



Course Specifications

Course Title:	Occupational Ethics
Course Code:	150MAN-1
Program:	(Preparatory Year)
Department:	Self-Development Skills
College:	Deanship of Preparatory Year
Institution:	Najran university



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A. Course Identification

1. Credit hours:
2. Course type
a. University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 1439/1440 e -Second level
4. Pre-requisites for this course (if any): None
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	14	%100
2	Blended	—	—
3	E-learning	—	—
4	Correspondence	—	—
5	Other	—	—

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	14
2	Laboratory/Studio	-
3	Tutorial	1
4	Others (specify)	-
	Total	15
Other Learning Hours*		
1	Study	-
2	Assignments	-
3	Library	-
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	Total	1

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

<p>1. Course Description</p> <p>The Ethics course consists of four chapters:</p> <ul style="list-style-type: none"> - The first chapter is called (basic concepts) - Chapter II is called ethics of the profession from the perspective of Islam, - Chapter III is called non-virtuous ethics in the job - Chapter IV is called the ethics of the profession in the Saudi regimes.
<p>2. Course Main Objective</p> <p>Knowledge of the concepts of professional ethics and practices in working life</p>



3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Define the concepts related to Professional Ethics	A
1.2	Recall the rights and duties of work in light of the Saudi Systems and methods of building a positive career life.	A
1.3		
1...		
2	Skills :	
2.1	Distinguish between commendable ethics and unprofessional ethics in the field of work.	A
2.2	Distinguish between determinants of human behavior.	A
2.3	Distinguish between ethical values and the basis of ethics.	A
2...		
3	Competence:	
3.1	Maintain good relations with peers and teachers	P
3.2	Take responsibility for learning	P
3.3	Use communication and IT in learning	P
3...		

C. Course Content

No	List of Topics	Contact Hours
1	Orientation about the course	1
2	The difference in concepts between work, profession, and the place of work and profession in Islam.	1
3	From the definition of ethics to the ways (means) of acquiring ethics.	1
4	The difference between ethics, the professional ethics, and the references of professional ethics.	1
5	Why we care about the ethics of work and commitment to it + the productive time of the employee between rationing and reality.	1
6	<i>FIRST MID TERM Exam</i>	1
7	Behavior determinants+ Professional ethics from the perspective of Islam.	1
8	Classification of Ethical Values to Work Differential Scale in Islam.	1
9	From sincerity and mastery in work to a set of moral values that are linked to some professions without some	1
10	The extent of the employee's commitment to the rules of professional conduct and ethics of the profession + ways to build a career, how to plan to achieve career success?	1
11	Second exam	1
12	Unethical or illegal employee ethics	1
13	Professional ethics in the Saudi systems	1
14	Revision	1
Total		14



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		
1.1	Define the concepts related to Professional Ethics	lecture Cooperative learning	A written test Pray, final, duties
1.2	Recall the rights and duties of work in light of the Saudi Systems and methods of building a positive career life.	lecture Cooperative learning	A written test Pray, final, duties
2.0	Skills		
2.1	Distinguish between commendable ethics and unprofessional ethics in the field of work.	Discussion Cooperative learning	A written test Pray, final, duties
2.2	Distinguish between determinants of human behavior.	Discussion Cooperative learning	A written test Pray, final, duties
2.3	Distinguish between ethical values and the basis of ethics.	Discussion Cooperative learning	A written test Pray, final, duties
3.0	Competence		
3.1	Maintain good relationships with peers and teachers	(E-learning support) Talks	Note card
3.2	Take responsibility for learning	(E-learning support) Talks	Note card
3.3	Use communication skills and use IT in learning	(E-learning support) Talks	Note card

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	The first quarterly test	6	20%
2	Second Quarterly Test	11	20%
3	Duties	8/13	10%
4	final exam	15	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 :

Arrangements for the availability of faculty and faculty members for each student's counseling and academic guidance (indicating the amount of time staff members are expected to attend for this purpose each week).

- 1) Office hours for faculty members in the department.
- 2) Communicating via the university website (Deanship website).
- 3) Academic guidance for students through the supervision of each faculty member on a group of students.
- 4) Provide training modules for paper and electronic tests.



