Ministry of Higher Education and Scientific Research

Scientific Ssupervision and Evaluation device

Department of Quality Assurance and Academic Accreditation

International Accreditation Department

Academic Program Description For the Department of Biology for the Academic year 2025-2026

Academic Program Description Form

University Name: University of Babylon

College/Institute: College of Science for Women

Name of the academic or professional program: Bachelor's in Biology

Name of final degree: Bachelor's in Biology

Study system: semester + Bologna track

Description preparation date: : 17/ 12/2025

Date of filling out the file: : 11/ 2/ 2026

Signature:

Name of Department Head

Ekhlas Mohammed Ali Al Shareefi

Date: 11 / 2 /2026

Signature:

Name of Scientific Assistant

Kawther Mohammed Ali

Date: 11 / 2 /2026

The file is checked by

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 11 / 2 / 2026

Signature:

Mohammed J.Jader

Approval of the Dean

Academic Program Description

1. Program Vision

Spreading awareness and knowledge in the fields of life sciences by providing researchers and professors who are able to deal with the recent changes and developments taking place in science and technology to keep pace with the development of the times and contribute to the development of our scientific, health, industrial and environmental institutions. The academic program of the Department of Life Sciences offers studies related to the diversity of living organisms, their evolution, and the differences in the biological and environmental systems in which they live. Hence his four-dimensional specialization in the study of zoology, botany, microbiology, ecology, and everything related to other sciences, as well as knowledge and understanding in the use of laboratory equipment and microscopes and how to conduct laboratory analysis..

2. Program Mission

In order to achieve the vision of the College of Science for Girls and to play its pioneering role in assuming a prominent scientific position among local, Arab and foreign colleges, the Life Sciences Department seeks to disseminate and consolidate the latest information and applications of useful technology in Iraqi society to keep pace with the tremendous development that has been achieved during the last three decades in this field and on All levels.

The Department of Life Sciences at the College of Science for Girls seeks, in integration with the college's mission, to meet the community's needs for modern technologies in the field of Biology in all scientific and practical applications, especially in the medical and industrial fields, in addition to communications, and what this requires of preparing specialized research cadres to work in this field and to keep up with the latest developments. Developments therein

3. Program Objectives

Spreading awareness and knowledge in the fields of life sciences by providing researchers and professors who are able to deal with the recent changes and developments taking place

in science and technology to keep pace with the development of the times and contribute to the development of our scientific, health, industrial and environmental institutions. The academic program of the Department of Life Sciences offers studies related to the diversity of living organisms, their evolution, and the differences in the biological and environmental systems in which they live. Hence his four-dimensional specialization in the study of zoology, botany, microbiology, ecology, and everything related to other sciences, as well as knowledge and understanding in the use of laboratory equipment and microscopes and how to conduct laboratory analyses..

4. Programmatic Accreditation

nothing

5. Other External Influences

nothing

6. Program Structure

Program Structure	*Number of courses*		*Credit hours*		*Percentage*	*Reviews*
Enterprise Requirements	The first stage,Course (1), according to the Bologna system	2	The first stage,Course (1), according to the Bologna system	4	%13.3	Basic
	The first stage,Course (2), according to the Bologna system	2	The first stage,Course (2), according to the Bologna system	5	%16.6	
	The second stage,Course (1), according to the Bologna system	1	The second stage,Course (1), according to the Bologna system	2	%6.6	

	The second stage,Course (2), according to the Bologna system	3	The second stage,Course (2), according to the Bologna system	7	%23.3	
	The third stage Course (1)	-	The third stage Course (1)	-	-	
	The third stage Course (2)	1	The third stage Course (2)	2	%11.1	
	Fourth stage Course (1)	-	Fourth stage Course (1)	-	-	
	Fourth stage Course (2)	1	Fourth stage Course (2)	2	%11.7	
Total summation		10		19		
College Requirements	The first stage,Course (1), according to the Bologna system	1	The first stage,Course (1), according to the Bologna system	5	%16.6	Basic
	The first stage,Course (2), according to the Bologna system	1	The first stage,Course (2), according to the Bologna system	4	%13.3	
Total summation		2		9		
Department Requirements	The first stage,Course (1), according to the Bologna system	3	The first stage,Course (1), according to the Bologna system	21	%70	Basic
	The first stage,Course (2), according to the Bologna system	3	The first stage,Course (2), according to the Bologna system	21	%70	

