric Dentistry I	1	4
48	BDS 413	Clinical Orthodontics I	1	4
49	BDS 415	Clinical Operative Dentistry I	1	4
50	BDS 416	Clinical Prosthodontics I	1	4
51	BDS 417	Clinical Endodontics I	1	4
52	BDS 418	Clinical Periodontics I	1	4
53	BDS 419	Clinical Oral Surgery I	1	4
54	BDS 414	Treatment Planning & Seminars	2	0
55	BDS 422	Clinical Pediatric Dentistry II	1	4
56	BDS 423	Clinical Orthodontics II	1	4
57	BDS 425	Clinical Operative Dentistry II	1	4
58	BDS 426	Clinical Prosthodontics II	1	4
59	BDS 427	Clinical Endodontics II	1	4
60	BDS 428	Clinical Periodontics II	1	4
61	BDS 429	Clinical Oral Surgery II	1	4
62	BDS 424	Oral Diagnosis / Oral Medicine	2	4
63	BDS 435	Internal Clinical Training Year 4	0	20
64	BDS 432	Applied Biostatistics	2	0

No.	Course Code	Course Name	Lecture [Theory] Hours	Laboratory/ Clinic [practical] Hours
65	BUS 204	Innovation & Entrepreneurship	3	0
66	BDS 510	Ethics	1	0
67	BDS 513	Geriatric Dentistry	1	0
68	BDS 515	Emergency Dental Care	1	8
69	BDS 518	Implantology	1	1
70	BDS 519	Clinical Dentistry I	0	36
71	BDS 522	Research Project	3	0
72	BDS 523	Practice Management	1	0
73	BDS 524	Equipment Maintenance	1	1
74	BDS 526	Hospital Dentistry	0	8
75	BDS 529	Clinical Dentistry II	2	28
76	BDS 535	Internal Clinical Training Year 5	0	20
77	UAE 201	UAE Culture	3	0

8.2 Clinical Schedules

Clinical schedules are developed and approved to ensure equitable student exposure, effective supervision, and safe patient care. Schedules define student rotations, clinic sessions, and assigned clinical activities, and are designed to avoid overload while ensuring adequate clinical experience across disciplines. Clinical timetables are communicated through official University systems and are subject to review and adjustment to accommodate service needs, patient availability, and educational requirements.

****Detailed clinical schedules, rotation structures, session allocations, and supervision arrangements are Linked here.**

8.3 Basic Sciences, Preclinical, and Clinical Manuals

The program is supported by a set of approved manuals that guide teaching, learning, and clinical practice. The Basic Sciences Manual outlines foundational course content and learning expectations; the Preclinical Manual defines laboratory procedures, safety requirements, and skill development expectations; and the Clinical Manual governs patient care protocols, clinical conduct, supervision requirements, and assessment processes. These manuals ensure standardization, regulatory compliance, and consistency across all phases of the program.

Table 9. BDS Manuals

BDS Manuals	
Preclinical Manual	Link
Clinical Manual	Link

8.4 Logbooks, Case Documentation, and Supervision

Student clinical training is supported through structured logbooks and case documentation systems that record clinical procedures, competencies achieved, and patient encounters. Each course-specific logbook is made available to students through the Student Portal (Moodle), ensuring standardized documentation for every clinical subject. All clinical activities are performed under appropriate faculty supervision, with documentation reviewed and validated by supervisors to ensure accuracy, completeness, and educational value. Logbooks and case records support competency tracking, formative feedback, and progression decisions, while ensuring accountability and patient safety.

Section 9: Assessment Process and Grading Framework:

9.1 Purpose of Program-Level Assessment

Assessment within the Bachelor of Dental Surgery (BDS) program ensures that graduates demonstrate the knowledge, clinical skills, professional behavior, and ethical standards required for safe and competent dental practice. The assessment system supports public protection, competency-based progression, and alignment with national and international accreditation standards. Program-level assessment policies define overarching principles, while detailed implementation is outlined in the College of Dentistry Assessment Handbook and course assessment blueprints.

9.2 Assessment Philosophy and Framework

The BDS program adopts a competency-based, outcome-driven assessment framework. Assessment progresses from knowledge acquisition to independent clinical performance, aligned with Program Learning Outcomes (PLOs) and competency domains. Multiple assessment methods are employed to ensure validity, reliability, and defensibility, following Miller's Pyramid of Competence (Knows, Knows How, Shows How, Does).

9.3 Program-Level Assessment Structure

Assessment is structured across three developmental stages:

- * Years 1–2: Foundational Sciences – focus on knowledge, behavioral sciences, and professionalism foundations.
- * Year 3: Preclinical Simulation – focus on psychomotor skills, infection control, and procedural readiness.
- * Years 4–5: Clinical Patient Care – focus on supervised patient management, clinical judgment, communication, and professionalism.

9.4 Types of Assessment

The program integrates formative assessments to support learning and provide feedback, and summative assessments to certify achievement of learning outcomes and inform progression and graduation decisions.

9.5 Progression and Barrier Assessments

Progression is evidence-based. A Year 3 Exit Assessment Exam/Barrier Exam confirms readiness for clinical training. At the end of the preclinical phase, BDS students must successfully complete the Preclinical Exit Examination, which serves as a formal barrier assessment prior to entry into clinical training. The examination confirms students' readiness for patient care by assessing core preclinical competencies across major dental disciplines and infection control. Successful completion is mandatory for progression to Year 4, with remediation and re-assessment applied in accordance with the Preclinical Exit Examination Policy to ensure patient safety and program standards.

