



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

ANPR 220: General Animal Physiology

**Prof. M Alshaikh
Instructor**



Course Specifications

Institution King Saud University	Date of Report Jan 2014
College/Department Food and Agriculture Sciences/Department of Animal Production	

A. Course Identification and General Information

1. Course title and code: ANPR 220: General Animal Physiology		
2. Credit hours 3 credits		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Animal Science		
4. Name of faculty member responsible for the course Prof. M Alshaikh		
5. Level/year at which this course is offered 5 th semester students		
6. Pre-requisites for this course (if any) 1. (103ZOO) Principal of zoology		
7. Co-requisites for this course (if any) N/A		
8. Location if not on main campus N/A		
9. Mode of Instruction (mark all that apply)		
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	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="25%"/>
Comments:		
Students choose from you-tube different animal systems and explain them in the class.		



B Objectives

<p>1. What is the main purpose for this course?</p> <p>Students should:</p> <ol style="list-style-type: none"> 1. Identify the structure, function and processes of the major body systems of farm animals. 2. Describe the roll of different organs in production and reproduction process.
<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> <ol style="list-style-type: none"> 1. Students choose any system from you-tube and discuss it in the class. 2. Student can compare between species in some physiological process.

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
Discussion of class syllabus and introduction class managements	1	1
Cells and tissues	1	3
circulatory system	2	6
muscles	1	3
nervous system and nerve impulses; signal transduction	2	6
digestion, absorption and metabolism	2	6
Respiration	2	6
kidneys and fluid regulation	2	6
Hormones	1	3
Homeostasis	1	2
Thermoregulation.	1	2
Total	15	44



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	44	N/A	N/A	N/A	N/A	44
Credit	N/A	N/A	N/A	N/A	N/A	3 credits

3. Additional private study/learning hours expected for students per week. N/A	<input type="text"/>
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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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	Define the function of animal organs	Lecture-discussion	Written test
1.1	Define hormone functions		
1.2	Describe the different animal system	Lecture-discussion	Written test
1.3	List different organs and system in animal body	Lecture-discussion	Written test
2.0	Cognitive Skills		
2.1	Differentiate between systems, i.e follow blood circulation, respiration etc..	You-tube video	Discussion base
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate the ability of finding the resources and information	Short essay	Assay evaluation
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	N/A	N/A	N/A
4.2			
5.0	Psychomotor		
5.1	N/A	N/A	N/A
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
	demonstrate, show, illustrate, perform, dramatize, employ, manipulate,



Psychomotor	operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct
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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	Week 5-6	20%
2	Second Exam	Week 11	20%
3	Presentations and class participation	Week 4-9	10%
4	Final Exam	Week 16	50%
		Total	100%
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:

Monday- Wednesday 10:00-11:00 AM

Thursday: 12:30- 13:30 PM

Office number: 4678481

Email: alshaikh@ksu.edu.sa

Note: Student can arrange other time by email or direct contact.

E. Learning Resources

1. List Required Textbooks

١. فسيولوجيا حيوانات المزرعة. جمال الدين عبدالرحيم، الناشر منشأة المشارف بالإسكندرية ١٩٩٢
٢. فسيولوجيا الحيوان. مدحت حسين خليل محمد. دار الكتاب الجامعي. دولة الإمارات العربية المتحدة - العين

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

N/A

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

Anatomy and Physiology of Farm Animals, 7th Edition. Rowen D. Frandson, W. Lee Wilke, Anna Dee Fails. June 2009, ©2009, Wiley-Blackwell

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

1. <http://www.apchute.com/ap1int.htm#brain>
2. <http://www.youtube.com/watch?v=3xQ83mbfn5s>
3. <http://www.youtube.com/watch?v=gTv9y5dol-A&list=PLOJJPJxBRUbMsYIcw4L5-yY13CauZFF61U>

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

N/A



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
2. Computing resources: Smart Board, with internet connection
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 1. Online using course evaluation survey.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor N/A
3 Processes for Improvement of Teaching 1. Continuing update information. 2. Continuing updating course presentation.



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)

N/A

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

The course is basic science and prerequisite for many courses. Annually, the in structure receive feedback from the students and department faculties' are taken into consideration in reviewing course planning and improvements.

Faculty or Teaching Staff: Prof. M Alshaikh

Signature: _____

Date Report Completed: 28/1/2014

Received by: _____

Dean/Department Head

Signature: _____

Date: _____