



King Saud University

Course Specifications

ANPR 464: Avian Disease and prevention methods

By

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Instructor**



Course Specifications

Institution King Saud University	Date of Report
College/Department : College of Food and Agriculture Sciences- Animal production Department	

A. Course Identification and General Information

1. Course title and code: ANPR 464: Avian Diseases and prevention methods			
2. Credit hours: 2.0 (1.0 + 1.0) Credits			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Poultry and avian science program			
4. Name of faculty member responsible for the course Prof. Saud I. Al-Mufarrej			
5. Level/year at which this course is offered: Seven Level/ Fourth Years			
6. Pre-requisites for this course (if any) ANPR 328: Animal and poultry health			
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	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="checkbox" value="70"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. Other	<input checked="" type="checkbox"/>	What percentage?	<input type="checkbox" value="30"/>
Comments: ANPR 464 is elective course that explore the etiology, causes, post-mortem finding and treatment or control of Avian diseases. Class will be presented with traditional practical classroom discussion (70%) and practical procedure (30%). Student should also do research on the online for their presentation activity which will be discussed and evaluated in the class with other students. The student should be able after this class to identify diseases in the field using their knowledge and strategic procedure with laboratory techniques that may help them to diagnosis diseases			



B Objectives

<p>1. What is the main purpose for this course?</p> <p>At The end of semester the student expected to learn :</p> <ul style="list-style-type: none"> • To familiarize students with basic knowledge of avian diseases needed for work in the animal poultry production farm and other scoters. • To develop the students understanding of the poultry diseases. • To develop the students appreciation of Avian as an experimental animal supported by theory as an interpretive and predictive tool. • To develop in the students an awareness of the relevance of zoonoses diseases to human and animals of importance, biological 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 on the internet and computer based programs have been utilized to support the lecture course material to demonstrate more of symptoms and lesions. • The course material was posted on the website of the department of faculty member that could be accessed by the students enrolled in the course only. • Care will be taken in the practical class for student. <p>Toll to be established for student to introduce them self as case reporter in the practical class</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
1- Introduction and class distribution through the semester	1	1.5
2- Introduction to poultry diseases syllabus	1	1.5
3- Poultry disease caused by viruses	4	8
4- Poultry disease caused by Chlamydia	1	2
5- Mid-term exam (1)	0.5	1
6- Poultry disease caused by bacteria	4	8
7- Poultry disease caused by Fungus	1	1.5



8- Poultry disease caused by mycoplasma	1	1.5
9- Poultry disease caused by external parasites	1	2
10- Poultry disease caused by internal parasites	1	2
11- Mid-term exam (2)	0.5	1
12- Laboratory		15
13- Practical		15
Total:	16	60 Hours

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30 Hours	N/A	15 Hours	15 Hours	N/A	60 Hours
Credit	2	N/A	N/A	N/A	N/A	2 Credits

3. Additional private study/learning hours expected for students per week.
Each student is expected to spend 2 hours weekly for homework and assignments and preparation for their report about laboratory method of diagnosis in the class

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	Describe the poultry diseases including symptom, lesion and prevention.	Lecture- Discussion	Written test
1.2	Describe the most important of poultry diseases caused by viruses.	Lecture- Discussion	Written test
1.3	Describe the most important of poultry diseases caused by bacteria.	Lecture- Discussion	Written test
1.4	Describe the most important of poultry diseases caused by fungus.	Lecture- Discussion	Written test
1.5	Describe the most important of poultry diseases caused by parasite and protozoa.	Lecture- Discussion	Written test
1.6	Describe the most important of poultry diseases caused by nutritional deficiency.	Lecture- Discussion	Written test
1.7	Describe Quick Diagnostic methods for Poultry disease.	Lecture- Discussion	Written test
2.0	Cognitive Skills		
2.1	Explain the diseases and their interaction with other disease.	Lecture- discussion	Written test
2.2	Evaluate ability of the student to suggest the cause of the disease.	Lecture- discussion	Written test
2.3	Suggestion of other methods for diagnosis.	Lecture- discussion	Written test
2.4	Develop student skill to analyzing autopsy report.	Lecture- discussion	Written test
3.0	Interpersonal Skills & Responsibility		
3.1	Modify student acceptance skill from other during discussion.	Group discussion	Evaluation Form Self and group
3.2	Evaluate the work independently and as part of a team.	Group discussion	Evaluation Form Self and group
3.3	Evaluate the manage resources, time and other members of the group.	Group discussion	Evaluation Form Self and group
3.4	Evaluate the results of the work with others	Group discussion	Evaluation Form Self and group
4.0	Communication, Information Technology, Numerical		
4.1	Evaluate the use of computer for following up the latest in poultry diseases	Group discussion	Evaluation Form Self and group
4.2	Evaluate the developing diagnostic skill by report writing in the laboratory.	Individual discussion	Written Essay
5.0	Psychomotor		



5.1	Perform animal or poultry necropsy in the laboratory.	Lecture- demonstration	Individual discussion and assessment
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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	Major exams I	5	10%
2	Major exams II	10	10%
3	Lab. Exams I	6	15%
4	Lab. Exams II	11	15%
5	Class activates	weekly	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)

- Office hours 10 hr/ week.
- Sunday To Thursday 12:30 -1:30
- Email: salmufarrej@ksu.edu.sa
- Phone: 0504434638 or 0114678352
- Room: 2A 20
- **help sessions 1hr/ week aided by two faculty members**

E. Learning Resources

1. List Required Textbooks

- Poultry diseases by M. F. Hussien and S.I. Al-Mufarrej 2009, Riyadh.
- A Laboratory Manual for the Isolation, Identification, and Characterization of Avian.
- Pathogen 5th edition, The American Association of Avian Pathologists. 2008

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

- Avian Disease Manual 5th edition, The American Association of Avian Pathologists. 2006.
- Disease of Poultry, 12th edition, Wiley-Blackwell, 2008.
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3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Avian Diseases by The American Association of Avian Pathologists.
- Poultry Science By Poultry Science Association, Inc



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

- Websites on the internet that are relevant to the topics of the course

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

- Multimedia associated with the text book and the relevant websites

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.)

- Lecture room with at least 30 seats
- Auditorium of a capacity of not less than 100 seats for large lecture format classes.
- Animal health laboratory with at least 30 places

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

- Animal health laboratory.
- Microbiology laboratory.

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

- Availability of Animals, glassware and equipment relevant to the course material.
- Safety facilities.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Course evaluation by student.
- Students- faculty meetings.

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

- Peer consultation on teaching.
- Departmental council discussions.
- Discussions within the group of faculty teaching the course.

3 Processes for Improvement of Teaching

- Conducting workshops given by experts on the teaching and learning methodologies.
- Periodical departmental revisions of its methods of teaching.
- Monitoring of teaching activates 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 each course.
- Assigning group of faculty members teaching the same course to grade same questions for various students. Faculty from other institutions are 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 outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils.
- The head of department and faculty take the responsibility of implementing the proposed changes.

Faculty or Teaching Staff: _____

Signature: _____ **Date Report Completed:** _____

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

Signature: _____ **Date:** _____