A Year 5 Final Exit Assessment is conducted to confirm students' readiness for graduation and supervised independent practice, In addition, external examiners are involved in the review and validation of final-year assessments to ensure fairness, consistency, and alignment with national standards. this exit exam along with external examiner examinations ensure that program competencies have been achieved prior to award of the BDS degree.

9.6 Grading and Decision-Making Principles

Knowledge-based and preclinical assessments contribute numerical grades. Clinical competency assessments are recorded on a pass/fail basis. Passing all required competency assessments is mandatory for progression and graduation.

9.7 Remediation and Reassessment

Students who do not meet competency requirements undergo structured remediation and reassessment. Progression is permitted only after successful completion of remediation.

9.8 Assessment Governance and Quality Assurance

Assessment quality is ensured through standardized policies, examiner calibration, moderation, external examiner involvement in high-stakes assessments, and continuous review of assessment data.

9.9 Relationship to Assessment Handbook and Program Assessment matrix/blueprints

This Program Handbook defines assessment principles and governance. Detailed assessment methods, rubrics, weightings, and course-level implementation are documented in the College of Dentistry Assessment Handbook and Program Assessment matrix/blueprints.

9.10 Feedback Mechanisms

Timely and constructive feedback is provided to students through formative assessments, clinical supervision, and performance reviews. Feedback is delivered verbally and/or in written form to support continuous improvement, skill development, and informed learning progression.

****Detailed assessment methods, grading rubrics, weightings, moderation procedures, and remediation processes are fully documented in the College of Dentistry Assessment Handbook. This manual governs course-level implementation in alignment with the assessment framework outlined above.**

Section 10 : Research

10.1. Research Governance

Research at City University Ajman (CUA) is conducted within a clearly defined institutional governance framework that ensures academic rigor, ethical integrity, and compliance with national and international standards. Research oversight is provided through the University's research leadership and committees, which are responsible for approving, monitoring, and evaluating all research activities involving faculty and students.

Research governance includes defined processes for proposal approval, ethical review, supervision, assessment, and dissemination of research outcomes. The framework ensures that research activities are aligned with the University's mission, academic objectives, and professional standards, while safeguarding the rights and welfare of participants and maintaining academic integrity. Oversight mechanisms also ensure transparency, accountability, and consistency in the conduct of research across all academic programs.

10.2. Student Research Participation

Student research is an integral component of academic development at CUA and is designed to foster critical thinking, scientific inquiry, and evidence-based practice. Undergraduate and graduate students are encouraged to engage actively in research activities under the supervision of qualified faculty members, enabling them to develop skills in literature review, research design, data analysis, academic writing, and scholarly communication.

Student participation in research supports the development of independent learning, professional judgment, and analytical reasoning. Research activities may include supervised research projects, theses, applied or clinical research, literature-based studies, or participation in faculty-led research initiatives. Through these activities, students gain exposure to research methodologies relevant to their discipline and are prepared for postgraduate study, professional practice, or academic careers.

10.3 BDS Research Project Guidelines

For students enrolled in the Bachelor of Dental Surgery (BDS) program, the research project constitutes a structured academic requirement designed to support scientific literacy and evidence-based dental practice. The BDS research project is conducted in accordance with University-approved guidelines and College of Dentistry requirements, ensuring alignment with professional, ethical, and clinical standards.

BDS research projects may include clinical studies, epidemiological research, public health investigations, laboratory-based research, educational research, or structured literature reviews

relevant to dental practice. Research topics are selected in consultation with faculty supervisors and must demonstrate feasibility, academic relevance, and methodological soundness.

Students normally commence their research project during the final phase of the program, subject to meeting eligibility criteria and obtaining formal approvals. Each student is assigned a qualified supervisor who provides academic guidance, monitors progress, and ensures compliance with approved research and ethical requirements. Research projects are assessed using standardized criteria to ensure fairness, consistency, and alignment with program learning outcomes.

10.4 Ethical Approval Procedures

All research activities at CUA are governed by strict ethical standards to protect participants, researchers, and the institution. Any research involving human participants, patient data, clinical records, surveys, interviews, or biological materials must receive formal ethical approval prior to commencement.

Students are required to submit research proposals, informed consent documentation, and data protection plans through the designated ethical review process. Ethical approval ensures that research is conducted responsibly, with due consideration given to participant safety, confidentiality, voluntary participation, and responsible data handling.

Students and supervisors are jointly responsible for ensuring continued compliance with ethical approval conditions throughout the research lifecycle. Failure to obtain or adhere to ethical approval requirements may result in suspension of the research project or academic consequences.

10.5 Supervision, Roles, and Responsibilities

Each student undertaking a research project is supported by an assigned faculty supervisor who serves as the primary academic mentor. Supervisors provide guidance on topic refinement, research methodology, data analysis, academic writing, and compliance with institutional standards. Supervisory meetings and progress monitoring are conducted regularly to support timely completion and academic quality.

Students are expected to engage actively in the research process, adhere to approved timelines, maintain regular communication with their supervisor, and uphold the highest standards of academic integrity. Clear roles and responsibilities for both supervisors and students are defined to ensure effective collaboration, accountability, and successful completion of research projects.

10.6 Research Writing, Assessment, and Submission

Research projects must be written in clear, formal academic language and presented in a structured and coherent manner. Students are required to follow an approved citation style consistently throughout their work, as agreed with the supervisor at the outset of the project. Accurate documentation of sources is essential to avoid plagiarism and maintain academic credibility.

