Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications

Professional Ethics
Adr 3501

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National Commission for
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الهيئــــة الوطنيــــة للتقــويــم
والاعـتـمـــاد الأكـاديـمــــي |

Course Specifications

| Institution: King Saud University. | Date:**1439/1438 H** |

| College/Department:Community College: **Department of Arts and Education.** |

A. Course Identification and General Information

| 1. Course title and code: **Professional Ethics   3501 Adr** |

| 2. Credit hours: **2 Hour** |

| 3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
Business Administration and computer sciences |

| 4. Name of faculty member responsible for the course: **Dr Tariq Alghassab** |

| 5. Level/year at which this course is offered: **Fifth level** |

| 6. Pre-requisites for this course (if any): **None** |

| 7. Co-requisites for this course (if any): **None** |

| 8. Location if not on main campus: **Community College** |

9. Mode of Instruction (mark all that apply)

a. traditional classroom	*	What percentage?	**70%**
b. blended (traditional and online)	*	What percentage?	**15%**
c. e-learning	-	What percentage?	**15%**
d. correspondence	-	What percentage?	-
f. other	-	What percentage?	-

Comments:

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B Objectives

1. What is the main purpose for this course? **The principal aim of this module is to:** - **Make students familiar with the concepts and principles of ethics and administration function and to recognize the concept of ethics and administrative duties, and the ethics of legitimate, praiseworthy, illegal or undesirable employment;** - **Help students to understand and apply the ethics of good behavior;** - **Assist students to understand the ethics and function of required behaviors;** - **Make students aware of the importance of work and proficiency in the profession and sensitize them to be committed to Islamic ethics such as: fair learning, honesty, truthfulness ... etc;** - **Focus on the assets of Islamic morality and the ways it is acquired, improve it and buttress its social impact.**
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) **Currently, the textbook under revision is taught in order to replenish some of the topics and add topics in line with the modern development of the means of communication.**

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

Course Description: **. Introduce students to the basic concepts and principles of ethics and administrative function, and recognize the concept of ethics and administrative duties, and the ethics of legitimate, praiseworthy, illegal or undesirable duties**

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
First chapter introduction to the importance of work in the renaissance of nations - the concept of the profession, the concept of work and the difference between them. **Ethics in Islam in the Holy Quran and Sunnah.** **The effects of the predecessors - the need to study the ethics of the profession – Regulation of the profession practice in Islam**	**2**	**2**
Second chapter The values and ethics of the profession: power - faithfulness - censorship. **Employer and professional worker ethics**	**3**	**3**

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Third chapter. **The values and ethics of the profession - slavery - faithfulness – fairness, honesty** **Ethics in the Islamic civilization - doctors - engineers - teachers.**	**3**	**3**
Fourth chapter. **Ethics in some international companies: Samsung - Intel – Microsoft - Apple.** **the consolidation of ethics and ways to find solutions to different obstacles in its application.**	**3**	**3**
Fifth chapter. **Irregularities in the profession: views and ways to deal with them** **The ethics of the profession in the Kingdom of Saudi Arabia.**	**2**	**2**
Sixth chapter. **Employers' and workers system - civil service system - the Charter of the ethics of the profession of engineering.** **Models of the effect of adherence to professional ethics to succeed in work and life:**	**2**	**2**

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	**15**	**No**	**No**	**No**	**N.A**	**15**
Credit	**1**	**No**	**No**	**No**	**N.A**	**15**

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

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Linking learning outcomes to decision, and assessment methods, teaching strategies in a manner commensurate with each other, so that there is a synthesis between learning and teaching methods and methods of evaluation.

The National Qualifications Framework presents five key areas of learning. They require a learning outcome under each key area and usually the outputs are eight which are connected in one or more of the five areas. In some courses that offer more than one program there must be integration in the

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learning outcomes of the program .This could be noticed through a matrix of learning outcomes for the program.

First: the writing of learning outcomes is measurable and is in line with the area that belongs to it (see table).

Second, determine the teaching strategies that fit the learning outcomes in addition to the evaluation method.

Third, determine the appropriate measurement methods that accurately assess learning outcomes.

Learning outcomes match each course and the method of evaluation and teaching must be made up and integrate with each other in the learning and teaching process.

Fourth: If there is any learning outcomes of the program included in the learning outcomes with the decision, the @ symbol is placed in front of the exit.

