



**ATTACHMENT 5.**

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



هيئة تقويم التعليم  
Education Evaluation Commission

## Course Specifications

Institution: <b>Dar Al Uloom University</b>	Date: 25/01/2020
College/Department: <b>UPP/Humanities Department</b>	

### A. Course Identification and General Information

1. Course title and code: <b>Fitness &amp; Health Education (HEDF1100)</b>			
2. Credit hours: <b>1 hour</b>			
3. Program(s) in which the course is offered. <b>UPP</b> (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course <b>Mrs. Hadia Meashi</b>			
5. Level/year at which this course is offered: <b>First year/ First Semester</b>			
6. Pre-requisites for this course (if any): <b>No</b>			
7. Co-requisites for this course (if any): <b>No</b>			
8. Location if not on main campus: <b>DAU University</b>			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
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	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

1. What is the main purpose for this course?

This course aims to improve the health of the individual and society by providing them with knowledge, information, skills, and attitudes. To be able to understand the latest developments in health conditions surrounding and apply it in their academic and practical life.

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)

Use some technology tools that help in enhance and monitor the learning processes of the students such as LMS. Most of recommendations and data took from local and international sources such as WHO. Take a benefit from the findings of the recent scientific studies in the physical education and health field.

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

Course Description:

This course covers skills and knowledge related to healthy nutritional habits, physical integrity, healthy sleep, reproductive health, consumer health, and the importance of exercise in preventive health and maintenance of the health. It also includes the basics of first aid, the best ways to deal with stress. Also, this course will discuss preventive of smoking, alcohol drugs, & drugs. The course also includes physical activities that aimed to improve health by using advanced and modern machines.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction	1	2
Personal health practices	1	2
The main health-related physical activities	1	2
The healthy nutrition and its effects on the health	1	2
The elements of health-related physical fitness	1	2
Dealing with the stress	1	2
Healthy sleep	1	2
Preventive of some chronic diseases that related with lack of physical activity	2	4
Preventive of smoking and alcohol drugs (1)	1	2
Preventive of drugs (2)	1	2
Reproductive health	1	2
Consumer health	1	2

Principle of first aid		2	4				
2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	15			15		30
	Actual						
Credit	Planned	1					1
	Actual						

3. Additional private study/learning hours expected for students per week.	2
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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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize the principles and concepts for health and physical activity and the problems that may occur due to the lack of physical activity, and recall the information regarding with reproductive health and healthy nutrition.	- Present the lectures to illustrate the important of physical activity in prevention of chronic diseases that happen from lack of movement. - Classroom discussions and practical application.	- Student's participation, homework assigned questions, and evaluation. - Short quizzes. - Final exam. - Apply some physical measurements associated with health
1.2			
<b>2.0</b>	<b>Cognitive Skills</b>		

2.1	Explain the various steps of first aids.	- Lectures - Group Discussion	- Student's participate and assignment. - Short quizzes. - Final exam.
2.2			
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	- Interact positively with teamwork and participate in group activities	-Students interact during class. - provide the students with an appropriate advice.	- Group discussion and oral presentation - Measure academic achievements
3.2			
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	-Use the Internet to search database about different topics regarding with course topic.	- PowerPoint lectures. - E - Learning Strategy	- Exams. - E- learning assignments. - Evaluation of practice activity and final practice project
4.2			
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Perform some basic physical activities such as strength exercise, table tennis, battle rope, using good coordinated body movement.	Practical Training	Practical tests
5.2			

#### 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	Assignments	7	5%
2	Practical Exams	2,5,7,10	40%
3	Fitness Measurements test (pre-post)	1-10	5%
4	Practical Attendance	All along	5%
5	Physical Activity project	11	10%

6	Participate	All along	5%
7	Final Exam	13	30%

#### 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)

- Students can meet the teacher during the office hours to clarify some difficult points or points that missed during the lecture (10 office hours).
- Students can communicate with the teacher through the email to clarify any points related to the course.
- Put the tables on the website of the deanship and suspend it on the doors of the lecturers offices.

#### E Learning Resources

1. List Required Textbooks

Isleem, N. M., Al-Jaloud, K. S, & Al- Alsheikh, F. A. (2019) Fitness and Health Education. Second edition. Riyadh: King Saud University Press.

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

World Health Organization (WHO) (2002). 25 Questions & Answers on Health& Human Rights. Health & Human Rights Publication Issue No. 1. Geneva.

Stella, L. (2004). Calcium Can be Key to Weight Loss. American College of Sport Medicine.

Peter, K, (2010). Physical Activity and Cardiovascular Disease Prevention. Jones & Bartlett Learning.

Chad, S. Glen, J. (2006). Athletic Training and Sport Medicine. Jones & Bartlett Learning.

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

- Multimedia associated with the textbook and the relevant websites
- Saudi Society of Family and Community medicine
- Saudi Red Crescent Authority.
- Benchmarking Reference Desk Service in Academic Health Science
- Public Health Reports
- Using Gale's Health Reference Center – Academic

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

Step Calculator.

## 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.) - Lectures Classrooms (50 seats) provided with learning media - Sport facilities which offer swimming pools, table tennis, handball, basketball, self-defense class. - Gym or sport clubs with different types of exercise machines such as treadmills, indoor cycles, and strength suitable equipment.
2. Technology resources (data show, Smart Board, Microsoft office, etc.) Desktop computer, projector system, Whiteboard, and Internet
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Multi-equipment and tools that use in anthropometric measurements.

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Fill the Evaluation Course at the end of the semester. - Assessment of students' academic achievement and classroom activities.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Discuss the students' difficulties in the classroom with colleagues and supervisors. - Assess the performance of trainers. - Educational counseling and suggestions.
3. Processes for Improvement of Teaching - Attending workshops, conferences, and training courses to improve the experience. - Provide with references and periodicals for the most important studies that related to the course. - Provide with models for evaluating activities and duties. - Regular meetings by coordinators and trainers each week and discuss the challenges. - Preview the teaching strategies for the previous semesters and linking them to student outcomes. - Motivate students to attend lectures, conferences, workshops, and sports competitions that held inside and outside the university campus.
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) - Forming committees to evaluate student projects. - Analyzing the exam results. - Formation of committees to check the student's grades and review it.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Compare the content of the course with a high rate universities course. - Review the course by a committee and decide if there is a need to update the textbook or improve.

- Analyze the students' test results to monitor their achievements.
- Evaluation system for the teacher and trainers by students through electronic assessment at the end of the semester.

Name of Course Instructor: Hadia Meashi

Signature: \_\_\_\_\_ Date Specification Completed: **25/01/2020**

Program Coordinator: Dr. Abdullatef Mehmes

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