Kingdom of Saudi Arabia

Al Baha University

Faculty of Administrative & Financial Sciences

Business Administration

COURSE SPECIFICATION

Business Ethics & CSR

16011501

2015

Course Specification

Institution	:	Al-Baha University,

College/Department	:	Faculty of Administrative and Financial Sciences Business Administration

A Course Identification and General Information

1. **Course title and code:**	Business Ethics and CSR 16011501	
2. **Credit hours**	:	3
3. **Program(s) in which the course is offered**	:	Business Administration
4. **Name of faculty member responsible for the course**	:	Dr Mohammed Abul Khair
5. **Level/year at which this course is offered**	:	5th level /3rd year
6. **Pre-requisites for this course (if any)**		
7. **Co-requisites for this course (if any)**		
8. **Location if not on main campus**		

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

This course is designed to enable students to understand, analyse and describe moral issues in business and ways to deal with such issues. It also serves a purpose to enable students to behave and make business decision in an ethical manner. Encompassing economic systems, social contracts of corporations and corporate social responsibilities, students will explore and analyse ethics, morality and moral reasoning, explaining their role in business administration, following ethical aspects of business activities and how an ethical culture can be created and maintained.

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)

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, and performance. Methodology will be selected to best meet student needs.

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

Topic	No of Weeks	Contact hours
Course Introduction: Business Ethics; The nature of business and its Environment	1	3
Ethical Principles and Theories in Business	2	6
Ethics and the External Environment; Ethics of Consumers	2	6
Corporate Responsibility	2	6
Business Ethics in the Workplace, Investment Decisions, and Global Environment	2	6
Building and Developing Ethical Culture	2	6

Islamic Perspective of Business Ethics; Qur'anic View of Business Ethics	2	6
Approved and Disapproved Conduct in Business, Implementation of Qur'anic Principles in Business Life	2	6

2 Course components (total contact hours per semester):			
Lecture: 45	**Tutorial:** None	**Practical/Fieldwork/Inte rnship:** None	**Other:** None

3. **Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week):** None

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- **A brief summary of the knowledge or skill the course is intended to develop;**

- **A description of the teaching strategies to be used in the course to develop that knowledge or skill;**

- **The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.**

a. Knowledge

(i) Description of the knowledge to be acquired

Upon completion of course, students will be able to understand the concept of ethics and morality as it relates to Islamic teachings; Understand ethical reasoning and decision making; Understand link between ethical business theory and practical business situations; Understand the nature of value judgments; Understand how ethical systems vary between cultures; Understand sources of unintended moral failure; Understand the influence of organizational design on ethical behaviour.

(ii) Teaching strategies to be used to develop that knowledge

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.

(iii) Methods of assessment of knowledge acquired

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

b. Cognitive Skills

(i) Cognitive skills to be developed

Upon completion of course, students will be able to describe the nature of businesses in a complex, dynamic and global environment and why they require ethics; illustrate the complexities of ethical business practices; define and explain different ethical frameworks from multiple religious perspectives; Explain corporate social responsibilities; Explain ethical behaviour and how to create ethical culture; Discuss ethical theories to practical management problems

(ii) Teaching strategies to be used to develop these cognitive skills

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.

(iii) Methods of assessment of students cognitive skills

Weekly assessments and examinations will each consist of multiple choice, short answer, and/or essay questions in order to evaluate the student's understanding of the basic concepts, terms, processes, and issues covered in the course. These items will consist of problem-solution and objective type questions. Assignments and examination questions will be derived from text and lecture material and class handouts.

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to use ethical practices, perspectives, in decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities; examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues. Students will develop and demonstrate ethical behavior that is appropriate for the business professional in today's society.

(ii) Teaching strategies to be used to develop these skills and abilities

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behaviour when making judgments or taking personal actions and demonstrate effective listening and feedback.

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

Upon completion of course, students will be able to analyse and make business decisions in ethical manner; analyse and compare conventional with Islamic perspective of business ethics; analyse economic systems and social contracts of corporations; Critically analyze selected judicial cases from various perspectives including the management implications of legal rules drawn from those cases ;
Knowledgeably discuss contemporary legal issues related to managing a business including the impact of global business markets, electronic commerce and technology;
Analyze ethical strategies related to business entity selection, raising capital and managing intellectual property; Use online databases to conduct basic legal research about business problems; Effectively communicate ethical and legal concerns and propose lawful and ethical approaches to resolve business problems orally or in writing.

(ii) Teaching strategies to be used to develop these skills
The teaching strategies are lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.

(iii) Methods of assessment of students numerical and communication skills
The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered.
Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

e. Psychomotor Skills (if applicable)   Not Applicable
(i) Description of the psychomotor skills to be developed and the level of performance required

(ii) Teaching strategies to be used to develop these skills

(iii) Methods of assessment of students psychomotor skills

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Discussion Questions & Quizzes	1-12	10%
2	Short Assignments	1-12	10%
3	Mid Term Examination	7	30%
4	Final Examination	17	50%

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

Instructor will be available for student consultation and academic advice on weekdays during their office hours. Additional assistance by appointment only.

E Learning Resources

1. Required Text(s)
Business Ethics: by Richard T DeGeorge, 2013
Pearson New International Edition, 7/E - ISBN-10: 1292022841 • ISBN-13: 9781292022840
This book will cover 80 percent of the syllabus. For Islamic perspective visit http://www.renaissance.com.pk/mayviewpoint2y5.htm

2. References

1.Noble Qur'an with Tafsir (Explanations)

2.Manisha Paliwal (2007) Business Ethics , New Age International (P) Limited

3. Richard T. De George (1995), Business Ethics, 4th edition, Prentice Hall Inc.

4. William H. Shaw and Vincent Barry (1992), Moral Issues in Business, 5th edition, Belmont California: Wadsworth Publishing Company

5. George Chryssides and John Kaler (1996), Essential of Business Ethics, McGraw Hill.

6. The Economic System in Contemporary Islamic Thought: Interpretation and assessment", by Timur Kuran, International Journal of Middle East Studies, 18, 1986, p.135-164

7. Islamic Economics and the Islamic Sub-economy by Timur Kuran, Journal of Economic Perspectives, 1985

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

Harvard Business Review
International Journal of Human Resource Management
Personnel Review
People Management

4-.Electronic Materials, Web Sites etc.

http://www.renaissance.com.pk/mayviewpoint2y5.htm

http://en.wikipedia.org/wiki/Religious_views_on_business_ethics

http://www.wdibf.com/

5-Other learning material such as computer-based programs/CD, professional standards/regulations :   Not Required

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 (Lecture rooms, laboratories, etc.)

Classes will be held in classroom which can accommodate approximately twenty-five (25) students.

2. Computing resources : Not Required

3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)   Not Required

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of learning resources and support.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Evaluations will be conducted by colleagues of the instructor who have expertise in the course/discipline. Evaluations will result from information obtained through classroom visits and review of course materials and instructional contributions.

3 Processes for Improvement of Teaching

Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate improvement of teaching that is firmly based on professional practices.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

To help instructor review the extent of the student's achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. The purpose of collecting evidence of student achievement is to help to establish baseline data to monitor improvements in student learning over time. A summary of a description of students' current levels of achievement of will be provided to student upon completion. Conference between instructor and student will be available, upon request, to discuss students' achievement review

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

Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and concurrency, teaching and assessment methods, match between all of the above.

Faculty In charge   **Head of Department**

Vice Dean (Academic Affairs)   **Dean**