**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

# Course Specifications
# (CS)

## ANPR 326: Sheep and Goat Production

**Dr. Mohamed Ahmed Abouheif**
**Instructor**

# Course Specifications

| Institution | Date of Report |
|---|---|
| **King Saud University** | **December 24, 2013G** |
| **College/Department College of Food and Agriculture Sciences, Department of Animal Production** | |

## A. Course Identification and General Information

1. Course title and code:
   **Sheep and Goat Production – ANPR 326**
2. Credit hours **2.0 (2.0 +0) Credits**
3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
**Animal Production**
4. Name of faculty member responsible for the course
**Dr. Mohamed Ahmed Abouheif**
5. Level/year at which this course is offered **Sixth 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
**Main Campus at Deraeia**
9. Mode of Instruction (mark all that apply)

| | | | |
|---|---|---|---|
| a. Traditional classroom | X | What percentage? | 75 |
| b. Blended (traditional and online) | | What percentage? | |
| c. e-learning | X | What percentage? | 15 |
| d. Correspondence | | What percentage? | |
| f. Other | X | What percentage? | 10 |

Comments:

Several Field Trips to University Farm or private Farms

**B Objectives**

1. What is the main purpose for this course?

- **To be familiar with exotic and local breeds.**
- **To understand the effects of environmental and genetic factors on production.**
- **To be familiar with international systems of production.**
- **To be familiar with means of ram and buck husbandry.**
- **To be familiar with means of ewe and doe husbandry.**
- **To be familiar with means of rearing and weaning lamb and kid.**
- **To discuss the economical impacts.**

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 about sheep and goat articles have been utilized to support the course.**
- **Stimulate the students' interest to search the internet for relevant topics.**
- **Discussions of numbers of scientific articles.**

**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 |
|---|---|---|
| **Feed requirements** | **2** | **4** |
| **Management of ram and buck** | **1.5** | **3** |
| **Management of ewe and doe**<br>**Before mating**<br>**During pregnancy**<br>**During lactation** | **3.5** | **7** |
| **Raising lamb and kid** | **2** | **4** |
| **Fattening and meat production** | **1** | **2** |
| **Milk production** | **1.5** | **3** |
| **Wool and hair production** | **1.5** | **3** |
| **Housing** | **1** | **2** |
| | **Total** | **28** |

| 2. Course components (total contact hours and credits per semester): | | | | | | |
|---|---|---|---|---|---|---|
| | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact Hours | **28** | **N/A** | **N/A** | **N/A** | **N/A** | **28** |
| Credit | **2** | **N/A** | **N/A** | **N/A** | **N/A** | **2 Credits** |

| 3. Additional private study/learning hours expected for students per week. | **2** |
|---|---|

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 | Recognize international and local production systems, and the economic impacts of this industry in Saudi Arabia. | Lecture-discussion | Written test |
| 1.2 | Outline proper production practices. | Lecture-discussion | Written test |
| 1.3 | Define the global and local problems that facing the sheep and goat industry. | Lecture-discussion | Written test |
| 1.4 | Recognize new emerging areas of interest in the sheep and goat management, production, feeding and reproduction. | Lecture-discussion | Written test |
| **2.0** | Cognitive Skills | | |
| 2.1 | Measure the concept of ideal production systems in real life practice. | Group discussion | Written test |
| 2.2 | Develop the concept of analysing. | Group discussion | Paper-pencil self-evaluation<br>Case Study |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | Evaluate the routine practices in other farms that the students experienced during their visits independently and as part of a group discussion with regard of teacher comments. | Group discussion | Written test |
| 3.2 | Teacher evaluates the response of the students to the periodical assignments and communicate results. | Paper-pencil evaluate | Rubric Assessment |
| | | | |
| **4.0** | Communication, Information Technology, Numerical | | |
| | Teacher evaluates the student's efficiency of using the internet for searching a specific topic relating to selected subjects that were covered during lectures. | Group discussion | Paper-pencil self-evaluation |
| | Teacher valuates the student's skills in writing reports to cover selected topic relating to sheep or goat production. | Group discussion | Paper-pencil self-evaluation |

| | | | |
|---|---|---|---|
| | Teacher evaluates the student's skills in using the computational tools that available for sheep and goat production. This includes feeding formulation, least cost programs, and ready-made programs for farms managements | Group discussion | Paper-pencil self-evaluation |
| **5.0** | **Psychomotor** | | |
| | N/A | N/A | N/A |

**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 | Quiz 1 | 2 | 10% |
| 2 | Quiz 2 | 4 | 10% |
| 3 | Topic discussion | 6 | 10% |
| 4 | Quiz 3 | 8 | 10% |
| | Topic discussion | 10 | 10% |
| 5 | Quiz 4 | 13 | 10% |
| 6 | Final exam | | 40% |
| | | Total | 100% |

**D. Student Academic Counseling and Support**

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| 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)<br><br>The instructor is available for student consultation and academic advise on the following days:<br><br>Sunday- Monday: 10:00 – 11:00<br>Tuesday- Wednesday 11:00 – 12:00<br>Email: maboheif@ksu.edu.sa<br>Office number: 4678487 Mobile: 0502292749<br>Office: College of Agriculture, 2nd Floor, 2A21<br>Students are welcome to call to set an appointment with the instructor. |

**E. Learning Resources**

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| 1. List Required Textbooks<br>**"Sheep Management and Production" M.A.Abouheif – Dar El-Mareikh publishing – Riyadh – Saudi Arabia – 1995, pp. 527.** |
| 2. List Essential References Materials (Journals, Reports, etc.)<br>• **Sheep Production Handbook – SID – Colorado, 1988.**<br>• **Sheep Production Curriculum – SID – Colorado, 1988.**<br>• **Sheep and Wool – Prentice Hall – NJ, 1988.** |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)<br>**NONE** |
| 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)<br>**Websites on the internet that are relevant to the topics of the course** |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.<br>**NONE** |

**F. Facilities Required**

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| 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.)<br><br>• **Lecture room with at least 30 seats**<br>• **Electronic Smart board.** |

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| 2. Computing resources (AV, data show, Smart Board, software, etc.)<br>• **Software specialized for commercial sheep farming.** |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)<br>• **Educational films.** |

## G Course Evaluation and Improvement Processes

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|---|
| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching<br>• **Course evaluation by student**<br>• **Students- faculty interactions** |
| • **Peer consultation on teaching**<br>• **Departmental council discussions**<br>• **Discussions within the group of faculty teaching the course**<br>• |
| 3 Processes for Improvement of Teaching<br>• **Conducting workshops given by experts on the teaching and learning methodologies**<br>• **Periodical departmental revisions of its methods of teaching**<br>• **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)<br>• **None** |

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| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.<br><br>• **The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils.**<br>• **The head of department and faculty take the responsibility of implementing the proposed changes.** |

**Faculty or Teaching Staff:** ***Dr. Mohamed A Abouheif***

**Signature: _____** **Date Report Completed:** ***December 24th, 2013G***

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

**Signature: _____** **Date: _____**