

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

APEC 330: Economic Data analysis

**Prof.Dr. Mahdi Alsultan
instructor**

Course Specifications

Institution King Saud University	Date of Report 15-3-2014
College/Department Food and agriculture sciences/ Agricultural Economics	

A. Course Identification and General Information

1. Course title and code: APEC 330: Economic Data analysis			
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) Agricultural Economics			
4. Name of faculty member responsible for the course Dr. Mahdi Alsultan			
5. Level/year at which this course is offered: sixth level/third year			
6. Pre-requisites for this course (if any) Math 140 & stat 100			
7. Co-requisites for this course (if any) N/A			
8. Location if not on main campus On campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	100
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments:			

B Objectives

1. What is the main purpose for this course? 1-Ability to describing data using statistical tools. 2- Ability to collecting data and search for information. 3-using different Computer programs to analyzing data. 4- Responsibility for own learning.
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) 1- Providing updated software's and infrastructure. 2- Revising course by planning committee in department. 3- Trying different ways of teaching to determine effectiveness. 4- Updating learning resources.

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
Revision of descriptive statistics	1	4
Introduction to data and data types	1	4
Sampling and sampling methods	2	8
Random variables and probability distributions	1	4
Statistical estimation and hypothesis testing	1	4
Research methodology in Econometrics	1	4
Regression analysis and correlation	1	4
Regression problems	1	4
Time series analysis	2	8
Forecasting methods	2	8
Total	12	48

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	24	N/A	N/A	24	N/A	48 Hours
Credit	3 Credits	N/A	N/A	N/A	N/A	3 Credits

3. Additional private study/learning hours expected for students per week.

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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;

The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

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	Knowing the difference between data and information	1- Lectures 2- Labs 3- Assignments 4-Homworks.	1- Exams 2- Quizzes 3- Assignments. 4-Smal Projects.
1.2	Knowing different methods for data analysis		
1.3	Using economic and statistic tools in analysis		
1.4	Doing applications using different type of data.		
2.0	Cognitive Skills		
2.1	Ability to collect data to help for problem solving.	1- Give students a problem that requires collecting data. 2-lap training. 3- exercises 4-internet searching	1- Exams 2- Reports 3- Faculty evaluation 4-homework
2.2	Building and running a economic models.		
2.3	using computer and statistical programs in analysis.		
3.0	Interpersonal Skills & Responsibility		
3.1	Responsibility for own learning desktop application	1- Group assignments 2- Open ended problems 3- Team discussion	1- Group assignment 2- Instructor evaluation
3.2	Doing a team work assignment and performing leadership responsibility.		
3.3	ability of discussion and analyses		
3.4	ability of making decision.		
4.0	Communication, Information Technology, Numerical		
4.1	Communicate by electronically	1- Assignment 2- Lectures 3- Lab applications	1- Exams 2- Assignments 3- Lab applications
4.2	Presentation		
4.3	Data manipulation		
4.4	using internet.		
5.0	Psychomotor		
5.1	N/A	N/A	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
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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	Assignments- homework	weekly	20
2	Midterm exam 1	7	20
3	Midterm exam 2	12	20
4	Final Exam	17	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)
1- Faculty web-page with communication tools.
2- 2 office hours
3- Lab assistance (Lab technician)
Office: 2A71/1
Phone: +966-1-467 8761
Email: alsultan@ksu.edu.sa

E. Learning Resources

1. List Required Textbooks Essentials of Econometrics Damodar GujaratiMc Graw-Hill2010
2. List Essential References Materials (Journals, Reports, etc.) Introduction to econometrics, Abdulmahmood abdulrahman, king saud university, 1415H.
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) N/A
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) Ministry of agriculture, Saudi Arabia: www.moa.gov.sa
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. 1- Excel 2- Eviews 3-SPSS 4-SAS

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.) Lecture room (30) Lab (25 PCs)
2. Computing resources (AV, data show, Smart Board, software, etc.) 1- PCs & Lab top 2- Scanner 3- Printer 4- Projector 5- Smart board
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

1- Students evaluation in each semester 2- Meeting with students and colleges 3- e- suggestions 4- Open door policy 5-survey
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor 1- Self evaluation 2- Peer review 3- Annual outsider review 4- Conducting research
3 Processes for Improvement of Teaching 1- Studying reports 2- Training of faculty. 3- 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) Taking a sample of assignments and exams to determine validity and reliability
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1- Collecting all reports and evaluations at the end of the year for a reviewing purpose. 2- Conducting a workshop to presents finding of reports and evaluation to share knowledge. 3- Reviewing results of reports and evaluations with outside reviewers

Faculty or Teaching Staff: Dr. Mahdi Alsultan

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

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

Signature: _____ **Date:** _____