



## Course Specification of General Pathology

### I. Course Identification and General Information:

1	Course Title:	General Pathology				
2	Course Number & Code:	Ph456				
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar	
		2		----	----	2
4	Study level/ semester at which this course is offered:	3 <sup>rd</sup> Year/ 1 <sup>st</sup> semester				
5	Pre –requisite (if any):	None				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	Bachelor of Pharmacy				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty of Pharmacy- Sana`a university				
10	Prepared by:	Dr.				
11	Date of approval:					

### II. Course description:

This course provides students with the basic knowledge, facts, concepts, theories and terms in the field of pathology as well as understanding the of disease processes affecting the different systems, with particular reference to mechanisms and natural history of disease to help in the prevention, diagnosis, treatment and prognosis of diseases.



### III. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to:

1. Recognize the basic principles of pathology.
2. Recognize different types and functions of cells and describe different types of tissues and organs
3. Explain the concept of cell adaptation and death
4. Discuss the etiology and mechanism of diseases
5. Integrate the causes of disease to minimize the risk factors to human.
6. Relate the disease with the mechanism especially that related to environment.
7. Differentiate between the grade and stages of tumor.
8. Discuss the carcinogenesis and the tumor marker
9. Apply information about blood disorders in form of cases.
10. Perform duties in relation to diseases and infection
11. Demonstrate time management and self-learning during performing practical and professional works and assignments.
12. Work independently and as a team member to prepare seminars and presentations.

### IV. Intended learning outcomes (ILOs) of the course:

#### (A) Knowledge and Understanding:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Knowledge and Understanding.**

Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	Demonstrate the basic knowledge and understanding about pathologic basis, etiology and mechanism of diseases.	a1-	Recognize the basic principles of pathology.
		a2-	Recognize different types and functions of cells and describe different types of tissues and organs
		a3-	Explain the concept of cell adaptation and death
		a4-	Discuss the etiology and mechanism of diseases

#### Teaching And Assessment Methods For Achieving Learning Outcomes:

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رئيس القسم  
نائب العميد لشؤون الجودة  
الموصف  
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Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in		Teaching strategies/ Methods of
Knowledge and Understanding		assessment
After participating in the course, students would be able to:		Lectures and group discussion  Attendance, Written, oral exams and small projects
a1-	Recognize the basic principles of pathology.	
a2-	Recognize different types and functions of cells and describe different types of tissues and organs	
a3-	Explain the concept of cell adaptation and death	
a4-	Discuss the etiology and mechanism of diseases	

(B) Intellectual Skills:			
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills			
Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students would be able to		After participating in the course, students would be able to:	
B1-	Integrate pathological concepts to interpret reasons of disease.	b1-	Integrate the causes of disease to minimize the risk factors to human.
		b2-	Relate the disease with the mechanism especially that related to environment.
		b3-	Differentiate between the grade and stages of tumor.
		b4-	Discuss the carcinogenesis and the tumor marker
Teaching And Assessment Methods For Achieving Learning Outcomes:			
Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:			
Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:			

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b1-	Integrate the causes of disease to minimize the risk factors to human.	Lectures, brainstorming and group discussion	Written, oral exams project, and small projects
b2-	Relate the disease with the mechanism especially that related to environment.		
b3-	Differentiate between the grade and stages of tumor.		
b4-	Discuss the carcinogenesis and the tumor marker		

**(C) Professional and Practical Skills.**

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills			
Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1-	Apply information about different diseases in form of cases.	c1-	Perform duties in relation to diseases and infection
		c2-	Apply information about blood disorders in form of cases.

**Teaching And Assessment Methods For Achieving Learning Outcomes:**

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:			
Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:		Lectures, brainstorming and group discussion	Written, oral exams, report, project and observation.
c1-	Perform duties in relation to diseases and infection		
c2-	Apply information about blood disorders in form of cases.		

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**(D) General / Transferable Skills:**

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **General and Transferable skills**

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1-	Use technology efficiently to gather, analyze and interpret information in the learning process.	d1-	Demonstrate time management and selflearning during performing practical and professional works and assignments.
D2-	Assess problems and solve them and make suitable decisions.	d2-	Work independently and as a team member to prepare seminars and presentations.
D3-	Manage time efficiently and communicate effectively with others		

**Teaching And Assessment Methods For Achieving Learning Outcomes:**

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods.

