



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

ANPR 106 - Introduction to Animal Production Systems

**Dr. Alaeldein Abudabos
Instructor**



Course Specifications

Institution KING SAUD UNIVERSITY	Date of Report 25/12/2013
College/Department Food and Agriculture Sciences, Animal production Department	

A. Course Identification and General Information

1. Course title and code: ANPR 106: Introduction to Animal Production Systems		
2. Credit hours: 2 Credits		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Mandatory for Animal Production students and elective for other departments		
4. Name of faculty member responsible for the course Dr. Alaeldein Abudabos		
5. Level/year at which this course is offered: 4 th level, second semester of the second year		
6. Pre-requisites for this course (if any) N/A		
7. Co-requisites for this course (if any) N/A		
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="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

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> To understand the fundamentals of each aspect in poultry production (such as nutrition, diseases, physiology etc.). Understand the role of the poultry production and the impact of in of this carrier on Saudi economy and food security To know the basics and the applications of poultry science and production in farm animals.
<p>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)</p> <p>The required material of the class is available online.</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Classification, nomenclature of poultry management	1	1
Poultry industry sectors	2	2
Avian anatomy and physiology	2	2
Reproduction, embryonic development, incubation and hatchery	3	3
Nutrition and feeding of poultry	3	3
Food eggs and egg products	1	1



Principles of disease prevention	2	2
Planning and managing a poultry enterprise	2	2
Total	16	16

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	16				4	20
Credit	2	N/A	N/A	N/A	N/A	2 Credits

3. Additional private study/learning hours expected for students per week.	<input type="text"/>
--	----------------------

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
--

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	State the fundamentals of each aspect in poultry production (such as nutrition, diseases, physiology etc.).	Lecture-discussion	written test
1.2			
2.0	Cognitive Skills		
2.1	Evaluate alternative solutions for problems in poultry production.	Lecture-discussion	Paper-pencil self-evaluation report
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1	Modify the ability to work as a member of the group	Group discussion	Paper-pencil self-evaluation
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate enough background in computer and IT	Small group discussion	Paper-pencil self-evaluation
4.2			
5.0	Psychomotor		
5.1			
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize



Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct
--------------------	--

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

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	First Exam	6	20%
2	Final Exam	18	20%
3	Essay and mini-project	8	10%
4		Total	50%
5			
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)

The instructor is available for student consultation and academic advice on the following days:

Sunday-Tuesday: 08:00 -09:00 AM

Email : alabudabos@ksu.edu.sa

Office number : 1A32)

Office Tel. 4693862 Mobile : 059-7634578

Office: Food and Agriculture Sciences, Animal Production Department.

Note: Students can set an appointment with the instructor via email or by phone.

E. Learning Resources

1. List Required Textbooks

- Modern Livestock & Poultry Production by James R. Gillespie and Frank Flanders (2009).
- Scientific Farm Animal Production (9th Edition) by Robert E. Taylor and Tom G. Field (2007)

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

- Journal of poultry science

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Journal of poultry science

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

None

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

None

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.) Classroom, smart room



2. Computing resources (AV, data show, Smart Board, software, etc.) Data show, smart board.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Evaluation filled by students at the end of the course.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Discuss the syllabus at the beginning of the semester.
3 Processes for Improvement of Teaching Update the course on a regular basis.
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) Take a sample of the test and keep all major exams.



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

Update the course as needed.

Faculty or Teaching Staff: Dr. Alaeldein Abudabos

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____