

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

A. Course Identification and General Information

| | | | |
|--|--------------------------|------------------|--------------------------|
| 1. Course title and code: Environmental Pollution/ BIOL 223N | | | |
| 2. Credit hours: 2 hours. | | | |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelor of Science degree in Biology | | | |
| 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: 4th level | | | |
| 6. Pre-requisites for this course (if any): Fundamental of environmental science. | | | |
| 7. Co-requisites for this course (if any): none | | | |
| 8. Location if not on main campus: College of science. | | | |
| 9. Mode of Instruction (mark all that apply) | | | |
| a. traditional classroom | <input type="checkbox"/> | What percentage? | <input type="checkbox"/> |
| | √ | | %02 |
| b. blended (traditional and online) | <input type="checkbox"/> | What percentage? | - |
| | - | | |
| c. e-learning | <input type="checkbox"/> | What percentage? | %02 |
| | √ | | |
| d. correspondence | <input type="checkbox"/> | What percentage? | - |
| | - | | |
| f. other | <input type="checkbox"/> | What percentage? | <input type="checkbox"/> |
| | - | | - |
| Comments: | <input type="checkbox"/> | | <input type="checkbox"/> |
| | <input type="checkbox"/> | | <input type="checkbox"/> |

B Objectives

1. What is the main purpose for this course?

to demonstrate through lectures and other learning environment how the pollution carry out and its affect on our life and give the students a good grounding on how to protect from pollution.

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)

Divide the credit hours to practical and lectures to improve the student knowledge.

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

Course Description:

Sections on soil, air and water pollution and related topics.

| 1. Topics to be Covered | | |
|---|--------------|---------------|
| List of Topics | No. of Weeks | Contact hours |
| Ecosystem+atmosphere+pollution+ determinants of pollution. | 1 | 2 |
| Air pollution and its resources. | 2 | 2 |
| Effects of pollution. (Chemical changes, Global warming, green house damage of ozone and acidic rain) | 3+4 | 4 |
| How to control air and water pollution. | 5 | 2 |
| How to protect water against pollution. | 6 | 2 |
| Properties of chemical pesticides. | 7 | 2 |
| Effect of pesticides on human, animals and plants. | 8 | 2 |
| Biological control. | 9 | 2 |
| Soil pollution+ dissertation. | 10 | 2 |
| Food pollution + noise pollution. | 11 | 2 |
| revision | 12 | 2 |

2. Course components (total contact hours and credits per semester):

| | Lecture | Tutorial | Laboratory or Studio | Practical | Other: | Total |
|------------------|--------------------|----------|-------------------------|-----------|--------|-------|
| Contact Hours | 2 credit hours. | | | | | |
| Credit | | | | | | |

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

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 | Course Teaching | Course Assessment |
|-------------|---|------------------------|--------------------------|
| 1.0 | Knowledge | | |
| 1.1 | Theories and quarterly activities by discussion and regular quizzes is the assessment method. | | |
| 1.2 | | | |
| 2.0 | Cognitive Skills | | |
| 2.1 | N A | | |
| 2.2 | | | |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | write short essay on latest advances relevant to the topics covered. | | |
| 3.2 | Locate and download on-line information independently and present self pre-prepared articles in seminar | | |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | write structural report in accordance with the standard scientific guidelines. | | |
| 4.2 | | | |

| | | | |
|------------|--|--|--|
| 5.0 | Psychomotor | | |
| 5.1 | Present the reports in group meeting, work coherently as a part of team as well as independently to study and find information for the assigned topics. Meet | | |
| 5.2 | | | |

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top)

| Course LOs # | Program Learning Outcomes (Use Program LO Code #s provided in the Program) | | | | | | | |
|--------------|---|-----|--|-----|--|-----|--|-----|
| | 1.1 | 1.2 | | 2.1 | | 3.2 | | 4.1 |
| 1.1 | | | | | | | | |
| | | | | | | | | |
| 2.1 | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

6. Schedule of Assessment Tasks for Students During the Semester

| | Assessment task (e.g. essay, test, group project, examination, | Week Due | Proportion of Total |
|---|--|----------|---------------------|
| 1 | Essay + report | 7th | 15% |
| 2 | Qantory activities . | 8th | 35% |
| 3 | Theoretical final exam . | 15th | 50% |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |

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)

E Learning Resources

| |
|--|
| 1. List Required Textbooks: Pollution and environmental protection Dr.Mohammed abdoEIA Dr.Abdelallah yahya |
| 2. List Essential References Materials (Journals, Reports, etc.): Essential Reference material . Text books, reports. |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc): Course notes and handouts prepared by the course instructor. |
| 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. |

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. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.): classroom, laboratories, demonstration rooms\labs. |
| 2. Computing resources (AV, data show, Smart Board, software, etc.): Data show. |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) |

G Course Evaluation and Improvement Processes

| |
|---|
| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department: There is a strategy for evaluating the teaching process applied in dammam university. |
| 3 Processes for Improvement of Teaching |
| 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): Periodic exchange and remarking of tests. |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none">- Discussion.- Periodic exams. |