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:		Lectures, brainstorming and group discussion	Written, oral exams, report, project and observation.
d1-	Demonstrate time management and selflearning during performing practical and professional works and assignments.		
d2-	Work independently and as a team member to prepare seminars and presentations.		

**v. Course Content:**

**1 – Course Topics/Items:**

**a – Theoretical Aspect**

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Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction	a1, a2, b1,b2; d1-d3	□ Definitions and its related disciplines	1	2
2	Necrosis (cell death)	a2,a3, b2, d1	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Examples</li> <li>• Apoptosis</li> </ul>	1	2
3	Inflammation	a1, a4, b2,d1-3	<ul style="list-style-type: none"> <li>• Acute and Chronic</li> <li>• Chemical Mediators</li> <li>• Fibrosis</li> <li>• Healing and Repair</li> <li>• Granulomatous Inflammation</li> </ul>	2	4

4	Infection	a4,b1, c1, d1-2	<ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Parasite</li> <li>• Viral</li> <li>• Fungi</li> </ul>	1	2
5	Infection Skin	a2, b2, c1, d1-2	<ul style="list-style-type: none"> <li>• Bacterial: impetigo cellulitis</li> <li>• Fungal infection and viral</li> <li>• Drug induce skin eruption</li> </ul>	1	2
6	Bone Infection	a4, b1, c1, d1-2	□ Osteomyelitis and spread of infection	1	2
7	Cancer (Neoplasia)	a1,a4, b1, b3, b4, d1-2	<ul style="list-style-type: none"> <li>• Types (Benign and Malignant)</li> <li>• Risk Factors</li> <li>• Carcinogenesis</li> <li>• Spread</li> <li>• Grades</li> <li>• Stages</li> <li>• Markers</li> <li>• Examples</li> </ul>	1	2
8	Mid Term Exam		□	1	2

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9	Anemia1	a1, a2, a3, b1, c2,d1-2	<ul style="list-style-type: none"> <li>• Causes</li> <li>• Types</li> <li>• Risk Factors</li> <li>• IDA and Megaloblastic Anemia</li> </ul>	1	2
10	Hemolytic anemia	a1, a2, a3, b1, c2, d1-2	□ Hemolytic anemia (S.C.A and thalassemia	1	2
11	Coagulation disorder	a1, a4, b2, b1, c2, d1-2	<ul style="list-style-type: none"> <li>• Cascade</li> <li>• Coagulation Factors</li> <li>• Diseases</li> <li>• Platelet Disorders</li> </ul>	1	2
12	Immunological disease	a1, a2, b2, d2	<ul style="list-style-type: none"> <li>• Definitions</li> <li>• Types</li> </ul>	1	2
13	Thrombosis and embolism	a1,a4,b1,b2, c2, d2	□ Definitions and its related disciplines	1	2
14	Final review			1	2
15	Final Exam			1	2
<b>Number of Weeks /and Units Per Semester</b>				<b>16</b>	<b>32</b>

### I. a- Teaching strategies of the course:

Lecture method, Group Discussion, Problem solving sessions, tutorials and brainstorming.

### b-Assessment Methods:

Oral Exam, Quizzes, Attendance, Participation, Short answers, reports, project, and Written exam

## II. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
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1	Participation, quizzes, report and homework	Sporadic through the semester	15	15%	a1-a4; b1,b2; d1-d2
2	Theoretical mid-semester exam	8 <sup>th</sup>	15	15%	a1-a4; b1,b2; d1-d2
3	Final Exam (theoretical)	16 <sup>th</sup>	70	70%	a1-a4; b1,b2; c1-2
<b>Total</b>			<b>100</b>	<b>100%</b>	

### III. Students' Support:

Office Hours/week	Other Procedures (if any)
Two hours per week	None

### IV. Learning Resources:

<b>1- Required Textbook(s) ( maximum two )</b>	
	Robin E MD and Farber JI,1999:Pathology,3th ed, Lippincott Williams and Wilikins, Philadelphia.
<b>2- Recommended Readings and Reference Materials</b>	
	1- Robbins Basic Pathology,7 th edition, 2002. 2- Lectures Notes.
<b>3- Electronic Materials and Web Sites etc.</b>	
	1- www.pathologyoutlines.com

