



**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:
College/Department : Ummlaj University Colleege/ Biology department	

### A. Course Identification and General Information

1. Course title and code: Medicinal Plants of KSA(BIO349)			
2. Credit hours: 3 Credit Hours (2 theoretical+2 Practical)			
3. Program(s) in which the course is offered.: Biology Program (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: level6,7, 8			
6. Pre-requisites for this course (if any): None			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus:			
9. Mode of Instruction (mark all that apply)			
9. Mode of Instruction (tick (✓) the appropriate box):			
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%"/>
<b>Comments:</b>			

### B Objectives

1.What is the main purpose for this course?

The main purpose of this course is that students have an approach to history, economic importance, uses, botany and harvested processes of the most significant medicinal plants of Kingdom of Saudi Arabia

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)  
Theoryclasses usingdata showand slide presentations

- Computerbasedprogramshavebeenutilizedtosupportthelecturecoursematerialto demonstrate more ofmedicinalplants
- Care wellistaken intheclassefor student.

- Fieldtripstothebotanicalgarden,tolearnaboutandidentifymanyofthemedicinalherbs used.

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

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
General introduction of medicinal plants	1	3
History of medicinal plants	1	3
Classification of drugs derived from plants	1	3
Bio prospecting-Searching for Plants that Cure disease and improve human health	1	3
Traditional and modern concepts of plants used to promote human health in different cultures	1	3
Chemistry of plant derived medicines	1	3
<b>Revision and Pre Final Exam</b>	1	3
<b>Mid Term Vacation</b>	1	3
Metabolic engineering of natural products in medicinal plants	1	3
Medicinal plant diversity in the flora of Saudi Arabia	1	3
Medicinal plants in folk tradition of Saudi Arabia	1	3
Medicinal value of non-flowering plants of Saudi Arabia	1	3
General introduction of medicinal plants	1	3
History of medicinal plants	1	3
Classification of drugs derived from plants	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	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

- A brief summary of the knowledge or skill the course is intended to develop.
- A description of the teaching strategies to be used in the course to develop that knowledge

e or skill. Themethodsofstudentassessmenttobeusedinthecoursetoevaluatethelearningoutcomes in the domain concerned			
<b>On the table below are the five NQF Learning Domains, numbered in the left column.</b>			
<b>First</b> , insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <b>Second</b> , insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. <b>Third</b> , 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	<ul style="list-style-type: none"> <li>Describe the History of medicinal plants in KSA</li> <li>List the important drug producing plants</li> <li>Record the drugs derived from plants</li> <li>List the chemistry of plant derived medicines</li> <li>Recognize the medicinal value of non-flowering plants</li> <li>State the Medicinal value of flowering plants – Angiosperms</li> </ul>	<ul style="list-style-type: none"> <li>Describe the in-class lecturing where the previous knowledge is linked to the current and future topics</li> </ul>	<ul style="list-style-type: none"> <li>Write in class short MCQs quizzes (orally and written)</li> <li>Major and final exams</li> </ul>
1.2	<ul style="list-style-type: none"> <li>Name the Medicinal plants from Qur'an</li> <li>Describe the plants that have been used for the treatment of human diseases such as cancer, heart disease, nervous system disorders, and other disorders. -A brief description of toxic plants.</li> </ul>	Record weekly Tutorial discussions	-Describe about the web site and computer assisted learning
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<ul style="list-style-type: none"> <li>Justify the medicinal plants and their interaction with society.</li> <li>Analyze the student to understand importance of medicinal plants.</li> </ul>	<ul style="list-style-type: none"> <li>-Prepare the student to discuss what they learned.</li> <li>-Appraise the oral Quiz in each lecture</li> </ul>	<ul style="list-style-type: none"> <li>-Design in class short MCQs quizzes</li> <li>-Major and final exams</li> </ul>
2.2	<ul style="list-style-type: none"> <li>Develop student skill to understand the role of herbal and traditional medicine in the discovery of new drugs</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze the problem solving in the lecture</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluate the problems solved in the lecture</li> </ul>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<ul style="list-style-type: none"> <li>Illustrate the improvement of student acceptance skill from other during discussion.</li> </ul>	Analyze the discussion skill tutorial sessions	<ul style="list-style-type: none"> <li>- Judge the oral and written quiz</li> </ul>

