

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

APEC 217: Agribusiness

**Prof. Khalid N.M. Al-rwis
Instructor**

Course Specifications

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

A. Course Identification and General Information

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|---|-------------------------------------|------------------|----------------------------------|
| 1. Course title and code: APEC 217: Agricultural Organization Management | | | |
| 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) Applied Economics | | | |
| 4. Name of faculty member responsible for the course Prof. Khalid N.M. Al-rwis | | | |
| 5. Level/year at which this course is offered Level 5/Third year | | | |
| 6. Pre-requisites for this course (if any) Math 150 + APEC 205 | | | |
| 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="70%"/> |
| b. Blended (traditional and online) | <input checked="" type="checkbox"/> | What percentage? | <input type="text" value="30%"/> |
| 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: The lectures and tutorials are conducted in smart rooms and computer lab, where the instructor utilizes some of the features of the smart board. In addition, 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

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| <p>1. What is the main purpose for this course?</p> <p>Equip students with the basic knowledge of farm management, methods of planning, organization, decision-making, and operation of the farm business.</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> <ul style="list-style-type: none"> • The uses of computers and statistical packages in analysis and training. • Use of information technology in exercises and practical applications. • Update books, references, and infrastructures used. • Trying different ways of teaching methods for more effectiveness. |

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 |
| <p>Introduction. Entrance for the information of farm management</p> <ul style="list-style-type: none"> • First: the concept of management science • Second: the definition of farm management: farm management science and other agricultural knowledge Farm management and the achievement of the objectives of the production units. • Third: Jobs of the farm management • Fourth: Director and successful characteristics to him: Personal qualities that should be the manager of a successful farm. • Fifth - the economic foundations for the information of farm management: • Group 1: Group of the economic foundations for the information of plant production: • Group 2: Group of the economic foundations of the science of animal production: • Group 3: Group of the economic foundations of agricultural mechanization: • Group 4: A set of economic foundations for the work and accounts: | 2 | 3 |

| | | |
|---|---|---|
| <p>Farm management and decision-making.</p> <ul style="list-style-type: none"> • Types of planning decisions farm . • The importance of administrative decisions and replication <p>I: The daily decisions: II: Decisions of the production cycle: III: long-term decisions:</p> <ul style="list-style-type: none"> • Administrative decisions <p>I: the concept and definition of the administrative decision II: Classification of administrative decisions III: preparation of the resolution and take</p> | 1 | 3 |
| <p>Administrative jobs.</p> <ul style="list-style-type: none"> • I: the concept of administrative functions: • II: The administrative functions of the device: III: Regulating Administrative functions: • IIII: The measures of administrative work: | 1 | 3 |
| <p>Schools of thought in management theory and organization</p> <ul style="list-style-type: none"> • School administrative Classic: <p>A) Scientific Management Scientific Management: B) organizational management: C) bureaucracy (office):</p> <ul style="list-style-type: none"> • Human and social trend in the administration <p>i. Humanitarian direction in the Department: ii. School social trend:</p> <ul style="list-style-type: none"> • Modern experimental school "in the theory of organization and management" | 1 | 3 |
| <p>The difficulties that faces the use of scientific method in the management of farms</p> <ul style="list-style-type: none"> • Topics may experience the farm managers • Reports | 1 | 3 |
| <p>• Farm Records</p> <p>Information required for records of farm Analysis of farm records</p> <ul style="list-style-type: none"> • Assess the needs and possibilities for expansion and growth of farm: | 1 | 3 |
| <p>Farm Planning</p> <ul style="list-style-type: none"> • Objectives of farm Planning • Methods of farm planning - Marginal Analysis - Farm Budgeting - Linear programming | 1 | 3 |
| <ul style="list-style-type: none"> • The optimum size of the farm • Increased investment to increase farm size | 1 | 4 |

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|---|-----------|-----------------|
| Risk and uncertainty in agricultural production <ul style="list-style-type: none"> • Sources of risk and uncertainty in agricultural production: <ul style="list-style-type: none"> • Production Risk • Price risks • Technical risk | 1 | 4 |
| <ul style="list-style-type: none"> • The impact of risk and uncertainty on agricultural production • Impact on farm income • Farm decision-making under conditions of risk and uncertainty • Components of the resolution under the conditions of farm risk and uncertainty • Alternatives decisions Actions • Events | 1 | 4 |
| <ul style="list-style-type: none"> • Probabilities • Payoffs Matrix • Role of the farm under conditions of risk and uncertainty: Counter the negative effects of Risk & Uncertainty • Direct policies to counter the risk and uncertainty: • Indirect policies to counter the risk and uncertainty: • Flexibility in ways of organizing management and production to meet the risk and uncertainty: | 1 | 4 |
| <ul style="list-style-type: none"> • Principles of crop management • Principles of Soil and Irrigation management • Project management of animal production. • Department of Dairy Cattle. • Raising sheep and cattle meat. • Poultry Production. • Management of farm machinery | 1 | 4 |
| Total | 13 | 41 hours |

