Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

ANPR 256: Camel Production

Dr. Saeid Basmaeil
Instructor

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Course Specifications

Institution	**King Saud University**	Date of Report	29/12/2013

College/Department	College of Food and Agricultural Science
	Department : Animal Production

A. Course Identification and General Information

1. Course title and code: ANPR 256: Camel Production
2. Credit hours   2 (2+0) Credits
3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course   **Dr. Saeid Basmaeil**
5. Level/year at which this course is offered   **5th Semester**
6. Pre-requisites for this course (if any)
Introduction to Animal Production Systems   (ANPR106)
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	X	What percentage?	80%
b. Blended (traditional and online)		What percentage?	
c. e-learning	X	What percentage?	20%
d. Correspondence		What percentage?	
f. Other		What percentage?	

Comments:

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B Objectives

1. What is the main purpose for this course?
• To familiarize students with basic knowledge of camel as an animal • To develop the students' understanding of the camel husbandry system. • To understand camel production and prospects of improvement.

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)
 	
    • Electronic materials and computer based programs have been utilized to support the lecture course material.
    • The Field experience in camel husbandry

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
Geographic distribution of camels	1	2
Camel breeds	2	4
Adaptation of dromedaries to desert life	2	4
Camel's role as a milk animal	1	2
Camel's role as meat animal	1	2
Camel's role in wool and other product	2	4
Camel management and prospects of improvement	1	2
Requirement for Camel Project	2	4
Camel disease and health control	2	4
	Total	**28**

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	20	no	no	4	4	28
Credit	N/A	N/A	N/A	N/A	N/A	2 Credits

3. Additional private study/learning hours expected for students per week.
   Personal reading.   **2**

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
   - A brief summary of the knowledge or skill the course is intended to develop;
   - A description of the teaching strategies to be used in the course to develop that knowledge or skill;
   - The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

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.

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		NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**			
1.1	Define the study camels as an animal.		Lecture-discussion	Written test
1.2	Define camel shape and characters		Lecture-discussion	Written test
1.3	Define camel behavior and physiology		Lecture-discussion	Written test
1.4	Define camel production		Lecture-discussion	Written test
1.5				
1.6				
2.0	**Cognitive Skills**			
2.1	Differentiate between camel breeds		Lecture-discussion	Written test
2.2	Evaluate the ability of investigate the cause for bad camel production		Paper-pencil activity	Rubric Assessment
2.3	Explain the suitable method to improve production		Lecture-discussion	Written test (Essay)
3.0	**Interpersonal Skills & Responsibility**			
3.1	Evaluate the development of the student to accept the view of other participant.		Group discussion	Paper-pencil self-evaluation
3.2	Evaluate linking the student to relevant cultural institutions.		Group discussion	Paper-pencil self-evaluation
3.3	Evaluate the response of the student to the assigned tasks.		Group discussion	Paper-pencil self-evaluation
3.4	Evaluate skills employment in the field of building relationship with others.		Group discussion	Paper-pencil self-evaluation
4.0	**Communication, Information Technology, Numerical**			
4.1	Evaluate the use of computer to follow the development of science in animal care		Small group discussion	Paper-pencil self-evaluation
4.2	Evaluate the use of computer to identify the terms in Arab and foreign study.		Small group discussion	Paper-pencil self-evaluation
4.3	Evaluate the use of computer to identify the sources of information.		Small group discussion	Paper-pencil self-evaluation
5.0	**Psychomotor**			
5.1	N/A		N/A	N/A
5.2				

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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

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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	Oral exam	3	10%
2	Short exams	5	10%
3	Midterm exams I	10	20%
4	Discussion of field studies	13	20%
	Final exam	16	40%
5		Total	100%
6			
7			
8			

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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 to Thursday: 10-11 AM.
      E-Mail: basmaeil@ksu.edu.sa
      Office Tel. 4678482   Mobile: 05522336.
      Office: Food and Agriculture Science, 2A16.
Note: Students can set an appointment with the instructor via email or by phone.