- 5) to keep the students on the Blackboard continuously for students.
- 6) Presentation of enriching and therapeutic lectures for students.
- 7) Provide feedback to students after the test.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Ethics of the profession. (1439 AH / 2018 AD). Fifth Edition. Education Experts Center. Riyadh
Essential References Materials	<p>- Al-Humaidan , Essam (1427). Professional ethics in Islam and its applications in the systems of Saudi Arabia. Dar Al Obeikan Publishing. Riyadh.</p> <p>الع Al-Uthaymeen, Muhammad ibn Saleh (1428). Makarem Ethics, a series of works of Sheikh Sheikh (68). Dar Al Watan Publishing House. Riyadh.</p> <p>- Al-Zaidi, Abdul-Jabbar (1424): Professional Ethics in Islam, University of Sharjah, i.</p> <p>- Abdelkader, Mohamed Ahmed (2003). Of ethics issues in Islamic thought. Dar Al Maarefah University, Egypt.</p> <p>- Aqel, Mahmoud Atta (1426). Professional values. Arab Bureau of Education for the Gulf States. Riyadh</p>
Electronic Materials	<p>http:// www. mcs.gov . sa</p> <p>http://lib.nu.edu.sa/DigitalLibrary.aspx</p>
Other Learning Materials	Lectures are placed in PowerPoint format. Lectures on the Black Board and digital library

2. Facilities Required

Item	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<ol style="list-style-type: none"> 1. The number of seats required for a course in a classroom varies from one department to another depending on the number of students but may range from 30-40 students, and existing seats are sufficient. 2 - Equipped classrooms, and has enough seats for students. 3. The nature of the course does not require laboratories as it is a theoretical study. 4 - Some topics of the course need to be taught through halls equipped with projectors.
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<ul style="list-style-type: none"> ▪ The course requires a special computer for the faculty member. ▪ The course requires a Data Show to display the scientific material and enrichment activities for students
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	do not apply



G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p>1. Strategies for obtaining feedback from students regarding the effectiveness of teaching:</p> <ul style="list-style-type: none"> - Student responses to the questionnaire on the university site where the course is evaluated by the students. - Panel discussions with a limited number of students. 	the students	-direct -not directly
<p>Other strategies for evaluating the teaching process.</p> <ul style="list-style-type: none"> - Reciprocal visits among faculty members in the department. - Periodic tests for students. - Students' response to the activities assigned to them. - Class interaction through oral questions. 	Professor and Department	-direct -not directly
<p>Procedures for teaching development.</p> <ul style="list-style-type: none"> - Workshops and training courses for the professional development of faculty members. - Regular meetings of the members of the department to exchange experiences and opinions and discuss the teaching process. 	<ul style="list-style-type: none"> - Development & Quality Deanship. - Section 	-direct -not directly
<p>Procedures for verifying student achievement criteria.</p> <ul style="list-style-type: none"> - Forming committees for correction and auditing with the participation of the coordinator of the department. - Collective correction of students' answers papers, where questions are distributed to members of the department. - Audit and review of these papers. - Inform students of their grades and review test papers with students who wish to review them. - If the student feels that he is not getting the degree he deserves, he can review his paper with the faculty member responsible for teaching the course. - In the case of a teacher who decides that the student deserves a degree, he should refer to the final review committee, which reviews the paper and informs the member of the decision. - Choose a random sample for the second review to check the accuracy of the correction and review. 	<ul style="list-style-type: none"> - Teaching staff. - the student. 	-direct -not directly
<p>Planning procedures for periodically reviewing the effectiveness of the curriculum and planning for its development.</p> <ul style="list-style-type: none"> - Benefit from feedback from students related to their views on the effectiveness of the course. - Review the previous lecture with students through the summary and questions and answers to link the previous lecture with the current lecture. - Holding quarterly tests for students to find out the extent of the contents of the course. - Hold a general review of the course in the week preceding the exam (through additional lectures). 	- Teaching staff	-direct -not directly



Evaluation Areas/Issues	Evaluators	Evaluation Methods
- Meeting of the members of the Department of self-development skills to discuss the improvement of the educational process in the section.		

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) second semester
Date	15/5/1440 H

