



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

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

<b>Course Specifications (CS)</b>	
<b>Course Title:</b>	<b>ECO 202 – Principles of Macroeconomics</b>
<b>Last Update:</b>	December 2013



## Course Specifications

Institution:	Date of Report:
<i>Al Yamamah University</i>	<i>31/10/2013</i>
College/Department:	
<i>College of Business Administration/Quantitative Department</i>	

### A. Course Identification and General Information

1. Course title and code:
<i>Principles of Macroeconomics (ECO 202)</i>
2. Credit hours:
<i>Three (3) credit hours</i>
3. Program(s) in which the course is offered:
<i>Bachelors of Business Administration</i>
4. Name of faculty member responsible for the course:
<i>Dr. Fayq Al Akayleh</i>
5. Level/year at which this course is offered:
<i>2<sup>nd</sup> year during 2<sup>nd</sup> semester.</i>
6. Pre-requisites for this course:
<i>ECON 201 Principles of Microeconomics</i>
7. Co-requisites for this course: None.
8. Location if not on main campus: <i>N.A.</i>
9. Mode of Instruction (mark all that apply)
a. Traditional classroom <input checked="" type="checkbox"/> What percentage? <input type="text" value="100"/>
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 <input type="checkbox"/> What percentage? <input type="text"/>



Comments: Regular Education System.

## B Objectives

1. What is the main purpose for this course?

*This course is designed to provide students with the necessary knowledge of principles and basic concepts and the analysis of National income determination, the monetary and banking system, and elementary fiscal and monetary policies. Contemporary problems of unemployment, inflation, economic growth, business cycles and the international economy. Aggregate economic models. International trade, growth and development. International interdependencies among nations.*

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):

*On yearly basis, review the textbook requirement and add or update the edition of the main textbook.*

*Periodically, in every two years, review the entire course content and develop the course as per the need and requirement of the environment.*

## 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		
<i>Introduction and Preliminaries: What Economics Tries to Explain, Definition of economics and of macroeconomics</i>	<i>1 week</i>	<i>3 hour</i>
<i>National Income: Accounts and Measurement Approach</i>	<i>1 week</i>	<i>3</i>
<i>Income and Employment</i>	<i>1 week</i>	<i>3</i>
<i>Monetary System, Prices and Inflation</i>	<i>1 week</i>	<i>3</i>
<i>The Classical Theory of Income and Employment</i>	<i>1 week</i>	<i>3</i>
<i>Economic Growth and the Standard of Living</i>	<i>1 week</i>	<i>3</i>
<i>Economic Fluctuations</i>	<i>1 week</i>	<i>3</i>



<i>Keynesian Theory of Income and Employment</i>	<i>1 week</i>	<i>3</i>
<i>Banking System Money Supply</i>	<i>1 week</i>	<i>3</i>
<i>Demand for Money</i>	<i>1 week</i>	<i>3</i>
<i>The Money Market and the Interest Rate</i>	<i>1 week</i>	<i>3</i>
<i>Aggregate Demand and Aggregate Supply</i>	<i>1 week</i>	<i>3</i>
<i>Aggregate Demand and Aggregate Supply-Further Analysis</i>	<i>1 week</i>	<i>3</i>
<i>Inflation and Monetary Policy</i>	<i>1 week</i>	<i>3</i>
<i>Fiscal Policy; taxes, expenditures and central budget</i>	<i>1 week</i>	<i>3</i>

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45					<i>45</i>
Credit	3				-	<i>3</i>

3. Additional private study/learning hours expected for students per week: N.A.  
*Students need to study 3 hours a week outside the classroom.*

