Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيـة السعوديـة
الهيئـــة الوطنيـــة للتقويـم
والاعـتـمــاد الأكـاديـمــي

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

APEC 403: Special Studies

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Course Specifications

Institution	Date of Report
King Saud University	

1. College/Department: College of Food Sciences and Agriculture, Agricultural Economic Department

A. Course Identification and General Information

2. Course title and code: Special Studies (APEC 403).
2. Credit hours : 2
3. Program(s) in which the course is offered. Applied Economic program. (If general elective available in many programs indicate this rather than list programs) This course (APEC 403) is an elective course required by program , as one course of 12 credits need to be passed by student before graduation, see the program plan for details.
3. Name of faculty member responsible for the course All staff members share in teaching that course, based on student numbers, as long as each student has one of the staff member.
5. Level/year at which this course is offered (level seven or eight / fourth year) as an elective course.
6. Pre-requisites for this course (if any) APEC 216, APEC 330
7. Co-requisites for this course (if any) APEC 404
8. Location if not on main campus The main campus.

9. Mode of Instruction (mark all that apply)

a. Traditional classroom	X	What percentage?	40%
b. Blended (traditional and online)	X	What percentage?	20%
c. e-learning	X	What percentage?	40%
d. Correspondence		What percentage?	
f. Other		What percentage?	

Comments:
The course has two main sections, the first one is regarding Research Methods and Data Analysis. The second section is the application of research, starting at subject selection and sources of data. Finally, collecting and analyzing data with interpretation of study results.

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B Objectives

1. What is the main purpose for this course?   The main Purpose of the course is training students to do a research work based on Research Methodology, step by step to get the skills and experience of doing such researches in real life, after graduation. The skills student would get not only doing research but also representing and discuss research results and its application in solving one of our community problems.
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)   The plan of developing and improving that course included the following: 1- Having wide selections of research subjects from the real life to give students real experience.   2- Give students a chance to select research subject based on his interest, and data analysis technique which can be used with such type of applied economic research.   3- Develop student skills of searching data from different sources as internet.

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
Research Methods	4	8
Data Collection	2	4
Data Analysis	2	4
Research Results Interpretation	2	4
Discussion of research results and recommendations	2	4
TOTAL	24	8

2. Course components (total contact hours and credits per semester): 24 hours – 3 credits.

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	8	4	4	4	4	24 Hours
Credit	1	0.50	0.25	1	0.25	3 Credits

3. Additional private study/learning hours expected for students per week.	2

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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	Outline the recent developments in scientific research, and its application in natural resource economics	Lectures Homework assignments	Student reports presentation
1.2	Recall the different theoretical economic applications related to hot issues of the Saudi agricultural sector	Tutorials	Pop- up exams
2.0	**Cognitive Skills**		
2.1	Develop the required know-how of using the library system to get information about natural resource economics.	Collecting statistical data about resources from the library	Evaluation of student's reports and oral presentations
2.2	Develop capacities of internet search for subjects in the field of study, and judge the relevance of conclusions to the situation in Saudi Arabia	Tutorials	Evaluation of reports and assignments

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3.0	**Interpersonal Skills & Responsibility**			
3.1	Demonstrate abilities to work independently and as a team member, and to manage time effectively during presentation.	Conducting group assignment and writing group reports (working in groups)	Group reports and assignments assessments	
3.2	Demonstrate good communication skills and oral discussions	written reports and oral presentation	Tests using computer lab materials.	
4.0	**Communication, Information Technology, Numerical**			
4.1	Demonstrate self-confidence in oral presentation of duties, and written reports	Tutorials	Reports' evaluation	
4.2	Interpret results of economic analysis of data and information	Oral presentation	Evaluation of oral presentation	
5.0	**Psychomotor**			
5.1				
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

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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	Research Methodology I	3	5%
2	Research Methodology II	5	10%
3	Research subject selection	6	5%
4	Collect and inter data into computer (computer applications)	7	5%
5	Analyze research data	8	5%
6	Get data analysis results	9	10%
7	Type the research	11	20%
8	Research results and recommendations discussion	14	40%
		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)
Individual student consultation and academic advices would be available through meeting with staff member at times of open office hours, email, and phone calls.

E. Learning Resources

1. List Required Textbooks
Basic Research Methodology (in Arabic), in addition to many textbooks based on subject of applied economic research chosen by the student. Aso, each staff member with his student may select different textbook.

2. List Essential References Materials (Journals, Reports, etc.)
Statistical Data Periodicals' for Government Ministries (Agriculture , Water, Economic and planning, and others). Such periodicals are available at the King Saud Main Library.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
Journal of College of Food Sciences and Agriculture, and Journal of Saudi Agriculture Society.
Report about B.Sc. projects of graduation by agriculture Economic Dept. (published already).

4. List Electronic Materials(eg. Web Sites, Social Media, Blackboard, etc.)
Web sites of different ministries and associations such as Saudi Development of Agriculture Fund, Commercial Saudi Chambers ,and King Saud University Library. Student can get all of sites through GOOGLE.

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
Computer labs include all hard and soft ware required for student to do assignments and presentations. Each year, the new version of economic computer programs are set on computer, even that we try to train student to apply his assignment using Excel as it is available on operating system of computers. Using Excel help student to avoid an expensive professional economic programs.

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.) are available.
2. Computer programs to analyze research data.
3. Presentation tools.

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2. Computing resources (AV, data show, Smart Board, software, etc.) are available too. N/A
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 • Continuing to develop the curriculum and make it consistent with the variables of good specialization is focused on the uses of computers in analysis and training for students. • Modernization of infrastructure and programs continued. • Develop the experience of different ways of teaching (distance, automatic, traditional ..... etc.) • Use of information technology through internet that contain exercises and practical applications of the decision.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Exams, oral presentations, writing reports, computer application assessment, and problem solving homework's.
3 Processes for Improvement of Teaching • Update books and references used in the teaching of the decision • Providing updated software and infrastructure. • Trying different ways of teaching to determine effectiveness.
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

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

Each semester,, the quality assurance comity is reviewing course reports for evaluations and suggest ways to improve courses .

Faculty or Teaching Staff: All Staff_____

Signature: _____   Date Report Completed: _____

Received by: _____   Dean/Department Head

Signature: _____   Date: _____