

## Academic Program Description Form

University Name: ..Basrah.....

Faculty/Institute: ...College of Medicine.....

Scientific Department: ..Human Anatomy.....

Academic or Professional Program Name: .. Bachelor's degree...General  
Medicine and Surgery

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

Academic System: ...quarterly.....

Description Preparation Date: 1/10/2023

File Completion Date: 2024/02/14

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

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



# **Academic Program and Course Description Guide**

**2024**

## **Introduction:**

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

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

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

## **Concepts and terminology:**

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

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

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

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

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

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

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

**Teaching and learning strategies:** They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are

followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

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**Medicine and Surgery**

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**Academic System:** ...Annual .....

**Description Preparation Date:** 1/10/2023

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**Director of the Quality Assurance and University Performance Department:**

**Date:**

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## Approval of the Dean

### 1. Program Vision

The College of Medicine at Basra University seeks excellence in medical topics in general and in those related to health problems in southern Iraq in particular. This can be achieved through national, regional and international leadership in life medical education and in research activities in topics such as spinal surgery, hemoglobinopathies, cancer, environmental pollution and post-traumatic diseases.

### 2. Program Mission

The College of Medicine at the University of Basra seeks to prepare graduates for distinguished medical practice concerned with the health problems of Basra in particular and Iraq in general, with an emphasis on linking medical practice with the interest of society. It seeks excellence in medical education programs in primary and postgraduate studies and continuing education in order to achieve the training of doctors, professors and researchers, and to prepare for the continuity of medical education. A scientific environment that emphasizes the latest knowledge in health sciences and necessarily leads to excellence in education, health care, and biomedical research, and to stimulating the pursuit of long-term self-learning and consolidating the human and ethical values that characterize work in the field of health sciences. The college also seeks to recruit and develop a faculty with high specifications to become The best in the field of education and research

### 3. Program Objectives

- 1- Contributing to supporting and sustaining health through medical education, research, and providing health services, in their promotive, preventive, curative, and rehabilitative dimensions.
- 2- Graduating doctors who have the knowledge, preparation, and skill that enable them to practice medicine in a safe manner while embodying human and moral values.
- 3- Developing and strengthening postgraduate studies with the aim of training doctors and other medical personnel in various specialties. This requires opening postgraduate studies in many fields whenever possible, including a doctorate degree
- 4- Striving for the college to be a scientific research center and highlighting its role in applied health research with optimal exploitation of the results of that research and in cooperation with various beneficiary bodies.
- 5- Providing health services directly to the population through the college's medical staff working in 5 official health institutions as well as in the private sector
- 6- Strengthening cooperation relations with scientific and medical institutions inside and outside Iraq to develop medical practice as an art, science and behavior
- 7- Striving to solve local health problems by conducting research and scientific studies in coordination with other medical institutions
- 8- Cooperating with other centers and colleges at the University of Basra to support scientific development at the university and to support its role in the region and in the world more broadly.

### 4. Program Accreditation

quality assurance

### 5. Other external influences

Central admission

### 6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
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<b>Institution Requirements</b>	<b>5</b>	<b>36.5</b>		<b>Basic course</b>
<b>College Requirements</b>	<b>yes</b>			
<b>Department Requirements</b>	<b>yes</b>			
<b>Summer Training</b>	<b>nothing</b>			
<b>Other</b>				

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

<b>7. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>First year</b>		<b>Human anatomy</b>	<b>theoretical</b>	<b>practical</b>
			<b>45</b>	<b>120</b>

<b>8. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
1. Teaching and learning the superficial anatomical signs of the body that indicate the locations of bones, muscles, tendons, blood vessels, nerves and other internal organs. 2. To link basic anatomy and embryology to the manifestations of pathological conditions to reach the correct diagnosis 3. Knowing the pathological manifestations and signs and their relationship to the stages of genetic development	Learning Outcomes Statement 1
<b>Skills</b>	
Adopting the principles of medical professional lifelong learning (continuing professional development)	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3

<b>Ethics</b>	
1. Identifying anatomical surface signs and their relationship to bones, tendons, muscles, and internal structures in the body 2. Recognizing and identifying anatomical structures such as muscles, nerves, and blood vessels in plaster and plastic models, in addition to identifying them in radiology and MRI sections. 3. Distinguishing the embryonic formation of a normal human being from an abnormal one	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

