

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

**Course Specifications
(CS)**

**Course
Specifications**

Institution: : Dammam University

Date: 1435

College/Department: College of Sciences – Girls Campus – Dammam/ Biology department

A. Course Identification and General Information

1. Course title and code: HTFT 151S
2. Credit hours: :1 credit hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: A specific team from the Biology department
5. Level/year at which this course is offered: Second semester of the academic year 1434-1435
6. Pre-requisites for this course (if any): -
7. Co-requisites for this course (if any): -
8. Location if not on main campus: College of Sciences-Dammam

9. Mode of Instruction (mark all that apply)

- a. traditional classroom What percentage?
 b. blended (traditional and online) What percentage?
 c. e-learning What percentage?
 d. correspondence What percentage?
 f. other What percentage?

Comments:

B Objectives

1. What is the main purpose for this course?

The aim of this course is to enable students to understand the invertebrates' basics of public science and invertebrate's taxonomic foundations, its phyla and its classes. Moreover, learn methods of reproduction and life cycles of more important invertebrate animals that have of economic and medical importance. Enabling students of the ability to identify and describe invertebrate organisms in their field, and that the completion of this course successfully essential in order to enable students to study the decisions of the future in the specialty.

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

- Update learning resources on a regular basis through sites available on the electronic network.
- New teaching methods and the use of presentations
- Adoption of the students themselves growing in the study
- The use of library resources
- Periodic review of the decision by the Committee on Course Description
- update content on a regular basis to keep up with modern developments
- promote self-learning among students

C. Course Description (Note: General description in the form used in Bulletin or handbook) Course Description:

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Health –immunity	1,2	2
Dangerous sources of food	3,4	2
Physical Fitness	5	1

Most important non – contagious disease	6	1
Most important contagious diseases	7	1
Smoking and drugs	8,9	2
Drugs	10	1
1- Psychological health	11	1

2- Emergency and first aid
2

12,13

2.	Course components (total contact	hours and credits per semester):				
	Lectur e	Tutorial	Laborator y or Studio	Practical	Other:	Total
Contact Hours	14 H	-	-	-	-	14 H
Credit						

3. Additional private study/learning hours expected for students per week.
15

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

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

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		

1.1	<ul style="list-style-type: none"> • Knowledge of the student to the basics of health • Knowledge of the emergency and first aid • Knowledge of Physical Fitness. • Knowledge of smoking and drugs. • Knowledge of Psychological health. 	To begin each lecture with a presentation contains a lot of illustration that help students to quickly absorb information and dividing the students into groups (teams) the active participation and solving worksheets that directly measure the extent absorbed the concepts of knowledge, which is based on the competition between the teams to solve problems and leaves action.	<ul style="list-style-type: none"> • objective tests to test for the student to accommodate this knowledge by 10% of the business year and 20% of the theoretical final • duties and working papers and by 5% of the business year
1.2			

2.0	Cognitive Skills		
2.1	<ul style="list-style-type: none"> • The ability to explain the role of health and immunity • 	<ul style="list-style-type: none"> • Use the worksheets • individual duties community • Collective duties Debates between work and work teams • Stirring dialogue and discussion within the classroom 	<ul style="list-style-type: none"> • Oral tests to assess cognitive skills by using pictures or presentations or video clips • Will be a degree of collective duties accounted for 50% of the degree of team
3.0	Interpersonal Skills & Responsibility		
3.1	<ul style="list-style-type: none"> • The ability to assume responsibility for self-education • Work effectively in a group • The ability to judge people and situations objectively based on fixed moral standards is not affected Ballahoa personal • The ability to dialogue and to accept criticism and accept the other opinion • The ability to express their own opinion without fear or hesitation and improves their self-confidence • Ability to lead a team to work 	<ul style="list-style-type: none"> • that the student research in books and online on the subject of the article to be determined in agreement with the professor of subject in order to enhance the self-learning has • When you provide students with presentations to be discussed and put to dialogue with them and are evaluated in the form specified by the professor Article • nominate a leader for each group periodically • the distribution of tasks between team members under the supervision of the commander • When the student to give the presentation is to discuss its performances and dialogue with the students during the submitting of view and is based on the evaluation form specific standards by Professor Article • Enhance the ability of the student to express an opinion without fear 	<ul style="list-style-type: none"> • Evaluating the group discussion • Evaluating scientific analysis done by the Group • Note and follow the behavior of the student inside the hall • The commitment of the student's performance of duties specified in their times
4.0	Communication, Information Technology, Numerical		

4.1	<ul style="list-style-type: none"> • Skills, oral and written communication • Using computer and search the Web for information sources • Use a power point for Proposals Group • The use of statistical methods in the analysis of information 	<ul style="list-style-type: none"> • assign the student to view and throwing solutions to the issues that required to be analyzed • commissioning duties appliances rely on search in the World Wide Web • The use of modern technology in scientific research • Find information in databases and sites corresponding universities • communicate with others through the use of modern technology such as communicating with students via e-mail • The use of smart board 	<ul style="list-style-type: none"> • Assess the students through what is being discussed in the lecture • Assessment of individual and collective duties based on predefined criteria
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6 . Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Med term exam	3-8	30%
2	Assay and work sheet	2-4-7	20%

3	Group assay	10-11	10%
4	Final exam	16-17	40%

D. Student Academic Counseling and Support

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

- Provide faculty members for advice and guidance to the student academic 4 hours per week
- scheduled office hours (4 hours) during the school week to connect with students.
- Access to e-mail and send the duties and corrected and re-sent again to the students.
- Provide advice and guidance to students at any time throughout the period of hours and through telephone calls and electronic exchange and send electronic files with students.

E Learning Resources

1. List Required Textbooks -
2. List Essential References Materials (Journals, Reports, etc.) -
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) -
4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. -

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1

1 - Buildings (lecture halls, etc. ...):

- Lecture halls: devoted to Article classrooms (14 - 17 D) capacity of 50 students.

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

Sources of Computer: PC is used for the course

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

1 - For theoretical lectures: Projector + display screen.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1 - Course Evaluation Form students.

2 - Conversation and interview students during and after each lecture.

3 - Analysis of the final results of the students (Form result).

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

1 - Form report of the Rapporteur.

2 - External peer review of the survey.

3 - Internal peer reviewer for consultation and exchange of views and ideas in the course.

3 Processes for Improvement of Teaching

1 - Get an e-book and the application of electronic lab.

2 - hold regular meetings between professors scheduled to exchange experiences and views

3 - Exchange of experiences with professors from other universities

4 - abreast of the developments in the scientific material and specialization to develop decision.

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

1 - Correct sample of student work from an external reviewer.

2 - A statistical analysis of the results of evaluating students.

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