



King Saud University
College of Food and Agriculture Sciences
Department of Plant Production

Field Experience Specification
(PPS 400 – Cooperative Training)

Professor Nasser A. Al-Suhaibani
Instructor

Field Experience Specifications

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

Institution: King Saud University	Date of Report: 2013
College/Department: College of Food and Agriculture Sciences / Department of Plant Production	
Program: Plant Production Sciences (PPS)	Track: N/A

A. Field Experience Course Identification and General Information

1. Field experience course title and code: Cooperative Training, PPS 400			
2. Credit hours (if any): 12 (0+12) Hours			
3. Name and title of faculty or teaching staff member responsible for the field experience: Professor Nasser A. Al-Suhaibani			
4. Dates and times allocation of field experience activities.			
a. Dates: The 7th level and the summer vacation preceded or followed by the 7th level (i.e. summer + 1st semester or 2nd semester + summer).			
b. Times: (e.g., from 8:00 am to 2:30 pm): 7:30 AM to 4:30 PM or as proposed by the hosting company.			
5. Level or year of the field experience: 7th Level/ 4th Year			
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.	Saudi Agriculture Group (SAG)	N/A	P.O. Box 41757 Riyadh 11531 Saudi Arabia Phone / Fax: +966 11 4913849
b.	Arabian Company for Agricultural Services (ARASCO)	N/A	P.O. Box 53845 Riyadh, Saudi Arabia 11593 e-mail: info@arasco.com Phone: +966 11 261 2222 Fax: +966 11 261 2111
c.	AlSafi Dairy Company	N/A	P.O. Box 10525 Riyadh 11443, Saudi Arabia

			Phone: + 966 11 8476478 Fax: 966 11 733072
d.	Almarai Company	N/A	e-mail: info@almarai.com Phone: +966 11 4700005
e.	Any company willing to sign an agreement with CFAS	-	-

B. Learning Outcomes

1. List learning outcomes for the field experience.			
a. Students are prepared for professional life in horticultural and field crop production.			
b. Students develop communication skills through working with professionals in the field.			
c. Students become familiar with writing comprehensive report and oral presentation on assigned tasks.			
2. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy			
	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Outline crop cultural practices for plant production under field and greenhouse conditions.	Group discussion	- Student's performance
1.2	Recognize different varieties of crops.	Consultation with professionals	- Student's performance
1.3	Recognize signs of different crop ripening.	Consultation with faculty members	- Student's performance
1.4	Recall various harvesting methods.	Consultation with professionals	- Student's performance
2.0	Cognitive Skills		
2.1	Subdivide assigned complex tasks into their simpler component parts.	Group discussion	- Written report
2.2	Compare methods and techniques used in crop production.	Group discussion	- Written report
2.3	Plan for cultivation of different crops.	Group discussion	- Written report
2.4	Design and prepare for harvesting different crops.	Group discussion	- Written report

3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate ability to participate in planning for various crop cultural practices.	Group discussion	- Student's performance
3.2	Show ability to act responsibly and ethically in carrying out their field tasks.	Group discussion	- Student's performance
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate ability to extract information on various crop cultural practices.	Group discussion Consultation with faculty members	- Written report
4.2	Evaluate data collected during field training.	Group discussion Consultation with faculty members	- Oral Presentation
5.0	Psychomotor		
5.1	N/A	N/A	N/A
5.2	N/A	N/A	N/A

C. Description of Field Experience Activity

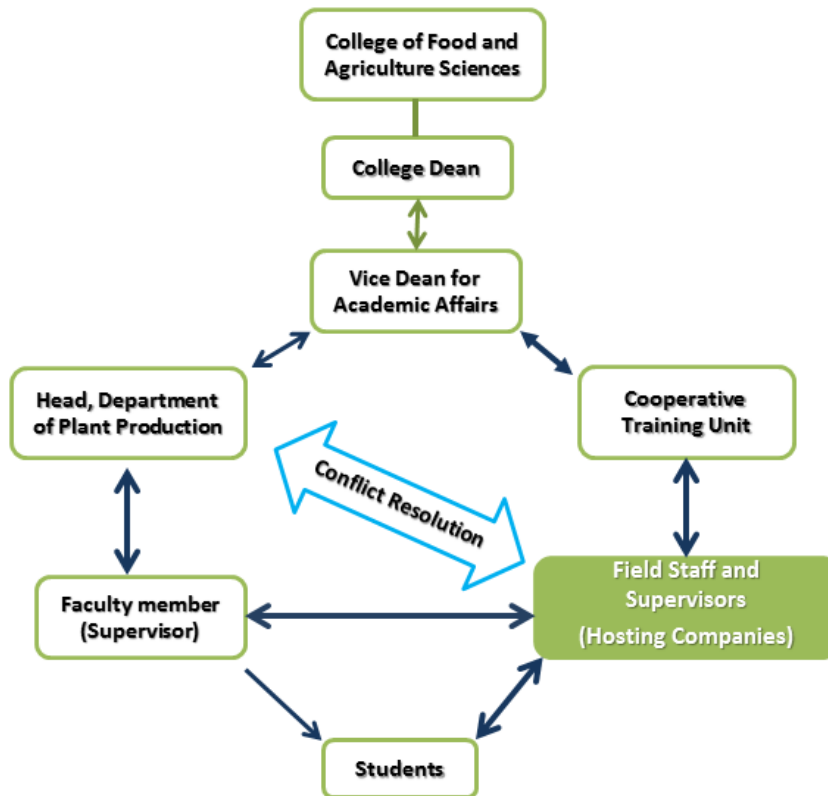
<p>1. Describe the major student activities taking place during the field experience.</p> <p>Cooperative field training takes place in an agricultural company during the whole semester plus a summer before or after the semester (for 27 weeks) in which the student is registering. This course is intended to prepare students for agricultural professional life. During training, students perform the following activities:</p> <ol style="list-style-type: none"> 1- Participate in planning for cultivation of field and horticultural crops. 2- Participate in planning and implementation of crop harvesting, grading and sorting of perishable produce. 3- Record data and observation notes in - a daily basis - required for report writing. 4- Participate in other related activities such as, pest control, irrigation, food processing and marketing.
<p>2. List required assignments, projects, and reports.</p> <ol style="list-style-type: none"> a. Provide a written report at the end of the training course covering all activities, data and field observation. b. Give an oral presentation about the activities and experience gained during the training course.