	The second stage,Course (1), according to the Bologna system	5	The second stage,Course (1), according to the Bologna system	28	%93.3	
	The second stage,Course (2), according to the Bologna system	5	The second stage,Course (2), according to the Bologna system	23	%76.6	
	The third stage Course (1)	7	The third stage Course (1)	19	%100	
	The third stage Course (2)	6	The third stage Course (2)	16	%88.8	
	Fourth stage Course (1)	8	Fourth stage Course (1)	15	%100	
	Fourth stage Course (2)	7	Fourth stage Course (2)	15	%88.2	
Total summation		48		143		

7. *Program Description*

Year/level	*course code*	*Name of the course*	*Credit hours*	
			Theoretical	*Practical*
The first stage, Course (1), according to the Bologna system	**UOBAB0601011**	**General Zoology**	2	2
	UOBAB0601012	**Analytical Chemistry**	2	2
	UOBAB0601013	**General Mathematics**	2	/

	UOBAB0601014	**Biophysics**	2	2
	UOBAB0601015	**Human Rights and Democracy**	2	/
	UOBAB0601016	English	2	/
The first stage, Course (2), according to the Bologna system	**UOBAB0601021**	**Botany General**	2	2
	UOBAB0601022	**Organic Chemistry**	2	2
	UOBAB0601023	**Biostatistics**	2	/
	UOBAB0601024	**Safety and Biosecurity**	2	/
	UOBAB0601025	**Computer Science I**	2	2
	UOBAB0601026	**Arabic Language**	2	/
The second stage, Course (1), according to the Bologna system	**BIO2311**	**I Entomology**	2	2
	BIO2312	**Plant Anatomy**	2	2
	BIO2303	**Invertebrates**	2	2
	BIO2314	**Microbiology I**	2	2
	BIO2305	**Plant Groups**	2	2
	UOBAB2301	**Crimes of the defunct Baath**	2	-
The second stage, Course (2), according to the Bologna system	**BIO2421**	**II Entomology**	2	2
	BIO2422	**Plant Taxonomy**	2	2
	BIO2415	**Biochemistry**	2	2
	BIO2424	**Microbiology II**	2	2
	BIO2413	**Parasitology**	2	2
	UOBAB2001	**Arabic Language II**	2	-
	UOBAB2302	**II English Language**	2	-
	UOBAB2004	**Computer Science II**	2	1
	Bisc310	**Pathogenic analysis**	2	2

The third stage Course (1)	Bisc312	Plant Physiology	2	2
	Bisc311	Cell Biology	2	2
	Bisc309	Animal Physiology	2	2
	BISC307	Ecology	2	2
	Bisc312	Water & soil microbiology	2	2
The third stage Course (2)	Bisc316	English Language	2	/
	Bisc315	Hematology	2	2
	Bisc314	Physiology of Microbiology	2	2
	Bisc311	Genetics	2	2
	Bisc309	Heamatology	2	2
	Bisc321	Histology	2	2
	Bisc319	Pollution	2	2
	Bisc320	Immunology	2	2
The fourth stage Course (1)	BISC318	Science Philosophy	2	/
	Bisc326	Biotechnology	2	2
	Bisc325	Biodiversity	2	2
	Bisc316	Food microbiology	2	2
	Bisc322	Pathogenic bacteria	2	2
	MBMG400	Molecular biology	2	2
	Bisc324	Medical entomology	2	2
	Bisc323	Mycology	2	2
The fourth stage Course (2)	BISC318	English Language	2	2
	Bisc326	Medical plant	2	2
	Bisc325	Antibiotic	2	2

	Bisc316	**Graduation Project**	2	/
	Bisc322	**Chordate**	2	2
	MBMG400	**Industry microbiology**	2	2
	Bisc324	**Genetic of microbiology**	2	2
	Bisc323	**Virology**	2	2

8.The expected learning outcomes of the program

Knowledge

Knowledge and Understanding	1- -To become familiar with the concept of microbiology, zoology, and botany. 2- To classify the needs for developing examinations and tests to investigate microorganisms 3- To be able to measure quality control tests and confirmatory tests for microscopic tests 4- Analyze the results of the tests and submit reports on those tests. 5- To evaluate the cost and needs of opening microscopy laboratories in the health, agricultural and industrial fields.