	<ul style="list-style-type: none"> <li>Use the work independently and as part of a team.</li> </ul>		
3.2	<ul style="list-style-type: none"> <li>-Use the resources, time and other members of the group</li> <li>-Show results of work to others</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze the group experiments and writing group reports</li> </ul>	<ul style="list-style-type: none"> <li>-Use the resources, time and other members of the group</li> <li>-Show results of work to others</li> </ul>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	<ul style="list-style-type: none"> <li>-Demonstrate the work in a team to conduct a specific project.</li> <li>- Show the students to Solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>-Assess and promote the students to submit activities, homework and writing reports</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluate the laboratory written reports.</li> </ul>
4.2	<ul style="list-style-type: none"> <li>- Demonstrate the use of the computer for following up the latest in medicinal plants and novel drug discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Interpret the use and utilization of computer in the course requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Assess the in class short Qs quizzes (orally and written)</li> </ul>
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not Applicable	Not Applicable	Not Applicable
5.2			

5. 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	Quiz	5	10%
2	Mid-term lab Exam	8	10%
3	Final lab Exam	15	15%
4	Midterm Theory Exam	8	25%
5	Final Theory Exam	Last week	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)
- Office hours 10 hr/week
  - Help sessions 1hr/week aided by two faculty member

#### E Learning Resources

1. List Required Textbooks
- Medicinal Plants Biodiversity and Drugs: Editors: *M. K. Rai, Geoffrey A. Cordell, Jose L. Martinez, Mariela Marinoff, Luca Rastrelli* (Science Publishers) July 3, 2012  
Hardback - ISBN 9781578087938
  - Medicinal Plants: Classification, Biosynthesis and Pharmacology: Editors: *Alejandro Varela, Jasiyah Ibanez* (Nova Science Publishers, New York), 2009

<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <ul style="list-style-type: none"> <li>- Greco-Arab and Islamic Herbal Medicine: Traditional System, Ethics, Safety, Efficacy, and Regulatory Issues; Authors: Bashar Saad, Omar Said; John Wiley &amp; Sons</li> <li>- Handbook of Arabian Medicinal Plants: Author: Shahina A. Ghazanfar CRC Press INC, 1994.             <ul style="list-style-type: none"> <li>- Bedouin Ethnobotany: Plant Concepts and Uses in a Desert Pastoral World, Author: James P. Mandaville, University of Arizona Press</li> </ul> </li> </ul>
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <ul style="list-style-type: none"> <li>- Journal of Ethnopharmacology</li> <li>- Journal of Medicinal Plant Research</li> </ul>
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>Electronic Materials, Web Sites etc</p> <ul style="list-style-type: none"> <li>- Websites on the internet that are relevant to the topics of the course</li> <li>- Arabic Medicine</li> </ul> <p><a href="http://www.lsg.sch.ae/departments/history/arabic_medicine_web/htm/today/today_amirah.htm">http://www.lsg.sch.ae/departments/history/arabic_medicine_web/htm/today/today_amirah.htm</a></p>

## F. Facilities Required

<p>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.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> <li>- Lecture halls, containing white boards, and electronic monitors. The seats fit the number of students.</li> <li>- Laboratories equipped with three tables and water sources, microscopes and animal samples.</li> </ul>
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <p>Not Applicable</p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>Not Applicable</p>

## G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> <li>- Course evaluation by student</li> <li>- Students-faculty meetings</li> </ul>
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> <li>- Peer consultation on teaching</li> <li>- Departmental council discussions</li> <li>- Discussions within the group of faculty teaching the course</li> </ul>
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>- Conducting workshops given by experts on the teaching and learning methodologies</li> <li>- Periodical departmental revisions of its methods of teaching</li> <li>- Monitoring of teaching activities by senior faculty members</li> </ul>

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 kinds of assessment in the departmental course portfolio of each course
- Assigning groups of faculty members teaching the same course to grade the same questions for various students. Faculty from other institutions are invited to review the accuracy of the grading policy

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

- The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils.
- The head of department and faculty take the responsibility of implementing the proposed changes

**Name of Course Instructor:**

**Signature:**

**Report Completion Date: 17/8/1440H**

**Program Coordinator:**

**Signature:** \_\_\_\_\_ **Date Received:** \_\_\_\_\_