<b>9. Teaching and Learning Strategies</b>
1- Delivering lectures in the form of Power Point, showing educational films, using plaster and plastic models, various anatomical sections of the brain, radiology and magnetic resonance films, and student participation during discussions during teaching in small groups in practical laboratories. 2 - Students participate in interactive lectures in theoretical and practical lessons

<b>10. Evaluation methods</b>
Formative exams, the theoretical and practical mid-year exam, and the theoretical and practical end-of-year exam

<b>11. Faculty</b>						
<b>Faculty Members</b>						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant pro.	Human anatomy	Anatomy of nervous system				2

<b>Professional Development</b>
Mentoring new faculty members

1- Attending continuing medical education seminars for the purpose of developing teaching skills

2- Guidance to attend with the old teachers in practical and theoretical teachings

#### **Professional development of faculty members**

Guidance to enroll in courses on teaching methods

### **12. Acceptance Criterion**

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

### **13. The most important sources of information about the program**

-Clinical Anatomy by regions. Richards Snell.eighth edition.1

2-Clinical Neuroanatomy. Richards Snell. seventh edition.

3-Medical Embryology.T.W.Sadler Twelfth edition

4 -[www.teachinganatomy.com](http://www.teachinganatomy.com)

5-[www.anatomyzone.com](http://www.anatomyzone.com)

6-[www.kenhub.com](http://www.kenhub.com)

### **14. Program Development Plan**

1- Participation of teachers to deliver weekly seminars on the most important modern topics, each according to his specialty

2- Participation in scientific seminars and workshops in the college and outside it

3- Conducting research in a working group on the most important scientific topics

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023-2024		Anatomy	Basic	*	*	*		*	*			*	*	*	

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

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**Academic System:** ...quarterly.....

**Description Preparation Date:** /10/20231

**File Completion Date:** 2024/02/14

**Signature:**

**Head of Department Name:**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Date:**

**The file is checked by:**

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## 18. Program Accreditation

quality assurance

## 19. Other external influences

Central admission

## 20. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	5	36.5		Basic course
College Requirements	yes			

<b>Department Requirements</b>	<b>yes</b>			
<b>Summer Training</b>	<b>nothing</b>			
<b>Other</b>				

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

<b>21. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>First year</b>		<b>Medical Biology</b>	<b>theoretical</b>	<b>practical</b>
			<b>60</b>	<b>60</b>

<b>22. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Knowledge of the morphological shape of all cell organelles and linking them to their function, location, and number  2. Teaching and learning to students the types, shapes, and composition of general tissues of the body and all systems of the human body  3. Teaching and learning the basics of genetics and studying some genetic diseases	Learning Outcomes Statement 1
<b>Skills</b>	
Adopting the principles of medical professional lifelong learning (continuing professional development)	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3

<b>Ethics</b>	
Developing students' abilities on how to use a regular microscope to diagnose and examine various tissue samples of the body 2. Distinguish the body's tissues and link them to their function and relationship to tissue changes in pathological conditions.	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

<b>23. Teaching and Learning Strategies</b>
1. Delivering lectures in the form of PowerPoint, using microscopes to display histological slides, showing educational films, using plastic models in practical lessons, student participation during discussions during teaching in small groups in practical laboratories, student participation in interactive lectures in theoretical and practical lessons..

<b>24. Evaluation methods</b>
Formative and mid-semester exams, and exams at the end of the first semester and the second semester

<b>25. Faculty</b>			
<b>Faculty Members</b>			
<b>Academic Rank</b>	<b>Specialization</b>	<b>Special Requirements/Skills (if applicable)</b>	<b>Number of the teaching staff</b>

	General	Special		Staff	Lecturer
Kawthar Khalaf Hassan	Genetics	cytogenetics			Lecturer

<b>Professional Development</b>
<b>Mentoring new faculty members</b>
1- Attending continuing medical education seminars for the purpose of developing teaching skills
2- Guidance to attend with the old teachers in practical and theoretical teachings
<b>Professional development of faculty members</b>
Guidance to enroll in courses on teaching methods

<b>26. Acceptance Criterion</b>
<b>(Setting regulations related to enrollment in the college or institute, whether central admission or others)</b>

