



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

ANPR 258: Poultry Production

**Dr. Tarek Shafey
Instructor**



Course Specifications

Institution	Date of Report
College/Department: Food and Agriculture Sciences / Animal Production.	

A. Course Identification and General Information

1. Course title and code: ANPR 258: Poultry Production		
2. Credit hours : 3.0 Credits		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Available in many program.		
4. Name of faculty member responsible for the course: Dr. Tarek Shafey.		
5. Level/year at which this course is offered: Fifth level/Third year.		
6. Pre-requisites for this course (if any): Introduction to Animal Production Systems (ANPR 106).		
7. Co-requisites for this course (if any): None.		
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> <p>The main learning outcomes for students enrolled in the course:</p> <ul style="list-style-type: none"> • To be familiar with the poultry industry. • To understand poultry reproduction and the physiology of egg laying and how the egg serves as a source of food as well as bird production. • To identify efficient hatchery management for proper embryonic development. • To discuss the requirements for housing and equipment for the various types of poultry. • To describe the requirements for the successful brooding of chickens. • To identify proper production and management practices of layer, breeder, and broiler flocks and identify the factors that influence production efficiency. • To discuss current topics in welfare needs of poultry.
<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> <ul style="list-style-type: none"> • The results of new scientific research and published articles have been utilized to update and support the course. • A number of scientific articles will be published via the internet in the near future to support the course.

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
Structure and economic impact of the poultry industry	0.5	1.5
Poultry housing and poultry house environment	3	9
Incubation and hatchery management	1.5	4.5
Management of meat chickens (broilers)	1.5	4.5
Management of layers	1.5	4.5
Management of breeders	1.5	4.5
Management of meat chickens	1	3
Flock records and analysis	2	6
Poultry waste management	0.5	1.5



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	24	7	3	5	N/A	39
Credit	3	N/A	N/A	N/A	N/A	3 Credits

3. Additional private study/learning hours expected for students per week. Homework and assignments.	20 H
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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 knowledge in poultry production.	Lecture, lab and field discussions	Written test Case study
1.2	Describe poultry production and management systems by integrating knowledge of different poultry disciplines.		
2.0	Cognitive Skills		
2.1	Demonstrate knowledge of fundamental principles in poultry production.	Lecture-discussion Group discussion	Written test Case study
2.2	Evaluate concepts related to the science of poultry production.		
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate knowledge of fundamental principles in poultry production.	Small group discussion	Rubric Assessment
3.2	Develop research skills and applied knowledge in poultry -based working environment.	Small group discussion	
4.0	Communication, Information Technology, Numerical		
4.1	Develop adequate written and oral skills with the ability to summarize, evaluate, synthesize, and appropriately communicate scientific concepts to a variety of audiences.	Small group discussion	Rubric Assessment
4.2	Recognize and use appropriate technologies, such as computer applications, laboratory methodologies, breeding programs and genetic technologies.	Lab. discussion Small group discussion	Case study
5.0	Psychomotor:		
5.1	N/A	N/A	N/A
5.2			



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	Class activates (in class quizzes, and homework)	Tri-weekly	20%
2	Major exams I	6	20%
3	Major exams II	11	20%
4	Final exam	14	40%
5		Total	100 %
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:

Office hours 2 hr/ week.

Office Tel.: 4678785

Email: tshafey@ksu.edu.sa

Office Food and Agriculture Science, 2A11

Help sessions 1hr/ week aided by one faculty members.

E. Learning Resources

1. List Required Textbooks

Allam, S. (2009). Poultry raising and husbandry, 11th Edition, The Anglo Egyptian Bookshop, Cairo, Egypt.

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

North, M.O. and Bell, D.D. (1990). Commercial Chicken Production Manual, 4th Edition, Van Nostrand Reinhold; New York.

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

- **None.**

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.

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 35 seats.**



2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none">• None .
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Fertile eggs and incubator.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Course evaluation by student.• Students- faculty meetings.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none">• Peer consultation on teaching.• Departmental council discussions.• Discussions within the group of faculty teaching the course.
3 Processes for Improvement of Teaching <ul style="list-style-type: none">• Conducting workshops given by experts on the teaching and learning methodologies.• Periodical departmental revisions of its methods of teaching.• Monitoring of teaching activates by senior faculty members.
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) <ul style="list-style-type: none">• Providing samples of the methods used in assessing students.• Assigning group of faculty members teaching the same course to asses the same questions for various students.



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

The course material and learning outcomes are periodically reviewed and any changes are approved in the departmental and higher councils beforehand.

Faculty or Teaching Staff: Dr. Tarek Shafey

Signature: _____

Date Report Completed: 21/2/1435

Received by: _____

Dean/Department Head

Signature: _____

Date: _____