### I. Facilities Required:

	- Well-equipped lecture halls with data show facilities, whiteboards,
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<b>1 - Accommodation:</b>	net connection, etc. - Well-equipped laboratories with all required equipment and reagents.
<b>2 - Computing resources:</b>	- Computer laboratory with internet facilities.
<b>II. Course Improvement Processes:</b>	
<b>1- Strategies for obtaining student feedback on effectiveness of teaching</b>	
	<ul style="list-style-type: none"> <li>Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester.</li> <li>Meeting with students and faculty (once per semester).</li> </ul>
<b>2- Other strategies for evaluation of teaching by the instructor or by the department.</b>	
	<ul style="list-style-type: none"> <li>Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester.</li> <li>Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).</li> </ul>
<b>3- Processes for improvement of teaching.</b>	
	<ul style="list-style-type: none"> <li>Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings and discussions.</li> <li>Exploring any possible defects in the course that might be encountered by the teaching staff and</li> </ul>
	their mitigation in subsequent improved versions of course specification.
<b>4- Processes for verifying standards of students' achievement</b>	
	<ul style="list-style-type: none"> <li>Checking of a sample of students' work by an independent faculty member.</li> <li>Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution.</li> <li>Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments).</li> <li>Regular follow-up of laboratory logbooks to assess the practical achievement of students.</li> </ul>

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5 <sup>th</sup> Procedures for periodically reviewing of course effectiveness and planning for improvement	
	<ul style="list-style-type: none"> <li>▪ Student rating and feedback</li> <li>▪ Peer rating and feedback</li> <li>▪ Regular meeting of the Curriculum Committee of the faculty.</li> </ul>
6- Course development plans	
	<ul style="list-style-type: none"> <li>▪ Conducting regular workshops for the staff for improving their course specification skills.</li> <li>▪ Regular revision of course specification and syllabus items.</li> </ul>

VIII. Course Policies: (including plagiarism, academic honesty, attendance etc)	
<b>The University Regulations on academic misconduct will be strictly enforced. Please refer to -----</b>	
<b>1</b>	<b>Class Attendance:</b> <ul style="list-style-type: none"> <li>▪ Attendance of all lectures and practical sessions is required. Unexcused absence exceeding 25% of the lectures or practical sessions will disqualify the student from entering the final exam.</li> </ul>
<b>2</b>	<b>Tardy:</b> <p>- Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable excursion, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.</p>
<b>3</b>	<b>Exam Attendance/Punctuality:</b> <ul style="list-style-type: none"> <li>▪ Exam attendance is obligatory unless being excused by the department and faculty.</li> <li>▪ Absence from assignments or exams will be dealt with according to the general policy of the university.</li> </ul>
<b>4</b>	<b>Assignments &amp; Projects:</b> <ul style="list-style-type: none"> <li>▪ Assignments: Written and oral; Laboratory logbook signed by the responsible demonstrator.</li> <li>▪ Projects: Not applicable.</li> </ul>
<b>5</b>	<b>Cheating:</b> <ul style="list-style-type: none"> <li>▪ Punishment of cheating will be according to the general policy of the university in this respect.</li> </ul>

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6	<b>Plagiarism:</b> <ul style="list-style-type: none"> <li>Plagiarism in written essays, reports, etc. is not accepted, and students who plagiarize the works of others will be punished according to the general policy of the university.</li> </ul>
7	<b>Other policies:</b> <ul style="list-style-type: none"> <li>General policies of the Students' Affairs of the University and the Quality Assurance Unit.</li> </ul>

### Course Plan of General Pathology

I. - Information about Faculty Member Responsible for the Course:						
Name of Faculty Member	Prof Dr		Office Hours			
Location & Telephone No.			SAT	SUN	MON	TUE
E-mail						

II. Course Identification and General Information:					
1-	Course Title:	General Pathology			
2-	Course Number & Code:	Ph456			
3-	Credit hours: 1hrs	C.H			Total
		Th.	Seminar	Pr.	
		2	-	-	2
4-	Study level/year at which this course is offered:	3 <sup>rd</sup> Year/ 1 <sup>st</sup> semester			
5-	Pre –requisite (if any):	None			
6-	Co –requisite (if any):	None			
7-	Program (s) in which the course is offered	Bachelor of Pharmacy			

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8-	Language of teaching the course:	English
9-	System of Study:	Semesters
10-	Mode of delivery:	Regular
11-	Location of teaching the course:	Faculty of Pharmacy-Sana'a University

### III. Course description:

This course provides students with the basic knowledge, facts, concepts, theories and terms in the field of pathology as well as understanding the of disease processes affecting the different systems, with particular reference to mechanisms and natural history of disease to help in the prevention, diagnosis, treatment and prognosis of diseases.