<b>27. The most important sources of information about the program</b>
1 –Junqueira' s Basic Histology. Anatomy L Mesher. 12 <sup>th</sup> edition
2–Cell Biology Pollard and Earnshow.2 <sup>nd</sup> edition
3–Lewis Ricki (2007).Human genetics concepts and application.7 <sup>th</sup> edition.McGraw–Hillcompanies.
4–Cummings R.Michael (1997). Human heredity principles and Issues4 <sup>th</sup> edition. WestLWadsworth.
5–Human Biology Part 1 Collection edited by: Nathaniel Howard

<<http://legacy.cnx.org/content/col11448/1.9>.<

Online:<<https://legacy.cnx.org/content/col11704/1.4>>

## 28. Program Development Plan

- 1- Participation of teachers to deliver weekly seminars on the most important modern topics, each according to his specialty
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Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023-2024		Medical Biology	Basic	*	*	*		*				*			

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**31. Program Objectives**

- 1- Contributing to supporting and sustaining health through medical education, research, and providing health services, in their promotive, preventive, curative, and rehabilitative dimensions.
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### 32. Program Accreditation

quality assurance

### 33. Other external influences

Central admission

### 34. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	1 <sup>st</sup> course 2 <sup>nd</sup> course course			Basic course

<b>College Requirements</b>	<b>yes</b>			
<b>Department Requirements</b>	<b>yes</b>			
<b>Summer Training</b>	<b>nothing</b>			
<b>Other</b>				

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

<b>35. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>second year</b>		<b>Medical histology</b>	<b>theoretical</b>	<b>practical</b>
			<b>90</b>	<b>90</b>

<b>36. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
1. Full knowledge of the histological structure of all body tissues according to the different body systems. 2. Linking the knowledge of histological structure to the functions of each tissue and their impact on the body 3. Practical knowledge to distinguish between different tissues according to the characteristics of each tissue	Learning Outcomes Statement 1
<b>Skills</b>	
Adopting the principles of medical professional lifelong	Learning Outcomes Statement 2



learning (continuing professional development)	
Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Developing students' abilities on how to diagnose and examine various tissue samples of the body 2. Distinguish the body's tissues and link them to their function and relationship to tissue changes in pathological conditions.	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

### 37. Teaching and Learning Strategies

- 1 Teaching students how to identify different tissues through their microscopic shape
- 2–Teaching students to distinguish between cells and tissues by recognizing the characteristics of each tissue
- 3–Teaching students to identify normal tissues, which will be a basis for distinguishing them from pathological tissues in the future

### 38. Evaluation methods

- 1– Conducting written quizzes exam.
- 2– Conducting a written final exam.
- 3– Making reports for students in all subjects and calculating a score on them.
- 4–Evaluating students' entry and interaction on online learning platforms

### 39. Faculty

Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Israa Yousif Izzdeen	Medical histology	Medical histology				Lecturer

Professional Development
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2023-2024		Medical histology	Basic	*	*	*		*				*			

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**2024**

## **Introduction:**

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

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

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

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

## **Concepts and terminology:**

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

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

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

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

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

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

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

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



## Academic Program Description Form

University Name: ..Basrah.....

Faculty/Institute: ...College of Medicine.....

Scientific Department: ..Human Anatomy.....

Academic or Professional Program Name: .. Bachelor's degree...General  
Medicine and Surgery

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

Academic System: annual.....

Description Preparation Date: /10/20231

File Completion Date: 2024/02/14

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

**43. Program Vision**

The College of Medicine at Basra University seeks excellence in medical topics in general and in those related to health problems in southern Iraq in particular. This can be achieved through national, regional and international leadership in life medical education and in research activities in topics such as spinal surgery, hemoglobinopathies, cancer, environmental pollution and post-traumatic diseases.

**44. Program Mission**

The College of Medicine at the University of Basra seeks to prepare graduates for distinguished medical practice concerned with the health problems of Basra in particular and Iraq in general, with an emphasis on linking medical practice with the interest of society. It seeks excellence in medical education programs in primary and postgraduate studies and continuing education in order to achieve the training of doctors, professors and researchers, and to prepare for the continuity of medical education. A scientific environment that emphasizes the latest knowledge in health sciences and necessarily leads to excellence in education, health care, and biomedical research, and to stimulating the pursuit of long-term self-learning and consolidating the human and ethical values that characterize work in the field of health sciences. The college also seeks to recruit and develop a faculty with high specifications to become The best in the field of education and research

