



T-104  
2022

# Course Specification





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## Course Specification

<b>Course Title:</b> Business Ethics
<b>Course Code:</b> HRM-311
<b>Program:</b> BSBA (HRM)
<b>Department:</b> Human Resource Management
<b>College:</b> Human Resource Management
<b>Institution:</b> Prince Sattam Bin Abdulaziz University, Al Kharj
<b>Version:</b> <i>Course Specification Version Number</i>
<b>Last Revision Date:</b> <i>Pick Revision Date.</i>



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## A. General information about the course:

Course Identification	
1. Credit hours:	<b>3(3+0+0)</b>
2. Course type	
a.	University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Track <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:	5
4. <i>Course general Description: This course is concerned with the principles applied and actions taken in the workplace and the boardroom. At the same time, since business practice is inseparable from the rest of human life, Business Ethics has to take account of the well-being of human society and the natural environment. Through research, case studies, class presentations, and guest speakers, students will be introduced to the contemporary issues of ethics, morality and social responsibility that face the business community. As a business ethics course it explores the connection between personal conduct, work-related behavior, and the challenges afforded by working relations in the marketplace and the business environment.</i>	
5. Pre-requirements for this course (if any): <b>HRM-223 &amp; CL-140</b>	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) The efforts of continuous improvement and development of the course are in place using the relevant IT tools. Web –based reference and teaching material would be used. Most relevant examples on the web would be cited and discussed with the students during class room teaching so as to really make them behave ethically even in their everyday life.. Recent research advances in the field of corporate social responsibility and ethical conduct of business will also be linked with the course teaching in order to update the knowledge and to ensure continuous learning among the students.	

### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	√	100
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		



No	Mode of Instruction	Contact Hours	Percentage
4.	Distance learning		

## 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	33
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	<b>Total</b>	<b>33</b>



## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize ethics, professional codes of conduct, corporate governance and corporate social responsibility.			
1.2	Recognize the increasing importance of .sustainability			
1.3	Recognize ethical issues and state the unlying cause .for those issues			
2.0	Skills			
2.1	Explain the factors affecting ethical decision making process			
2.2	Develop an appropriate ethics program to overcome factors affecting ethical decision making.			
2.3	Demonstrate the ability to relate and collaborate effectively.			
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate the professional skills for ethical development			
3.2				
...				



## C. Course Content

No	List of Topics	Contact Hours
1.	INTRODUCTION TO BUSINESS ETHICS : Definition. Why study Business Ethics. Development of Business Ethics. Benefits of Business Ethics	6
2.	STAKEHOLDERS RELATIONSHIPS, SOCIAL RESPONSIBILITY, AND CORPORATE GOVERNANCE: Stakeholders define ethical issues in business. Identifying stakeholders. Stakeholder orientation. Social responsibility and stakeholders. Social responsibility and ethics. Corporate governance and responsibility to stakeholders. Role of board of directors. Implementing a stakeholder perspective.	9
3.	ETHICAL ISSUES: Recognizing an ethical issue. Honesty, fairness, and integrity. Ethical issues and dilemmas in business. Abusive and intimidating behavior. Lying, conflict of interest. Bribery. Corporate intelligence. Discrimination.	6
4.	ETHICAL DECISION MAKING AND ETHICAL LEADERSHIP: Framework for ethical decision making in business. The role of leadership in corporate culture. Habits of strong ethical leaders.	6
5.	MORAL PHILOSOPHIES AND VALUES: Definition. Moral philosophies. Cognitive moral development. White-collar crimes	6
<b>Total</b>		<b>33</b>

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Home Assignment (At least two)	4 <sup>th</sup> & 8 <sup>th</sup>	%5
2.	Case Study / Class participation / Presentation	7 <sup>th</sup>	%5
3.	Mid Term Examination-I	7 <sup>th</sup>	25%
4.	Quiz (At least two)	4 <sup>th</sup> & 9 <sup>th</sup>	15%
5.	Final Examination	12 <sup>th</sup>	50%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)





## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	Journal of Business Ethics. Published by Springer, Netherlands. ISSN: 0167-4544 (print version). ISSN; 1573-0697 (electronic version). Business Ethics: A European Review. Published by Wiley-Blackwell, UK. ISSN: 0962-8770 (print version). ISSN: 1467-8608 (online version). Electronic Journal of Business Ethics and Organization Studies (ejbo). Published by Business and Organization Ethics Network (BON), Finland. ISSN: 1239-2685.
Supportive References	Ferrell, Fraedrich, and Ferrell. <i>Business Ethics: Ethical Decision – making and Cases</i> . Seventh Edition, 2008. Houghton Mifflin Company, Boston, USA. ISBN-10: 0-618-74934-9. ISBN-13: 978-0-618-74934-8
Electronic Materials	Websites on the internet that are relevant to the topics of the course like: Emerald/Ebsco data base, Wikipedia, Saudi Digital Library
Other Learning Materials	Computer-based programs/CD, professional standards/regulations Multimedia associated with the text book and the relevant websites

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture room with capacity at least 25 seats
Technology equipment (projector, smart board, software)	Computer with internet connection and unique data sets for each students depending on the class size
Other equipment (depending on the nature of the specialty)	n/a

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
SA	Students Feedback through survey:	At the end of each academic semester, students' feedback is taken. A survey form





Assessment Areas/Issues	Assessor	Assessment Methods
		entitled, Course Evaluation Survey (CES) provided by NCAAA is administered by Quality & Development Unit regularly using the Survey Monkey portal. In the CES, Q.No.5 to Q.No.9 reflects the students' opinion on the effectiveness of teaching. Further, students can also provide their feedback on the effectiveness of teaching using the open ended questions given at the end of CES.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructo	# Peer-Observation: # Self-Assessment:	1. A senior faculty from the college/department nominated by DC visits the class and observes at least 2-3 classes during the entire semester. Peer observer provides his feedback on a template provided by Deanship of Development & Quality viz. class observation form for developing the teaching learning process.  At the end of each semester, the course instructor self-reflects his experiences during the semester and prepares the course report, which is discussed at the DC/CC for further improvement.
3. Processes for Improvement of Teaching.	# Conduct of workshop on Teaching Methodology: # Periodical Review of the Teaching Strategies:	1. Each academic year Deanship of Development & Quality conducts



Assessment Areas/Issues	Assessor	Assessment Methods
		<p>various workshops on teaching methodologies and tools and faculty are nominated to attend these workshops</p> <p>2. The Department council periodically reviews the teaching strategies of individual faculty members mentioned in course specifications and suggest measures for Improvement of Teaching.</p>
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)	<p># In-house check marking of final Assessment Sheets</p> <p># External Experts Independent verification and opinion:</p> <p># Maintaining the Course Portfolio:</p>	<p>1. Check marking by an independent member of teaching staff of a sample of student work</p> <p>2. Department randomly select the samples of students' work (Exam answer sheets, home assignments etc.) from the faculty course portfolio and send it to the external evaluators already identified by each department</p> <p>Each semester updating the course portfolio by providing samples of all kind of assessment .</p>
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	# The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils.	----





Assessment Areas/Issues	Assessor	Assessment Methods
	# The head of department and faculty take the responsibility of implementing the proposed changes.	

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	21 <sup>th</sup> March, 2023

