

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

APEC 408: Agricultural Planning and Policy

**Dr. Omer Elgaili Elsheikh Elamin
Instructor**

Course Specifications

Institution King Saud University	Date of Report 30 January 2014
College/Department: College of Agriculture and Food Sciences –Department of Agricultural Economics	

A. Course Identification and General Information

1. Course title and code: APEC 408: Agricultural Planning and Policy			
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) Elective course in applied economic program			
4. Name of faculty member responsible for the course Dr. Omer Elgaili Elsheikh Elamin			
5. Level/year at which this course is offered: 8 th semester /fourth year			
6. Pre-requisites for this course (if any) APEC 205: Principles of agricultural economics			
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	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20%"/>
Comments: The lectures are conducted in smart rooms, where the instructor utilizes some of the features of the smart board, and uses the system for PowerPoint presentation. In addition, some of the materials are offered to students on-line, and the homepage of the instructor provides course materials. Also soft copies of the study materials are distributed to students via e-mail.			

B Objectives

<p>1. What is the main purpose for this course? Prepare the students for effective contribution to the economic growth and development by providing them with the knowledge necessary to understand the nature of agricultural planning and the related agricultural policies at different levels</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> <ol style="list-style-type: none"> 1. Accommodation of recent developments in the field of study, and upgrading course outlines 2. Maximize the use of IT for more on-line interactive learning

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 concept of economic planning	1	4
Methods of planning	1	4
The need for planning with different economic and social systems	1	4
Elements of agricultural economic plans	2	8
Steps of preparation of agricultural plans	2	8
Review and evaluation of the 5 th agricultural development plan of KSA	1	4
The concept of agricultural policy	1	4
Rules and regulations of agricultural Policy	2	8
The role of government in organizing agricultural activities	2	8
Agricultural Policy evaluation rules	1	4
Agricultural product subsidy policies in Saudi Arabia	1	4
Total	15	60 hours

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30 hours	30 hours	N/A	N/A	N/A	60 hours
Credit	2	1	N/A	N/A	N/A	3

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

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	State the basic elements of agricultural development planning, and characteristics of a good economic plan	Lectures, assignments	Tests, exams
1.2	Describe agricultural policies, government role of government in organizing agricultural activities	applications	quizzes, assignments
2.0	Cognitive Skills		
2.1	Design appropriate economic plan for hypothetical example of an agricultural project	Tutorials	Homework
2.2	Ability to evaluate and criticize the agricultural policy outcomes using some examples	Practical application	assignment
3.0	Interpersonal Skills & Responsibility		
3.1	Accountability and leadership responsibility in team work		Group assignments
3.2	Ability to conduct team work assignments		tutorials
4.0	Communication, Information Technology, Numerical		
4.1	Show self-confidence in presentation of in-class duties		In-class presentation
4.2	Analyze data and information, and manipulate outcomes		
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

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 test	6	10
2	Second test	12	10
3	Homework	4 th , 8 th , 12 th	10
4	Assignments and quizzes	Week 1-15	10
5	Other tutorials	Week 1-15	20
6	Final examination	Week 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)

Office hours: 4 Hours

Office # 1 A 20,

E-mail: oelsheikh@ksu.edu.sa

Tel. 011+46789323

Mobile: 0560022520

E. Learning Resources

1. List Required Textbooks

Alnajafi, Salim Tawfiq, Ismail Obaid Hammadi, (1989). Agricultural Planning: Development Planning and agricultural Policy. University of Mosul, Ministry of Higher Education and Scientific Research, Iraq [In Arabic]

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

Eltahir, Alaa Faraj, 2011. Economic Planning; Publisher Dar Alraya [In Arabic]

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

- LOTFI, Bishr Mohamed Mowafaq, 2012. Economic Planning: an Islamic perspective; Publisher: Dar Alnafais [In Arabic]

- The Arab Planning Institute, Sept. 2003. Agricultural Policies. Periodical # 21of Economic development of Arab countries series. Kuwait [In Arabic]

URL: http://www.arab-api.org/images/publication/pdfs/96/96_develop_bridge21.pdf

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

1. Arab Organization of Agricultural Development

URL: <http://www.aoad.org/>

2. Food and Agriculture Organization of the United Nations

URL: <http://www.fao.org/home/en/>

3. Arab Encyclopedia

URL: http://www.arab-ency.com/index.php?module=pnEncyclopedia&func=display_term&id=650&m=1#

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Software: Excel, and statistical packages (E-views, SPSS, 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 of 20 seats

- Computer laboratory for tutorial applications (capacity: 20 PCs)
2. Computing resources (AV, data show, Smart Board, software, etc.) - Projector - 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 <ul style="list-style-type: none"> On-line questionnaire (Course Evaluation Survey) at the end of the semester
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> Random oral surveys regarding students' satisfaction and level of understanding of the subject In-class observation, during students' consultation, and personal judgment Feedback from tutorial instructor
3 Processes for Improvement of Teaching <ul style="list-style-type: none"> Use of feedback from Course Evaluation Results provided by the head of the department. Continuous update of information of the subject of study.
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. <ul style="list-style-type: none"> Each semester, the instructor updates teaching materials, introduces recent developments of the subject, and includes them in the syllabus, class template activities, and class handouts. The department provides the instructor with feedback of results of the Course Evaluation Survey, and any other comment made by the students.

Faculty or Teaching Staff: Dr. Omer Elgail Elsheikh Elamin

Signature: _____ Date Report Completed: 30 January 2014

Received by: _____ Dean/Department Head

Signature: _____ Date: _____