



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

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

**Course Specifications  
(CS)**

**ANPR 334 : Poultry Nutrition**

**Dr. Hamad A. Al-Batshan  
Instructor**



## Course Specifications

Institution	Date of Report
King Saud University	25/12/2013
College/Department	Food and Agriculture Sciences, Animal production Department

### A. Course Identification and General Information

1. Course title and code:	ANPR 334 : Poultry Nutrition	
2. Credit hours: 2 Credits		
3. Program(s) in which the course is offered.	Animal production Department	
4. Name of faculty member responsible for the course	Dr. Hamad A. Al-Batshan	
5. Level/year at which this course is offered:	Sixth level/ Third year	
6. Pre-requisites for this course (if any)	Biochemistry (BCH 101).	
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> <ul style="list-style-type: none"> <li>To understand the avian digestive physiology.</li> <li>To discuss the use of energy, amino acids, minerals and vitamins by poultry and describe signs of nutritional deficiencies.</li> <li>To describe nutrient requirements of growing chickens, laying birds, and breeding stocks, discuss nutrient interactions with other factors, and classify non-nutritive feed additives.</li> <li>To describe feeding systems (including methods of feed presentation) for starter and grower chickens, and laying birds.</li> <li>To discuss current topics in poultry nutrition.</li> </ul>
<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"> <li>The results of new scientific research and published articles have been utilized to update and support the course.</li> <li>A number of scientific articles will be published via the internet in the near future to support the course.</li> </ul>

## 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
Principles of poultry nutrition	1	2
Digestion and absorption	2.5	5
Functions and deficiency symptoms of individual nutrients	2	4
Feed ingredients	1.5	3
Nutrient requirements	1	2
Feeding programs for broiler chickens, laying hens, and broiler breeders	5	10
Total	13	26



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	22	2		2	4	22
Credit	2	N/A	N/A	N/A	N/A	2 Credits

3. Additional private study/learning hours expected for students per week. 20 hours per semester for the homework and pre-topic reports assignments.	20
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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.



	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	• Familiarity with poultry physiological factors which influence feeding and nutrient requirements.	Lectures, discussion, case study, homework and field trips.	• written test • Short MCQs quizzes. • Evaluation of assignments.
1.2	• An understanding of feed ingredients used in poultry, their evaluation and potential limitations.	Lectures, discussion, case study, homework and field trips.	• written test • Short MCQs quizzes. • Evaluation of assignments
1.3	• An understanding of the feeding systems used in raising poultry for meat and egg production.	Lectures, discussion, case study, homework and field trips.	• written test • Short MCQs quizzes. • Evaluation of assignments
1.4	• Information on emerging areas of interest and concern in poultry feeding and nutrition.	Lectures, discussion, case study, homework and field trips.	• written test • Short MCQs quizzes. • Evaluation of assignments
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	• Apply the concepts of poultry feeding strategies in the real life practice	• Case study and problem solving.	• written test • Short MCQs quizzes. • Evaluation of assignments
2.2			
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	• Work independently and as part of a team.	• Solving problems in groups during tutorial sessions.	• Assessment of homework assignments.
3.2	• Manage resources, and time.	• Solving problems in groups during tutorial sessions.	• Assessment of homework assignments.
3.2	• Communicate results of work to others.	• Solving problems in groups during tutorial sessions.	• Assessment of homework assignments.
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	• Use the computer for writing assignments.	Use and utilization of computer in the course	Written assignments.
4.2	• Use computational tools.	Use and utilization of computer in the course	Written assignments.
4.2	• Report writing.	Use and utilization of computer in the course	Written assignments.
<b>5.0</b>	<b>Psychomotor</b>		
5.1	NA		
5.2			

### Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching



NQF Learning Domains	Suggested Verbs
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	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
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	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,	Week Due	Proportion of Total
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	oral presentation, etc.)		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%

#### 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-Tuesday: 10:00 -12:00 AM

Email : hbatshan@ksu.edu.sa

Office number : 21١ ٢

Office Tel. : 4678475

Office: Food and Agriculture Sciences, Animal Production Department.

Note: Students can set an appointment with the instructor via email or by phone.

#### E. Learning Resources

1. List Required Textbooks
2. <ul style="list-style-type: none"> <li>Abboud, M. A. (1995). Poultry Nutrition, University of Aleppo, Faculty of Agriculture, College, Department of Animal Production, Books and University Publications.</li> </ul>
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) <ul style="list-style-type: none"> <li>Scott, M.L., Nesheim, M.C. and Young, R.J. (1982). Nutrition of the Chicken, 3rd Edition. Cornell University, Ithaca, NY. Journal of poultry science</li> </ul>
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. None



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## 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.)

- Lecture room with at least 30 seats.

2. Computing resources (AV, data show, Smart Board, software, etc.)

NA

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

NA

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Course evaluation by student.
- Students- faculty meetings.

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

- Peer consultation on teaching.
- Departmental council discussions.
- Discussions within the group of faculty teaching the course.

3 Processes for Improvement of Teaching

- 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)

- Providing samples of the methods used in assessing students.
- Assigning group of faculty members teaching the same course to assess 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 changes to be taken are approved in the departmental and higher councils.

**Faculty or Teaching Staff:** Dr. Hamad A. Al-Batshan

**Signature:** \_\_\_\_\_ **Date Report Completed:** \_\_\_\_\_

**Received by:** \_\_\_\_\_ **Dean/Department Head**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_