

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

APEC 407: The Economics of Agricultural Finance

Dr. Sobhy Mohamed Ismaiel
Instructor

Course Specifications

| | |
|---|---------------------------|
| Institution: King Saud University | Date of Report: 20/3/1435 |
| College/Department Food and Agriculture Sciences / Agricultural Economics | |

A. Course Identification and General Information

| | | | |
|---|-------------------------------------|------------------|---------------------------------|
| 1. Course title and code: APEC 407: The Economics of Agricultural Finance | | | |
| 2. Credit hours: 2 credit hours | | | |
| 3. Program(s) in which the course is offered: Applied Economics (If general elective available in many programs indicate this rather than list programs) | | | |
| 4. Name of faculty member responsible for the course: Dr. Sobhy Mohamed Ismaiel | | | |
| 5. Level/year at which this course is offered: 4 th Year university students | | | |
| 6. Pre-requisites for this course (if any): APEC 216: Applied quantitative analysis | | | |
| 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 checked="" type="checkbox"/> | What percentage? | <input type="text" value="20"/> |
| 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: | | | |

B Objectives

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| <p>1. What is the main purpose for this course?</p> <p>1- basics of Agric. Finance and agric. Credit and the role of Capital and technology in Economic development. 2- Sources of financing agricultural activities. 3-Decision making in capital utilization efficiently. 4-distributing Capital among investment alternatives. 5-Analyzing Credit Capacity for farms. 5- Analyzing Farm records. 6- Risk and uncertainty and strategies for facing them</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> <p>1- Modifying course outline and online interaction. 2- Preparing textbook to cover the course. 3- Preparing material for power point presentation and online transaction.</p> |

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 |
| Agric.finance and economic importance of capital | 1 | 2 |
| Sources if agric finance | 2 | 4 |
| Basic economic principles of capital use in agric. Activities | 2 | 4 |
| Capital and technology incentification | 2 | 4 |
| Rational utilization of capital resource | 2 | 4 |
| Credity capacity of farmers | 1 | 2 |
| Financial resk and strategies for facing them | 1 | 2 |
| Credit policy in Saudi Arabia | 1 | 2 |
| Agric credit | 1 | 2 |
| Two Mid term Exams | 1 | 2 |
| Discussion | 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 | 2 | N/A | N/A | N/A | N/A | 2 Credits |

| | |
|--|---|
| 3. Additional private study/learning hours expected for students per week. | 4 |
|--|---|

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 | Recognize the optimal allocation of finance or Credit in to maintain agricultural development. | Lectures | Written and oral tests 2Intra-term tests - homework assignments. - participation (monitored weekly and based on discussions) |
| 1.2 | memorize suitable ways to enhance credit capacity of agric. Business | Lectures | Written and oral tests |
| 2.0 | Cognitive Skills | | |
| 2.1 | Evaluate credit capacity of agri. And food business. | Exercises | Analytical reports |
| 2.2 | Calculate financial measures from balance sheet, income statement, and cash flow. | | |
| 2.3 | Develop and prepare strategies for facing business and financial risk. | | |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | Demonstrate existing financial issues and show ideas and solutions. | Presentation and discussion | Discussion |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | Calculate revenue and risk measures | Online transaction | Evaluation |
| 4.2 | Research through internet and library | Presentation | Discussion |
| 5.0 | Psychomotor | | |
| 5.1 | - | | |
| 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, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, 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 | Tests (2 tests) | 5 th and 10 th | 30% |
| 2 | Class participation/attendance | Week 1-14 | 10% |
| 3 | Homework assignments | weekly | 20% |
| 4 | Final exam | 15 th | 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)

2 hours during lectures timing

8 office hour

10 hours total

E. Learning Resources

1. List Required Textbooks

Prepared translated notes by the course professors. The notes are under modifications, additions and revision to be published as a textbook.

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

N/A

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

Lee,W.F.; Boehlje, M.D.; Nelson, A.G; and Murry,W.G. (1980). Agricultural Finance, seventh ed. The Iowa state university press, Ames, USA.

Barry, P.J.; Ellinger, P.N., Baker, C.B.; Hopkins, J.A. (1995).Financial Management in Agriculture.6th ed.\ Interstate publishers, Inc. Danville, Ikkiniois, USA.

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.

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.)

Smart class room (25 seats).

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| 2. Computing resources (AV, data show, Smart Board, software, etc.) 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

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching -Open discussion - student evaluation for the course - Survey (questionnaire) prepared by professor. |
| 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Currently no such strategies are in place; however, the teaching committee at the department level is contemplating the introduction of peer reviews as a strategy of evaluating and improving teaching in the department. |
| 3 Processes for Improvement of Teaching A number of workshops are continuously organized by the “skills development deanship” at the university level—usually at the beginning of each term. These workshops target teaching effectiveness and address and introduce various teaching strategies. Workshops are well announced and teaching staff are encouraged to attend. Improvement in taught material contributes to improvement in teaching, as such attempts are continuously made to supplement the subject matter with recent developments, and always bringing in class the latest events, news (of the day) and tie it in with the respective topic. Students are likewise encouraged to bring such events to class through a reward system. The peer reviews referred to in (2) above could also contribute to improved teaching. |
| 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) Currently there is no such process in place. |

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
material taught are reviewed and improved annually by teaching staff. Moreover , the methods used, particularly homework assignments, exams are refined.

Faculty or Teaching Staff: Dr. Sobhy Mohamed Ismaiel

Signature: _____ **Date Report Completed:** _____

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

Signature: _____ **Date:** _____