



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications

ANPR 346: Horse Production

Dr. Mohamed J. Al-Hassan
Instructor



Course Specifications

Institution King Saud University	Date of Report January 28, 2014
College of Food and Agricultural Sciences/Department of Animal Production	

A. Course Identification and General Information

1. Course title and code: ANPR 346: Horse Production		
2. Credit hours 2 Credits		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) General Elective		
4. Name of faculty member responsible for the course Dr. Mohamed J. Al-Hassan		
5. Level/year at which this course is offered		
6. Pre-requisites for this course (if any) ANPR 106		
7. Co-requisites for this course (if any)		
8. Location if not on main campus		
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="checkbox"/> 100%
c. e-learning	<input type="checkbox"/> What percentage?	<input type="checkbox"/>
d. Correspondence	<input type="checkbox"/> What percentage?	<input type="checkbox"/>
f. Other	<input type="checkbox"/> What percentage?	<input type="checkbox"/>
Comments:		



B Objectives

<p>1. What is the main purpose for this course?</p> <p>This is the only course that is available for students to learn about horses, and it emphasizes on the knowledge of basic information regarding anatomy, physiology, and nutrition. In addition to caring of horses, the course covers reproductive physiology in general terms, and in specifics, like estrous cycle and breeding.</p> <p>While it is important to educate students the basics of equine production, the course offers more in depth information related to artificial insemination, pregnancy diagnosis using ultrasonography, and with traditional rectal palpation.</p>
<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> <p>I am trying to show more animations, and movies related to production and reproduction of horses, since many of the terms might be new to students, and videos will help them focus more on the topics discussed.</p>

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
History of Horses	2	4
Anatomy and Physiology of the Horse	2	4
Equine Nutrition	2	4
Stallion Anatomy and Physiology	2	4
Mare Anatomy and Physiology	2	4
Folliculogenesis and Estrous Cycle	2	5
Pregnancy and Pregnancy Diagnosis in Equine	2	5
Total	15	30 hours



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

3. Additional private study/learning hours expected for students per week.
Students are expected to study one hour for every hour of lecture. At least 2 hours a week.

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 breeds of horses, Physiology and Anatomy of the Horse	Lecture Discussion	Written Test
1.2	State calories Needed for Horse at Rest and at Racing, Anatomy of Ovaries, Breeding Time	Lecture Discussion	Written Test
1.3	Describe Estrous Cycle in Mares, Ovulation, Synchronization, Hormones of Pregnancy	Lecture Discussion	Written Test
2.0	Cognitive Skills		
2.1	Differentiate between mare and cow reproductive system	Lecture Discussion	Written Test
2.2	Differentiate breeding management for mares in different countries to get foals ready for racing	Lecture Discussion	Written Test
3.0	Interpersonal Skills & Responsibility		
3.1	Question for Developing the skills: What, Where, Why?	Group Discussion	Rubric Assessment
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Research technological advances in equine management schemes.	Group Discussion	Rubric Assessment
4.2			
5.0	Psychomotor		
5.1	N/A	N/A	N/A
5.2			

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	First Major Examination	Week 5	20%
2	Second Major Examination	Week 10	20%
3	Final Exam	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 advise on the following days:

Sunday- Monday: 10:00 – 12:00
Tuesday- Wednesday 11:00 – 12:00
Email: mjhassan@ksu.edu.sa
Office number: 467-8810
Office: College of Agriculture, 2nd Floor, 2A 5/2

Students are welcome to call to set an appointment with the instructor

E. Learning Resources

1. List Required Textbooks

Rick Parker, [Equine Science](#), Cengage Learning; 4 edition (January 13, 2012)

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

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

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

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.)

1.1 Class room with 20 seating capacity.



2. Computing resources (AV, data show, Smart Board, software, etc.) 2.1 Smartboard (overhead projector and screen)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1.1 Online evaluation using the course evaluation survey (CES)
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor 2.1 Classroom evaluation, Peer evaluation
3 Processes for Improvement of Teaching 3.1 Use of Course Evaluation Results to improve quality of teaching in ANPR 106 3.2 Continuous update of information about Equine Production from print and electronic media. 3.3 Use evaluation results based on Peer evaluation
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.

ANPR 106 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 regarding 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. Mohamed J. Al-Hassan**

Signature: _____ Date Report Completed: **Jan 29, 2014**

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

Signature: _____ Date: _____