Skills

Subject-Specific Skills	1. The student's knowledge of the concept of microbiology. 2. The student's ability to conduct tests and operate and maintain the operation of various laboratory equipment. 3. Enabling students to analyze the results and write the laboratory report on the examination results. 4. Reviews of quality control methods for examinations

Thinking Skills	1 - Thinking skill according to ability. The goal of this skill is for the student to believe in what is tangible (the student's abilities) and understand when, what and how he should think and work to improve the ability to think reasonably. 2- High thinking skill (the goal of this skill is to teach thinking well before making the decision that determines the student's life)
Ethics	
Evaluation methods	1- Exams 2- Learning Matrix 3- Which Face 4- CAT (student feedback) 5- Learning Triangle

9. Teaching and Learning Strategies

Learning strategies

1-Thinking strategy according to the student's ability (for example: if the student is able to learn the correct concept of management, he will acquire the skill of managing and organizing his personal life).

2- High thinking skill strategy (for example, if the student wants to make a good decision, it is important that he thinks well before he makes the decision, and if he decides without thinking, or if he cannot think well, or if he cannot decide, or perhaps he will not decide, then this This means he does not have high thinking skills.)

3- Critical thinking strategy in learning (Critical Thanking) (It is a term that symbolizes the highest levels of thinking, which aims to pose a problem and then analyze it logically to reach the desired solution).

4-Brainstorming

Methods of teaching and learning

1- Method of giving lectures.

2- Student Center

3- Student groups

4- Workshops

5- (Scientific trips to follow up on the environmental reality)

6- Learning Technologies on Campus

7- (Experiential learning)

8- Application Learning)

10. Evaluation methods

1- Exams

2- Learning Matrix

3- Which Face

4- CAT (student feedback)

5- Learning Triangle

11. Faculty

Faculty Members

Academic Rank	Instructor's name	Specialization		Special Requirements /skills (it applicable)	Number of the teaching staff	
		General	Special		staff	lecturer
professor	Dr. Abdul Nabi Jawaid,	Biology	Microbiology - Immunity		√	
professor	Dr.. Ali Hussein Muhammad,	Biology	Microbiology - Genetic Engineering		√	
professor	Dr.. Muhammad Ibrahim Al-Dhafiri,	Biology	Microbiology, Environment		√	
professor	Dr. Dakhel Ghani	Biology	Animal Physiology		√	
professor	Dr. Huda Jassim Muhammad	Biology	plant		√	
professor	Dr. Abeer Fawzi Murad,	Biology	Microbiology		√	
professor	Dr.. Kawthar Muhammad	Biology	Microbiology		√	
professor	Dr. Hussein Jabr Hussein,	Biology	Plant		√	
professor	Dr. Raad Abbas Khadem,	Biology	Parasitology		√	
professor	Dr. Ihsan Falih	Biology	Microbiology		√	
professor	Dr. Ali Malik Saad	Biology	Microbiology - Immunology		√	
professor	Dr. Israa Adnan Ibrahim,	Biology	genetic engineering		√	
professor	Dr. Shaima Obaid Abdullah	Biology	Hematology		√	
professor	Dr.. Shaima Ahmed Rahim,	Biology	Animal Physiology		√	
professor	Fatima Moin Abbas	Biology	Microbiology		√	
professor	Dr.. Hawraa Wahab	Biology	Genetics		√	
Assistant Professor	Dr . Ikhlas Muhammad Ali	Biology	Zoology - Insect Immunology		√	