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|---|----------|----------|------------|-----------|--------|-----------|
| 2. Course components (total contact hours and credits per semester): | | | | | | |
| | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact Hours | 26 hours | N/A | N/A | 15 hours | N/A | 41 hours |
| Credit | N/A | N/A | N/A | N/A | N/A | 3 Credits |

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| 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 | Outline steps of the design and implementation of decisions regarding farm organization and operation for the utmost objective of realizing maximum production and profit. | - Lectures. - Tutorials. | <ul style="list-style-type: none"> • Class work including short quizzes (10%) • Student's participation, homework, and class work evaluation (10%) • Two midterm tests (20% each) • - Final examination (40%). |
| 1.2 | Recall and integrate information from the biological, physical, and social sciences for better farm management practices. | - Lectures. - Tutorials. | - Intra-term tests (2 – 3). - Weekly homework - Assignments. - Participation (monitored weekly and based on discussions). |
| 2.0 | Cognitive Skills | | |
| 2.1 | - Develop skill in problem solving, critical thinking, team work, communication, | - Lectures. - Tutorials. | - Individual home work - Group and individual |

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|------------|---|---|---|
| | and computer spreadsheet. | | assignments - Tests and exams |
| 2.2 | - Analyze the different interrelated topics of farm management and agricultural economics. - | - Lectures. - Tutorials. | - Intra-term tests (2 – 3). - Weekly homework and - Assignments. |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | - Demonstrate interpersonal abilities and capacity to carry development responsibilities. | Tutorials | Assignments |
| 3.2 | - Show abilities to think critically, present own-ideas and points of view, and justify decisions. | - Tutorial - critical thinking questions - Perform a collaborative projects | - Quizzes and exams - Grading homework assignments |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | - Demonstrate self-confidence in presentation of in-class duties. | - Tutorials - Report writing reports and presentation | - Presentation |
| 4.2 | - Interpret and manage data and information, and illustrate outcomes while working as part of a team, or independently. | - Lectures. - Tutorials. | - Intra-term tests (2 – 3). - Weekly homework - Assignments. |
| 5.0 | Psychomotor | | |
| 5.1 | Not applicable | Not applicable | Not applicable |
| 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 | Homework | Week 1-13 | 20% |
| 2 | Exam 1 | Week 5 | 20% |
| 3 | Exam 2 | Week 10 | 20% |
| 4 | Final Exam | Week 14 | 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)

- Students can approach during the office hours for the faculty member to ask questions to clarify some points missed during the lecture.
- Students can communicate with the teaching staff through the website and ask questions related to all aspects of the lesson. The students will get written answers as soon as possible, The teaching staff are available during all the day in the faculty and are ready to clarify any points related to the course.
- The teaching staff are available during all the day, where they are ready to clarify any points related to the course.

Office No.

Tel: 4678507

E-mail: knahar@ksu.edu.sa

Office hour: Tus: 9:30-12:30

E. Learning Resources

1. List Required Textbooks

- Boehlje M. & V. Eidman: Farm Management, Iowa State, U.S.A., 1984.
- Calkins, P. H & D.D. Dipietre: Farm Business Management N.Y. 1983
- Kay, Edwards, and Duffy Farm Management, CREATE, Robert Stark-UAM Agriculture, 2012, 7th Edition, McGraw-Hill, Inc. ISBN 9781121563148.

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

N/A

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

- Arhoma, Ali &Fisal Shaloof. Farm management Principles. Omer Almokhtar University. 1998
- Yaseen, Mahmood. Farm management. Damascus University. 1991-1992

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.

- LP program
- E views
- Excel
- Deap

F. Facilities Required

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| 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.) <ul style="list-style-type: none"> - Classrooms (20 – 30 seats) and equipped with educational media |
| 2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> - Labs equipped with computers, data show and internet. - Computer and microphone, video cameras linked to TV circuits - SPSS Statistical package |
| 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

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> - Student evaluation survey, which is done at the end of each semester - Performance appraisal form filled up by each student to show level of fulfillment - Direct investigation with students to detect points of strength and shortcomings. |
| 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> - A statistical regular review and analysis of the students' achievement in the department. |
| 3 Processes for Improvement of Teaching <ul style="list-style-type: none"> - Participation in training, workshops, and conferences related to university teaching. - Form committees to follow up progress and work on improvement. - Provide the teaching staff members with all the references and electronic resources. - Updating through more reading books and articles related to the course. |
| 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) <ul style="list-style-type: none"> - Currently there is no such process in place. |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none"> - Student's feedback on the quality of the course. - Consulting other faculty members or collaborators in overseas universities for their views on the method of quality of improvement. - Check other universities web sites to compare and improve the lectures and syllabus. - Form a specialized committee from the department to review the progress of teaching and update the resources. |

- Consult distinguished students and discuss with them positive and negative points in lectures.

Faculty or Teaching Staff: Prof. Khalid Alrwis

Signature: _____ **Date Report Completed:** 25/3/2014

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

Signature: _____ **Date:** _____