Upon completion, research projects are submitted for evaluation in accordance with University procedures. Assessment is conducted by an appointed evaluation committee using predefined criteria that assess originality, methodological rigor, analysis, presentation, and adherence to academic standards. Where applicable, oral examinations or presentations are conducted within the designated timeframe. Final approved research submissions are archived in the University's learning resources.

10.7 Publications and Research Output

CUA actively encourages the dissemination of research findings through scholarly publications, conference presentations, and academic forums. Faculty and students are supported in publishing research outputs in peer-reviewed journals and presenting their work at local, regional, and international conferences, subject to supervisor approval and ethical clearance.

Student research outputs contribute to the advancement of disciplinary knowledge, enhance professional development, and support a culture of scholarship within the University. Appropriate acknowledgment of institutional affiliation and authorship responsibilities is required for all published work. Research outputs also contribute to continuous program improvement and institutional academic standing.

10.8 Reference to the Research Handbook

This section provides a program-level overview of research governance, student participation, ethical standards, and research expectations. Detailed procedures, ethical approval workflows, formatting requirements, assessment criteria, supervisory documentation, and publication policies are provided in the official CUA Research Handbook, which students and faculty are required to consult and follow when undertaking research activities.

Section 11: Governance:

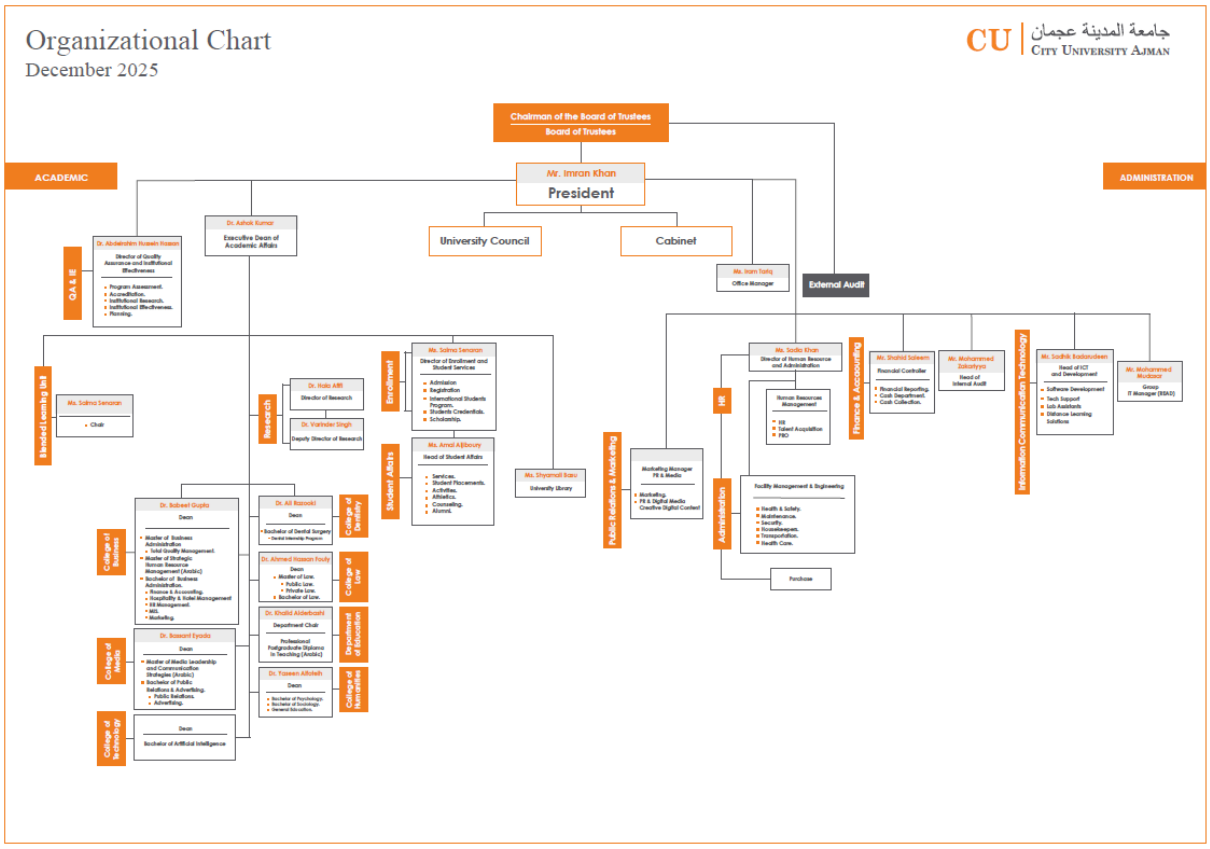
11.1 University Organizational Chart

City University Ajman operates under a clearly defined organizational structure that supports effective academic leadership, administrative efficiency, and institutional governance. The University is overseen by the Board of Trustees, which provides strategic direction and fiduciary oversight, and is led operationally by the **President**, who is responsible for the overall management and performance of the University.

Academic oversight is coordinated through the **Executive Dean of Academic Affairs** and the University Council, ensuring consistency, quality assurance, and alignment across all colleges and academic programs. Each College, including the College of Dentistry, is led by a **Dean** who is accountable for academic delivery, program quality, and alignment with University policies and regulatory requirements.

Central administrative units, including Quality Assurance and Institutional Effectiveness, Research, Student Affairs, Enrollment and Registration, Human Resources, Finance, ICT, Facilities Management, and Health & Safety, provide structured support to academic units. These units operate through defined reporting lines and collaborate with colleges to ensure compliance, student support, and continuous institutional improvement.

This organizational structure enables clear accountability, effective communication, and coordinated decision-making across academic and administrative functions, supporting the delivery of high-quality education and professional programs at City University Ajman.



11.2 College Governance Structure

11.2.1 College and Program Governance Structure:

The governance of the BDS Program and the College of Dentistry is exercised through a structured system of program- and college-level committees. These committees provide academic, clinical, quality, and strategic oversight to ensure that the program remains current, effective, and aligned with professional and regulatory expectations.

Program governance focuses on decision-making, oversight, quality assurance, and continuous improvement, rather than day-to-day operational management.

Key governance committees include, but are not limited to:

- **Program and Curriculum Committee**: which oversees curriculum design, review, and alignment with program learning outcomes.

- **College Quality Assurance Committee**: which monitors academic quality, student performance, and continuous improvement processes.
- **Dental Clinical Committee**: which governs clinical training, patient safety, supervision standards, and clinical policies.
- **Research Committee**: which supports research strategy, scholarly output, and ethical research practices.
- **Community Engagement Committee** and **Alumni–Employer–Industry Committee**: which ensure stakeholder input and alignment with community and workforce needs.
- **Program Advisory Council**: which provides strategic advice and external perspectives on program development.

These committees include academic staff, clinical supervisors, administrative representatives, and student members, ensuring transparency, inclusivity, and student voice in decision-making. Committee recommendations are formally documented and communicated to College leadership for action and implementation.

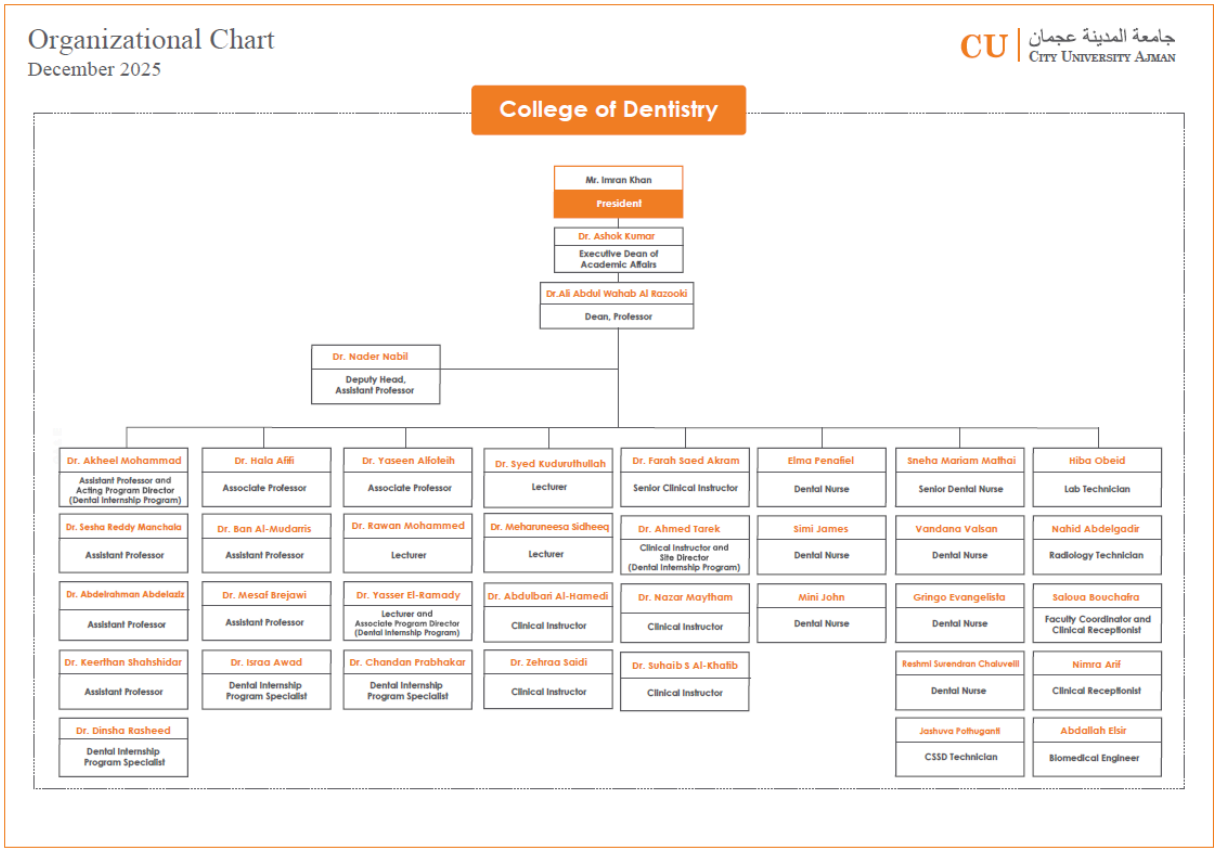
12.2.2 College Organizational Structure:

The College Organizational Structure defines the operational and administrative hierarchy of the College of Dentistry. It clarifies roles, responsibilities, and reporting lines for academic, clinical, technical, and administrative staff involved in the delivery of the BDS Program and the Dental Internship Program.

The organizational structure supports:

- Effective leadership and management
- Clear supervision of staff and students
- Safe and efficient delivery of teaching and clinical services
- Coordination between academic, clinical, and support units

The structure includes the College leadership (President, Executive Dean, Dean, and Deputy Head), program directors, academic faculty, Clinical supervisors , clinical instructors, internship supervisors, nursing staff, technicians, and administrative personnel. Each role has defined reporting relationships that support accountability and smooth day-to-day operations within the College and its clinical facilities.



11.3 Clinical Governance Structure:

The Clinical Governance Structure of the College of Dentistry ensures that patient safety, quality of care, clinical risk management, and professional accountability are systematically monitored, reviewed, and continuously improved. This structure defines how clinical issues are reported, reviewed, escalated, and acted upon, rather than how staff are operationally deployed.

<u>Clinical Governance Oversight and Accountability:</u>

11.3.1. Dean of the College of Dentistry

The Dean holds ultimate accountability for clinical governance within the College. The Dean ensures that:

- Clinical services are delivered safely and ethically
- Governance systems are in place to manage risk and quality

- Recommendations arising from clinical governance reviews are supported and implemented at College level

11.3.2 Deputy Dean & Medical Director

The Deputy Dean, acting as Medical Director, provides direct executive oversight of clinical governance. In this role, the Medical Director:

- Oversees clinical safety, quality assurance, and risk management processes
- Receives escalated reports related to patient safety, incidents, and compliance
- Ensures appropriate investigation, documentation, and corrective actions
- Acts as the primary link between clinical operations and College leadership

The Medical Director also carries responsibility for radiation safety oversight through the Radiation Protection Officer role, ensuring compliance with regulatory and safety requirements.

11.3.3 Clinical Supervisors

Clinical Supervisors play a central role in frontline clinical governance. They are responsible for:

- Monitoring the quality and safety of care delivered by students and interns
- Identifying clinical risks, adverse events, near misses, and deviations from protocols
- Providing immediate guidance and corrective supervision where required
- Reporting significant clinical issues through established reporting lines

Clinical Supervisors ensure that governance principles are applied consistently across all clinical disciplines.

11.3.4 Senior Clinical Instructor and Site Director (Dental Internship Program)

The Senior Clinical Instructor and the Site Director support governance by:

- Coordinating supervision standards across clinical instructors
- Reviewing reported issues related to student or intern performance
- Ensuring consistent application of clinical policies and protocols
- Escalating unresolved or serious concerns to the Medical Director

This level provides structured review and consolidation of clinical reports before escalation.

11.3.5 Clinical Instructors

Clinical Instructors contribute to governance through:

- Day-to-day monitoring of clinical activities
- Immediate reporting of incidents, safety concerns, or non-compliance
- Documentation of clinical issues and corrective instructions
- Reinforcing safe practice and professional standards at chairside

Their role ensures early detection and rapid response to potential risks.

11.3.6 Infection Control Governance

Infection control operates as a core clinical governance function. The Infection Control Coordinator:

- Monitors compliance with infection prevention and control protocols
- Conducts surveillance, audits, and incident reporting
- Reports infection-related issues through the clinical governance reporting line
- Recommends corrective and preventive actions

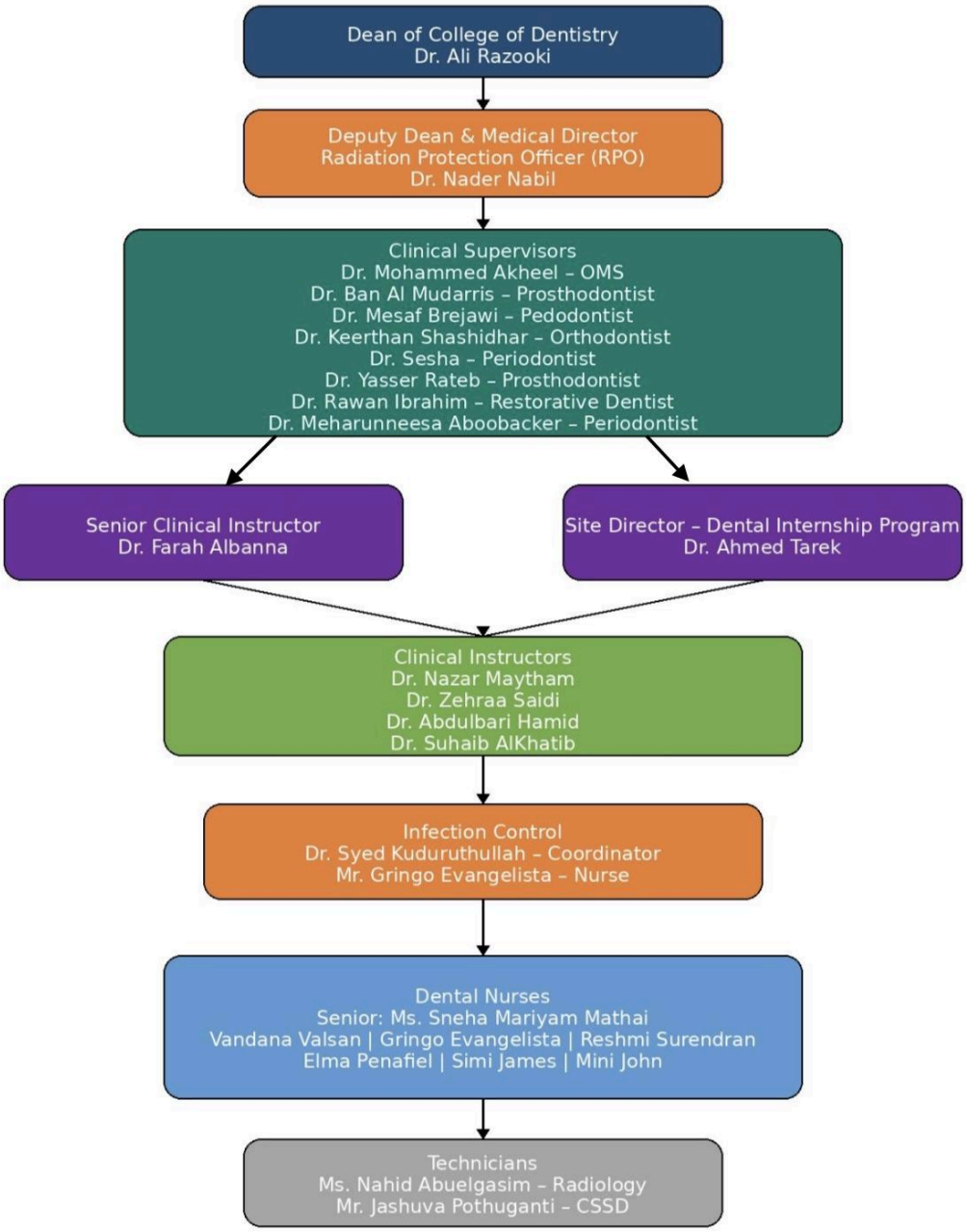
Infection control findings are escalated to the Medical Director for review and action where necessary.

11.3.7 Nursing and Technical Staff Reporting

Dental nurses and technical staff support governance by:

- Reporting clinical incidents, equipment issues, and safety concerns
- Following defined escalation pathways through supervisors and instructors
- Supporting documentation, traceability, and corrective actions

Their reporting role ensures that clinical governance extends beyond academic staff to the entire clinical team.


Dean of College of Dentistry
Dr. Ali Razooki
Deputy Dean & Medical Director
Radiation Protection Officer (RPO)
Dr. Nader Nabil
Clinical Supervisors
Dr. Mohammed Akheel – OMS
Dr. Ban Al Mudarris – Prosthodontist
Dr. Mesaf Brejawi – Pedodontist
Dr. Keerthan Shashidhar – Orthodontist
Dr. Sesha – Periodontist
Dr. Yasser Rateb – Prosthodontist
Dr. Rawan Ibrahim – Restorative Dentist
Dr. Meharunneesa Aboobacker – Periodontist
Senior Clinical Instructor
Dr. Farah Albanna
Site Director – Dental Internship Program
Dr. Ahmed Tarek
Clinical Instructors
Dr. Nazar Maytham
Dr. Zehraa Saidi
Dr. Abdulbari Hamid
Dr. Suhaib AlKhatib
Infection Control
Dr. Syed Kuduruthullah – Coordinator
Mr. Gringo Evangelista – Nurse
Dental Nurses
Senior: Ms. Sneha Mariyam Mathai
Vandana Valsan | Gringo Evangelista | Reshmi Surendran
Elma Penafiel | Simi James | Mini John
Technicians
Ms. Nahid Abuelgasim – Radiology
Mr. Jashuva Pothuganti – CSSD

11.4 Attendance Policies

City University Ajman maintains a clear and structured attendance policy to ensure academic integrity, student responsibility, and consistency across all colleges, including the College of Dentistry.

11.4.1 Attendance Recording & Tardiness

Students arriving more than 10 minutes late to the first class period of the day, or more than 5 minutes late to any subsequent class period, will be marked absent, although attendance in class may still be permitted.

Repeated tardiness (more than three occurrences) results in the student being marked absent even if allowed to enter the class.

11.4.2 Authorized Absences

Absences for university or intercollegiate activities are considered unexcused unless the student secures prior written permission from the relevant faculty member or Student Services Counselor.

11.4.3 Minimum Attendance Requirements

Students must maintain a minimum of 80% attendance in every course to be eligible for final examinations.
Under exceptional circumstances, students with 70%–79% attendance may be allowed to sit for the final exam only with Vice Chancellor approval, and an administrative fee may apply.

11.4.4 Monitoring & Compliance

Faculty members, Program Heads, and Deans are responsible for maintaining accurate daily attendance records.
Students are expected to monitor their attendance via the LMS and adhere to university regulations.

11.5 Cultural Safety, Ethical Conduct & Professionalism

City University Ajman (CUA) is committed to upholding the highest standards of ethical conduct, cultural respect, professionalism, and responsible behavior among all BDS students. These expectations apply in academic, clinical, and community settings, both on and off campus.

11.5.1 Cultural Safety within the Bachelor of Dental Surgery (BDS) is defined as respect for the rights, dignity, values, and beliefs of all individuals, and the provision of a learning and clinical environment free from discrimination, harassment, or cultural insensitivity. Cultural safety is regarded as a core professional expectation and a prerequisite for safe and ethical dental practice within the United Arab Emirates' multicultural society. This principle underpins student conduct in academic, clinical, and community settings and is embedded throughout the professional, ethical, and behavioral standards outlined in this section.

11.5.2 Commitment to Ethical Standards

Students must conduct themselves in accordance with the ethical and community standards set by the University. Ethical behavior includes honesty, fairness, respect, accountability, and a commitment to protecting the dignity and safety of patients, peers, faculty, and staff.

11.5.3 Respect for Rights, Culture, and Diversity

Students must demonstrate respect for the rights and dignity of all individuals and refrain from any form of discrimination or harassment based on race, religion, nationality, gender, disability, or other protected characteristics.

CUA expects all students to uphold and respect the cultural values, traditions, and religious norms of the United Arab Emirates at all times.