**45. Program Objectives**

- 1- Contributing to supporting and sustaining health through medical education, research, and providing health services, in their promotive, preventive, curative, and rehabilitative dimensions.
- 2- Graduating doctors who have the knowledge, preparation, and skill that enable them to practice medicine in a safe manner while embodying human and moral values.
- 3- Developing and strengthening postgraduate studies with the aim of training doctors and other medical personnel in various specialties. This requires opening postgraduate studies in many fields whenever possible, including a doctorate degree
- 4- Striving for the college to be a scientific research center and highlighting its role in applied health research with optimal exploitation of the results of that research and in cooperation with various beneficiary bodies.
- 5- Providing health services directly to the population through the college's medical staff working in 5 official health institutions as well as in the private sector
- 6- Strengthening cooperation relations with scientific and medical institutions inside and outside Iraq to develop medical practice as an art, science and behavior
- 7- Striving to solve local health problems by conducting research and scientific studies in coordination with other medical institutions
- 8- Cooperating with other centers and colleges at the University of Basra to support scientific development at the university and to support its role in the region and in the world more broadly.

#### 46. Program Accreditation

quality assurance

#### 47. Other external influences

Central admission

#### 48. Program Structure


Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	5	36.5		Basic course
College Requirements	yes			

<b>Department Requirements</b>	<b>yes</b>			
<b>Summer Training</b>	<b>nothing</b>			
<b>Other</b>				

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

<b>49. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>Second year</b>		<b>Embryology</b>	<b>theoretical</b>	<b>practical</b>
			<b>30</b>	

<b>50. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Embryology is one of the most important basic medical branches, as it contributes to the knowledge and study of the methods and steps of embryonic development, starting with the study and knowledge of the chain of gamete formation, passing through the various stages of embryonic development of the fetus in the mother's womb, all the way to the formation and differentiation of the tissues that make up the various organs, and on the other hand, knowledge and study. The reasons that contribute to the appearance of fetal deformities that can occur during the	Learning Outcomes Statement 1

<p>stages of fetal development and the development of appropriate medical solutions for them and instructions and guidelines that contribute to preventing the appearance of these deformities in newborns.</p>	
<p><b>Skills</b></p>	
<p>Adopting the principles of medical professional lifelong learning (continuing professional development)</p> <p></p>	<p>Learning Outcomes Statement 2</p>
<p>Learning Outcomes 3</p>	<p>Learning Outcomes Statement 3</p>
<p><b>Ethics</b></p>	
<p>1- Knowing the developmental stages of the fetus with accuracy and detail and tracking the stages of fetal development day by day so that we can know how the different organs in the body are formed.</p> <p>2- Linking the developmental stages of the fetus to the diseases and fetal deformities that can occur at different fetal stages, thus facilitating their identification, study, diagnosis, control, and preventing their occurrence in newborns.</p>	<p>Learning Outcomes Statement 4</p>

3- Applying the developmental facts of the fetus to clinical applications.	
Learning Outcomes 5	Learning Outcomes Statement 5

### 51. Teaching and Learning Strategies

11. Delivering lectures in the form of PowerPoint, showing practical educational films, students participating in discussions during teaching in small groups, and students participating in interactive lectures in theoretical and practical lessons.

### 52. Evaluation methods

Formative exams, mid-year and end-of-year exams

### 53. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Samer Sami	Trauma and bone surgery	Trauma and bone surgery				Lecturer

## **Professional Development**

### **Mentoring new faculty members**

- 1- Attending continuing medical education seminars for the purpose of developing teaching skills
- 2- Guidance to attend with the old teachers in practical and theoretical teachings

### **Professional development of faculty members**

Guidance to enroll in courses on teaching methods

## **54. Acceptance Criterion**

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

## **55. The most important sources of information about the program**

- **Medical Embryology. T.W. Sadler. Thirteenth edition.**
- **Textbook of Human Embryology. [Y. Sontakkeh](#). First edition.**
- **Textbook of Clinical Embryology. V. Singh. Second edition.**
- **Inderbir Singh's Human Embryology. V. Subhadra Devi. Eleventh edition.**

## **56. Program Development Plan**

- 1– Participation of teachers to deliver weekly seminars on the most important modern topics, each according to his specialty
- 2– Participation in scientific seminars and workshops in the college and outside it

3- Conducting research in a working group on the most important scientific topics



Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023-2024		Embryology	Basic	*	*	*		*				*			

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

