

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	University of Kirkuk College of Veterinary Medicine
2. University Department/Centre	Department of Public Health
3. Course title/code	Genetics/ CVM2106
4. Modes of Attendance offered	Second stage
5. Semester/Year	First semester
6. Number of hours tuition (total)	30
7. Date of production/revision of this specification	1/9/2022
8. Aims of the Course	
1. Master the concepts and the usage of genetic terms.	
2. Study genes received by the animals and humans	
3. Gain knowledge of current trends and future direction of Research relating to issues such as cancer.	
4. Develop a good working knowledge of the sex-linkages diseases	
9. Learning Outcomes, Teaching ,Learning and Assessment Method	

- A- Cognitive goals
- A1- Knowledge and understanding
- A2- To classify theoretical needs
- A3- Comprehension of the genetics curriculum
- A4- Developing learning and teaching in an appropriate manner in genetics

- B. The skills goals special to the course
- B1 - Introducing students to the field of veterinary medicine in the community
- B2 - Enabling students to take a course in protecting society from genetic diseases
- B3 - Develop the student's own abilities to expand the course's awareness in the field of genetics, which is an essential part of the components of human health

Teaching and Learning Methods

- 1- The traditional recitation method
- 2- Team learning team project
- 3- A workshop to develop students' skills, work shop
- 4- Application learning

Assessment methods

exams (examination)
Triple Assessment (Knowledge, Skill, Behavior)

- C. Affective and value goals
- A1- To enable the student to think according to his ability
- C2- In order for the student to understand when, what and how he should think in order to improve his own abilities.
- C 3- The critical thinking strategy symbolizes the highest levels of thinking.
- C4 - Presenting a problem in order to analyze it logically and soundly to reach the desired solution

Teaching and Learning Methods

Speech methods: a teacher who listens to the learners while they sit in front of him, and they listen to him, and he must have the ability to indoctrinate and absorb information.

2- Dialogue methods: the teacher must have a high scientific ability and the attendees have information on the topic of the discussion.

3- The discovery method: the teacher observes the activities of the learners doing the experiments individually or collectively.

4- Active methods: the learner performs individual or group activities, and the teacher takes the learner's hand towards learning in practical life, inside and outside the walls of the educational institution, and in contact with the vocabulary of practical life, which gives meaning to real learning.

Assessment methods

1. Theoretical exams.

2. Reports

D. General and rehabilitative transferred skills (other skills relevant to employability and personal development)

D1- Verbal communication: able to speak with confidence and clarity.

D2- Written communication: Able in writing to express ideas with confidence and clarity.

D3- Analyzing & investigation: To solve problems in a scientific and systematic way based on facts.

D 4- Team work: working in harmony with the group or team.

D5 - Initiative Motivation to work: The ability to take initiative, identify hypotheses, and develop ideas and solutions.

D6 - Planning & organization: The ability to develop plans and programs that can be implemented.

D 7- Flexibility: adapting to situations.

D8- Time management: The ability to work on specific dates.

10. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2		Genetics history and its theories	Theoretical	
2	2		The cell and chromosome behavior	Theoretical	
3	2		Mendelian inheritance and its modification	Theoretical	
4	2		Genetics and statistics in pedigree analysis	Theoretical	
5	2		Genes interaction	Theoretical	
6	2		Multiple alleles and pseudoalleles	Theoretical	
7	2		Sex determination and inheritance related to sex	Theoretical	
8	2		Linkage, crossing over and genetic map	Theoretical	
9	2		Chromosomal mutations	Theoretical	
10	2		The chemical and engineering basis of heredity	Theoretical	
11	2		Gene frequency and factors affecting it	Theoretical	
12	2		Resemblance between relatives	Theoretical	
13	2		Selection	Theoretical	
14	2		Methods of mating	Theoretical	

11. Infrastructure	
1. Books Required reading:	nothing
2. Main references (sources)	Introduction to Veterinary Genetics Frank W. Nicholas 2013 و
A- Recommended books and references (scientific journals, reports...).	
B-Electronic references, Internet sites...	https://ghr.nlm.nih.gov/
12. The development of the curriculum plan	
<ol style="list-style-type: none"> 1. Follow-up of students and continuous communication with them during study hours. 2. Providing more scientific care in its various means and forms, such as increasing the hours of explanation and educational presentations. 3. Extensive theoretical reviews. 	