It does not require that all areas in the Course Outcomes include a moratorium on the nature of the planned

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	**The graduate must be aware of the importance of the ethics of the profession and its place in his career and its importance in the success of the work and the quality of the product.** **The graduate must be committed to professional ethics proposed by Islam.**	▪ **Individual and free discussions** ▪ **Case Studies**	▪ **Written examinations** ▪ **Case study evaluation for assignments.**
1.2	**The graduate must master the practice of the profession which he adopts in a good way .** **The graduate has to believe that his work is a form of worship rewarded by Allah.** **The graduate has to believe in his ability to promote the institution when he complies with the professional ethics.** **The graduate has to believe that complying with ethics is a factor to change the career of the profession, and the work of institutions, and preserve the environment**	▪ **Lectures** ▪ **Free discussions** ▪ **Case studies**	▪ **Written examinations** ▪ **Coursework assignments evaluation.**
2.	**Cognitive Skills**		
2.1	**The graduate has to be aware of the**	▪ **Dialogue and**	▪ **Personal observations**

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		visualization. ▪ Role-playing	
2.2	. The existence of a graduate who believes that complying with ethics is a factor in changing the career of thought, and the work of institutions, and preserving the environment.	▪ Free discussions ▪ Class discussions	▪ Free discussions with groups
3.0	**Interpersonal Skills & Responsibility**		
3.1	. Development of student ability to attract attention and raise the attention of others	▪ . To view visual cases ▪ - Group discussions and dialogue about practical situations	▪ Group research ▪ Group assignment
3.2	Influence others to respond to them through logical persuasion	▪ Provide practical advice on successful communication and its constituents	▪ Personal observations concerning each student's discussion within the group
4.0	**Communication, Information Technology, Numerical**		
4.1	Respond to others and gain their trust	▪ Role –playing	Personal observation
4.2	The ability to analyze the behavior of others and influence it	Study and analyze practical recommendations on the elements of successful communication	Assess the role of each student during role - playing
5.0	**Psychomotor**		
	N.A	N.A	N.A

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)											
	1.1	**1.2**			**2.1**					**3.2**	**4.1**	
1.1	√	√			√					√	√	
2.1	√-	√			√						√	

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6. 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	**First monthly exam**	**7**	**20 %**
2	**Second monthly exam**	**12**	**20 %**
3	**Pop quizzes**	**-**	**10 %**
4	**Course Assignments (Quizzes, Homework, Presentation, Case studies. etc)**		**10 %**
4	**Final exam**	**15**	**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)

40 hours per week (lecture, students Guidance, and office hours)

E Learning Resources

1. List Required Textbooks
   Work Ethics issued by the Department of Islamic Culture University)
   Management Ethics in the Public service and its Applications in Saudi Arabia. Dr. Saud bin Fahd Al-Othaimeen.
   Professional Values, Prof. Mahmoud Atta Agl
   Work Ethics. Dr. Bilal behind Alsakarneh

2. List Essential References Materials (Journals, Reports, etc.)
   Applications of Civil Service System in the Kingdom of Saudi Arabia: Dr. Mohammed zuid Al-Otaibi.
   Work Ethics in Islam. Prof. Mofrah al Gousssi
   The Ethics of Public Office. Dr. Abdulqawi.
   Profession and Morals. Dr. Saad al-Din massad Hilali

3. **List Recommended Textbooks and Reference Material (Journals, Reports, etc)**
   Teacher Guide To Ethics. Prof Sadik Mohammed Afifi.
   Work Ethics between Religion and Society. Ahmed Jaber Hassanein.
   Introduction to the Jurisprudence of the Professions, Dr. Attia Fayyad

4. List of Electronic Materials, Web Sites, Facebook, Twitter, etc.
   www.ee.ed.ac.uk/~gerard/Management/art7.html
   -

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

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PowerPoint slides are offered to students via computer

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.)
Class room according to students' numbers

2. Computing resources (AV, data show, Smart Board, software, etc.)
Data shows and smart board.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
None.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
Monthly test and homework
Pop quizzes and final exams

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- **Assessment of teaching member by   Department head**
- **Assessment of teaching member by the faculty .**

3   Processes for Improvement of Teaching
  It is identified by the latest means of communication and its arts.
- **-Being familiar with the latest studies and references.**
- **- Follow through modern technological developments in the field of science and learning**.

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)
- **Specialized reviewers from the section are asked to review a sample from the answers of students before distributing the results.**
- **Appointing external reviewers to check the answers of the students.**

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- **. Through continuous access to the latest research, studies and related references.**

Name of Instructor: **Dr. Tariq Alghassab**

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Signature:_____Date Report Completed:**26-7-1439**

Name of Field Experience Teaching Staff : **Field Training Committee**

Program Coordinator**:**

Signature: _____   Date Received: