



King Saud University

Course Specifications

ANPR 328: Animal and poultry Health

**Prof. Saud I. Al-Mufarrej
Instructor**



Course Specifications

Institution King Saud University	Date of Report
College/Department : College of Food and Agriculture Sciences- Animal production Department	

A. Course Identification and General Information

1. Course title and code: ANPR 328: Animal and Poultry Health			
2. Credit hours: 3.0 (2.0 + 1.0) 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 and other relevant Agriculture and Sciences programs			
4. Name of faculty member responsible for the course: Prof. Saud I. Al-Mufarrej			
5. Level/year at which this course is offered: Junior Level Third Years			
6. Pre-requisites for this course (if any): ANP 220: General Physiology			
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 type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="70"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. Other	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30"/>
Comments: ANPR 328 is compulsory course that explore the etiology, causes, post-mortem finding and treatment or control. Class will be presented with traditional practical classroom discussion (70%) and practical procedure (30%). Student should do research on the online for their presentation activity which will be discussed and evaluated in the class with other students. The student should be able after this class to identify diseases in the fields using their knowledge and strategic procedure with laboratory techniques that may help them to diagnosis diseases.			



B Objectives

<p>1. What is the main purpose for this course? At the end of the semester, students are expected to gain:</p> <ul style="list-style-type: none"> • Know general signs of health and diseases in farm animals including poultry. • Understand and know examples of various predisposing factors of diseases (Viz. constitution, heredity, breed, age, sex, environmental stresses etc). • Define pathogens; know their types, features and differences between them. • Know the etiology, distribution, transmission, major clinical and post-mortem features and general diagnostic and control procedures of major diseases affection animals and poultry in Saudi Arabia
<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"> • Production of a study guide for the course; • Building on own expertise, department contributions, and follow-up of new finding and advances in knowledge. • Using debates, case studies and library assignments in addition to formal lectures. Various available tools will be utilized: Microsoft power points, available 35-slides, texts and miscellaneous internet resources.

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
1- Introduction for course syllabus Practical of Animal and Poultry Health	1	2
2- Introduction; Signs of health and disease	2	4
3- Predisposing factors of disease	2	4
4- Infectious agents of disease; their types, sources and patterns of transmission	2	4
5- Infectious diseases of large animals	2	4
6- Mid-term test (1)	0.5	1
7- Infectious diseases of poultry	2	4
8- Farm animal zoonoses	1	2



9- Principles of diagnosis and control of animal and poultry diseases	2	4
10- Mid-term test (2)	0.5	1
Laboratory		15
Practical		15
Total:	15	60 Hours

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30 Hours	N/A	15 Hours	15 Hours	N/A	60 Hours
Credit	3	N/A	N/A	N/A	N/A	3 Credits

3. Additional private study/learning hours expected for students per week.
Each student is expected to spend 2 hours weekly for homework and assignments and preparation for their first or second presentations in the class.

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	Define general signs of health and disease in farm animals including poultry.	Lecture- discussion	Written test
1.2	Define examples for various predisposing factors of diseases (viz. constitution, heredity, breed, age, sex, environmental stresses etc).	Lecture- discussion	Written test
1.3	Define the etiology, distribution, transmission, major clinical and post-mortem features and general diagnostic and control procedures of major diseases affecting animals and poultry in Saudi Arabia.	Lecture- discussion	Written test
1.4	Define pathogens; know their types, major features and differences between them.	Lecture- discussion	Written test
2.0	Cognitive Skills		
2.1	Develop the reasoning, problem-solving skills and logical thinking with respect to animal health issues.	Lecture- discussion	Written test
2.2	Plan for acquiring a holistic perception of disease mechanisms (host-parasite interactions, interplay of environmental, genetic and nutritional factors with health)	Lecture- discussion	Written test
3.0	Interpersonal Skills & Responsibility		
3.1	Evaluate the ability to express knowledge or ideas in a clear and efficient manner.	Group discussion	Evaluation Form Self and group
3.2	Evaluate the ability and desire to work as a team during practical classes	Group discussion	Evaluation Form Self and group
4.0	Communication, Information Technology, Numerical		
4.1	Research the worldwide web to retrieve information on animal and poultry diseases and find answers to queries.	Group discussion	Evaluation Form Self and group
4.2	Evaluate selected topic using correct format, style and language by Writing report or short review.	Individual discussion	Written Essay
4.3	Calculate disease prevalence, incidence, morbidity rate, mortality rate and case fatality rate	Individual discussion	Evaluation Form Self and group
5.0	Psychomotor		
5.1	Perform animal or poultry necropsy in the laboratory	Lecture- demonstration	Individual discussion and assessment



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	Laboratory activities and tests	Biweekly	20%
2	Mid-term exam (1)	7	10%
3	Mid-term Exam (2)	12	10%
4	In-class and take home assignments	Biweekly	20%
	Final Exam	16	40%
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)

- Office hours: 10 hr/week
- Sunday To Thursday 12:30 -1:30
- Email: salmufarrej@ksu.edu.sa
- Phone: 0504434638 or 0114678352
- Room: 2A 20
- Help sessions 2hrs/week aided by research associate.

E. Learning Resources

1. List Required Textbooks

Handbook on Animal Diseases in the Tropics: By M. M. H. Sewell (Editor) and D. W. Brocklesby (editor). Bailliere Tindall; ISBN: 978 – 0702015021

- Diseases of Poultry: Y. M. Saif (Editor) Wiley Blackwell; 12th edition (2008) ISBN: 978-0813807188

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

The Merck Veterinary Manual by: Siegmond, H. (editor). The Merck Co., Rahway, USA. Available as a text and online at: www.merckvetmanual.com/

- The World Organization for Animal Health (OIE); OIE Technical Disease Cards: Available as text and



online at: http://www.oie.int/eng/maladies/en_fiches.htm
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) Foreign Animal Diseases: The Gray Book
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) - Foreign Animal Diseases: The Gray Book. Available at: http://www.vet.uga.edu/vpp/gray_book02/fad/index.php - ThePoultrySite Quick Disease Guide. http://www.thepoultrysite.com/diseaseinfo/ - APHIS Animal Health. http://www.aphis.usda.gov/animal_health/animal_diseases/ - Defra Animal Health and Welfare, Department of Environment, Food and Rural Affairs, U.K. http://www.defra.gov.uk/animalh/diseases/default.htm
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. Power point presentations and DVDs on animal and poultry diseases.

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.) <ul style="list-style-type: none">• Lecture room with 30 students seats, with blackboard, screen and audio-visual aids.• Full Animal health laboratory with 30 seats, computer terminal, adequate bench space, blackboard and screen.



2. Computing resources (AV, data show, Smart Board, software, etc.) College computer center and Department's computer terminals.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Availability of equipments, microscopes, reagents and glassware relevant to the course.• Washing and disinfection facilities.• Safety facilities.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Students academic performance in class and during tests.• Discussions with students.• Students' evaluation of teaching (lectures and laboratory classes).
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Self-assessment as well as evaluation of teaching activities, objectives and effectiveness by colleagues and the Department.
3 Processes for Improvement of Teaching <ul style="list-style-type: none">• Developing standardized tests to check students' achievements.• Formulate a scholarly teaching strategy with respect to course design, improvement and assessment.
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)



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

- Courses are periodically reviewed both by the professor and Department.
- Minor modifications (e.g., updates and limited additions or deletions) to the course may be made by the professor, whereas major modifications are introduced as necessary at the level of the Departmental board.
- Consultation with external reviewers when necessary

Faculty or Teaching Staff: Prof. Saud I. Al-Mufarrej

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

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

Signature: _____ **Date:** _____