

**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

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

**Course Specifications**

APEC 423 – Economics of Environmental Tourism

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 423 Economics of Environmental Tourism			
2. Credit hours: 2 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 elective 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: 6 <sup>th</sup> or 8 <sup>th</sup> level/ 3 <sup>rd</sup> to 4 <sup>th</sup> Year			
6. Pre-requisites for this course (if any) APEC 219: Environmental 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: Assignment and oral presentation		What percentage?	<input type="text" value="20%"/>
Comments:  APEC 423 is an elective course that explores the concept and theories of economics of environmental tourism. Mode of instruction includes traditional classroom presentation and discussion (80%) and assignment and oral presentation (20%). The student prepares a case study on certain subject define by the instructor or students and collects information from internet and other sources. Results of these activities are discussed in class where students are expected to share their findings during small group and class discussion.			

The importance of environmental tourism at international or domestic level is presented. At the end of the course the students are aware of environmental tourism opportunities and problems, their impacts and mitigations.

### B Objectives

1. What is the main purpose for this course?

At the end of the semester, students are expected to:

- Knowledge of environmental tourism chances and problem.
- Identify the role of private and public sector in environmental tourism.
- Applying economic principles to study the relationship between environmental tourism and the economy.
- Studying and analyzing the impact of environmental tourism on environment
- Demonstrating policy of sustainable environmental tourism
- Using of economic tools to estimate supply and demand of environmental tourism

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):

- Increasing online activities through preparation of online group discussion
- More engagement of student in the learning process of the course through group discussion, assignment and oral presentation due to interactive nature of the course.

### 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
Economics of environmental tourism background	1	2
The role of private and public sector in environmental tourism	1	2
Direct and indirect impact of Environmental tourism on economy	2	4
Impact of tourism on environment	2	4
Sustainable environmental tourism	2	4
Estimation of demand for environmental tourism	2	4
Recreation cost and supply estimation	2	4
Prediction methods for future demand of environmental tourism	2	4
Environmental tourism in Saudi Arabia	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	N/A	N/A	N/A	N/A	N/A	2 credits

2. Additional private study/learning hours expected for students per week.  
Each student is expected to spend 1-2 hours per week in online searching about the new issues of environmental tourism domestically and internationally.

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Define environmental economics, Environment and pollution.	Lectures + discussion	Written test
1.2	Recognize externalities and major causes of environmental pollution	Lectures + discussion	Written test
1.3	Describe Strategy for environment protection	Lectures + discussion	Written test
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Explain and differentiate environmental problem.	Case studies	Reports evaluation
2.2	Develop and run environmental assessment studies	Case studies	Reports evaluation
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Show analytical skills of identifying environmental problems and its impact	Assignment	Instructor evaluation
3.2	Demonstrate awareness skill of environment protection	Group discussion	Instructor evaluation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Interpret environmental economic policy that relate to environment protection and sustainable development	Group discussion	Oral presentation
4.2			
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A		
5.2			

#### Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	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
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	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 Mid-term exam	5	20
2	Second Mid-term exam	12	20
3	Final exam	16	40
4	Class activities (Assignment, Oral Presentation, etc)	1-14	10
5	Attendance and Participation	1-15	10
		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](mailto:imyousif@ksu.edu.sas)  
Office number : 73507 Mobile : 0546360808  
Office : 2A 64.

#### E. Learning Resources

1. List Required Textbooks

- Recreation Economic Decisions, Comparing benefits and costs, Second Edition, John B. Loomis & Richard G. Walsh, 1997.

Mohammad H. Abdullah – Economics of resources and environmental, 3<sup>rd</sup> edition, King Saud University, 2011.

- Charles K. Environmental economics. Arabic translation by Ahmed Alkheir. King Saud University Press, 2005.

- Wilson J – Microeconomics analysis-chapter14: environmental economics, fourth edition, New York, W.W. Norton, 1987.

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

- Tom Tietenberg, 1992, Environmental and Natural Resource Economics

- David pearce and kennnyturm, 1990, Economics of Natural Resources and the Environment

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

Journal of Environment and Development ( <http://jed.sagepub.com/>)

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

- World Tourism Organization ([www.unwto.org](http://www.unwto.org))

- Arab organization for tourism ([www.arab-tourismorg.org](http://www.arab-tourismorg.org))

- Saudi Commission for Tourism and Antiquities ([www.scta.gov.sa](http://www.scta.gov.sa))

- United nation environment program ([www.unep.org](http://www.unep.org))

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 for 30 students
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 - Interaction and discussion between instructor and student - Using online resources
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 content is reviewed and new information or economics analysis techniques will be updated

**Faculty or Teaching Staff: Dr. Imad Eldin Yousif**

**Signature:** \_\_\_\_\_ **Date Report Completed:** 27/01/2014

**Received by:** \_\_\_\_\_ **Dean/Department Head**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_