Assistant Professor	Dr . Zeina Shaker Khalil,	Biology	Microbiology Immunity		√	
Assistant Professor	Dr.. Tasahil Hamid Kazem	Biology	Pathological Bacteria		√	
Assistant Professor	Dr.. Hawraa Jawad Kazem,	Biology	physiology,microbiology		√	
Assistant Professor	Dr.. Salah Eidan	Biology	Plant		√	
Assistant Professor	Dr.. Zainab Abdel Nabi,	Biology	Viruses		√	
Assistant Professor	Dr.. Nadia Muhammad Tawfiq	Biology	Environment		√	
Assistant Professor	Dr.. Sama Jawad Kazim	Biology	Nanotechnology		√	
Assistant Professor	Dr.. Nisreen Kazem Radi,	Biology	food microbiology		√	
Assistant Professor	Dr. Ishraq Abdel Amir	Biology	Biotechnology		√	
Assistant Professor	Nebras Muhammad Sahi	Biology	Zoology - Insects		√	
Assistant Professor	Sabreen Abdel Amir Kamal	Biology	Microbiology		√	
Assistant teacher	Zainab Haider Al Moussawi,	Biology	Environment		√	
Assistant teacher	Wurood Hamza	Biology	Environment		√	
Assistant teacher	Wurood Kazem	Biology	parasitology		√	
Assistant teacher	Sherine Sabah	Biology	Microbiology		√	

Assistant teacher	Rola Dhaher	Biology	Plant		√	
Assistant prof	Ahmed Habib,	Biology	Plant		√	
Assistant teacher	Ahmed Abbas	Biology	Genetics		√	
Assistant teacher	Karim Muhammad Kazem, Law	Law	Law		√	

Professional Development

Mentoring new faculty members

Teaching, like any other art, can be acquired by practicing and following its methods and principles, provided that there is a sincere desire to practice the teaching profession, and the method in education means taking interconnected steps to reach a specific goal that you hope to achieve. Therefore, it must follow the basic principles of good teaching, which are:

1- Directing and guiding learners by creating educational situations that lead to desirable activities.

2- Providing an atmosphere of love, kindness and cooperation between the teacher and the learners and between the learners themselves through his love for his students without discrimination and not excessive feminization.

3- Adopting democratic leadership through the emotional relationship between the teacher and his students, which leads them to control based on mutual respect and creating a cooperative atmosphere between the students and between the teacher and his students.

Professional development for faculty members

1- Thinking strategy according to the student's ability (for example: if the student is able to learn the correct concept of management, he will acquire the skill of managing and organizing his personal life). And the high thinking skill strategy (for example, if the student wants to make a good decision, it is important that he thinks well before he makes the decision, and if he decides without thinking or if he cannot think well or if he cannot decide or perhaps he will not decide, this means He does not have high thinking skills.)

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

3- Verbal communication.

4- Teamwork.

5- Analysis and investigation (collecting information systematically and scientifically to establish facts and principles for solving the problem).

12. Acceptance criterion

Central acceptance and parallel acceptance

13. The most important sources of information about the program

1- The website of the college and university.

https://csg.uobabylon.edu.iq/
https://csg.uobabylon.edu.iq/department/?cdid=4

https://csg.uobabylon.edu.iq/department/dep_lectures.aspx?cdid=4

2- University guide .https://systems.uobabylon.edu.iq /

3- The most important books and resources in the college library.

14. Program development plan

The Bologna Process was applied to the students of the first stage, and work is being done to apply it to the next stages, along with conducting workshops and seminars to familiarize faculty members with the requirements of the Bologna Process and how to work with it, and to discuss the negatives and obstacles and find solutions for them. The electronic system was applied in the education process.

Program skills Outline																			
				Required program learning outcomes															
Year/Level	*Course Code*	*Course Name*	*Basic or optional*	*Knowledge*				*Skills*				*Ethics*				*Other skills related to employability and personal development*			
				A_1	A_2	A_3	A_4	B_1	B_2	B_3	B_4	C_1	C_2	C_3	C_4	D_1	D_2	D_3	D_4
The first stage, Course (1), according to the Bologna system			Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
			Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
			Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
			Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
			Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
			Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Program skills Outline																			
				Required program learning outcomes															
Year/Level	*Course Code*	*Course Name*	*Basic or optional*	*Knowledge*				*Skills*				*Ethics*				*Other skills related to employability and personal development*			
				A_1	A_2	A_3	A_4	B_1	B_2	B_3	B_4	C_1	C_2	C_3	C_4	D_1	D_2	D_3	D_4
The first stage, Course (2), according to the Bologna system			Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
			Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
			Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
			Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
			Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
			Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Program skills Outline																			
				Required program learning outcomes															
Year/Level	*Course Code*	*Course Name*	*Basic or optional*	*Knowledge*				*Skills*				*Ethics*				*Other skills related to employability and personal development*			
				A_1	A_2	A_3	A_4	B_1	B_2	B_3	B_4	C_1	C_2	C_3	C_4	D_1	D_2	D_3	D_4
Second stage Course (1)	BIO2311	I Entomology	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	BIO2312	Plant Anatomy	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	BIO2303	Invertebrates	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	BIO2314	Microbiology I	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	BIO2305	Plant Groups	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

