



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

ANPR 462: Animal Diseases

Dr. Ayman Abdel-Aziz Swelum
Instructor



Course Specifications

Institution	King Saud University	Date of Report: 2/1435
College/Department	College of Food Science and Agriculture/ Animal production Department	

A. Course Identification and General Information

1. Course title and code: ANPR 462: Animal Diseases
2. Credit hours 2
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Animal Production and other relevant agricultural and science programs.
4. Name of faculty member responsible for the course Dr. Ayman Abdel-Aziz Swelum
5. Level/year at which this course is offered Eight level / Fourth year
6. Pre-requisites for this course (if any) ANPR 326 Animal and poultry Health
7. Co-requisites for this course (if any) None
8. Location if not on main campus N/A
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"> • Direct and indirect factors in the genesis of disease. • Interplay of the components of the epidemiological training. • Impact of selected diseases affection health, production and reproduction of animal in Saudi Arabia. • Integrated parasite control. • Modern trends on the diagnosis and management of diseases. • Interface of human and animal diseases.
<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"> • Production of study guide for the course. • Posting of course material, power point presentation and teaching purposes • Enlisting of useful websites on animal health issues.

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
Direct and indirect factors of disease.	1	1
Predisposition factors of disease.	1	1
Interplay of the components of the epidemiological triangle.	2	2
Mid –term test (1)	1	1
Selected examples of infectious, nutritional, metabolic and reproduction diseases of animal in Saudi Arabia.	5	5
Integrated parasite control.	1	1
Mid –term test (2)	1	1
Zoonoses	1	1
Modern trends in the diagnosis and management of animal diseases.	2	2



Practical		15
	Total	30

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	15	N/A	N/A	15	N/A	30
Credit	N/A	N/A	N/A	N/A	N/A	2 Credits

3. Additional private study/learning hours expected for students per week. 2 hours weekly for homework and assignments.	<input type="text"/>
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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.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define direct and indirect factors of diseases in livestock.	Lecture-discussion	Written test
1.2	Define a good perception of the interplay of factors comprising the epidemiological triangle and the concept of biosecurity.	Lecture-discussion	Written test
1.3	Define selected examples of infectious, nutritional, metabolic, reproductive and zoonotic diseases affecting livestock in Saudi Arabia.	Lecture-discussion	Written test
1.4	Define the methods used in the integrated control of livestock parasites.	Lecture-discussion	Written test
1.5	State recent trends in diagnosis and management of diseases.	Lecture-discussion	Written test
2.0	Cognitive Skills		
2.1	Evaluate reasoning and logical thinking skills with respect to animal health issues.	Paper-pencil activity	Rubric Assessment
2.2	Explain holistic perception of disease mechanisms (host-parasite interactions, interplay of environmental, genetic and nutritional factors with health).	Lecture-discussion	Written test (Essay)
3.0	Interpersonal Skills & Responsibility		
3.1	Assess the ability of express knowledge or ideas in a clear and efficient manner.	Group discussion	Paper-pencil self-evaluation
3.2	Assess the ability and desire of work as a team during practical classes.	Group discussion	Paper-pencil self-evaluation
4.0	Communication, Information Technology, Numerical		
4.1	Choose the worldwide web to retrieve information on animal diseases and find answers to queries.	Group discussion	Paper-pencil self-evaluation
4.2	Evaluate writing report on a selected topic using correct format, style and language.	Paper-pencil activity	Paper-pencil self-evaluation
4.3	Calculate disease prevalence, incidence, morbidity, and mortality rate and case fatality rate.	Paper-pencil activity	Paper-pencil self-evaluation
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 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	Laboratory activities and tests	Bimonthly	30%
2	Mid-term exam (1)	5	10%
3	Mid-term exam (2)	12	10%
4	In class and tack home assignments	Bimonthly	10%
5	Final exam	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 advice on the following days:

Sunday- Tuesday – Thursday: 10-12 AM.

E-Mail: aswelum@ksu.edu.sa

Office Tel. 4673259 Mobile: 0568767755.

Office: Food and Agriculture Science, 1A17.

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

E. Learning Resources

1. List Required Textbooks

- Handbook on Animal Diseases in the Tropics: By M. M. H. Sewell (Editor) and D. W. Brocklesby (editor). Bailliere Tindall; ISBN: 978 - 0702015021

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

- The Merck Veterinary Manual by: Siegmond, H. (editor). The Merck Co., Rahway, USA.
Available as a text and online at: www.merckvetmanual.com/
- The World Organization for Animal Health (OIE); OIE Technical Disease Cards: Available as text and online at: <http://www.oie.int/eng/maladies/enfiches.htm>

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

- Foreign Animal Diseases: The Gray Book

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

- Foreign Animal Diseases: The Gray Book. Available at: <http://www.vet.uga.edu/vppl/graybook02/fad/index.php>
- APHIS Animal Health. <http://www.aphis.usda.gov/animalhealth/animaldiseases/>

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

- Power point presentations and DVDs on selected animal diseases.



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">Lecture room with 25 students seats, with blackboard, screen and audio-visual aids.Full Animal health laboratory with 25 seats, computer terminal, adequate bench space, blackboard and screen.
2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none">College computer center and Department's computer terminals.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">Availability of equipments, microscopes, reagents and glassware relevant to the course.Washing and disinfection facilities.Safety facilities.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">Students performance in class and during tests.Discussions with students.Students' evaluation of teaching (lectures and laboratory classes).
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none">Self-assessment.Evaluation of teaching activities, objectives and effectiveness by colleagues and the Department.
3 Processes for Improvement of Teaching <ul style="list-style-type: none">Increased use of audio-visual aids in the classroom.Monitoring of teaching activates by senior faculty membersContinuous course updating.Providing students with specific reading assignments prior to the class.Presence during practical sessions.Participating in pedagogical seminars and group discussions,



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)

- Developing standardized tests to check students' achievements.
- Formulating a scholarly teaching strategy with respect to course design, improvement and assessment.

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

- Course is periodically reviewed both by the professor and Department.
- Minor modifications (e.g., updates and limited additions or deletions) to the course may be made by the professor, whereas major modifications are introduced as necessary at the level of the Departmental board.
- Consultation with external reviewers when necessary.

Faculty or Teaching Staff: _____

Signature: _____ Date Report Completed: _____

Received by: _____ Dean/Department Head

Signature: _____ Date: _____