

## T5. COURSE REPORT (CR)

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator.

A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.

## Course Report

For guidance on the completion of this template refer to the NCAAA handbooks.

Institution: <b>Najran University</b>	Date of CR: <b>18/08/1438 H</b>
College/ Department: <b>College of Applied medical sciences- medical rehabilitation sciences-physiotherapy</b>	

### A. Course Identification and General Information:

1. Course title <b>Principles of Exercise Physiology</b>	Code <b>PHYS 311</b>	Section <b>Level 5 Year 3</b>				
2. Name of course instructor <b>Dr. Mohamed A/Rahim</b>	Location <b>Main campus</b>					
3. Year and semester to which this report applies . <b>2<sup>nd</sup> semester 1437-1438 H</b>						
4. Number of students starting the course?	<input type="text" value="10"/>	Students completing the course? <input type="text" value="10"/>				
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	<b>36</b>			-		<b>36</b>
Credit	<b>2</b>					<b>2</b>

### B. Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
<b>Cardiovascular responses to exercise</b>	<b>6</b>	<b>6</b>	-
<b>Respiratory responses to exercise</b>	<b>4</b>	<b>4</b>	-
<b>Metabolic responses to</b>	<b>2</b>	<b>2</b>	-

<b>exercise</b>			
<b>Other systemic responses to exercise e.g. renal and hormonal</b>	<b>2</b>	<b>2</b>	-
<b>Classification of exercise</b>	<b>2</b>	<b>2</b>	-
<b>Energy sources during different types of exercise</b>	<b>2</b>	<b>2</b>	-
<b>Long term effects of exercise</b>	<b>4</b>	<b>4</b>	-
<b>Physical fitness definition, classification and components</b>	<b>2</b>	<b>2</b>	-
<b>Methods of developing different components of fitness</b>	<b>2</b>	<b>2</b>	-
<b>Methods of measuring different components of fitness</b>	<b>4</b>	<b>4</b>	-
<b>Deterrents of physical fitness</b>	<b>2</b>	<b>2</b>	-
<b>Benefits of exercise</b>	<b>2</b>	<b>2</b>	-
<b>Physiological differences between athletes and none athletes</b>	<b>2</b>	<b>2</b>	-

## 2. Consequences of Non Coverage of Topics

For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.

Topics (if any) not Fully Covered	Effected Learning Outcomes	Possible Compensating Action
<b>All topics are covered</b>	<b>None.</b>	

### 3. Course learning outcome assessment:

	List course learning outcomes	List methods of assessment for each LO	Summary analysis of assessment results for each LO
1	<b>Define BMI and classify subjects according to BMI.</b>	<b>Quizzes and written exams</b>	
2	<b>Define fitness, components of fitness, methods of building them and deterrent factors.</b>	<b>Quizzes and written exams</b>	
3	<b>Describe the body responses to exercise.</b>	<b>Quizzes and written exams</b>	
4	<b>List the energy sources during different types of exercise.</b>	<b>Quizzes and written exams</b>	
5	<b>Describe how to design fitness program.</b>	<b>Quizzes and written exams</b>	
6	<b>Enumerate the benefits of exercise.</b>	<b>Quizzes and written exams</b>	
7	<b>Differentiate between health related and skill related fitness component.</b>	<b>Quizzes and written exams</b>	
8	<b>Compare the physiological differences between athlete and non-athlete.</b>	<b>Quizzes and written exams</b>	

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

**No action is needed.**

4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

List Teaching Methods set out in Course Specification	Were they Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	
<b>Lectures using power point presentations.</b>		√	<b>Absence of students.</b>
<b>Selected learning videos.</b>		√	<b>Absence of students.</b>

**Note:** In order to analyze the assessment of student achievement for each course learning outcome, student performance results can be measured and assessed using a KPI, a rubric, or some grading system that aligns student work, exam scores, or other demonstration of successful learning.

### C. Results

#### 1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage	Analysis of Distribution of Grades
A	0	0	
B	0	0	
C	1	10%	
D	3	30%	
F	6	60%	Frequent absence Poor English language
Denied Entry	0	0	
In Progress	0	0	
Incomplete	0	0	
Pass	4	40%	
Fail	6	60%	
Withdrawn	0	0	

#### 2. Analyze special factors (if any) affecting the results :

**Sudden cessation of the learning process may affect the study time of the students.**

#### 3. Variations from planned student assessment processes (if any) (see Course Specifications).

##### a. Variations (if any) from planned assessment schedule (see Course Specification)

Variation	Reason
2 <sup>nd</sup> quiz is replaced by assignment	Sudden cessation of the learning process

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)	
Variation	Reason
<b>There is no variation.</b>	

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).	
Method(s) of Verification	Conclusion
<b>Not done.</b>	

#### D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any)	2. Consequences of any difficulties experienced for student learning in the course.
<b>None.</b>	<b>None.</b>

#### E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
<b>None.</b>	<b>None.</b>

## F. Course Evaluation

1. Student evaluation of the course (Attach summary of survey results) <b>Look for the attached students' evaluation</b>
a. List the most important recommendations for improvement and strengths <b>The course content and time should be revised and to remove some topics which are not related to physiology.</b>
b. Response of instructor or course team to this evaluation <b>No comment.</b>
2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders) <b>Comments of physiology department staff.</b>
a. List the most important recommendations for improvement and strengths <b>1- Time allocated for the course is too much. 2- Some of the course contents are not related to the physiology subject, in spite of its importance to the students of physiotherapy e.g. Physical fitness definition, classification and components. Methods of developing different components of fitness. Methods of measuring different components of fitness. Deterrents of physical fitness.</b>
b. Response of instructor or course team to this evaluation <b>No response.</b>

## G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).			
Actions recommended from the most recent course report(s)	Actions Taken	Action Results	Action Analysis
a. Revision of the course content by the instructor of the course	Waiting for response.		
b. Revision of the time allocated for the course by the instructor of the course	Waiting for response.		



2. List what other actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended for further improvement	Intended Action Points (should be measurable)	Start Date	Completion Date	Person Responsible
a. Revision of the course content and time allocated.	Revise and rewrite intended learning outcomes to be matched with objectives of physiotherapy department	As soon as possible		College of applied medical science and physiology department.

Name of Course Instructor: Dr: Mohamed A/Rahim Ahmed

Signature *Mohamed A/Rahim Ahmed* Date Report Completed: 18/08/1438

Program coordinator: Dr. Raee Alhyani

Signatur: *Raee Alhyani* Date received: 5//2017