

ATTACHMENT 2 (i)

Field Experience Specification

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Field Experience Specification

Field Experience Specifications

For direction on the completion of this template, refer NCAAAA guidebooks or the Accreditation Management System.

Institution King Saud University	Date of Report 10-3- 2014
College of Food and Agricultural Sciences	Department of Agricultural Economics
Program : Applied Economics	Track: N/A

A. Field Experience Course Identification and General Information

1. Field experience course title and code Field Training APEC410			
2. Credit hours (if any): 3 Credit hours			
3. Name and title of faculty or teaching staff member responsible for the field experience. Prof. Mahdi Alsultan Dr. Alaa Kotb Mr. Yosef Alamri, Lecturer			
4. Dates and times allocation of field experience activities. a. Dates: One semester (1 day a week) b. Times: from 8:00 am to 4:00 pm			
5. Level or year of the field experience. Level (7) year (4)			
6. List names, addresses, and contact information for all field experience locations currently being utilized by the program.			
	Name and Address	Name of Contact Person	Contact Information (email address or mobile)
a.	Alkhorayef Commercial Company http://www.alkhorayefcommercial.com	Nader N. Almutairi	Mobile: (+966)595505952
b.	Othaim Company	Abdullah Alharby	A.Alharby@othiammarkets.com
c.			
d.			
e.			

B. Learning Outcomes

1. List learning outcomes for the field experience.

- To demonstrate leadership, teamwork, communication skills and creativity in the development of economic practice activity.
- To reinforce concepts or content delivered in the classroom setting; put theory into context.
- To develop higher-order thinking skills (comprehension, application, analysis, synthesis, and evaluation)
- To create a positive social environment, networking, collaborative and cooperative learning
- To experience the “realities” of Economic practice, organizational structure, local and organizational politics, program administration, community relationships, and program coordination;
- To gain, develop skills and knowledge in an area of interest not covered in depth elsewhere in the student’s educational plan.
- To observe and practice real Applied Economic problems.
- To introduce the students to the real field work.
- To expose the students to a wide variety of commonly encountered field problems.
- To interact with the customers, farmers, sales men and trader team.

2. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program 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 and teaching.

The **National Qualification Framework** provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column. The other three domains require at least two learning outcomes. Additional learning outcomes are suggested.

First, insert the suitable and measurable learning outcomes required in each of the 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 program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Recognize the field features	<ul style="list-style-type: none"> • Field supervisors advice • Asked students to ensure that information is provided. • Students complete assignment recording information obtained. • Tutorial discussion to review what students have learned 	<ul style="list-style-type: none"> • Direct supervision of the student during the training. • Weekly reports • Final presentation and evaluation
1.2	Recall the different theories and subjects of study for real-life application		
1.3	Describe the common economic problems encountered during the training program		
1.4	Recognize the important ethical dimensions of economic practice		
2.0	Cognitive Skills		
2.1	Evaluate and analyze economic problems	<ul style="list-style-type: none"> • Students complete assignment recording information obtained. • Tutorial discussion to review what students have learned 	<ul style="list-style-type: none"> • Ratings of performance by field supervisor and faculty member. • Faculty assessment of assignment task.
2.2	Write a comprehensive report		
2.3	Develop management skills for firms and companies with similar economic problems.		
2.4	Summarize findings of the production and marketing departments and judge relevance of their objectives and means.		
3.0	Interpersonal Skills & Responsibility		
3.1	Show communication abilities with the colleagues and other members of the training team.	Advice on procedures by field supervisor followed by involvement in group planning task, independent investigation of an identified issue or problem in the field setting involving discussions with relevant people and other investigations.	Ratings by field supervisor and faculty member on performance in team work and research application.
3.2	Demonstrate leadership and cooperation abilities, and capacity to take responsibility in teamwork.		
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate skills in the following areas: <ol style="list-style-type: none"> 1. Communication with others 2. Oral and written case presentation 3. Report writing 4. Assessment of organization work 5. Data collection and analysis 6. Interpretation of results 	Use of skills in practical tasks in the field setting with advice as required by field supervisor	Judgments about effectiveness of analyses and communications incorporated into ratings of performance in the field setting.
5.0	Psychomotor		
5.1	N/A		
5.2			

C. Description of Field Experience Activity

1. Describe the major student activities taking place during the field experience.

The student joins a training program in a private company or public institution that has agreement with the university for accepting students for such training program. The student performs duties and takes responsibilities in the field of training on daily basis. These duties and responsibilities include the following:

1. The regular activities of employee.
2. Data collection.
3. Economic analysis.
4. The use of computer software and statistical packages.
5. Report writing.

2. List required assignments, projects, and reports.

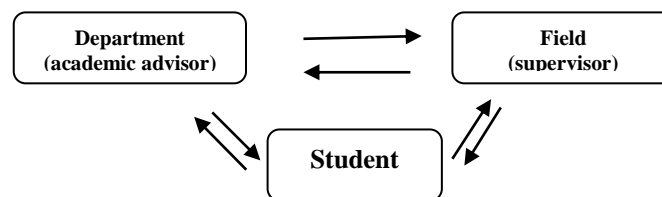
- a. Weekly reports to the academic supervisor
- b. Final report to the academic supervisor
- c. Oral discussion of the final report of the training program

3. Follow up with students (Describe what arrangements are made to collect student feedback?).

The company assigns a supervisor to orient and guide the student during his training course. The academic supervisor receives feedback from the company's supervisor regarding the student's performance. The following arrangements allow for collecting feedback from students:

- Weekly meeting include student feedback through reports.
- Student discusses the field problems with his advisor.
- Course evaluation survey.

