



**ATTACHMENT 5.**

**T6. COURSE SPECIFICATIONS  
(CS)**



هيئة تقويم التعليم  
Education Evaluation Commission

## Course Specifications

Institution:: Al Yamamah University	Date: 26/02/2019
College/Department :College of Business Administration	

### A. Course Identification and General Information

1. Course title and code: Public Finance (FIN 315)			
2. Credit hours: Three hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) BSBA			
4. Name of faculty member responsible for the course Dr. Fayq Al Akayleh			
5. Level/year at which this course is offered:3 <sup>rd</sup> year, 1 <sup>st</sup> semester			
6. Pre-requisites for this course (if any): ECO 202 Principles of Macroeconomics			
7. Co-requisites for this course (if any):None			
8. Location if not on main campus:			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input type="text" value="*"/>	What percentage?	<input type="text" value="100"/>
b. blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. other	<input type="text"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

1. What is the main purpose for this course?

The main goal of this course is to develop a set of tools for analyzing the role that government plays in the economy and the lives of its citizens. In particular, the course will consider some reasons for government intervention in a market economy and study the impact of government expenditure programs and taxation systems on the welfare and behavior of its citizens. The course will cover a wide range of issues in public finance with a focus on current policy debates and issues.

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):

- Searching the courses of leading universities to continuously develop this course.
- Reviewing Saudi Arabia's government budget publications.

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Individual and Government	1	3
Efficiency, Markets, and Governments	1	3
Externalities and Government Policies	1	3
Public Goods	1	3
Cost-Benefit Analysis and Government Investments	2	6
Government Subsidies and Income Support for the Poor	2	6
Social Security and Social Insurance	1	3
Government and Healthcare	1	3
Introduction to Government Finance	1	3
Taxation, Prices, Efficiency, and the Distribution of Income	1	3
Budget Balance and Government Debt	1	3
Theory of Income Taxations	2	6

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45					45
	Actual	45					45
Credit	Planned	03					03
	Actual	03					03

3. Additional private study/learning hours expected for students per week.	3
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<p>4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy</p> <p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand that economics is about the allocation of scarce resources, that scarcity forces choice, tradeoffs exist and that every choice has an opportunity cost. Be able to demonstrate these concepts using a production possibility frontier diagram.</li> <li>▪ Understand the macroeconomic policy objectives; different types on national income and recognize types of unemployment.</li> <li>▪ Understand the causes and effects of inflation and unemployment.</li> <li>▪ Describe the macroeconomy using aggregate demand and aggregate supply analysis.</li> <li>▪ Demonstrate an understanding of monetary and fiscal policy options as they relate to economic stabilization in the short run and in the long run.</li> </ul>
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**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. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	<b>Knowledge</b>		
1.1	Analyze the concepts of public goods and market failures and their cures	Lectures, assignments and group discussion	Quizzes, Midterm, Final exam and project report

1.2	Apply various socio-economic models to the evaluation of the public policy questions	Lectures, assignments and group discussion	Quizzes, Midterm, Final exam and project report
1.3	Evaluate and analyze, and compare different fiscal policies of public revenues, expenditures, and income redistribution.	Lectures, assignments and group discussion	Quizzes, Midterm, Final exam and project report
<b>2.0</b>	<b>Cognitive</b>		
2.1	Analyze and evaluate governmental budgets	Lectures, assignments and group discussion	Quizzes, Midterm, Final exam and project report
2.2	Evaluate governmental macroeconomic policies.	Lectures, assignments and group discussion	Quizzes, Midterm, Final exam and project report
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Give feedback during classroom discussion	Lectures, assignments and group discussion	Quizzes, Midterm, Final exam and project report
3.2	Building effective relationships with others and presents ideas persuasively and confidently	Project/case study Work	Project/case study presentation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Demonstrate the ability to communicate effectively in oral and written forms. And, use information and communications technology, and use basic mathematical and statistical techniques.	Project/case study Work	Project/case study presentation
<b>5.0</b>	<b>Psychomotor</b>		
5.1	NA		

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	Quizzes	3 <sup>rd</sup> & 12 <sup>th</sup>	20%
2	Midterm Exam	8 <sup>th</sup>	20%
3	Assignment	10 <sup>th</sup>	10%
4	Case study/project Presentation	14 <sup>th</sup>	10%
6	Final exam	16 <sup>th</sup>	40%

## 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

1. Hyman, David N., "Public Finance, A Contemporary Application of Theory to Policy", 12<sup>th</sup> Edition, Cengage Learning.
2. Rosen, Harvey S., and Ted Gayer (2014), Public Finance, 10<sup>th</sup> edition, New York, N.Y.: McGraw-Hill/Irwin.

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

- SAMA Annual Reports,
- Central Department of Statistics and Information in the Kingdom of Saudi Arabia,
- IMF website
- World Bank website

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

Kennedy, M. Maria John (2012), Public Finance, PHI Private Limited.

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 (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) <ul style="list-style-type: none"> <li>▪ A classroom with 40 seating capacity is required.</li> <li>▪ Classroom should be equipped with multimedia projector and Internet access.</li> </ul>
2. Computing resources <ul style="list-style-type: none"> <li>▪ <i>Currently there is no need of any special computing resources.</i></li> </ul>
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)
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.) Available
2. Technology resources (AV, data show, Smart Board, software, etc.) Available
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) All resources available

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ The responses are forwarded to the “Information Centre” where it is analysed and reports are prepared.</li> <li>▪ 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.</li> </ul>
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none"> <li>▪ Staff Submit course report at the end of each semester.</li> <li>▪ Classroom observations are conducted by the Department chairman during class periods, especially for the newly recruited faculty members.</li> <li>▪ A form with some standard questions regarding classroom activities is used to evaluate the performance of the faculty members during the classroom visits.</li> </ul>

- Faculty members are informed about the classroom visits without notifying a specific day for the visit.
- The reports are shared with the faculty members.

### 3. Processes for Improvement of Teaching

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.

### 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 University periodically uses collaborative faculty reviews to ascertain standards of student achievement.

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

The College Board periodically calls for the review of courses in the various disciplines to ensure they are current and applicable, especially for the periodic reports and evaluations to the MOE.

Name of Course Instructor: Dr. Fayq Al Akayleh

Signature: \_\_\_\_\_ Date Specification Completed: 26/02/2019

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_