

National Commission for Academic Accreditation & Assessment

Course Specification

Institution: King Saud University
College/Department : Faculty of Education - Islamic Culture Department

A Course Identification and General Information

1. Course title and code: Economic System in Islam / (103)
2. Credit hours: Two hours – theoretical
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) BA (in preparation)
4. Name of faculty member responsible for the course Committee of 103 course
5. Level/year at which this course is offered: Level IV - V
6. Pre-requisites for this course (if any): 101 / 102
7. Co-requisites for this course (if any): No
8. Location if not on main campus: Classrooms

B Objectives

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

The course aims to:

- A. Defining Islamic approach of economic life in man's relationship with money collection and expenditure and community's financial relationship with each other in terms of distribution and circulation.
- B. Clarification of rules and legal provisions that govern the economic life and financial transactions.
- C. Clarifying Islam's universality and perfection in terms of attention to economic matters in various fields, and the extent of its effectiveness in finding appropriate solutions.
- D. Clarifying the importance of referring to the sources of the Islamic economic system; as a supreme reference for all developments in the arena of economic life.
- E. Clarifying the failure of man made economic systems, and ineffective in solving the economic problems and volatility, as compared to the foundations of Islamic economic system and its properties.
- F. Linking the student of contemporary economic issues.

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

Aspects of development	Strategies	indicators
Abbreviating demand for redistribution in the Islamic economy; as it frequently cited in the Study of Islamic economic system objectives and also in the Study of the socio-economic interdependence.	Raising a letter	Contribute to the provision of appropriate opportunities for meaningful learning for students, and to avoid repetition.
Adding the financial system in the era of the Prophet peace be upon him and the Righteous Caliphs.	Raising a letter	Contribute to the provision of appropriate expertise to enrich the knowledge and improve practice for students
Adding the subject of women's employment and related economic issues in the light of Islamic law.	Raising a letter	Contribute to the provision of appropriate expertise for the intellectual, social and personal growth of the students
Usage of information technology through referring to the websites related to course items, along with updating books and references used in teaching.	Referring students to the library and related websites	Help students to acquire in-depth understanding skill of cognitive content, and methods to search for useful information and relevant to course items.
Much citing of practical examples inspired by the fact	Raising a letter	Help students to acquire in-depth understanding skill of cognitive content and improve their practice
Conversion of some course topics to be interactive workshops to support collaborative learning	Workshops designing by course professor	Help students develop critical thinking skills and problem-solving as well as communication skills and

		cooperative partnership	
Standardization of the final test	Implemented by course team	Standardization of course description and cognitive objectives / standardization given course items in terms of quantity and quality / standardization effort in studying by students.	
Using automated debugger to correct tests	Provision of automated debugger by the department	Contributing to the equitable correction and ensure correction accuracy to all students without exception.	

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

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Unit I: entrance to the study of Islamic economic system including: <ul style="list-style-type: none"> - The definition of the Islamic economic system and its sources - Beliefs roots of Islamic economics - Man made economic systems - Characteristics and objectives of the Islamic economic system 	4	8
Unit II: Principles of Islamic economic system, including: <ul style="list-style-type: none"> - Public ownership, state ownership and private property - Restricted economic freedom - Socio economic solidarity 	5	10
Unit III: distribution, banking, insurance, including: <ul style="list-style-type: none"> - Distribution in Islamic Economics - Banks - Insurance 	5	10

2 Course components (total contact hours per semester):			
Lecture:	Tutorial & Laboratory	Practical/Field work/Internship	Other:
24	14	No	No

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)
(14 hours), by referring the student to some websites related to course topics for consultation and search for specific information or by solving required duties.

<p>4. Development of Learning Outcomes in Domains of Learning</p> <p>For each of the domains of learning shown below indicate:</p> <ul style="list-style-type: none"> • 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.
<p>a. Knowledge</p>
<p>(i) Description of the knowledge to be acquired</p> <p>(2: A: 8): to define the meaning of the Islamic economic system. (2: A: 9): to know the sources of the Islamic economic system. (2: A: 10): to list the man made economic systems. (2: A: 11): to exemplify public ownership, state ownership and private property (2: A: 12): to define the meaning of Socio economic solidarity. (2: A: 13): to define the means of Socio economic solidarity. (2: A: 14): to calculate the quorum of paper currency. (2: a: 15): to output banking transactions. (2: A: 93): to compare between different types of contracts. (2: A: 94): to determine the preponderant saying in matters of dispute in Zakat. (2: A: 95): to show the qualities of man's aptitude for concluding contracts in Islamic law</p>
<p>(ii) Teaching strategies to be used to develop that knowledge</p> <ul style="list-style-type: none"> - Lectures - Asking stimulating and various dialogue questions
<p>(iii) Methods of assessment of knowledge acquired</p> <ul style="list-style-type: none"> - Evaluative questions at the end of the lecture - Sudden oral tests - Outcome tests
<p>b. Cognitive Skills</p>
<p>(i) Description of cognitive skills to be developed</p> <p>(2: b: 3) to distinguish between the Islamic economic system and other similar sciences. (2: b: 4) to distinguish between the Islamic economic system and man-made systems. 3: b: 5) to conclude the foundations of the capitalist and socialist systems. (2: B: 6) to distinguish between public ownership, state ownership and private property. (2: b: 7) to distinguish between the functional distribution and redistribution in the Islamic economy. (2: B: 8) to compare the Islamic Bank and Commercial Bank. (2: b: 9) to distinguish between commercial insurance and cooperative insurance. (2: b: 10) to criticize the commercial insurance and cooperative sectors.</p>