4. Insert a field experience flowchart for responsibility and decision-making (including a provision for conflict resolution).



5. Supervisory Responsibilities (Check appropriate boxes).

	Field Teaching Staff	Program Faculty and Teaching Staff
Student Activities		
a. transport to and from site		
b. demonstrate learning outcome performance	*	*
c. completion of required tasks, assignments, reports, and projects	*	*
Supervision Activities		
a. field site – safety	*	
b. student learning activities	*	*
c. learning resources	*	*
d. administrative (attendance)	*	
Planning Activities		
a. student activities	*	*
b. learning experiences	*	*
c. learning resources	*	*
d. field site preparations	*	
e. student guidance and support	*	*
Assessment Activities		
a. student learning outcomes	*	*
b. field experience	*	
c. field teaching staff	*	
d. program faculty and teaching staff	*	*
e. field site	*	
f. learning resources	*	*

b. Explain the student assessment process.

- Evaluation by institution or company's supervisor:
Part of the evaluation is based on the company's supervisor who closely monitors the student performance on daily basis. This is given a weight of 60% of the total grade.
- evaluation by the academic professor.
Student submits weekly reports to the academic supervisor, who orally discusses with the student, and evaluates his performance. This is given a weight of 15% of the total grade.
- Student takes a final written examination, which is given a weight of 25%.

c. Explain the resolution of differences process (If the field teaching staff and the program faculty and teaching staff share responsibility for student assessment, what process is followed for resolving differences between them?)

A formal letter from the department is sent to potential companies requesting their participation in the training program. Companies indicate their interest through a formal letter to the department. In case of conflict during the training period, the Field Training Committee mediates between the conflicting parties.

D. Planning and Preparation by the Program

1. Identification of Field Locations

List Requirements for Field Site Locations (IT, equipment, labs, rooms, housing, learning resources, clinical)	List Safety Standards	List Specialized Criteria
a. Desk b. Data storage chips c. Stationeries	The nature of 'applied economics' science does not expose the trainee to work hazards	Availability of data and documents regarding the economic activities
<p>Explain the decision-making process used to determine appropriate field experience locations.</p> <p>The institutions and companies where the field training is to be practiced should be working in the field of applied economics, food industry, or other specialties related to agricultural economics. Documentation of activities, data availability, and willingness to host the program are also part of the desired characteristics of the locations for field training. Big companies with diversified economic activities where the trainee is a potential candidate for joining the staff after graduation are also targeted by the college for making agreements regarding the field training opportunities. These companies are: Abdullah Al-Othaim Markets Company, Arab Company for Livestock Development (ACOLID), Food Products Company, Agricultural Development Fund, Arabian Agricultural Services Company (ARASCO), and Alkhorayef Commercial Company.</p>		

2. Identification of Field Staff and Supervisors

List Qualifications	List Training Required (if any)
a. Economic background	None
b. Abilities to use computer for economic analysis	
c. Experience in economic analysis	
d.	

3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
Successfully completed the 6 th semester, and the following courses:		
a. APEC 217 Agricultural Organization Management	None	None
b. APEC 330 Analysis of economic data		
c. APEC 405 Agricultural Production Economics		
d. APEC 409 Feasibility Study and Evaluation Projects		
<p>Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.</p> <ol style="list-style-type: none"> 1. Fulfillment of prerequisites. 2. Successful completion of the 6th semester. 		

4. Safety and Risk Management by the Program

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a. None	None	None	None
b.			
c.			
d.			

Explain the decision-making process used to protect and minimize safety risks.
The trainees will not be exposed to chemical, machinery, or any other hazards and risk that need specific protection because they only deal with economic data and information.

E. Evaluation of the Field Experience

1. Describe the evaluation process and list recommendations for improvement of field experience activities by:
 - a. Students

Describe evaluation process

 - Student survey at the end of semester

List recommendations for improvement

 - Review of questionnaire to better reflect the benefits gained and the shortcomings of the training program, and student's recommendations for improvement.
 - b. Supervising staff in the field setting

Describe evaluation process

 - Daily follow-up with the supervisor's assistants who provide feedback to field supervisor
 - Weekly reports to the supervisor

List recommendations for improvement

 - More effective plan of coordination between the academic supervisor and the field supervisor
 - c. Supervising faculty from the institution

Describe evaluation process

 - Direct contact with the field supervisor
 - Review of the weekly report done by the student
 - Final report and presentation

List recommendations for improvement

 - Diversification and increasing of the number of companies and institutions acting as field training locations.
 - Review of items included in the cooperation agreements between the companies and institutions that represent the training locations and the college of Food and Agriculture Sciences for better training environment and more benefit for the trainee.
 - d. Others—(e.g. graduates, independent evaluator, etc.)

Describe evaluation process

 - None

List recommendations for improvement

 - Involvement of graduates and independent personnel in the evaluation process for more efficiency and improvement of the program.

2. Action Plan for Improvement for Next Semester/Year				
Actions Recommended	Intended Action Points and Processes	Start Date	Completion Date	Person Responsible
a. N/A	N/A			
b.				
c.				
d.				
e.				

Name of Instructor: Prof. Mahdi Alsultan

Signature: _____

Date Report Completed: 10 March 2014

Name of Field Experience Teaching Staff

Program Chair/ Coordinator: Prof. Dr. Mahdi M. Alsultan

Signature: _____

Date Received: _____