ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications

APEC 404 – Research and Discussion

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 404 Research and Discussion

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 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 8th level/ 4th Year

6. Pre-requisites for this course (if any)
APEC 216 and APEC 330

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	√	What percentage?	20%
b. Blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. Correspondence		What percentage?	
f. Other: research project and oral presentation		What percentage?	80%

Comments:

APEC 404 is a compulsory course intended to strengthen student research skills through writing of a research project under supervision of a staff member. Mode of instruction includes traditional classroom presentation (20%), research project (60%) and oral presentation (20%). The student prepares a case study on certain research title agreed upon by the supervisor and student. The student review literature about the subject and collects information from internet and other sources. The student will write a research paper presenting the objectives, methodology, finding and conclusion

of the study. At the final stage student is expected to present his research project in a group of staff members and students. At the end of the course the students are aware of research methodology and has skill to design a research, collect and analyzed data, writing scientific research paper

B Objectives

1. What is the main purpose for this course? At the end of the semester, students are expected to: - Knowledge of research methodology. - design a research project. - ability to write a scientific research - application of economic analysis tools - collect data
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): - Designing a specific research project and methodology to be applied by all students in every semester - More use and application of statistical package by the students.

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 research methodology	1	1
Data collection and statistical analysis	1	1
Presentation of results (PowerPoint program)	1	1
Total	3	3 hours

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

2. Additional private study/learning hours expected for students per week. Each student is expected to spend 2-4 hours per week working on his research project

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 research methodology and its importance.	Research project	Instructor evaluation
1.2	Write research project	Research project	Instructor evaluation
1.3	Recognize required data and analytical tools	Research project	Instructor evaluation
2.0	**Cognitive Skills**		
2.1	Plan for research project.	Research project	Reports evaluation
2.2	Develop research objectives and methodology	Research project	Reports evaluation
3.0	**Interpersonal Skills & Responsibility**		
3.1	Show research skills of identifying problems and solution	Group discussion	Oral presentation
3.2	Demonstrate awareness of scientific research methodology	Group discussion	Oral presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	Demonstrate ability to run a scientific research	Group discussion	Oral presentation
4.2	Assess research problems and questions	Group discussion	Oral presentation
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 (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Written exam	10-12	20
2	Research project evaluation by supervisor	10-13	60
3	Oral presentation	14-15	20
		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 - N/A
2. List Essential References Materials (Journals, Reports, etc.) - all related scientific journals and reports
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) N/A
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) - related web sites e.g. FAO web site
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. Statistical software (SPSS, Eviews, Lingo)

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 - Computer lab with 30 computers

2. Computing resources (AV, data show, Smart Board, software, etc.) 2.1. Smartboard (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 - Intensive interaction and discussion between supervisor and student - Organizing the available resources to ease access

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 conducts is reviewed and suggestions for further improvement are developed.

Faculty or Teaching Staff: Dr. Imad Eldin Yousif

Signature: _____ **Date Report Completed:** 2/3/2014

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

Signature: _____ **Date: _____**