11.5.4 Professional Behavior On and Off Campus

Students are expected to:

1. Communicate respectfully with peers, faculty, staff, and patients
2. Avoid inappropriate, disruptive, or offensive behavior
3. Maintain professional appearance and comply with the University dress code
4. Uphold the dignity of the dental profession in all settings, including online

11.5.5 Professional Conduct in Clinical Settings

Clinical professionalism includes:

1. Respectful communication with patients
2. Accurate and honest documentation
3. Adherence to infection control and safety protocols
4. Maintaining patient privacy and dignity
5. Following UAE healthcare regulations and clinic rules

Unprofessional behavior in the clinic may result in suspension from clinical activities.

11.5.6 Anti-Harassment, Non-Discrimination & Safety

CUA maintains a zero-tolerance policy for:

1. Harassment
2. Bullying
3. Threatening behavior
4. Discrimination
5. Intimidation

All students are responsible for contributing to a safe learning environment and reporting misconduct.

11.5.7 Responsibility to UAE Law

Students must comply with all UAE federal laws. Violations—including actions involving dishonesty, harassment, cultural disrespect, or social media misuse—may result in disciplinary action, suspension, or dismissal.

11.5.8 Academic Integrity

Students must uphold academic honesty and avoid:

1. Plagiarism
2. Cheating or facilitating cheating
3. Falsifying academic or clinical records
4. Misrepresentation of clinical activities

Violations may result in disciplinary action as per University regulations.

11.5.9 Confidentiality and Patient Data Protection

Students must strictly maintain confidentiality of:

1. Patient information
2. Clinical records
3. University records
4. Sensitive or restricted information

Sharing confidential material with third parties or on social media is strictly prohibited and constitutes a major ethical violation.

11.5.10 Social Media Responsibility

Students must exercise caution and professionalism when using social media. Prohibited actions include:

1. Posting inappropriate or culturally insensitive content
2. Sharing clinic images or patient information
3. Disrespectful or defamatory online behavior
4. Misuse of University branding

Students must follow UAE cyber-safety laws at all times.

11.5.11 Consequences of Violations

Violation of ethical or professional standards may lead to:

1. Verbal or written warnings
2. Suspension from academic or clinical activities
3. Disciplinary probation
4. Dismissal from the program

Actions are taken in accordance with University regulations and UAE law.

11.6 Student Grievance & Appeals Policy

City University Ajman provides a structured, multi-stage process that ensures fairness, transparency, and confidentiality in handling both academic and non-academic grievances. Students may raise concerns without fear of retaliation, and all matters are treated with discretion.

11.6.1. Non-Academic Grievance Procedures

Students must use the official grievance form from the Student Affairs Department. The grievance must be clearly written and include all relevant details. Resolution proceeds through four steps:

1. Discussion with the source of the grievance (within 5 days).
2. Escalation to the Head of Department (within 5 days).
3. Review by Student Affairs and a University-appointed committee.
4. Written objection to the Dean/Department Head, who issues a decision within 7 days.

11.6.2. Student Appeal Procedures

Students may submit a written appeal within 5 working days. Student Affairs forwards the appeal to the Vice Chancellor, who responds within 10 days. The University's response at this stage is final.

11.6.3. Time Limitations

Missing a deadline automatically cancels a grievance. If the University fails to meet deadlines, the grievance proceeds to the next step. Extensions require approval from the Vice Chancellor.

11.6.4. Grade Appeals

Students must first attempt informal resolution with the instructor. If unresolved, a formal grade appeal must be filed within 15 days. A committee reviews the appeal and the Vice Chancellor issues the final decision.

11.6.5. Principles of Grievances

All grievances follow:

- Confidentiality
- Protection from retaliation
- Student representation through the Student Council

Section 12: Student Communication, Learning Management System & Learning Resources

12.1 Student Portal

City University Ajman utilizes an integrated digital ecosystem to support teaching, learning, and academic administration. The University Management System (UMS) serves as the central platform, providing single sign-on access to academic, administrative, and learning resources for students and faculty through web and mobile applications.

12.1.1 University Management System (UMS)

UMS manages core academic and administrative processes at CUA. Through the student portal and mobile application, students can access personal and academic records, course registration, surveys, fee payments, timetables, and reports. Faculty and administrative modules support attendance tracking, grading, academic reporting, admissions, registration, finance, student affairs, quality assurance, and access to subscribed e-learning resources.

12.1.2 Moodle – Learning Management System

Moodle is the official Learning Management System used for course delivery and student–faculty interaction. Integrated with UMS, Moodle provides access to course materials, assignments, quizzes, forums, grades, Zoom classes, and assessments. Additional tools such as Safe Exam Browser and Turnitin are used to support secure examinations and plagiarism checking.

12.2 Email Communication Standards

CUA uses official University email as the primary channel for academic and administrative communication. Students are required to regularly monitor their CUA email accounts for official announcements related to courses, assessments, schedules, clinical activities, and institutional updates. All communications are expected to follow professional and confidentiality standards.

12.3 Student Orientations and Trainings

CUA conducts structured orientation and training programs to support students' academic transition and readiness. These include general University orientation, program-specific and clinical orientations, and ongoing training sessions covering University systems, learning platforms, academic policies, assessment methods, safety procedures, and professional expectations.

****Further details regarding student communication systems, digital platforms, orientations, and training programs are available in the official Student Handbook.**

Section 13: Academic Calendar and Timetables:

City University Ajman publishes an approved academic calendar and course timetables each academic year to ensure structured delivery of the program. These define key academic dates, teaching periods, assessments, and examinations, and are communicated to students through official University systems. The calendar and timetables are regularly reviewed to ensure compliance with institutional policies and support effective teaching, learning, and progression.