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

PPS program utilizes a questionnaire form developed by CFAS to collect feedback information from students regarding their learning experience during their training course. The questionnaire is aimed to identify positive and negative aspects of the cooperative training. Students' comments are taken into considerations. All students registering to cooperative training are required to fill out the questionnaire form upon completion of their course.

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

Field Experience Responsibility and Decision-making Flowchart



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	✓	✓

a. Explain the student assessment process.

Students are assessed through the followings:

- 1- Performance in the field as reported by field teaching staff and supervising faculty member(s) during their periodical on-site visits (60%)

2- Students' written report and oral presentation by Department faculty members (40%).

b. 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?)

CFAS has signed an agreement with major agricultural companies that regulates all matters of cooperative training. Differences of any kind will be resolved accordingly.

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. Housing	As required by The Directorate General of Civil Defense	N/A
b. Farm fields and greenhouses	As required by The Directorate General of Civil Defense	N/A
c. Learning resources	Access to internet facilities	N/A
d. Minimum clinical services	As required by the Ministry of Health	N/A
e. Recreation facilities	As required by The Directorate General of Civil Defense	

Explain the decision-making process used to determine appropriate field experience locations.

CFAS has signed a memorandum of understanding with several outstanding agricultural companies including the above mentioned companies to train students in their agricultural fields. The selection of certain companies was based on previous experience of college officials and faculty members on the agricultural activities of these companies and crop diversity they grow.

2. Identification of Field Staff and Supervisors

List Qualifications	List Training Required (if any)
a. Supervisors should be a faculty member.	-
b. Supervisors should not have an administrative assignment during summer vacation.	-
c. Field staff should at least hold a B.Sc in Agriculture.	-

d. Field staff should have at least 3 years of field experience.	-
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3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
a. None	None	None
b.		
c.		
d.		

Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.

Students completing at least 100 credit hours may apply to the department to register for the Cooperative training (PPS 400). The department communicates with Cooperative Training Unit of the CFAS and the targeted company for the arrangement of his enrollment in the course.

4. Safety and Risk Management by the Program

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a. N/A	N/A	N/A	N/A
b.			
c.			
d.			

Explain the decision-making process used to protect and minimize safety risks.

CFAS experience with cooperative training is fairly recent. Apparently, the signed a memorandum of understanding did not take safety and risk management into consideration. However, CFAS is in the process of revising the memorandum to accommodate a plan for safety and risk management.

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

Students evaluated their field experience through filling designed questionnaire forms. These are evaluated and analyzed by the Department.

List recommendations for improvement

- Provide transportation for students and faculty supervisors.
- Provide health insurance for students.
- A monthly allowance for students is recommended.

b. Supervising staff in the field setting

Describe evaluation process

Supervising staff in the field evaluate and document students' performance on site. They submit their evaluation reports to the responsible supervising faculty member along with their student assessment.

List recommendations for improvement

None

c. Supervising faculty from the institution

Describe evaluation process

Supervising staff evaluate and document students' performance and the cooperative training program during their periodical visits to training locations. This evaluation is taken as part of assessment of students.

List recommendations for improvement

- Organize a brief workshop for students before the beginning of the training course to educate them about their rights and responsibilities.
- Search for more agricultural companies to host the cooperative training.

d. Others—(e.g. graduates, independent evaluator, etc.)

Describe evaluation process

Not Available

List recommendations for improvement

Not Available

2. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Processes	Start Date	Completion Date	Person Responsible
a. Propose planning for safety and risk management by the KSU.	<ul style="list-style-type: none"> - Provide students with health insurance during training. - Plan for a safety training requirements. 	2011	2016	Department Head

Name of Instructor: Professor Nasser A. Al-Suhaibani

Signature: _____

Date Report Completed: 2015

Name of Field Experience Teaching Staff: Anonymous

Program Chair/ Coordinator: Professor Nasser A. Al-Suhaibani

Signature: _____

Date Received: _____