

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

APEC 214: FOOD MARKETS SYSTEMS

Dr. MOHAMMAD H. ALQUNAIBET
Instructor

Course Specifications

Institution KING SAUD UNIVERSITY	Date of Report 2-1-2014
College/Department : FOOD AND AGRICULTURAL SCIENCES/ AGRICULTURAL ECONOMICS	

A. Course Identification and General Information

1. Course title and code: FOOD MARKETS SYSTEMS (APEC 214)			
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			
4. Name of faculty member responsible for the course Prof. MOHAMMAD H. ALQUNAIBET			
5. Level/year at which this course is offered: SECOND YEAR			
6. Pre-requisites for this course (if any) APEC 209 AGRICULTURAL and FOOD MARKETING			
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" value="0"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text" value="0"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text" value="0"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text" value="0"/>
Comments:			

B Objectives

<p>1. What is the main purpose for this course? The main objectives for this course are Analyzing Market Structure, Market Conduct, and Marketing Strategies for Food.</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) The course always presents the students with any changes in food markets.</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
Principles of Food Markets Systems	2	4
Structure of Food Markets, Effects of Structure of Food Markets on Performance	5	10
Marketing Strategies of Food Markets' Firms	4	8
Measures of Markets Strengths	2	4
Food Markets Systems in Saudi Arabia	2	4
Total	15	30 hours

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30 hours	N/A	N/A	N/A	N/A	30
Credit	3	N/A	N/A	N/A	N/A	3 Credits

3. Additional private study/learning hours expected for students per week.	0
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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 Market Structure	Lecture-Discussion	Written Test
1.2	Describe Market Conduct, and Marketing strategies for Food.	Lecture-Discussion	Written Test
2.0	Cognitive Skills		
2.1	Apply these systems to a case study of Saudi Arabia	Lecture-Discussion	Written Test
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1	Evaluate the effects of different food market structures on social welfare	Group Discussion	Quiz
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Evaluate Food Market Structures in Saudi Arabia	Lecture-Discussion	Written Test
4.2			
5.0	Psychomotor		
5.1	Perform a small survey to check the food market structure in your city	Discussion	Self Evaluation
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
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	First Major Examination	Week 6	30%
2	Second Major Examination	Week 9	30 %
3	Final Examination	Week 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)
20 HOURS PER WEEK
THE INSTRUCTOR IS AVAILABLE DAILY FROM 10 am – 4 pm
OFFICE # 2 A 71/3
TEL # +966-11-4678494

E. Learning Resources

1. List Required Textbooks
FOOD MARKETS SYSTEMS: General Rules and Applications from the Saudi Economy (SOBHI ISMAEL and OTHAM NASHWAN)
2. List Essential References Materials (Journals, Reports, etc.)
N/A
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
N/A
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.)

REGULAR CLASSROOM

2. Computing resources (AV, data show, Smart Board, software, etc.) N/A
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 CLASS DISCUSSIONS
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor N/A
3 Processes for Improvement of Teaching N/A
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) N/A

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

INTER-DEPARTMENT DISCUSSION and ROTATION OF STAFF TEACHING THE COURSE EVERY OTHER SEMESTER.

Faculty or Teaching Staff: Dr. MOHAMMAD H. ALQUNAIBET

Signature: _____ Date Report Completed: 30-1-2014

Received by: _____ Dean/Department Head

Signature: _____ Date: _____