### IV. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to:

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4. Discuss the etiology and mechanism of diseases
5. Integrate the causes of disease to minimize the risk factors to human.
6. Relate the disease with the mechanism especially that related to environment.
7. Differentiate between the grade and stages of tumor.
8. Discuss the carcinogenesis and the tumor marker
9. Apply information about blood disorders in form of cases.
10. Perform duties in relation to diseases and infection
11. Demonstrate time management and self-learning during performing practical and professional works and assignments.
12. Work independently and as a team member to prepare seminars and presentations.

### V. Course Content:

#### 1 – Course Topics/Items:

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a – Theoretical Aspect					
Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Weeks Due	Contact hours
1	Introduction	a1, a2, b1,b2; d1-d3	□ Definitions and its related disciplines	1	2
2	Necrosis (cell death)	a2,a3, b2, d1	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Examples</li> <li>• Apoptosis</li> </ul>	2	2
3	Inflammation	a1, a4, b2,d1-3	<ul style="list-style-type: none"> <li>• Acute and Chronic</li> <li>• Chemical Mediators</li> <li>• Fibrosis</li> <li>• Healing and Repai</li> <li>• Granulomatous Inflammation</li> </ul>	3	4
4	Infection	a4,b1, c1, d1-2	<ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Parasite</li> <li>• Viral</li> <li>• Fungi</li> </ul>	4	2
5	Infection Skin	a2, b2, c1, d1-2	<ul style="list-style-type: none"> <li>• Bacterial: impetigo cellulitis</li> <li>• Fugal infection and viral</li> <li>• Drug induce skin eruption</li> </ul>	5	2
6	Bone Infection	a4, b1, c1, d1-2	□ Osteomyelitis and spread of infection	6	2
7	Cancer (Neoplasia)	a1,a4, b1, b3, b4, d1-2	<ul style="list-style-type: none"> <li>• Types (Benign and Malignant)</li> <li>• Risk Factors</li> <li>• Carcinogenesis</li> <li>• Spread</li> <li>• Grades</li> <li>• Stages</li> <li>• Markers</li> <li>• Examples</li> </ul>	7	2

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8	Mid Term Exam		□	8	2
9	Anemia1	a1, a2, a3, b1, c2,d1-2	<ul style="list-style-type: none"> <li>• Causes</li> <li>• Types</li> <li>• Risk Factors</li> <li>• IDA and Megaloblastic Anemia</li> </ul>	9	2
10	Hemolytic anemia	a1, a2, a3, b1, c2, d1-2	□ Hemolytic anemia (S.C.A and thalassemia)	10	2
11	Coagulation disorder	a1, a4, b2, b1, c2, d1-2	<ul style="list-style-type: none"> <li>• Cascade</li> <li>• Coagulation Factors</li> <li>• Diseases</li> <li>• Platelet Disorders</li> </ul>	11	2
12	Immunological disease	a1, a2, b2, d2	<ul style="list-style-type: none"> <li>• Definitions</li> <li>• Types</li> </ul>	12	2
13	Thrombosis and embolism	a1,a4,b1,b2, c2, d2	□ Definitions and its related disciplines	13	2
14	Final review			14	2
15	Final Exam			15	2
<b>Number of Weeks /and Units Per Semester</b>				<b>16</b>	<b>32</b>

#### V. a- Teaching strategies of the course:

Lecture method, Group Discussion, Problem solving sessions, tutorials and brainstorming.

