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**National Commission for**
**Academic Accreditation & Assessment**

المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specifications**
**(CS)**

APEC 421: Cooperative Marketing

**Assem Aboalsamh**
**Instructor**

Kingdom of Saudi Arabia
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**Course Specifications**

| Institution:     King Saud University | Date of Report: February 2014 |
|---|---|

| College/Department : Collage of Food and Agricultural Sciences. / Dept. of Agricultural Economics |
|---|

## A. Course Identification and General Information

| 1. Course title and code: APEC 421: Cooperative Marketing |
|---|

| 2. Credit hours: 3 Credits |
|---|
| 3. Program(s) in which the course is offered:  Agricultural Economics (B.Sc) <br> (If general elective available in many programs indicate this rather than list programs) |

| 4. Name of faculty member responsible for the course: Assem Aboalsamh |
|---|

| 5. Level/year at which this course is offered: Eighth semester/fourth year |
|---|
| 6. Pre-requisites for this course (if any): <br> APEC 209: Agricultural and Food Marketing |
| 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? | %100 |
| b. Blended (traditional and online) | | What percentage? | |
| c. e-learning | | What percentage? | |
| d. Correspondence | | What percentage? | |
| f. Other | | What percentage? | |

Comments:

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**B  Objectives**

| |
|---|
| 1.   What is the main purpose for this course?<br>To enhance abilities and utilization of accumulated knowledge in the field of cooperative marketing, search for relevant information, and drawing plans of cooperative marketing. |
| 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)<br><br>a)   Increased use of new methods web-based reference materials.<br>b)   Update the course contents as to accommodate new developments in the area of interest. |

**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 Cooperative Marketing of Agricultural Products and Objectives. | 4 | 12 |
| Types of organization, management and financing of cooperative marketing associations.  And the economic feasibility of marketing cooperatives. | 4 | 12 |
| Legal and Legislative frameworks for cooperative marketing. | 2 | 6 |
| Experiences of other countries in cooperative marketing. | 2 | 6 |
| The role of cooperative marketing in Ag. Development in the kingdom and its future prospects in the areas of marketing and exports. | 2 | 6 |
| Total | 14 | 42 hours |

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| 2. Course components (total contact hours and credits per semester): | | | | | |
|---|---|---|---|---|---|
| | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact Hours | 39 hours | N/A | N/A | 3 hours | N/A | 42 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. | 3h |
|---|---|

**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.

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| | | NQF Learning Domains<br>And Course Learning Outcomes | Course Teaching Strategies | Course Assessment Methods |
|---|---|---|---|---|
| **1.0** | | **Knowledge** | | |
| 1.1 | | List the principles of coops principals functions, objectives, and means of fulfilling their objectives. | Lectures , field visits | Lectures, Exams, Quizzes |
| 1.2 | | Define marketing problems; recognize the advantages of cooperative approach in solving these problems. | Case studies ; discussion | Reports |
| **2.0** | | **Cognitive Skills** | | |
| 2.1 | | Justify marketing through Coops rather than the other alternatives. | Lectures , case studies | |
| 2.2 | | Compare and contrast coops approach with that of other economic entities. | | |
| **3.0** | | **Interpersonal Skills & Responsibility** | | |
| 3.1 | | Demonstrate analytical and critical skills in the field of study. | Review and evaluation of classmate's assignments | |
| 3.2 | | Evaluate data and judge solutions of proposed problems. | Field trips | |
| **4.0** | | **Communication, Information Technology, Numerical** | | |
| 4.1 | | Demonstrate self-confidence in presentation of duties | Tutorial Presentation | Lectures , Exams |
| 4.2 | | Interpret and manage data manipulation and analytical results | | |
| **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 | Midterm exam 1 | 6 | 15 |
| 2 | Midterm exam 2 | 12 | 15 |
| 3 | Final exam | 15 | 40 |
| 4 | Quizzes | weekly | 10 |
| 5 | homework | weekly | 10 |
| 6 | Term paper | 8-12 | 10 |
| 7 | | Total | 100% |

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**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)

    a) Faculty web-page with communication tolls.
    b) 2 office hours (daily)

**E. Learning Resources**

1. List Required Textbooks:
Marketing of Agricultural Products Cooperatives

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

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

N/A

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.
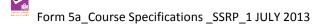
Classroom (15-20 seats)

**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.)
   a) Projector.
   b) Smart board.
   c) Lap top.

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1. 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
   a) Student's evaluation survey at the end of each semester.
   b) Meeting with students.
   c) E-suggestions.
   d) Open door policy.

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2  Other Strategies for Evaluation of Teaching by the Program/Department Instructor
   a) Self-evaluation.
   b) Peer review.
   c) Conducting research.

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3  Processes for Improvement of Teaching
   a) Studying reports.
   b) Training of faculty.
   c) Exchanging faculty between different institutions.

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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)

This system is not employed in the department. However, occasionally, the program manager takes a sample of assignments and exams and compares them with those of other institutions for ensuring validity and reliability.

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5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

N/A

**Faculty or Teaching Staff: Assem Aboalsamh**

**Signature: _____**       **Date Report Completed: 20/2/2014**

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

**Signature: _____**       **Date: _____**