اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Professional Ethics
Course Code:	150 Dar-1
Program:	Preparatory Year Program
Department:	Self Development Skills
College:	Deanship of Preparatory Year
Institution:	Najran University

VISION
2030
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A. Course Identification

1. **Credit hours:**	
2. **Course type**	

a. University ☐ College ☐ Department ☐ Others ☐ PY

b. Required ☐ Elective ☐

3. **Level/year at which this course is offered:** 2019-2020 , Second Semester
4. **Pre-requisites for this course** (if any)**:** NA
5. **Co-requisites for this course** (if any)**:** NA

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	-	-
2	**Blended**	-	-
3	**E-learning**	-	-
4	**Distance learning**	15 %	100 %
5	**Other**	-	-

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	14
2	**Laboratory/Studio**	-
3	**Tutorial**	1
4	**Others** (specify)	-
	Total	15

B. Course Objectives and Learning Outcomes

1. Course Description

This course has four chapters :
1- Basic Concepts.
2- Professional Ethics from Islam perspective .
3- Non-commendable ethics in profession.
4- Code of Ethics and Professional Conduct.

2. Course Main Objective

Define the concepts of professional ethics and its practices in practical life according to Saudi regulations.

3. Course Learning Outcomes

CLOs	Aligned PLOs
1 **Knowledge and Understanding**	

	CLOs	Aligned PLOs
1.1	Define concepts that associated with professional ethics.	
1.2	State his professional rights and duties towards the work in accordance with Saudi regulations, and ways of establishing a positive professional life.	
1.3		
1...		
2	**Skills :**	
2.1	Distinguish between commendable and non commendable ethics in the field of work.	
2.2	Distinguish between determinants of human behavior.	
2.3	Distinguish between ethical values and terms of reference which professional ethics depend on.	
2...		
3	**Values:**	
3.1	The student is committed to respect work value in his/her academic and professional life.	
3.2	The student is adhered to the value of work positive behavior in his academic and professional life in accordance with Saudi regulations.	
3.3		
3...		

C. Course Content

No	List of Topics	Contact Hours
1	The difference between the concept of work and profession, the status of the profession and work in Islam.	1
2	From the ethics concept to the means of acquiring ethics .	1
3	The difference between the ethics concept , professional ethics, and the references upon which professional ethics are based.	1
4	Why we care and commit about professional ethics + Employee productive time between rationing and reality.	1
5	Determinants of human behavior + professional ethics from the Islam perspective.	1
6	The first test.	1
7	Classification of ethics values into action is a measure of differentiation in Islam.	1
8	From sincerity and perfection at work to a set of moral values that are related to some professions but not others.	1
9	Mid Term Exam	1
10	To what extent the employee adheres to the rules of profession behavior and professional ethics + career building methods, how do we plan to reach career success.	1
11	Non commendable ethics of an employee	1
12	Code of Ethics and Professional Conduct (From the first item to the tenth item)	1
13	Code of Ethics and Professional Conduct (From the eleventh item to the twenty second item)	1
14	Revision	1
15	Revision	1
Total		15

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Define concepts that associated with professional ethics.	Lecture, collaborative learning, brainstorming, problem-solving strategy, peer learning strategy, and question-posing strategy.	Tests and E-Assignments
1.2	State his professional rights and duties towards State his/her professional rights and duties towards the work in accordance with the rules of professional conduct and public professional ethics.		
...			
2.0	**Skills**		
2.1	Distinguish between commendable and non commendable ethics in the field of work.	Lecture, collaborative learning, brainstorming, problem-solving strategy, peer learning strategy, and question-posing strategy.	Tests and E-Assignments
2.2	Distinguish between determinants of human behavior.		
2.3	Distinguish between ethical values and terms of reference which professional ethics depend on.		
3.0	**Values**		
3.1	The student is committed to respect work value in his/her academic and professional life.	Discussion + Roles playing	A measure of values
3.2	The student is adhered to the value of work positive behavior in his academic and professional life in accordance with Saudi regulations.		
...			

