



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

ANPR 452: POULTRY BREEDING

**Dr. Abdullah A. Alsobayel
Instructor**



Course Specifications

Institution King Saud University	Date of Report 23/12/2013
College/Department Food and Agricultural Sciences/ Animal Production	

A. Course Identification and General Information

1. Course title and code: ANPR 452: POULTRY BREEDING		
2. Credit hours 2 (1+1) Credits		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Animal and Poultry Production Sciences		
4. Name of faculty member responsible for the course Dr. Abdullah A. Alsobayel		
5. Level/year at which this course is offered/ Fourth year		
6. Pre-requisites for this course (if any) ANPR 226, ANPR 258		
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 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"> To familiarize students with poultry phylogeny, origin and classification. To develop the students' understanding of qualitative and quantitative traits and their genetic bases. To develop the students' appreciation of poultry breeding as an applied science supported by theory and field trials. To develop in the students' awareness of the relevance of poultry breeding to other areas of industrial importance, biological and food systems and environmental issues.
<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"> Electronic materials and computer based programs have been utilized to support the lecture course material. Taking recent developments in poultry breeding into consideration.

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
Origin of the fowl and its classification.	2	4
Chromosomal map and gamatogenesis.	1	3
Factors affecting gametogenesis.	1	3
Qualitative and quantitative traits and their genetic bases.	3	6
Characteristics of meat and egg type chickens.	2	5
Laboratory		21
	Total	42



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	21	N/A	21	N/A	N/A	42
Credit	2	N/A	N/A	N/A	N/A	2 Credits

3. Additional private study/learning hours expected for students per week. 2 hours per week).	<input type="text"/>
--	----------------------

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 origin and classification of poultry and the chromosomal map and gametogenesis.	Lecture-discussion	Written test
1.2	Define the factors affecting embryogenesis and gain Sufficient knowledge on qualitative and quantitative traits and their genetic bases.	Lecture-discussion Group discussion	Case Study
1.2	Define the characteristics of meat and egg type chickens and selection methods and mating systems.	Lecture-discussion Group discussion	Case Study
1.3	Describe how to produce grandparent and parent and acquire sufficient knowledge on the genetic resistance.	Lecture-discussion	Case Study
2.0	Cognitive Skills		
2.1	Define environmental and genetic effects and their relationships on flock performance.	Lecture-discussion	Written test
2.2	Analyze statistically determine important genetic parameters.	Paper pencil activity	Paper pencil self-evaluation
	Demonstrate the differences between various selection methods and poultry mating systems	Lab and field discussion.	Paper pencil self-evaluation
	Develop knowledge to be able to select the best animal for breeding.		
3.0	Interpersonal Skills & Responsibility		
3.1	Evaluate the work effectively both individually and in teams in both classroom and laboratory and field.	Group discussion	Rubric Assessment
3.2	Use global rules and regulations for poultry genetic improvement.	Group discussion	Rubric Assessment
3.3	Demonstrate the ethical and professional standards articulated by professional	Group discussion	Case study



	organizations (e.g. the Animal Science Associations).		
3.4	Understand the interrelationships among poultry breeding, technology, and new developments in related	Group discussion	Case study
4.0	Communication, Information Technology, Numerical		
4.1	Use the computer based breeding programs.	Lab. discussion	Case study
4.2	Use the internet to follow recent developments in poultry breeding and related fields.	Lab. discussion	Case study
4.3	Use journals of poultry breeding and of related fields.	Lecture-discussion	Rubric Assessment
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	Class activities (in-class quizzes, homework)	Weekly	10%
2	Major Exam I	Week 6	15%
3	Major Exam II	Week 12	15%
4	Final lab exam	Week 14	20%
5	Final Exam	Week 16	40%
		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:

Office hours (6 hours per week).

Email: asobayel@ksu.edu.sa

Office number: 4678480

Office: College of Agriculture, 2nd Floor, 2A 12

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

Help session (genetic problem solving): as required.

E. Learning Resources

1. List Required Textbooks

Genetic Poultry Breeding and Genetic. R. D. Crawford, Elsevier, 1990.

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

- Journal of Poultry Science.

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

- Brit. Poultry Science.
- World Poultry Science
-

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

- Brit. Poultry Science.

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Website dedicated to poultry Science Association available on the internet.
- Computer breeding programs.

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.)



- A classroom containing at least 30 seats.
- A laboratory of at least 15 places.

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

- Computer lab containing at least 15 computer sets.
- Scientific calculator.

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

- Computer lab containing at least 15 computer sets.
- Scientific calculator.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Course evaluation by students.
- Faculty – students general gathering.

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

- Peer consultation on teaching.
- Departmental council discussions.

3 Processes for Improvement of Teaching

- Conducting workshops presented by experts on the teaching methodologies.
- Periodical departmental revisions on its methods of teaching.
- Monitoring of teaching activities 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 all kind of assessment in the departmental course portfolio of the course.
- Assigning group of faculty members teaching the same course to grade same questions for various students. Faculty from other institutions is invited to review the accuracy of the grading policy.

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

- The course material and learning outcome are periodically reviewed and the changes to be taken are in the departmental and higher councils.
- The chairman of the department and faculty members take the responsibility.

Faculty or Teaching Staff:

Dr. Abdullah Alsobayel _____

Signature: _____

Date Report Completed: 23/12/2013

Received by: _____

Dean/Department Head

Signature: _____

Date: _____