#### b-Assessment Methods:

Oral Exam, Quizzes, Attendance, Participation, Short answers, reports, project, and Written exam

#### VI. Schedule of Assessment Tasks for Students During the Semester:

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No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation, quizzes, report and homework	Sporadic through the semester	15	15%	a1-a4; b1,b2; d1-d2
2	Theoretical mid-semester exam	8 <sup>th</sup>	15	15%	a1-a4; b1,b2; d1-d2
3	Final Exam (theoretical)	16 <sup>th</sup>	70	70%	a1-a4; b1,b2; c1-2
<b>Total</b>			<b>100</b>	<b>100%</b>	

VII. Students' Support:	
Office Hours/week	Other Procedures (if any)
Two hours per week	None

III. Learning Resources:	
4- Required Textbook(s) ( maximum two )	
	Robin E MD and Farber JI,1999:Pathology,3th ed, Lippincott Williams and Wilikins, Philadelphia.
5- Recommended Readings and Reference Materials	

	3- Robbins Basic Pathology,7 th edition, 2002. 4- Lectures Notes.
6- Electronic Materials and Web Sites etc.	
	2- www.pathologyoutlines.com

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III. Facilities Required:	
1 - Accommodation:	<ul style="list-style-type: none"> <li>- Well-equipped lecture halls with data show facilities, whiteboards, net connection, etc.</li> <li>- Well-equipped laboratories with all required equipment and reagents.</li> </ul>
3 - Computing resources:	<ul style="list-style-type: none"> <li>- Computer laboratory with internet facilities.</li> </ul>
IV. Course Improvement Processes:	
6- Strategies for obtaining student feedback on effectiveness of teaching	
	<ul style="list-style-type: none"> <li>▪ Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester.</li> <li>▪ Meeting with students and faculty (once per semester).</li> </ul>
7 Other strategies for evaluation of teaching by the instructor or by the department.	
	<ul style="list-style-type: none"> <li>▪ Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester.</li> <li>▪ Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).</li> </ul>
8- Processes for improvement of teaching.	
	<ul style="list-style-type: none"> <li>▪ Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings and discussions.</li> <li>▪ Exploring any possible defects in the course that might be encountered by the teaching staff and</li> </ul>
	their mitigation in subsequent improved versions of course specification.
9- Processes for verifying standards of students' achievement	





	<ul style="list-style-type: none"> <li>▪ Checking of a sample of students' work by an independent faculty member.</li> <li>▪ Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution.</li> <li>▪ Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments).</li> <li>▪ Regular follow-up of laboratory logbooks to assess the practical achievement of students.</li> </ul>
<b>1<sup>0</sup>- Procedures for periodically reviewing of course effectiveness and planning for improvement</b>	
	<ul style="list-style-type: none"> <li>▪ Student rating and feedback</li> <li>▪ Peer rating and feedback</li> <li>▪ Regular meeting of the Curriculum Committee of the faculty.</li> </ul>
<b>6- Course development plans</b>	
	<ul style="list-style-type: none"> <li>▪ Conducting regular workshops for the staff for improving their course specification skills.</li> <li>▪ Regular revision of course specification and syllabus items.</li> </ul>

<b>IX. Course Policies: (including plagiarism, academic honesty, attendance etc)</b>	
<b>The University Regulations on academic misconduct will be strictly enforced. Please refer to -----</b>	
1	<b>Class Attendance:</b> <ul style="list-style-type: none"> <li>▪ Attendance of all lectures and practical sessions is required. Unexcused absence exceeding 25% of the lectures or practical sessions will disqualify the student from entering the final exam.</li> </ul>
2	<b>Tardy:</b> <p>- Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable excursion, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.</p>
3	<b>Exam Attendance/Punctuality:</b>

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	<ul style="list-style-type: none"><li>▪ Exam attendance is obligatory unless being excused by the department and faculty.</li><li>▪ Absence from assignments or exams will be dealt with according to the general policy of the university.</li></ul>
4	<b>Assignments &amp; Projects:</b> <ul style="list-style-type: none"><li>▪ Assignments: Written and oral; Laboratory logbook signed by the responsible demonstrator. ▪</li><li>Projects: Not applicable.</li></ul>
5	<b>Cheating:</b> <ul style="list-style-type: none"><li>▪ Punishment of cheating will be according to the general policy of the university in this respect.</li></ul>
6	<b>Plagiarism:</b> <ul style="list-style-type: none"><li>▪ Plagiarism in written essays, reports, etc. is not accepted, and students who plagiarize the works of others will be punished according to the general policy of the university.</li></ul>
7	<b>Other policies:</b> <ul style="list-style-type: none"><li>▪ General policies of the Students' Affairs of the University and the Quality Assurance Unit.</li></ul>