Table 10. Schedules References

References	
Academic calendar	Link
Class Schedule	Link

Section 14: Fee structure:

14.1 Fees and Charges

City University Ajman (CUA) applies various academic, administrative, laboratory, clinical, and service-related fees as approved by the University. Fees may be revised when necessary, and certain services or facilities may incur additional charges. All applicable fees are communicated to students in advance through official channels.

14.2 Other Fees

CUA charges clearly defined fees for applications, admissions, orientation, registration, student activities, laboratory and clinic usage, training, insurance, examinations, documentation, and graduation-related services. Fees vary by academic level, semester, and type of service, with specific rates applicable to Bachelor of Dental Surgery (BDS) students for laboratory, clinic, productive lab, and summer training components. Administrative service fees apply for actions such as add/drop requests, re-tests, grade appeals, transcript issuance, and ID replacement.

14.3 Payment Schemes

Students are required to follow the approved payment scheme, which includes payment of a portion of the semester fees in cash and submission of post-dated cheques according to the academic calendar. Compliance with payment deadlines is mandatory to maintain registration and examination eligibility.

14.4 Refund Policy

CUA applies a structured refund policy based on the timing of student withdrawal. Application and admission fees are non-refundable. Tuition fee refunds vary depending on whether withdrawal occurs before semester commencement, within the first week, or after the first week. No refunds are granted for Summer semesters, and students suspended or expelled for disciplinary reasons are not eligible for refunds.

14.5 Scholarships and Financial Aid

CUA offers scholarships and financial aid to eligible students through a formal application process. Available support includes family-related discounts, individual needs-based scholarships, and merit-based scholarships for high-achieving students. Scholarships are subject to academic performance, attendance requirements, and approval by the Scholarship Committee. Students are not permitted to combine multiple scholarships simultaneously, and additional scholarship opportunities may be announced before each semester.

**** Further details on fees, payment policies, refunds, and scholarships are provided in the official CUA Undergraduates Catalog.**

Section 15: Licensure Requirement

Graduates of the Bachelor of Dental Surgery (BDS) program in the UAE are required to obtain professional licensure before practicing dentistry. Licensure is issued by the relevant health authority based on the emirate of practice: Ministry of Health and Prevention (MOHAP) for the Northern Emirates, Dubai Health Authority (DHA) for Dubai, or Department of Health – Abu Dhabi (DoH) for Abu Dhabi. All authorities follow the UAE's unified Professional Qualification Requirements (PQR).

What undergraduate students should expect

- Eligibility after graduation: Students become eligible to apply for licensure only after successful completion of the BDS program and any required internship or supervised training period, as applicable.
- Competency expectations: Licensing authorities expect graduates to demonstrate foundational clinical competence, safe practice, professionalism, and readiness for supervised entry-level practice.
- Assessment and verification: Graduates should be prepared for credential verification and, where applicable, licensing assessments determined by the authority and professional category.

- Authority-specific application: The licensing process is completed through the health authority of the emirate where the graduate intends to practice.

Section 17: Key Contact Information

17.1 Emergencies, Healthy and safety contacts

Table 11. Emergencies, Healthy and safety contacts

S/NO	Name	Contact details
1	For First Aid : University Clinic	06-7315000 Ext :1205 and 1345 Mobile : 055-7160880 nurse@cu.ac.ae
2	Chief Engineer –CU	06-7315000 Extn 1196 Mobile : 055-4257936
3	Ambulance	998
4	Fire Department (Civil Defense)	997
5	Civil Defense (Ajman)	06-703-5500
6	Police	999
7	Saudi German hospital (Nearby Hospital)	06-800-2211
Other healthcare partners		
8	Ajman Specialty General Hospital	06 705 2200
9	Thumbay University Hospital	06 770 5555
10	Makkah Pharmacy	800 – MAKKAH (625524)
11	Amina Hospital	06 711 4444

17.2 Students Support

Table 12. Student Support Contacts

No.	**Department**	**Email ID**	**Telephone** 06-7110000
1	Distance Learning Unit	dl@cu.ac.ae	(email only)
2	Admission Department	info@cu.ac.ae	Extension 1000
3	Registration Department	registration@cu.ac.ae	Extension 1154, 1156
4	Student Affairs Department	studentaffairs@cu.ac.ae	Extension 1106
5	Students Placement Office	spo@cu.ac.ae	Extension 1105, 1107
6	Psychology and Social Counsellor Office/People of Determination	counsellor@cu.ac.ae	Extension 1108
7	Finance Department	finance@cu.ac.ae	Extension 1176, 1177,1181

8	IT Department	itsupport@cu.ac.ae	Extension 1110
9	Library	library@cu.ac.ae	Extension 1210
10	Credentials Office	credentialsoffice@cu.ac.ae	Extension 1144
11	Scholarships Office	scholarship@cu.ac.ae	Extension 1155
12	Events	events@cu.ac.ae	Extension 1106

17.3 BDS Program Representatives (Academic Year 2025/2026)

Table 13. Program Representatives

No.	Year	Name	Student ID	Student Email
1	Year 1	Mina Alani	20258018	20258018@cu.ac.ae
2	Year 2	Dana Siefeddin R Musameh	20236001	20236001@cu.ac.ae
3	Year 3	Mohamad Altaher Ahmad Sulaiman	20238023	20238023@cu.ac.ae
4	Year 4	Nirmin Ramez Al Aghawani	20228004	20228004@cu.ac.ae
5	Year 5	Salama Abdulla Ahmed Ali Daiban	20208012	20208012@cu.ac.ae