<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ul style="list-style-type: none"> - Raising the spirit of dialogue and discussion among students. - Asking indirect, exciting and varied questions. - Proposing a particular issue related to course topics, and to assign students for related collective research work for discussion and analysis, and judging.
<p>(iii) Methods of assessment of students cognitive skills</p> <ul style="list-style-type: none"> - Asking evaluative questions at the end of the lecture. - Final evaluation of the results of research done by students, and involve them in the evaluation process. Outcome tests
c. Interpersonal Skills and Responsibility
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <p>(6: C: 27) to enhance self confidence and to encourage dialogue and discussion (6: C: 28) to raise cooperation spirit through collective assignment (interactive workshop / joint presentation / report / preparation of working papers, etc. ... (2: c: 7) to reassure the merit of Islamic economics in solving contemporary economic problems. (5: A: 8) to believe the need to refer to the legal provisions in all contemporary financial transactions</p>
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ul style="list-style-type: none"> - To enhance student self confidence, and encourage them to dialogue and discussion. - Stir the spirit of cooperation among students. - Collective assignment (interactive workshop / joint presentation / report / preparation of working papers, etc. ...
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ul style="list-style-type: none"> - Request for joint presentation to the students. - Final evaluation of collective assignment and discussing student's assignment, and involvement in the evaluation process. - Measuring the response of the student to assignments.
d. Communication, Information Technology and Numerical Skills
<p>(i) Description of the skills to be developed in this domain.</p>

(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students numerical and communication skills
e. Psychomotor Skills (if 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

Table shows the learning outcomes and elements of the conceptual framework generated by course units and the methods of teaching and evaluation

Unit Title	Learning outcomes achieved by the unit	Elements of the conceptual framework generated by the unit	Teaching methods used in the unit	Performance assessment methods in the unit
Unit I: entrance to the study of Islamic economic system,	<u>A: Knowledge</u> (2: A: 8) to define the meaning of the	Setup on cognitive basis and work to	- Asking stimulating and various	- Evaluative questions at the end of the

<p>including:</p> <ul style="list-style-type: none"> - Definition of the Islamic economic system and its sources - Beliefs roots of Islamic economics - Man Made economic systems - Characteristics of the Islamic economic system and its objectives 	<p>Islamic economic system. (2: A: 9) to cite the sources of the Islamic economic system. (2: A: 10) to list the man made economic systems. <u>B - Professional skills</u> (2: b: 3): to distinguish between the Islamic economic system and other similar science. (2: b: 4): to differentiate between the Islamic economic system and man-made systems (3: B: 5): to conclude the foundations of the capitalist and socialist systems (6: C: 27) to enhance self confidence and to encourage dialogue and discussion (6: c: 28) to raise the spirit of cooperation through collective assignment (interactive workshop / joint presentation / report / preparation of working papers, etc. ...</p>	<p>enrich the knowledge Support learning, critical thinking and continuous professional growth Communication Collaborative Partnership Integration and employment of technology Appreciating of diversity and individual differences</p>	<p>dialogue questions during the lecture</p> <ul style="list-style-type: none"> - Raise the spirit of the discussion between the students during the lecture - Proposing a specific case for analysis and criticism, and judging - Enhancing student self confidence and encourage them to dialogue and discussion. - Stir the spirit of cooperation between students. - Collective assignment 	<p>lecture</p> <ul style="list-style-type: none"> - sudden oral tests - Assigning students to collect information on the question or issue Assigning students to prepare comparative working papers, such as comparison between the economic system and transactions jurisprudence and the comparison between the economic system and economics. - Assigning students to analyze the economic crisis in the light of the disadvantages of the capitalist system and derive legitimate solutions to it through the characteristics of Islamic economic. - Assignment to design and provide joint proposals - Preparing analytical reports (Write a report on the
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				financial crisis) to manage interactive workshops or discussion groups. - Evaluative questions at the end of the lecture
Unit II: Principles of Islamic economic system, including: - Public ownership, state ownership and private property - Socio economic solidarity - Restricted economic freedom	A - <u>Knowledge</u> (2: a: 11) to exemplify public ownership, state ownership and private property (2: A: 12) to define the meaning of Socio economic solidarity. B - <u>Professional skills</u> (2: B: 6) to distinguish between public ownership, state ownership and private property. (2: a: 93) to compare the different types of contracts. (2: A: 94) to determine the preponderant saying in matters of dispute in Zakat. (2: A: 95) to show the qualities of man's aptitude for concluding contracts in Islamic law.	- Setup on cognitive basis and work to enrich the knowledge - Support learning and critical thinking and continuous professional growth	- Asking stimulating and various dialogue questions during the lecture - Raising the spirit of the discussion between the students during the lecture by asking indirect exciting and varied questions	- Assigning students to collect information on the question or issue (Example: charity / organized volunteer work / good credit) - Assigning to prepare working paper for comparison between Property departments in Islamic Economics and ownership in the Man Made legal systems
Unit III: distribution, banking, insurance, including: Distribution in Islamic Economics Banks Insurance	A - <u>Knowledge</u> (2: A: 14) to calculate the quorum of banknotes (2: a: 15) to output banking transactions. B - <u>Professional skills</u> (2: B: 8) to compare the Islamic Bank and	- Setup on cognitive basis and work to enrich the knowledge	Communication Collaborative Partnership Appreciation of diversity and individual differences Support learning and critical thinking and continuous professional growth	Assigning to manage interactive workshops on a range of exercises needed to analysis (Usury issues / Zakat issues) assigning to write a report about some

