

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications

APEC 219 – Environmental Economics

Dr. Imad Eldin Yousif
Instructor

Course Specifications

Institution: King Saud University	Date of Report	27/01/2014
College/Department: Food and Agricultural Sciences/Agricultural Economics		

A. Course Identification and General Information

1. Course title and code: APEC 219 Environmental Economics			
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) This is compulsory course offered for the students of applied economics program			
4. Name of faculty member responsible for the course Dr. Imad Eldin Yousif			
5. Level/year at which this course is offered: 5 th level/third year			
6. Pre-requisites for this course (if any) APEC 205, SOSC 141			
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 type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other: Assignment and oral presentation		What percentage?	<input type="text" value="20%"/>
Comments: APEC 219 is a compulsory course that explores the concept theories of environmental economics. Mode of instruction includes traditional classroom presentation and discussion (80%) and assignment and oral presentation (20%). The student prepares a case study on certain subject define by the instructor or students and collects information from internet and other sources. Results of these activities are discussed in class where students are expected to share their findings during small group and class discussion.			

A number of environmental issues at international or domestic level are presented. At the end of the course the students are aware of environmental problems, their impacts and mitigations.

B Objectives

1. What is the main purpose for this course?

At the end of the semester, students are expected to:

- Knowledge of circumstances that give rise to environmental problems and searching for solutions.
- Identify public goods and its characteristics, including the Economic value estimation techniques.
- Apply economic principles to study the relationship between environment and the economy.
- Knowledge of applied economic policy used to protect the environment and their implications on sustainable development.
- Demonstrate monetary evaluation of pollution
- knowledge of analytical techniques used for environmental assessment

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):

- Increasing online activities through preparation of online group discussion
- More engagement of student in the learning process of the course through group discussion, assignment and oral presentation due to interactive nature of the course.

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 to environmental economics	1	2
Environmental pollution and protection	1	2
The role of international organization in Environment protection	2	4
Development of analytical techniques of environmental assessment	2	4
Strategy for pollution control (policies and regulations)	2	4
Monetary evaluation of pollution	2	4
Cost-benefit analysis	2	4
Sustainable development and environment	2	4
Applications of environmental policies in Saudi Arabia	1	2
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 hours
Credit	N/A	N/A	N/A	N/A	N/A	2 credits

3. Additional private study/learning hours expected for students per week.
Each student is expected to spend 1-2 hours per week in collecting information about the new issues of environmental pollution and policy both domestically and internationally.

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	Define environmental economics, Environment and pollution.	Lectures + discussion	Written test
1.2	Recognize externalities and major causes of environmental pollution	Lectures + discussion	Written test
1.3	Describe Strategy for environment protection	Lectures + discussion	Written test
2.0	Cognitive Skills		
2.1	Explain and differentiate environmental problem.	Case studies	Reports evaluation
2.2	Develop and run environmental assessment studies	Case studies	Reports evaluation
3.0	Interpersonal Skills & Responsibility		
3.1	Show analytical skills of identifying environmental problems and its impact	Assignment	Instructor evaluation
3.2	Demonstrate awareness and skills of environment protection	Group discussion	Instructor evaluation
4.0	Communication, Information Technology, Numerical		
4.1	Interpret environmental economic policy that relate to environment protection and sustainable development	Group discussion	Oral presentation
4.2			
5.0	Psychomotor		
5.1	N/A		
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	demonstrate, calculate, illustrate, interpret, research, question, operate,

Technology, Numerical	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 Mid-term exam	Week 5	20%
2	Second Mid-term exam	Week 12	20%
3	Final exam	Week 16	40%
4	Class activities (Assignment, Oral Presentation, etc)	Week 1-14	10%
5	Attendance and Participation	Week 1-15	10%
		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)

The instructor is available for student consultation and academic advice on the following days:

Sunday – Thursday : 9:00 -10:00 AM
Email : imyousif@ksu.edu.sas
Office number : 73507 Mobile : 0546360808
Office : 2A 64.

E. Learning Resources

1. List Required Textbooks

- Mohammad H. Abdullah – Economics of resources and environmental, 3rd edition, King Saud University, 2011.
- Mandor and Nemat Allah, Economic problems for resources and environment, Egypt, 1996.
- Wilson J – Microeconomics analysis-chapter14: environmental economics, fourth edition, New York, W.W. Norton, 1987.

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

- Tom Tietenberg, 1992, Environmental and Natural Resource Economics
- David pearce and kennnyturm, 1990, Economics of Natural Resources and the Environment

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

Journal of Environment and Development (<http://jed.sagepub.com/>)

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

- United nation environment program (www.unep.org)
- World metrological organization (www.wmo.org)
- Presidency of metrology and environment (www.pme.gov.sa)
- United Nations Convention to Combat Desertification (www.unccd.int)

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.) - Classroom for 30 students
2. Computing resources (AV, data show, Smart Board, software, etc.) 2.1. Smart Board (Overhead projector and screen) 2.2. Whiteboard
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 - Student survey at the end of the course
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor N/A
3 Processes for Improvement of Teaching - Interaction and discussion between instructor and student - Using online resources
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.

- Every semester the course content is reviewed and new information or economics analysis techniques will be updated

Faculty or Teaching Staff: Dr. Imad Eldin Yousif

Signature: _____ **Date Report Completed:** 27/01/2014

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

Signature: _____ **Date:** _____