E. Learning Resources

1. List Required Textbooks
  Camels in the Arab World (1991),
  By: Abdullah Zayed, Gadri Ghassan, Ashour Shariha
  Publisher: University of Almuktar - Libya, (in Arabic)

2. List Essential References Materials (Journals, Reports, etc.)
- Joudi, Saleh Ghazi (1995) Marking the camels in some tribes. Riyadh Book, No. 14 , Al Yamamah Press Foundation - Riyadh. P. 198. (Arabic)
- Jihad, Alsyed Ahmed (1995) Arabic camel it's production and heritage. Arab Company for Publishing and Distribution - Cairo - 373 p. + 43 p Summary in English and Literature. (Arabic)
- Alhabrty, Ali Muhammad (1408 H) camels - House Aljberty for publication and distribution, Alkobar: p. 138 (Arabic)

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
- Mohamed Farid Abdul Khaliq (1980) camels in the Arab world - the Arab Center for Studies Arid Zones and Dry Lands, Damascus. (Arabic)
- Alsanai, Mohammed Abdullah (1983) Arab camel, Kuwait Foundation for the Progress of Science - Kuwait: 186pp (2nd Ed). (Arabic)
- Alsharari, Solyman Alafnas (1412 H) Camels at Alshararat, camels, a brief study of a Njaib Arab camel. Press Alfferzdaq, Riyadh :364. (Arabic)
- Arab Company for Livestock Development (1991) Technical Study for feasibility for the operation of the camel farm On a commercial scale. Advisory Unit of the technical and economic studies the company: p. 299. (Arabic)
- Arab Organization for Agricultural Development (1983) examine the technical and economic feasibility of the establishment Pastoral farms for the production of camel milk and meat in the Islamic Republic of Mauritania. (Arabic)

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

* Camels site – Arabic Vet.   www.arabvet.com / camel / introtocamels.htm

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* Marking the camels   www.alwasem.com * Camels and horses Tent - Forums Mckshat   www.mekshat.com/vb/forumdisplay.php?f=96 * Mzain camel   www.mzayan.com / inf
5. 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 - Encyclopedia of the Scientific Miracles in the Quran and Sunnah   www.55a.net - Encyclopedia - Wikipedia, the free encyclopedia   ar.wikipedia.org / wiki

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 30 seats • The room is equipped with adequate study materials, such as computers • Animal field contains a representative group of camels

2. Computing resources (AV, data show, Smart Board, software, etc.) •   Computer room containing at least 15 systems
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   • **none**

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G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

   - Resolutions.

Gathering opinion after exam, about their resolving to do something or what they decided on, and finding an answer or solution to any conflict, problem arise ….etc.

 - Results.

- Discussion of results obtained and its career section for students. Its consequence and the actions to evaluate the course qualitatively or quantitatively.

 - The opinion of Professor subsequent requirement.

- Measurement of the evolution of the student.

Measurement of result obtained from exam, open book exam, short quiz, discussion and debate, home work.

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2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- Presentation of the results of a group of students to an external arbitrator.
- Statistical analysis.
- Measuring the quality of the graduates through their sites, and through resolutions

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3 Processes for Improvement of Teaching

- Develop the capacity of professor by training programs.
- To ensure the availability the teaching aids.
- Follow-up, any improvement to the course.
- Create the right atmosphere for the study.
- Make Teacher student relationship of paternity.
- Material and moral incentives

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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)

- **All good and appropriate and enforceable**

This can be perform specially for larger group of student if more than one professor teaching or specializing in the same subject.

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

- Others teachers to be consulted
- To host a visiting professor to evaluate the decision.
- Workshops for teachers' decision.
- Periodic meetings with students for the best positive and negative aspects in the decision
- Re-consideration of the course to be every four years.

Faculty or Teaching Staff: _____Dr Saeid Basmaeil   _____

Signature: _____   **Date Report Completed: __29 / 12/ 2013_**

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

Signature: _____   **Date: _____**