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	<i>Memorize the macroeconomic policy objectives</i>	<i>Learning activities include lectures, case studies, research projects and team efforts. Students are expected to read the textbooks or other assigned reading outside of and before each class, and to participate in the critical evaluation of the material through small-group and class discussion.</i>	<i>Methods for assessment of knowledge acquired are varied, including:</i> <ul style="list-style-type: none"> <li>▪ <i>Class participation</i></li> <li>▪ <i>Group discussion</i></li> <li>▪ <i>Presentation</i></li> <li>▪ <i>Individual and group assignments</i></li> <li>▪ <i>Quizzes</i></li> <li>▪ <i>Mid-term and final exams</i></li> <li>▪ <i>Project report</i></li> </ul>
1.2	<i>State the main comparisons between classical and modern theories of national income and growth</i>		
1.3	<i>Define different types on national income.</i>		
1.4	<i>Recognize types of unemployment</i>		
1.5	<i>List the main factors affecting demand for and supply of money</i>		
1.6	<i>Outline the main fiscal and monetary policies</i>		
1.7	<i>Understand monetary and fiscal instruments and their effects on growth, employment, and economic stability</i>		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<i>The capacity to identify different perspectives, theories and models potentially relevant to business and to appraise their strengths and weaknesses</i>	<i>Class discussion</i>	<i>Presentation</i>
2.2	<i>The capacity to apply theories, models and analytical techniques derived from the core courses to a range of situations and problems.</i>	<i>Real life business case studies</i>	<i>Individual and group assignments</i>
2.3	<i>The ability to choose appropriate techniques and models applicable to a given subject matter or area of application.</i>	<i>Role playing</i>	<i>Quizzes</i>



2.4	<i>The capacity to be aware of the limitations of existing knowledge and understanding and to recognise the relevance of developing new approaches to situations and problems.</i>	<i>Field trips</i>	<i>Projects</i>
2.5	<i>The capacity to formulate persuasive solutions to problems that take into account the range of views of organisational stakeholder.</i>	<i>Research projects and team work</i>	<i>Reports</i>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<i>Actively seeking and giving feedback during classroom discussion</i>	<i>Class discussion</i>	<i>Presentation</i>
3.2	<i>Building effective relationships with others and presents ideas persuasively and confidently</i>	<i>Presentation</i>	<i>Individual and group assignments</i>
3.3	<i>Ability to work collaboratively with team members</i>	<i>Role playing</i>	<i>Projects</i>
3.4	<i>Ability to present facts and ideas confidently</i>	<i>Field trips</i>	<i>Presentation</i>
3.5	<i>Demonstrating leadership qualities by being visible among the students.</i>	<i>Group projects</i>	<i>Individual and group assignments</i>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
	<ul style="list-style-type: none"> <li>▪ <i>The ability to analyze and interpret business situation and its problems in terms of available information.</i></li> <li>▪ <i>The ability to apply conceptual understanding of knowledge, theories, models and procedures to solve a range of business situations and problems.</i></li> </ul>	<p><i>Various methods will be applied like:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Giving assignment where students need to apply skills to solve the problems mentioned in the assignment.</i></li> <li>▪ <i>Arranging tutorials that includes discussion of issues and problems where analytical skills are needed to solve it.</i></li> <li>▪ <i>Conducting in-class assignments including some open ended problem solving tasks where students need to select appropriate methods or solutions.</i></li> <li>▪ <i>Enrolling in the senior project courses where students' deals with a major business</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Each test given during semester to include at least one item requiring students to apply formulae or conceptual insight in solution of a new problem.</i></li> <li>▪ <i>End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new problem.</i></li> <li>▪ <i>Assessment of final year capstone group problem solving task has 40% of assessment based on appropriate choice and use of appropriate investigative methodology, and includes mark bonus for creativity on solution.</i></li> </ul>



		<i>problem related to their area of concentration and suggest possible solutions.</i>	
<b>5.0</b>	<b>Psychomotor</b> Not applicable to this course.		
5.1			
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. Scheduling of Assessment Tasks for Students

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	<i>Assignment</i>	2	10%
2	<i>quiz</i>	5	10%
3	<i>Mid-term Exam</i>	8	20%
4	<i>Case Study</i>	11	10%
5	<i>Final Exam</i>	15-16	40%
6	<i>Class Participation</i>	1-15	10%
	<i>Total</i>		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):