	<p>Commercial Bank. (2: b: 9) to distinguish between commercial insurance and cooperative insurance. (2: b: 10) to criticize the commercial and cooperative insurance Setup on cognitive basis and work to enrich the knowledge The application of the method of calculating a quorum of banknotes to pay Zakat.</p> <p>C – Professional orientation (2: c: 7) to assure of the merits of Islamic economics in solving contemporary economic problems.</p>		<p>Enhancing student self confidence and encourage them to dialogue and debate Stir the spirit of cooperation between students Collective assignment Asking stimulating and various dialogue questions during the lecture Raising the spirit of the discussion between the students during the lecture. Proposing a specific case for analysis, criticism, and judge. Enhancing confidence</p>	<p>economic phenomena such as unemployment and poverty Evaluative questions at the end of the lecture Assign students to collect information on the question or issue (Example: types of bank deposits / funding in the bank and its methods / credit cards / mutual funds / commercial insurance companies / cooperative insurance companies) assigning to prepare working paper for comparison between the Islamic Bank and Commercial Bank / and comparison</p>
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5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Semester test	Agreement	30%
2	Activity	Agreement	30%
3	Final test	16	40%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Office hours according to the Table

E Learning Resources

1. Required Text(s)

- Textbook (The Economic System in Islam)
- Author / group of professors at King Saud University.

2. Essential References

1. Property provisions in Islamic jurisprudence - Mohamed Mansour Al Madkhali - Second Edition 1419 Dar Al Maraj International Publishing - Riyadh
2. Originating Islamic economy - Dr. Musleh Abdul-Hayy al-Najjar - First Edition 1424 Al Rushd Library - Riyadh
3. Interest in contemporary banking transactions - D. Abdullah Al-Saeedi – Dar Tiba for publication - Riyadh - First Edition - 1420.

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

- Journal of Contemporary Jurisprudence Research
- Journal of world economy

4-.Electronic Materials, Web Sites etc

website - D. Yousf Shubaily (Fataawa financial transactions and Zakat)

<http://www.shubaily.com/index.php?category=3>

Halaal site (site to answer questions in the contemporary financial transactions- Dr. Mohammed Osaimi)

<http://www.halal2.com/>

Said Al Fwaid Islamic network (capitalism - communism)

<http://www.saaaid.net/>

website - Economics and Business

<http://www.aljazeera.net/eBusiness/>

Islamic Meshkat Network

<http://www.meshkat.net/new/home.php>

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

- Word software
- power point software

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) <ul style="list-style-type: none">- To provide enough seats for students- Classroom size must be proportionate to the number of female students.
2. Computing resources <ul style="list-style-type: none">- To provide a display device projectors and accessories.
3. Other resources (specify --eg. 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 <ul style="list-style-type: none">- Student Assessment of the course through the questionnaires.- Meetings for distinguished female students to evaluate the course
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none">- Developmental internal and external review- Student's assessment of performance of course professor through questionnaires.- Student's assessment of the semester and final tests through questionnaires.
3 Processes for Improvement of Teaching <ul style="list-style-type: none">- Develop professors' abilities by training programs.- Concern for the course teaching aids.- Follow-up the new linked to the course or to effective teaching methods.- Create the right atmosphere for study and learning.- Material and moral incentives.- Lecture of review developmental or model lesson workshop.

4. Processes for Verifying Standards of Student Achievement (eg. 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>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> - Consulting professors of other courses. - Hosting a visiting professor to evaluate the course. - Periodic meetings with students to discuss the positive and negative aspects in the course. - Training workshops for course's professors. - Re-consideration of course items scheduled every five years to cope with the developments in the economic arena.