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments	3-12	20%
2	Mid Term Exam	9	30%
3	A measure of values	13	-
4	Final Exam	16-18	50%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :
1- Communicate with department's faculty members through discussions and various means of communication.
2- Communicate via the university's website (the deanship's website).
3- Academic advising for students through the supervision of each faculty member on a group of students.
4- Provide examples of the paper and electronic exams.
5- Upload announcements to students on the blackboard continuously in both individual and

general sections.
6- Provide enrichment and remedial lectures for students.
7- Submit documents and brochures about the nature of academic advising, and the nature of studying, reviewing and exams.
8- Provide individual and group feedback after each semester exam.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	➢ Professional Ethics (1439 AH/ 2018)- Seven Edition – Education Experts Center – Riyadh.
Essential References Materials	➢ Code of Ethics and Professional Conduct (1437). Bureau of Experts at the Council of Ministers. ➢ Al-Humaidan, Issam (1427). Professional ethics in Islam and its applications in the systems of the Kingdom of Saudi Arabia. Obeikan Publishing House. Riyadh. ➢ Al-Uthaimin, Muhammad bin Saleh (1428 AH). Makarem Al-Akhlaq (Good Ethics), a series of books by the Sheikh (68). Al-Watan Publishing House. Riyadh. ➢ Al-Zaidi, Abdul Jabbar (1424): Professional Ethics in Islam, University of Sharjah, 1st Edition. ➢ Abdel Qader, Muhammad Ahmad (2003). Issues of ethics in Islamic thought. University Knowledge House, Egypt. ➢ Aql, Mahmoud Atta (1426 AH): Professional Values. Arab Bureau of Education for the Gulf States. Riyadh.
Electronic Materials	➢ http:// www. mcs.gov . sa ➢ http://lib.nu.edu.sa/DigitalLibbrary.aspx
Other Learning Materials	➢ Lectures are created as PowerPoint presentations, recorded lectures on the Black Board system, and the digital library.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	1- Seats required for the course within the classroom varies from one section to another depending on students number, but it may range between 30-40 students, and the existing seats are sufficient. 2- Equipped classrooms with sufficient seats for students. 3- The nature of the course does not require laboratories as it is a theoretical study. 4- Some of the course topics need to be taught through classes equipped with projectors.
Technology Resources (AV, data show, Smart Board, software, etc.)	1- The course requires a computer device for the faculty member. 2- The course requires a data show through which

Item	Resources
	the scientific material and the enrichment activities are presented to students.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	NA.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for obtaining student feedback on teaching effectiveness: • Students 'responses to the questionnaire on the university's website in which the course and the faculty member are evaluated by students. • Discussion sessions with a limited number of students over the blackboard.	Students	- Direct - Indirect
Other strategies for evaluating the teaching process: • Regular exams for students. • Students' response to the activities assigned to them. • Interact through forums and blackboard.	Department's faculty members	- Direct - Indirect
Teaching development procedures: • Workshops and training courses for the professional development of faculty members. • Department regular meetings for faculty members to exchange experiences and opinions and discuss the teaching process.	Deanship of Development and Quality. Department.	- Direct - Indirect
Verifying procedures for student achievement standards: • Prepare a huge question bank for the number of students. • Questions bank should be designed as the type of true and false questions and multiple choice. • Peer review of the questions bank. • Clear instructions should be given for dealing with the electronic test.	Faculty members. Students.	- Direct - Indirect
Planning procedures for the periodic review of the effectiveness of the course and planning for its development: • Use the feedback provided by students on the course effectiveness. • Reviewing the previous lecture with students through summarizing, questions	Faculty members.	- Direct - Indirect

Evaluation Areas/Issues	Evaluators	Evaluation Methods
and answers, in order to link the previous lecture with the current one. • Conduct midterm tests for students to find out the extent of their familiarity with the course contents. • Conduct a general revision of the course in the week before the examination (through additional lectures). • Conduct a meeting of the Self-Development Skills Department members to discuss improving the educational process.		

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students ,Faculty, Program Leaders Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department Council
Reference No.	2/f2/1442
Date	31/01/2021