



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

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

**Course Specifications  
(CS)**

**ANPR 458: Meat Production**

**Dr. Abdullah Alowaimer**

**Instructor**

2/2014



## Course Specifications

Institution <b>King Saud University</b>	Date of Report 2/2014
College/Department <b>College of Food and Agricultural Science, Department : Animal Production</b>	

### A. Course Identification and General Information

1. Course title and code: <b>ANPR 458: Meat Production</b>			
2. Credit hours <b>2(2)</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>Agricultural science programs</b>			
4. Name of faculty member responsible for the course <b>Dr. Abdullah Alowaimer</b>			
5. Level/year at which this course is offered <b>7<sup>th</sup> level</b>			
6. Pre-requisites for this course (if any) <b>ANPR (106) and ANPR (220)</b>			
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="80"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20"/>
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>• Knowing the international system of red meat production.</li> <li>• Identifying animal growth in both pre and postnatal.</li> <li>• Identifying factors effecting animal growth and carcass composition.</li> <li>• Develop the students' awareness with basic meat handling and storage.</li> <li>• Increase students' skills and tools to manage animal farm economically.</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>- Electronic materials have been utilized to support the lecture course material.</li> <li>- Video files showing the slaughter system and meat processing.</li> <li>- Small project and presentation in interesting subject</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
Beef meat industry	1	2
Beef cattle breeds	1	2
Beef cattle selection	1	2
Animal growth and development	2	4
Reproductive in cattle	1	2
Calf weaning	1	2
Growth promotants	1	2
Calf finishing	1	2
Effect of age on growth	1	2
Muscle fresh meat	1	2



Factors effecting meat quality	1	2
Laboratory		6
	Total	30

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	24	N/A	6	N/A	N/A	30
Credit	2	N/A	N/A	N/A	N/A	2 Credits

3. Additional private study/learning hours expected for students per week. Small project in meat production subject.	0.5
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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	Define global and local meat industry.	Lecture-discussion	Written test
1.2	Define the requirements of meat production and scientific terms used	Lecture-discussion	Written test
1.3	Describe the problems of animal and meat production	Lecture-discussion	Written test
1.4	Recognize the meat quality.	Lecture-discussion	Written test
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Evaluate animal growth throughout animal live.	Paper-pencil activity	Written test (Essay)
2.2	Explain the Knowledge of the properties of meat production and properties and understand the scientific terms and meat industry system.	Lecture-discussion	Paper-pencil-self-evaluation
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Evaluate the student development to accept the view of other participant	Lecture-discussion	Written test
3.2	Evaluate linking the student to relevant cultural institutions.	Paper-pencil activity	Written test
3.3	Evaluate letting students to develop their independency in their work.	Paper-pencil activity	Paper-pencil-self-evaluation
3.4	Evaluate of the employment of skills in the field of building relationship with others.	Paper-pencil activity	Paper-pencil-self-evaluation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Evaluate the use of computer to follow the development of science in animal care	Group discussion	Paper-pencil-self-evaluation
4.2	Evaluate the use of computer to identify the sources of information.	Group discussion	Paper-pencil-self-evaluation
4.3	Evaluate the use of computer to make search in some interesting subject.	Group discussion	Paper-pencil-self-evaluation
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A	N/A	N/A



### 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, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Special report and presentation	7	10
2	1st Midterm exams	8	20%
3	Participation	All along	10%
4	Lab report and exam	11	20%
	Final exam	14	40%
5		Total	100%
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)

The instructor is available for student consultation and academic advise on the following days:

Sunday- Monday: 10:00 – 11:00  
Tuesday- Wednesday 10:00 – 11:00  
Email: aowaimer@ksu.edu.sa  
Office number: 467-6723 Mobile: 0505412238  
Office: College of Agriculture, 2<sup>nd</sup> Floor, 2A 8

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

#### E. Learning Resources

1. List Required Textbooks

We provide material called Meat production for the course

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

Meat science, Lawre, R. A. And Arabic translation for this book.

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

- J. Anim. Sci.
- Meat science.
- Small Ruminant

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

- Science Direct
- Springer Link
- Blackwell

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

N/A





## 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"><li>Lecture room with at least 30 seats</li><li>The room is equipped with adequate study materials, such as computers</li></ul>
2. Computing resources (AV, data show, Smart Board, software, etc.) <p>Computer, OHP and Data show</p>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <p>None</p>

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <p>Resolutions. Results. The opinion of Professor subsequent requirement. Measurement of the evolution of the student.</p>
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"><li>Presentation of the results of a group of students to an external arbitrator.</li><li>Measuring the quality of the graduates through their sites, and through resolutions.</li></ul>
3 Processes for Improvement of Teaching <ul style="list-style-type: none"><li>Develop the capacity of professor by training programs.</li><li>To ensure the availability the teaching aids.</li><li>Follow-up, any improvement to the course.</li><li>Create the right atmosphere for the study.</li><li>Make teacher student relationship of paternity.</li></ul>



- Material and moral incentives

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)

None

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

- Others teachers to be consulted
- To host a visiting professor to evaluate the decision.
- Workshops for teachers decision.
- Periodic meetings with students for the best positive and negative aspects in the decision
- Re-consideration of the course to be every four years.

**Faculty or Teaching Staff:** \_\_\_\_\_

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

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

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