

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications

APEC205: Basics of agricultural economics

Dr. Kamaleldin Ali Bashir Ibrahim

Instructor

Course Specifications

Institution King Saud university	Date of Report 25/3/2014
College/Department: Food and agricultural sciences/ Agricultural Economics	

A. Course Identification and General Information

1. Course title and code: APEC205: Basics of Agricultural Economics			
2. Credit hours: 3 Credits			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Departmental requirement & general elective to other departments in the college			
4. Name of faculty member responsible for the course Dr. Kamaleldin Ali Bashir Ibrahim			
5. Level/year at which this course is offered : third level/second year			
6. Pre-requisites for this course (if any) Math 150			
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 checked="" type="checkbox"/>	What percentage?	<input type="text" value="80%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20%"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: There are usually multiple sections offered each semester. A coordinator has recently been assigned to the course to liaise between instructors and department head and to guarantee that the subject matter is unified and kept up-to-date. The course has a website that carries course material including lecture notes, previous exams, and relevant links. Students can access such material; also students are referred to the web for some related activities.			

B Objectives

<p>1. What is the main purpose for this course? To introduce students to the basic economic concepts and theories and their applications in the agricultural sector in addition to showcasing the main areas of agricultural economics.</p>
<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) Currently a committee comprising sections instructors was set up by the department chair to devise ways of improving the course, a coordinator oversees such efforts. More emphasis is being put on web accessed material and it's planned that starting AY 1435/36 AH some of the material would be put on YouTube for better access.</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
Introduction: the science of economics, terminology, theory, concepts, history, the economic problem, objectives.	1	3
Modern economic systems, analytical methods, assumptions, marginal analysis.	1	3
The role of agriculture, the agricultural economy, agricultural economics, the use of graphs in economic analysis.	1	3
The demand for agricultural products: definition, demand schedule, determinants, elasticity.	1	3
Consumer behavior: utility theory, marginal utility, indifference curves, budget line, consumer equilibrium, surplus.	1	3
Supply of agricultural products: theory, determinants, elasticity in short and long run, characteristics.	1	3
Market equilibrium, price determination, applications.	1	3
Production economics: concepts, objectives, production function and derivatives, stages of production.	1	3
Costs of production, profit maximizing output, isoquants.	1	3
Input substitution, isocost curves, least cost combination, expansion path, marginal analysis and optimum input level, short run equilibrium.	1	3
Natural resource economics: concepts, terminology, economics of land use.	1	3
Agribusiness management issues, objectives, planning, decision making.	1	3
Agricultural marketing issues, objectives; agricultural finance issues.	1	3
Agricultural policy and planning issues.	1	3
Total	14	42

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	32	10	N/A	N/A	N/A	42 hours
Credit	3	N/A	N/A	N/A	N/A	3 Credits

3. Additional private study/learning hours expected for students per week.	2
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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 and describe economic concepts and terminologies@.	- Lectures. - Tutorials.	- Intra-term tests(2 – 3). - Weekly homework assignments. - participation (monitored weekly and based on discussions).
1.2	Outline the domain of the science of agricultural economics and identify its main branches@.		
2.0	Cognitive Skills		
2.1	Construct, read, and explain graphical and tabular representation of data@.	- Lectures. - Tutorials.	- Intra-term tests(2 – 3). - Weekly homework assignments.
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1			
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Calculate various economic measures e.g., elasticities using formulae and relevant data@.	- Lectures. - Tutorials.	- Intra-term tests(2 – 3). - Weekly homework assignments.
4.2			
5.0	Psychomotor NA		
5.1			
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
	demonstrate, show, illustrate, perform, dramatize, employ, manipulate,

Psychomotor	operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct
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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	Tests (2-3 tests)	5 th and 10 th	30%
2	Class participation/attendance	Week 1-14	10%
3	Homework assignments	weekly	20%
4	Final exam	15 th	40%
5		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)

Faculty and TA's are required, by the college quality management unit, to post their class schedules at the beginning of each term; as part of the schedule they should post and honor office hours and students are encouraged to visit with instructors during these hours; additionally students can make appointments in case they cannot make the office hours. Teaching staff are expected to provide around 4-6 hours weekly for students consultations.

For this particular course the instructor provides 4 office hours per week for students; these hours are split over three different days to match different schedules; the instructors also accepts walk-in visits for urgent matters (time allowing), else students can make appointments. Additionally, the instructor provides students with his contacts including email, office phone, and office number; such information is part of the course syllabus given to students at the beginning of the term.

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Office hours: Mon./Wed: 12-1 pm

Tue: 10-12 am

Thur. 12-2 pm

E. Learning Resources

1. List Required Textbooks

Alfitaih, M. and A. Abdullateef. Agricultural Economics. Aleppo University Press, College of Agriculture, Syria,1998. (in Arabic).

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

N/A

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

Gail, L. Cramer, C. W. Jensen, and D. D. Southgate. Agricultural Economics and Agribusiness. 8th ed. John Wiley&Sons, NewYork, 2001.

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

Ministry of agriculture, KSA: URL:www.moa.gov.sa

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.) Smart class room (25 seats).
2. Computing resources (AV, data show, Smart Board, software, etc.) Smart board.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Currently students' end-of-semester survey is by far the main source of feedback. The instructor also uses students' performance on exams, homework assignments, enquiries and questions as a source of feedback on teaching effectiveness. Intermittently, a simple itemized survey soliciting students' feedback on instructors' performance have been employed—usually two to three weeks into the semester.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Currently no such strategies are in place; however, the teaching committee at the department level is contemplating the introduction of peer reviews as a strategy of evaluating and improving teaching in the department.
3 Processes for Improvement of Teaching A number of workshops are continuously organized by the “skills development deanship” at the university level—usually at the beginning of each term. These workshops target teaching effectiveness and address and introduce various teaching strategies. Workshops are well announced and teaching staff are encouraged to attend. Improvement in taught material contributes to improvement in teaching, as such attempts are continuously made to supplement the subject matter with recent developments, and always bringing in class the latest events, news (of the day) and tie it in with the respective topic. Students are likewise encouraged to bring such events to class through a reward system. The peer reviews referred to in (2) above could also contribute to improved teaching.
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). Currently there is no such process in place.