	UOBAB2301	**Crimes of the defunct Baath**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Program skills Outline

				Required program learning outcomes															
Year /Level	***Course Code***	***Course Name***	***Basic or optional***	***Knowledge***				***Skills***				***Ethics***				***Other skills related to employability and personal development***			
				A_1	A_2	A_3	A_4	B_1	B_2	B_3	B_4	C_1	C_2	C_3	C_4	D_1	D_2	D_3	D_4
Second stage Course (2)	**BIO2421**	**II Entomology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	BIO2422	**Plant Taxonomy**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	BIO2415	**Biochemistry**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	BIO2424	**Microbiology II**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	BIO2413	**Parasitology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	UOBAB2001	**Arabic Language II**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

	UOBAB2302	**English II Language**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	UOBAB2004	**Computer Science II**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Program skills Outline																			
				Required program learning outcomes															
Year /Level	***Course Code***	***Course Name***	***Basic or optional***	***Knowledge***				***Skills***				***Ethics***				***Other skills related to employability and personal development***			
				A_1	A_2	A_3	A_4	B_1	B_2	B_3	B_4	C_1	C_2	C_3	C_4	D_1	D_2	D_3	D_4
The third stage Course (1)	**Bisc313**	**Pathogenic analysis**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc315	**Plant Physiology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

	Bisc311	**Cell Biology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc309	**Animal Physiology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	BISC307	**Ecology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc312	**Water & soil microbiology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Program skills Outline																			
				Required program learning outcomes															
Year /Level	***Course Code***	***Course Name***	***Basic or optional***	***Knowledge***				***Skills***				***Ethics***				***Other skills related to employability and personal development***			
				A_1	A_2	A_3	A_4	B_1	B_2	B_3	B_4	C_1	C_2	C_3	C_4	D_1	D_2	D_3	D_4

The third stage Course (2)	**Bisc316**	**English Language**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc315	**Hematology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc314	**Microbiological Physiology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc311	**Genetic**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc309	**Animal Histology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	BISC307	**Pollution**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Program skills Outline																			
				Required program learning outcomes															
Year /Level	*Course Code*	*Course Name*	*Basic or optional*	*Knowledge*				*Skills*				*Ethics*				*Other skills related to employability and personal development*			
				A_1	A_2	A_3	A_4	B_1	B_2	B_3	B_4	C_1	C_2	C_3	C_4	D_1	D_2	D_3	D_4
The fourth stage Course (1)	**BISC318**	**Science Philosophy**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc326	**Biotechnology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc325	**Biodiversity**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc316	**Food Microbiology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc322	**pathogenic Bacteriology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	MBMG400	**Molecular Biology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc324	**Medical Entomology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc323	**Mycology II**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Program skills Outline																			
				Required program learning outcomes															
Year /Level	*Course Code*	*Course Name*	*Basic or optional*	*Knowledge*				*Skills*				*Ethics*				*Other skills related to employability and personal development*			
				A_1	A_2	A_3	A_4	B_1	B_2	B_3	B_4	C_1	C_2	C_3	C_4	D_1	D_2	D_3	D_4
The fourth stage Course (2)	**BISC318**	**English Language**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc326	**Medical Plants**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc325	**Antibiotic**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc316	**Research Project II**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc322	**Chordata**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	MBMG400	**Industrial Microbiology**	Basic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bisc324	**Microbial Genetics**																	
	Bisc323	**Virology**																	