



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Specifications

Institution: University of Tabuk	Date: 17/04/2019
College/Department : SCIENCE/BIOLOGY	

A. Course Identification and General Information

1. Course title and code: FLORA OF KSA, BIO348	
2. Credit hours: 3	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) BIOLOGY	
4. Name of faculty member responsible for the course	
5. Level/year at which this course is offered: 6	
6. Pre-requisites for this course (if any): GENERAL BOTANY(BIO 241)	
7. Co-requisites for this course (if any): NONE	
8. Location if not on main campus:	
9. Mode of Instruction (mark all that apply):	
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage? <input type="text" value="75"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage? <input type="text"/>
c. E-learning	<input type="checkbox"/> What percentage? <input type="text"/>
d. Correspondence	<input type="checkbox"/> What percentage? <input type="text"/>
f. Other (Lab work)	<input checked="" type="checkbox"/> What percentage? <input type="text" value="25"/>
Comments: In addition to traditional classrooms, scientific trips for field work for plant collection, identification and preservation.	

B Objectives

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> • Information of plant biodiversity in Saudi Arabia, in terms of Endemic, endangered and rare plants, number and distribution of plant species in the Kingdom and with special reference to Tabuk. • Explain the topography and vegetation of different regions of Saudi Arabia. • Describe how to collect and preserve plant specimens and prepare herbarium sheets. • Identify plant species of different regions of Saudi Arabia. • Get an idea about different ecotypes of Saudi Arabia. • Identify the basic features of some important dicots and monocots families. • Compare the phytogeography of Saudi Arabia
<p>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)</p> <p>Updating the course with latest curriculum developments in the field. Annual review of the laboratory practical sessions. Comparison of course topics with equivalent local and international courses. Annual review of course by departmental course planning committee.</p>

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

<p>Course Description:</p> <ul style="list-style-type: none"> ▪ This course includes introduction to Flora, principles and evolutionary trends in taxonomy, Herbarium essentials, Plant conservation in Kingdom of Saudi Arabia, history of plant classification and nomenclature, plant taxonomic terms, plant diversity in the flora of Kingdom of Saudi Arabia and taxonomic study of important dicot and monocot families.

1. Topics to be Covered		
List of Topics	No.of Weeks	Contact hours
Introduction to Flora: Objectives, Principles	1	3
Introduction to Flora: Evolutionary trends in taxonomy	1	3
Herbarium essential-1	1	3
Herbarium essential-2	1	3
Herbarium essential-3	1	3
Herbarium essential-4	1	3

Plant conservation in Kingdom of Saudi Arabia (Botanical Survey, Botanic gardens, Botanical museum and Herbarium)	1	3
Revision and Pre Final Exam	1	3
Mid Term Study Vacation	1	3
History of Plant Classification	1	3
Plant Nomenclature	1	3
Plant diversity in the flora of Kingdom of Saudi Arabia-1	1	3
Plant diversity in the flora of Kingdom of Saudi Arabia-2	1	3
Taxonomic study of important dicot families.	1	3
Taxonomic study of important monocot families and Revision	1	3
Final Exam	1	3

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	26			26		52
	Actual	26			26		52
Credit	Planned	2			1		3
	Actual	2			1		3

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

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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.)

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Recognize the information on flora,	Class lecture, homework and mini	Written or oral questions for

	geographic context and various ecosystems	projects	knowledge assessment of specialized course
1.2	List the taxonomic study of major plant families of Saudi Arabia,	Self-learning and cooperative learning	Activities and homework evaluations
2.0	Cognitive Skills		
2.1	Analyze the differences between different plant families	Poster prepared by the students at the end of the course	Written theory and practical exam
2.2	Explain the preparation of herbarium techniques of different types	Field work for plant collection, identification and preservation	Oral presentation through the discussion of each item
3.0	Interpersonal Skills & Responsibility		
3.1	Working in a team and independently to conduct a specific project	Cooperative learning and application of scientific method in thinking by solving scientific problems. Work as part of a team. Conducting group experiments and writing group reports.	Assessment of group projects. Assessment of projects conducted individually.
3.2	Evaluate student performance in class during topic or project discussion	Work as part of a team.	

