

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

APEC 211: Economic development

**Assem Aboalsamh
Instructor**

Course Specifications

Institution	King Saud University	Date of Report	January 30,2104
College/Department: College of Food and Agricultural Sciences/ Agricultural Economics			

A. Course Identification and General Information

1. Course title and code: APEC 211: Economic development			
2. Credit hours: 2 Credits			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Agricultural Economics and Food Marketing			
4. Name of faculty member responsible for the course Assem Aboalsamh			
5. Level /year at which this course is offered forth semester / second year			
6. Pre-requisites for this course (if any) N/A			
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="%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. Summary of the main learning outcomes for students enrolled in the course. Understand the concept of economic development and economic growth, and to identify the obstacles to economic development in general and agricultural development in particular. In addition, the student is expected to acquire skills for measuring the level of economic development, standard of living, poverty rates, and unemployment in the Saudi Society.</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)</p> <p>1 -Providing updated software and learning infrastructure. 2- Introduce the new development strategy of the Ministry of Agriculture. 3. Update the course outlines and contents according to the recent development in the field.</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
The definition of development and economic Growth, measuring development indications and theories of Backwardness, comparison between LDC and developed	4	8
The major objectives of societies and role of agriculture in achieving those goals, food security, unemployment, etc.	4	8
Theories of Economic development (Pros and Cons) with reference to the Saudi economy, stages of development.	4	8
Ag. Development planning, Green revelation, problems of development in Saudi Arabia; adaptation of advanced technology, resources preservation... etc.	4	8
Total	16	32

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30	N/A	N/A	2	N/A	32
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 H
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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 development as a comprehensive and continuous process, and recognize the differences between economic development and growth.	Lecture discussion	Exams, homework,
1.2	Recognize the different methods of measurement of economic development, economic growth, and agricultural development.	Lectures and discussion	Quizzes, report.
2.0	Cognitive Skills		
2.1	Analyze development problems	Lectures and discussions	
2.2	Compare and contrast various development approaches (theories , models and results)		
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate self improvement, and show abilities of discussion and reporting.	Discussion	
3.2	Evaluate topics and subjects of discussion, and propose solutions.	Lectures , articles	
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate abilities to communicate through electronic devices and media.	Lectures and discussions	Presentation of the
4.2	Interpret secondary data, and demonstrate abilities to prepare data for analysis, present tables and graphs, and illustrate the results.		term report
5.0	Psychomotor		
5.1	N/A		
5.2	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	Midterm exam 1	6	15
2	Midterm exam 2	12	15
3	Final exam	16	40
4	Quizzes	weekly	10
5	Homework	Every 2 Weeks	10
6	Term report	14	10
7		Total	100%
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)

e-mail ; Assim-aboalsamh@live.com

office tel. 4678845

Cel. Phone: 0569115560

Office hours : Mon. (2-3) , Wed. (2-3)

E. Learning Resources

1. List Required Textbooks

Economic development and planning

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

N/A

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

The economy of the Kingdom of Saudi Arabia

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

N/A

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 (20 seats)

2. Computing resources (AV, data show, Smart Board, software, etc.) a) Projector b) Smart board c) laptop
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 a) Students evaluation survey b) Periodic meeting with students c) Open door policy
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 and training programs 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 with recent developments of the area of interest.
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) By taking samples of assignments and exams to asses validity and reliability. However, this is done internally because, currently, the program management does not request such service from outside the department.

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المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

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

Faculty or Teaching Staff: Assem Abalsamh

Signature:  Date Report Completed: 20/2/2014

Received by: _____ Dean/Department Head

Signature: _____ Date: _____