Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

املكلـة العربيـة السعوديـة
الهيئـة الوطنيـة للتقويـم
والاعـتمـاد الأكـاديمـي

King Saud University

Course Specifications

ANPR 336 - Practical Animal and Poultry Production

Dr. Riyadh Aljumaah
Instructor

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Course Specifications

Institution : king Saud University	Date of Report : January 28, 2014
College/Department : **Food and Agriculture Sciences, Animal production Department**	

A. Course Identification and General Information

1. Course title and code: **ANPR 336- Practical Animal and Poultry Production**
2. Credit hours : 1 Credit
3. Program(s) in which the course is offered.   (If general elective available in many programs indicate this rather than list programs)   This is an obligatory course offered to animal production program in the men's campus.
4. Name of faculty member responsible for the course.   Dr. Riyadh Aljumaah
5. Level/year at which this course is offered : Eight Semester
6. Pre-requisites for this course (if any) ANPR 106: Animal Production Systems
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 √   What percentage?   **40**%

   b. Blended (traditional and online)   What percentage?

   c. e-learning   What percentage?

   d. Correspondence   What percentage?

   f. Other – Training and field Learning √   What percentage?   **60**%

Comments:

ANPR 336 (Practical Animal and Poultry Production) is a core course that provide students with main information and practices in poultry and large animal farms Modes of instruction include traditional lecture-class discussion (40%) and field learning (60%).Students are required to visit intensive farms of dairy and poultry beside training in the research farm. Results of these activities are discussed in class where students are expected to share their experiences during class discussion.

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B Objectives

1. What is the main purpose for this course?
At the end of the semester, students are expected to:
1. Gain principles of poultry, small ruminants, and dairy management.
2. Identify the main obstacles of animal production.
3. To exposed to the high technology and new methods of animal production.
4. Managing the farm waste.
5. To efficient use the water recourses in animal farms.

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)
Students are required to evaluate the management systems of visited farms, and compare that with the

best global practices in this field.

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 of animal production	1	1.0
2. Poultry management	2	2.0
3. Management systems of large animals	2	2.0
4. Records and information systems	2	2.0
5. Laboratory	2	5.0
6. Visit to Poultry farm	1	5.0
7. Visit to dairy farm	1	5.0
8. Reports discussions	2	4.0
9. New methods in farm management	2	4.0
Total	15	30 hours

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	12 hours	N/A	4 hours	14 hours	N/A	30 hours
Credit	N/A	N/A	N/A	N/A	N/A	1 Credits

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3. Additional private study/learning hours expected for students per week.
Each student is expected to spent 4 hours/week of training in the department animal research center for 5 weeks in the semester.

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 the principle concepts of animal production	Lecture-discussion	Written test
1.2	Poultry management	Lecture-discussion	Written test
1.3	Management systems of large animals	Lecture-discussion	Written test
2.0	**Cognitive Skills**		
2.1	Differentiate approaches to best farm managements.	Lecture-discussion	Written Test
2.2	Develop a management plan to manage farm information.	Paper-pencil activity	Rubric Assessment
3.0	**Interpersonal Skills & Responsibility**		

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3.1	Demonstrate methods of animal production that improve performance and quality of products.	Group discussion	self evaluation
4.0	**Communication, Information Technology, Numerical**		
4.1	Discussion of farm visits.	Group discussion	Paper-pencil self-evaluation report
5.0	**Psychomotor**		
5.1	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

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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	First Major Examination	Week 5	20%
2	Second Major Examination	Week 10	20 %
3	Final Examination	Week 16	40%
4	Class Activities (1-13)	Week 1-14	10%
5	Attendance and Participation	Week 1-15	10%
6		Total	100%

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-Thursday :   10:00 -12:00 PM
Email   :   rjumaah@ksu.edu.sa
Office number   :   4673676   Mobile : 050-6135965
Office :   food and agriculture sciences, Animal production department (2A6)
.
Note: Students can set an appointment with the instructor via email or by phone.

E. Learning Resources

1. List Required Textbooks   N/A
2. List Essential References Materials (Journals, Reports, etc.)   N/A
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) N/A
4. List Electronic Materials(eg. Web Sites, Social Media, Blackboard, etc.) N/A
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

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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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
   1.1. Classroom with 15 seating capacity.

   1.2. Laboratory with 15 seating capacity.

   1.3. Animal Research Center.

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

   2.1. Smartboard (Overhead projector and screen)

   2.2. Whiteboard

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

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
   1.1. On-line Evaluation using the Course Evaluation Survey (CES)

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
2.1.   Classroom observation – Peer evaluation

3 Processes for Improvement of Teaching

The following information are used to improve quality of teaching in ELE 103:
   5.1. Use of Course Evaluation Results provided by the department head.

   5.2. Continuous update of information about stress management using print and electronic media.

   5.3. Use of evaluation results based on Peer evaluation

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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)
 N/A

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

ELE 103 is offered every semester. The instructor reviews and updates teaching materials to be used in the following semester. These include the syllabus, class template activities, and class handouts. To determine the extent in achieving the course learning outcomes, results obtained from rubric assessment, case study, and student outputs are analyzed vis-à-vis teaching strategies.

Annually, the instructor receives feedback from the department results of the Course Evaluation Survey as well as Peer Evaluation. Occasional written suggestions are also provided by students. All these feedback and suggestions are taken into consideration in reviewing course effectiveness and planning for improvement.

Faculty or Teaching Staff: Dr. Riyadh Aljumaah

Signature: _____   **Date Report Completed: 29/01/2014**

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

Signature: _____   **Date:** _____