4.0	Communication, Information Technology, Numerical		
4.1	Application of Plant Taxonomy identification techniques.	Promoting students to submit activities, homework and writing reports.	Evaluating the laboratory written reports. Evaluating activities and homework.
4.2	Search engines application on course related sites	Team work	
5.0	Psychomotor		
5.1	To draw some examples of plant specimens	Use of microscopic Illustrations.	Evaluating the laboratory written reports.
5.2	Plant identification skills, dissection	Laboratory training.	

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	QUIZ	5	10%
2	MID TERM LAB EXAM	8	10%
3	FINAL LAB	15	15%
4	MID TERM THEORY	8	25%
5	FINAL THEORY EXAM	16	40%

D. Student Academic Counseling and Support

<p>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)</p> <ul style="list-style-type: none"> • Direct supervision by staff member over lab sessions. • Office hours 6hr / week. • Academic advice (by 20 student / teaching staff member)

E Learning Resources

<p>1. List Required Textbooks</p> <ul style="list-style-type: none"> • Flora of Saudi Arabia volumes 1, 2, 3, & 4 Published by King Saud University Libraries. • Flora of the Arabian Peninsula and Socotra: Professor Anthony G Miller, Anthony G. Miller Thomas A. Cope, Professor J A Nyberg; Edinburgh University Press, 1996 • Flora of the Kingdom of Saudi Arabia, Volume 2, Part 2 By (Shaukat Ali Chaudhary),

Ministry of agriculture and water
2. List Essential References Materials (Journals, Reports, etc.) Flora Plant Diversity in desert Ecosystem Physiologia Plantarum Science
2. List Electronic Materials, Web Sites, Facebook, Twitter, etc. http://plantdiversityofsaudi Arabia.info/index.htm http://sciences.ksu.edu.sa/plant/page/222 www.plantbiodiversity.com www.nature.com
3. Other learning material such as computer-based programs/CD, professional standards or regulations and software. NTSYS pc program, for numerical taxonomy system, Version 2.2.

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.) <ul style="list-style-type: none"> • Lighted and ventilated lecture room with at least 50 seats.
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> • Projector with remote control • Smart board with internet connection • Audio/ video Networks
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> • Herbarium sheet (41.9 x 26.7cm) 100gm – • Geological Hammer • Herbarium wooden frame for Specimens pressed • Secateurs Vine-S • Secateurs Comfort • Plant Digger tool • Plastic tape • Plastic or paper bag • Specimen Bottle • Herbarium boxes and frames availability in the department.

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Distribute questionnaires to potential graduate students to obtain feedback on the curriculum and the program in general.
- Questionnaires distributed to the graduates to obtain feedback on the curriculum and the program in general.
- Personal interview to a group of potential graduate students to identify their views on curriculum and the program in general.
- Personal interview to a group of graduate students to identify their views on curriculum and the program in general.

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

- Recommendations of visiting professors on the curriculum and program.
- Periodic review of the program by external auditors.
- Adherence to the standards of international bodies concerned.

3. Processes for Improvement of Teaching

- Conducting workshops given by experts on the teaching and learning methodologies
- Using modern microscopes and digital labs.
- Using diagnostic Keys software in the practical session
- Dissection microscopes in the practical classes.
- Periodical departmental revisions of its methods of teaching.
- Monitoring of teaching activates by senior faculty members.
- Field trips to farms and botanical gardens in different Tabuk governorates.

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)

- Providing samples of all kind of assessment in the departmental course portfolio of each course.
- Examination grade system can be reviewed in the meeting with department chair.

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

- Comparison of course with equivalent courses in other universities.
- Reviewing course topics annually by the course development committee of the department.
- Update teaching resources to add new information.
- Use of statistics of course evaluation by students to improve the course.

Name of Course Instructor: __Dr. Sufia Irfan

Signature: ___ Dr. Sufia Irfan ___ Date Specification Completed: 17/04/2019

Program Coordinator: **Dr. Omar Salem Obeid Bahattab**

Signature: *Omar Bahattab*

Date Received: 16/8/1440