

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

APEC 322: Wholesaling and Retailing of food products

**Prof. Othman Saad Alnashwan
Instructor**

Course Specifications

Institution : King Saud University	Date of Report : January 26, 2014
College/Department: College of Food & Agricultural Sciences, Department of Agricultural Economics	

A. Course Identification and General Information

1. Course title: APEC 322: Wholesaling and Retailing of food products			
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) This is an elective course offered to Agricultural Economics Program.			
4. Name of faculty member responsible for the course Prof. Othman Saad Alnashwan			
5. Level/year at which this course is offered: 6 th or 8 th level/ 3 rd to 4 th Year			
6. Pre-requisites for this course : 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="90%"/>
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="10%"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			
This course contains some educational training activities, such as visiting supermarkets and wholesale markets central, each student looking to the internet for new ideas in the wholesale and retail and discuss these ideas in the class.			

B Objectives

<p>1. What is the main purpose for this course?</p> <p>At the end of the semester, students are expected to have main learning outcomes such as:</p> <ul style="list-style-type: none"> (ii) Ability to utilize a lot of tools and skills in wholesaling and retailing of food products. (iii) Ability to search for information in that area. (iv) Drawing plans of wholesaling and retailing. (v) Responsibility for own learning.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented</p> <ul style="list-style-type: none"> (ii) Increased use of new methods based on reference material. (iii) changes in content as a result of new research in wholesaling and retailing.

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 fundamentals of the food distribution.	1	2.5
Marketing channels for food	1	2.5
Enterprises of wholesale trade for food	2	5
Enterprises of retail trade for food.	2	5
Coordination and control of marketing channels for food	2	5
Marketing for Food processing	2	5
The structural characteristics of markets for food products	2	5
Strategies for wholesalers and retailers in the market environment	2	5
Total	14	35 hours
<p>*Comments: Each one credit hour of study is a 50-minute lecture.</p>		

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	32 hours	N/A	N/A	N/A	3 hours	35 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	Outline the required knowledge and skills for efficient management of marketing operations.	1 – Lectures. 2 – Field visits. 3 – Homework. 4 – Reports. 5 – Discussions and brainstorming. 6- Assignments	1. Quarterly and final exams. 2. Surprise examinations (Quizzes). 3. Homework. 4. Evaluation of the reports. 5. Outcomes of discussions and brainstorming. 6. Assignments
1.2	Recognize marketing strategies in the context of the different market environments.		
2.0	Cognitive Skills		
2.1	Develop capacities to evaluate and analyze marketing strategies of one of the department stores in the country	Field work	1 - Faculty evaluation 2 - Quarterly and final exams. 3 - Reports.
2.2	Analyze emerging issues in the field of study	Lectures Homework	4 - Tests. 5 – Evaluation of discussions and brainstorming.
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate abilities of self- learning and applications, and assuming shared and individual responsibilities	<ul style="list-style-type: none"> • Homework. • Group assignment • Discuss some solvable problems in this area. • brainstorm. • Case study of marketing. 	1- Instructor's evaluation.
3.2	Demonstrate abilities to work as a team member and individually, and perform a leadership responsibility		
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate skill of on-line communication, and search for data and information related to the subject of study	1- Assignment 2- Lectures 3- Homework 4- Field applications	- Examinations - Quizzes
4.2	Illustrate and present results of data and information analysis, and own-point of view and conclusions		
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 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	Week Due	Proportion of Total Assessment
1	First essay test	Week 5	20%
2	Second essay test	Week 10	20%
4	Oral presentation (visit report)	Week 11	20%
3	Final test	Week 14	40%
6		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) This class may need two hours per week for individual student consultations and academic advice as singly.

E. Learning Resources

1. List Required Textbooks <ul style="list-style-type: none"> Principles of Marketing, By: Philip Kotler & Gary Armstrong (part one), translated by: Dr. sroor Marketing pour' enterprise, Guide Pro, By: Guy Audigier
2. List Essential References Materials (Journals, Reports, etc.) Enter net materials
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) <ul style="list-style-type: none"> Electronic Marketing, By: Dr. mohammed Taher Naser. Marketing (new theories), By: M. M. Omran
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) http://www.ksu.edu.sa/printpress/Journals.asp http://www.fedu.uaeu.ac.ae/Journal/index.htm http://www.kau.edu.sa/Postgraduate/Searchsub.asp http://www.kfcris.com/ http://www.kacst.edu.sa/ http://www.Loc.gov http://www.Library.ubc.ca http://ipac.kapl.org.sa:88/ipac20/ipac.jsp?session=12N758285G150.2015&profile=ipac--2&menu=home&ts=1257582899383#focus http://www.kfnl.org.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.) Classroom has smart board with enter net access
2. Computing resources (AV, data show, Smart Board, software, etc.) Smart Board and enter net access
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 <ul style="list-style-type: none"> • Students evaluation in each semester • Meeting with students • e- suggestions • Open door policy
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> ○ Self evaluation ○ Peer review ○ Annual outsider review ○ Conducting research
3 Processes for Improvement of Teaching <ul style="list-style-type: none"> • Assigned small groups of the student to evaluate the market strategies of one of the marketing companies which run wholesale and other retailing trade. • Encourage the students to participate in the class (as an assignment) searching in the global marketing in wholesale and retailing. • Studying reports • Training of faculty. • Exchanging faculty between different institutions

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.

- Students evaluation in each semester
- Meeting with students
- e- suggestions
- Open door policy

Faculty or Teaching Staff: Dr. Othman Saad Alnashwan

Signature: _____ **Date Report Completed: 10-3-2014**

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

Signature: _____ **Date:** _____