ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
APEC 409- The Feasibility Study and Evaluation of Agricultural Projects

Dr. Adel Mohamed Khalifa Ghanem
Instructor

Course Specifications

Institution: King Saud University Date of Report: 4/3/1435
College/Department : College of Food and Agricultural Sciences/ Agricultural Economics

A. Course Identification and General Information

1. Course title and code: APEC 409- The Feasibility Study and Evaluation of Agricultural Projects
2. Credit hours: 3 Credits
3. Program(s) in which the course is offered: Applied Economics Program (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: Dr. Adel Mohamed Khalifa Ghanem
5. Level/year at which this course is offered: The eighth Level /fourth year
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	√	What percentage?	85%
b. Blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. Correspondence		What percentage?	
f. Other	√	What percentage?	15%

Comments: Students learn in course 409 APEC, Basis of preparation technical and financial feasibility studies for agricultural projects by means of traditional education in the form of lectures (85%), in addition to other means (15%) confined to assigning each student to prepare a feasibility study for an agricultural project during the semester to apply each lecture in the feasibility study. At the end of the semester students will be discussed in feasibility studies which they have done.

B Objectives

1. What is the main purpose for this course? At the end of the semester, Students are expected to: 1- How to Choose the project and estimation of production capacity for this project. 2- teaching students the difference between the financial and economic evaluation of the project. 3- teaching students how to conduct feasibility studies. 4- experience gain in discovering the strengths and weaknesses of the studies presented to funding institutions.
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) Can improve the course through a change of the course content to teach all that is new in this area, in addition to using of modern software in preparation of financial and economic feasibility studies. As well as that Continue to Students assigning of preparation technical and financial feasibility studies for agricultural projects and discuss the students in these studies it all helps to increase educational attainment and applied for course contents.

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
Definition of the project and its components and the relationship between him and other agricultural project	1	4
Relationship between The projects and development plans.	1	4
Characteristics of agricultural projects	1	4
choose a project on the national level and at the level of the agricultural sector	2	8
Technical feasibility study for agricultural projects	1	4
Study the demand for products of the project	1	4
The Present Values and the future values	1	4
Methods of loan repayments	1	4
The difference between the financial and Economic Evaluation	1	4
Sensitivity Analysis for agricultural projects	2	8
Risk and uncertainty for agricultural projects	2	8
Total	14	56 hours

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	28 hours	N/A	N/A	28 hours	N/A	56 hours
Credit	N/A	N/A	N/A	N/A	N/A	3 Credits

3. Additional private study/learning hours expected for students per week.
Each student is expected to spent 1-2 hours of personal reflection and active application for the preparation of technical and financial feasibility studies for agricultural projects per week

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	Knowledge of economic importance for the feasibility studies for agricultural projects and financial institutions donor for agricultural loans.	Lecture-discussion	Written test
1.2	Identifying investment opportunities that achieve greater the rate of return on investment, in addition to agricultural projects which contribute to raising the standard of living for a large number of the population	Lecture-discussion	Written test
1.3	Description steps feasibility studies for agricultural projects by a scientific method and the risks surrounding this projects	Lecture-discussion Personal reflection	Written test
2.0	**Cognitive Skills**		
2.1	Comparison between the financial and economic evaluation for agricultural projects	Lecture-discussion	Written test
2.2	Estimating resource prices and output in light of financial and economic evaluation for Agricultural Projects .	Report	Rubric Assessment
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate personal skills in how to prepare technical and financial feasibility study for Agricultural Projects	Role playing Group discussion	Report - self evaluation
4.0	**Communication, Information Technology, Numerical**		
4.1	Evaluating of technical and financial feasibility Studies, and the strengths and weaknesses of the feasibility studies for Agricultural Projects	Small Group discussion	Report - Self evaluation
5.0	**Psychomotor**		
5.1	Preparation of reports on feasibility studies for agricultural projects and the factors affecting the agricultural projects (sensitivity analysis for internal rate of return).	Lecture	- Account discounted cash flow criteria and non-discounted cash flow criteria used in projects evaluation - Perform sensitivity analysis for internal rate of return for projects

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	First Major Examination	Week 5	20%
2	Second Major Examination	Week 10	20 %
3	Final Examination	Week 16	40%
4	Class Activities (1-13)	Week 1-13	10%
5	Attendance and Participation	Week 1-13	10%
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):The instructor is available for student consultation and academic advice on the following days: Sunday - Monday - Tuesday - Wednesday - Thursday: 11:00 -12:00 AM Sunday - Monday - Tuesday - Wednesday - Thursday: 2:00 -3:00 PM Email : aghanem@ksu.edu.sa Office number : 4678385 Mobile : 0502242877 Office : College of Food and Agricultural Sciences/ Agricultural Economics, 2nd Floor, 2A /58 . Note: Students can set an appointment with the instructor via email or by phone.

E. Learning Resources

1. List Required Textbooks 1- Jalal elmalah - planning and evaluation of agricultural projects. House the Mars for Publishing, 2- Abdullah Thunayan Al-Thunayyan and Kamal Sultan. Evaluation of agricultural projects - publication and distribution of the Tihama3- Van Horn, James ,C. (1977). Financial management and policy. 4. Ed Englewood Cliffs, Prentice Hall.
2. List Essential References Materials (Journals, Reports, etc.) N/A
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) D. W. pearce and C.A. Nash, The social Appraisal of projects (A Text in cost-benefit analysis), House the Mars for Publishing, 1994.
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) www: adf.gov.sa/ www: moa.gov.sa/www: jcci.org.sa/Arabic/service centers/small-and-emperging-enterprises-centre.
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 with 25 seating capacity.

2. Computing resources (AV, data show, Smart Board, software, etc.) 2.1 Smart board (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 Online Evaluation using the Course Evaluation Survey (CES)
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor No
3 Processes for Improvement of Teaching The following information are used to improve quality of teaching in AGEC 409: Continuous updating of financial and economic evaluation topics for agricultural projects. Continue the process of applying the lectures in feasibility studies carried out by the students
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. APEC 409 is offered every semester. The instructor reviews and updates teaching materials to be used in the following semester. These include the syllabus, class template activities, and class handouts. To determine the extent in achieving the course learning outcomes, results obtained from rubric assessment, case study, and student outputs are analyzed vis-à-vis teaching strategies.

Faculty or Teaching Staff: Dr. Adel Mohamed Khalifa Ghanem
Signature: _____ **Date Report Completed:** 4/3/1435

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

Signature: _____ **Date:** _____