



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

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Specifications

Institution: Faculty of Science/University of Tabuk	Date:
College/Department : Ummlaj University College, Biology Department	

A. Course Identification and General Information

1. Course title and code: General Physiology (BIO401)	
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: 7	
6. Pre-requisites for this course (if any): BIO 202 (General Biology 2) NONE	
7. Co-requisites for this course (if any):	
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="80 %"/>
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?

- To familiarize students with basic knowledge of animal physiology needed for higher-level courses.
- To develop the students' understanding of the different anatomy and function of animal physiology systems.
- Explaining topics of basic normal structure and function of the plant body and their physiology.

Students will be able to explain how the design of a plant system makes the physiological functions efficient in the plant body.

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)

- Computer based programs have been utilized to support the lecture course material to demonstrate more of animal physiology.
- Care well is taken in the class for student.
- Toll to be established for student to introduce them self in the field of medicine.

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

Course Description:

- This course focuses on basic normal structure and function of the plant , animal and human bodies.
- The student will be expected to explain how the design of a living body structure makes the function efficient.
- The course also deals with how the various systems are interrelated in structure and in function.
- Finally it explain how the body's structures help maintain a constant internal environment

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to general physiology +Animal cell	1	2
Animal cell	1	2
Animals tissues	1	2
Nerves system	1	2
Endocrine system	1	2
Circulatory system	1	2
Digestive system	1	2
Kidneys and fluid regulation	1	2
Reproductive system	1	2
Respiration system	1	2
Thermoregulation	1	2
Nutrition in Plants	1	2
Plant Respiration	1	2
Photosynthesis	1	2

Transport of water and mineral salts through plants parts + (Structure of wood and phloem)	1	2
Plant reproduction	1	2
Supporting tissues	1	2
Mid Term exam		
Final Exam		

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

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

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.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Describe the principle of physiology of animals.	In-class lecturing where the previous knowledge is linked to the current and future topics.	Grading MCQs
1.2	Describe the structure and functional of tissues, nerves and endocrine systems.	Able to write Tutorial discussions.	Major and final exams
2.0	Cognitive Skills		
2.1	Summarize the structure and functions of	Students able to	In class short

	systems and organs.	explain what they have learned.	
2.2	Interpreting the causes of defects of system and the organs function and the methods of treatment.	Oral Quiz in each lecture.	Major and final exams.
3.0	Interpersonal Skills & Responsibility		
3.1	Improve student acceptance skill from other during discussion.	Conducting discussion skill tutorial sessions	Grading oral and written quiz
3.2	Work independently and as part of a team. Manage resources, time and other members of the group.	Conducting group experiments and writing group reports.	
4.0	Communication, Information Technology, Numerical		
4.1	Demonstration and use of internet and specifically MS office / presenting small reports on various topics.	Incorporating the use and utilization of computer in the course requirements	Evaluating in class short MCQs quizzes (orally and written)
4.2	e-learning/Report writing/preparing research review etc	Demonstrating more diagrams on various topics	Major and written by students
5.0	Psychomotor		
5.1	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE

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	Activities and Short Quizzes	Distributed over 8 weeks	10%
2	Midterm Practical Exam	10	10%
3	Midterm Theoretical Exam	10	25%
4	Final-Practical Exam	14	15%
5	Final Theory Exam	15	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 6-8 hr/ week**
- **help sessions 1hr/ week aided by two faculty members**

E Learning Resources

1. List Required Textbooks

Eckert Animal Physiology: Mechanisms and Adaptations, Fifth Edition, by David Randall, Warren Burggren, and Kathleen French

Essentials of Animal Physiology by S.C. Rastogi ; 4th edition; ISBN : 978-81-224-2429-4.

Plant physiology By Frank B. Salisbury, Cleon W. Ross. 4th edition Wadsworth Pub. Co.(1992).

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

Eckert Animal Physiology: Mechanisms and Adaptations, Fifth Edition, by David Randall, Warren Burggren, and Kathleen French

Essentials of Animal Physiology by S.C. Rastogi ; 4th edition; ISBN : 978-81-224-2429-4.

An Introduction to Plant Physiology William G. Hopkins, Norman P.A. Huner; J. Wiley, 2004

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

Websites on the internet that are relevant to the topics of the course www.sciencedirect.com
www.plantphysiol.org

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

Multi media associated with the text book and the relevant websites

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.) Lecture room with at least minimum capacity of 40 seats
2. Technology resources (AV, data show, Smart Board, software, etc.) Calculators; wireless connection in the building for students and faculties
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Instruments required for conducting the animal physiology experiments like: microtome, electrophoretic unit, Respirometer Apparatus for plant physiology practical: T/A apparatus, Respiroscope

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching Course evaluation by student Students- faculty meetings
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Peer consultation on teaching Departmental council discussions Discussions within the group of faculty teaching the course
3. Processes for Improvement of Teaching <ul style="list-style-type: none"> • Conducting workshops given by experts on the teaching and learning methodologies • Periodical departmental revisions of its methods of teaching • Monitoring of teaching activates by senior faculty members.
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) <ul style="list-style-type: none"> • Providing samples of all kind of assessment in the departmental course portfolio of each course • Assigning group of faculty members teaching the same course to grade 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: _____ Date Specification Completed: _____

Program Coordinator:

Signature: _____ Date Received: _____