- *In addition to class lectures time, faculty members assign minimum two hours per week for student consultations and academic advice. The consultation time is mentioned in the Faculty Time Table and is display on the faculty member's office door.*
- *During the registration period, faculty members also spend time for review and approving students' registration form. Each faculty member is assigned a group of students for advising. The list is posted in the faculty office and students are advised to visit the faculty member during the time mentioned in his/her faculty time table.*

#### E. Learning Resources

1. List Required Textbooks

*Lipsey, R., "Macroeconomics, 10th Canadian ed., Addison Wesley Longman, 2002.*

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

- *Paul A. Samuelson, and William D. Nordhaus, "ECONOMICS", 18th Edition.*
- *Hall, Robert E. and Lieberman, Marc: "Economics: Principles and Applications", Thomson, South-western.*

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

*SAMA Reports and Statistics, The American Economic Review, IMF Economic Reports, Economic periodicals and Magazines.*

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

- *YU LMS.*
- *The text book gives reference to a web site where the student can access the websites for case studies and applications.*

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

*Provided with the books and supplied by publishers (Videos, Instructional material, CDs, test bank.)*



## 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.)
<i>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</i> <ul style="list-style-type: none"><li>▪ <i>A classroom with 40 seating capacity is required.</i></li><li>▪ <i>Classroom should be equipped with multimedia projector and Internet access.</i></li></ul>
<i>2. Computing resources (AV, data show, Smart Board, software, etc.)</i> <i>Currently there is no need of any special computing resources.</i>
<i>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</i> <i>Currently there is no need of any other resources</i>

## G Course Evaluation and Improvement Processes

<i>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</i> <ul style="list-style-type: none"><li>▪ <i>During week 13 and 14, the YU's "Student Affairs" department conducts a survey covering all aspects relating to their learning experience for the concerned course. Students are given questionnaire on different areas of the course including the effectiveness of the course.</i></li><li>▪ <i>There are two ways that the survey is undertaken: manually by distributing the printed forms to the students during the class meeting hours and by electronically, where students are required to go to the computer lab for participating in the survey.</i></li><li>▪ <i>The responses are forwarded to the "Information Center" where it is analyzed and reports are prepared.</i></li><li>▪ <i>The report is called "Course Evaluation Survey" or CES and is submitted to the department chairman, who shares the report with the respective faculty members.</i></li></ul>
<i>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</i> <ul style="list-style-type: none"><li>▪ <i>Classroom observations are conducted by the Department chairman during class periods, especially for the newly recruited faculty members.</i></li><li>▪ <i>A form with some standard questions regarding classroom activities is used to evaluate the performance of the faculty members during the classroom visits.</i></li><li>▪ <i>Faculty members are informed about the classroom visits without notifying a specific day for the visit.</i></li><li>▪ <i>The reports are shared with the faculty members.</i></li></ul>
<i>3 Processes for Improvement of Teaching</i> <i>Al Yamamah University is in the process of installing a computer based program where teachers and students can directly communicate and interact. Teachers can make announcements, give assignments on line and receive student responses.</i>



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)

*The process for improving the teaching includes the following:*

- *Workshops and seminars are conducted throughout academic year to address specific teaching strategies and improvements.*
- *Feedbacks from students using different types of survey are shown and discussed with faculty members to improve the teaching.*

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

*At the end of each semester, Curriculum committee conducts a meeting with all faculty members in which surveys filled by the students and other feedbacks from faculty members are discussed. Effectiveness of the courses, mistakes done and weaknesses are discussed. These points are made basis for the planning for improvements for next semester/ year.*

**Faculty or Teaching Staff: Dr. Fayq Al Akayleh.**

**Signature: fayqalakyleh**

**Date Report Completed: 31/10/2013**

**Received by: \_\_\_\_\_**

**Dean/Department Head**

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

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