



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

## **ATTACHMENT 5.**

# **T6. COURSE SPECIFICATIONS (CS)**

## Course Specifications

Institution: <b>University of Tabuk</b>	Date:
College/Department : <b>Ummalaj University College/ Department of Biology</b>	

### A. Course Identification and General Information

1. Course title and code: <b>General control (BIO 457)</b>			
2. Credit hours: <b>3 CreditHours (2 theoretical+2 Practical)</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>Biology</b>			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: <b>Level 7</b>			
6. Pre-requisites for this course (if any): <b>General Entomology (BIO 359)</b>			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: 18B-1-1-02			
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:			

## B Objectives

1. What is the main purpose for this course?

**By the end of this course, the students should be able to:**

- Identify the term pest and how to define pest species.
- Identify the history of best methods for pest management.
- Distinguish between natural and applied control methods.
- Identify the different methods of applied pest management.
- Describes how to use the correct method of control in accordance with the different habitats.
- Understand the Integrated Pest Management (IPM).
- Describes the advantages and disadvantages of each method of pest control.

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)

- Annual review of the course by the departmental course planning committee.
- Rely on some of the references available on the Internet.
- The use of several Internet sites to obtain data about pest management in different regions of the world.
- Comparison of course topics with equivalent local and international courses.

## 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
Introduction, what is a pest? Historical lesson of pest.	1	3
The different pest categories	1	3
Identification of pest thresholds	1	3
Natural control parameters	1	3
Mechanical and physical control	1	3
Cultural control	1	3
Biological control	1	3
<b>Revision and Pre Final Exam</b>		
<b>Mid Term Vacation</b>		
Genetics control	1	3
Chemical control, classification of pesticides	1	3
Different method of classifying insecticides	1	3
Pest resistance towards insecticides	1	3
Regulatory control	1	3

Integrated pest control, revision	1	3
<b>Final Exam</b>		

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

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

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

NA

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Identify the basic concepts of pest control.	Lectures.	Direct questions.
1.2	Recognize differences between natural and applied control.	Group discussion and dialogue.	Assignments for collecting and displaying data.
1.3	Recognize the importance of pest control in the maintenance of the resources of wealth in society.	Assigning students to collect local and global information on pest problems.	Periodic tests.
1.4	Outline the different ways in pest control.		
1.5	Outline problems resulting from the use of chemical pesticides in control programs.		
1.6	Point out the importance of Integrated Pest Management.		

<b>2.0</b>	<b>Cognitive Skills :</b>		
2.1	Judge when a particular living species becomes a pest.	Collect data about pests from national newspapers and record it in tables.	Direct questions.
2.2	Predict the relationship between the spread of pests and some of the economic problems in the community	Collective discussion to analyze and interpret the data collected on the prevalence of certain pests.	Measuring the ability to recognize concepts.
2.3	Differentiate the different definitions concerning pest problems.	Drawing diagrams and maps of the expression of the prevalence of certain pests and the reasons for this prevalence	Measuring the ability for analysis and interpretation.
		Group discussions of the best methods that may be employed in the fight against a specific pest.	Periodic tests.
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Work in groups.	Working in groups.	Assessment of cooperative ability.
3.2	Respect for the views of other students.	Preparing reports collectively.	Collective evaluation of student's own performance (collective projects).
3.3	Accept of others		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Work in a team	Collective projects.	Develop a collective report on monitoring, data collection, analysis and preparing data for display with the

			evaluation and interpretation of data.
4.2	Record data.	Sorting data and doing calculations and ratios.	
4.3	Express data in the form of charts and graphs.	Design and prepare tables, graphs.	
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Use calculators.	Offer examples and do demonstrations.	Observing performance.
5.2	Use some computer software.	Use presentations	Evaluating performance by assessing the accuracy of the obtained results.
5.3	Prepare serial pesticides concentrations.		
5.4	Apply different methods of pesticides.		

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	Short Quizzes, collective projects and reports	Throughout the semester	10%
2	Pre-final practical exam	8	10%
3	Pre-final theoretical exam	8	25%
4	Final practical exam	15	15%
5	Final Theoretical exam	As defined by Admission and registration	40%
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)

- Office hours: 10 hours / week
- Academic Guidance for about 20 students as determined by admission and registration.
- Direct supervision of staff for lab works.
- Electronic communication through university web page and e-mail.

## E Learning Resources

1. List Required Textbooks

A manual of forensic entomology. British museum (Natural History), London. Smith (1986).

2. List Essential References Materials (Journals, Reports, etc.)

Not Applicable

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<http://www.scientificpest.com.au/>

<http://www.masapestcontrol.com.sa/Pest-Control-Equipment.html>

<http://www.ipm.ucdavis.edu/>

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

Not Applicable

## 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.)

Available laboratory accommodate up to 30 students.

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

Well-equipped lab and lecture room with computers and display screens installed with curtains on the windows are required.

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

- Providing a variety of pesticide spraying devices.
- Providing devices exposing insects to pesticides and calculate the proportion of deaths.
- Providing miscellaneous pesticides of varying formulations.

## G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>Questionnaires. Direct meetings between students and faculty members.</p>
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>Peer consultation by departmental course committee</p>
<p>3. Processes for Improvement of Teaching</p> <p>Discussion sessions with colleagues and the Quality Assurance Committee of the department and faculty. Following-up events in the Kingdom, which may lead to the emergence of some pest problems. Implementation of suggestions by the administration Implementation of suggestions by departmental course committee. Monitoring of teaching activities by the administration.</p>
<p>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)</p> <p>Reviewing assessments by chairman, colleagues and the committee of development in the department.</p>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>Scheduled comparison with similar courses on the local and global level. Review content periodically by the Committee on development of the department. Using statistics of student questionnaires to assess course to improve the quality of course.</p>

Name of Course Instructor:

Signature:

Date Specification Completed:

Program Coordinator:

Signature: \_\_\_\_\_

Date Received: \_\_\_\_\_