

Kingdom of Saudi Arabia

Higher Council of Education

**National Commission for Academic
Accreditation & Assessment**

Course Specification

“102”

Islam & Community-Building

Second Term

1430 – 1431 AH

Course Specification Mode

For guiding you to fulfill this model, please return to ----- from the Handbook (2) which includes the procedures of Internal Quality Assurance.

The Educational Institution: King Saud University

Faculty of Education / Islamic Culture Department

A- Determination of course and general information

1- The course name and number: Islam & Community-Building “102”

2- The approved hours: 2 hours

3- Program or programs that include the course presented to all bachelor’s students in Islamic Culture Department

4- The name of faculty staff member responsible on teaching the course

5- The level or year in which this course will be presented: third & fourth level

6- Requirements prior to this course (if there is): 101

7- Requirements accompanied to this course (if there is): nothing

8- The place of teaching this course if there is not academic halls in the headquarter of the educational institution

B- Objectives

1- Brief description for the outcomes of basic education for the students registered in this course:

- Definition of the two systems of community and family in Islam
- Knowledge of bases of Muslim Community-Building, its features and reasons of strengthening the social ties among the individuals of the community
- Knowledge of the most important social and family problems
- Familiarity with engagement and its general rules
- Knowledge of marriage rules in Islam
- Knowledge of divorce rules in Islam and the distinction between it and divorce in the Jewish and Christian laws
- Presentation of the rule of legislation in the regard of this course

2- Brief description of any plans implemented in the current days for developing and improving the course (e.g. the increased use of subjects and references that depend on the modern technology or internet and the changes in the content of the course according to the outcomes of modern scientific researches in the field):

- Updating the course by returning to modern studies and researches
- Proposals presented by the professor of the course for revision
- Applying different methods of teaching
- Study of the difficulties that students met in studying the course
- Revision of the outcomes
- Using computer in learning the educational sources which are difficult to be found in the university library
- Discussion with the professor of the course in order to develop it
- Workshops held in the department

C- Course description: (notice: general description for the model used for the accompanied Handbook)

1- Topics needed to be included and discussed		
The topic of first unit	No of weeks	No of hours
The concept of Muslim Community, bases of Community-Building	1	2 hours

Features of Muslim Community	1	2 hours
Reasons of strengthening the social ties	1	2 hours
The most important social issues and the ways of solving this issues The second unit	1	2 hours
The importance of family and its status in Islam	3	6 hours
Engagement and its rules	1	2 hours
Marriage and its objectives	2	4 hours
The effects of marriage	1	2 hours
Reasons and effects of divisions of marriage	1	2 hours

2- The course continents (total of hours in the term):			
Lecture	Special lessons	Scientific / field / cooperative training or honors for students of healthy specializations	others
24 hours	12 hours	-	-

3- Special and additional study / expected hours for studying from students in the week (what is required here is the expected average for the term not the specified requirements in each week):

12 hours for homework in average of one hour every week

4- Development of learning outcomes in the educational fields
In each field of educational fields indicated below, it is necessary to indicate:

- A brief summary for knowledge or skills for which the course is designed
- Description of required strategies for education in order to develop that strategy or skills
- Methods of student assessment used in the assessment of the outcomes of education in the specified field.

A- Knowledge

(2: A: 61): Knowledge of the role of Islam in strengthening the social ties.

(2: A: 62): Knowledge of the right bases on which Islamic Community established.

(2: A: 63): Knowledge of some features of the Muslim Community.

(2: A: 64): Knowledge of some moral deviations in the community.

(2: A: 65): Knowledge of raised suspicions against Muslim woman and the way of repulsion.

(2: A: 66): Familiarity with the state of woman before Islam.

(2: A: 67): Familiarity with the status of family in Islam.

(2: A: 68): Knowledge of the features of legal veil.

(2: A: 69): Knowledge of the standards of choosing the pair.

(2: A: 27): Knowledge of the most prominent rules of marriage. (i)

(2: A: 28): Knowledge of rules regarding to divorce. (ii)

(iii) (2: A: 30): Knowledge of most rules regarding to Al-Khul` (divorce in return for a monetary compensation to be paid by the wife to the husband)

(2: A: 117): Student must mention some moral deviations in the community. (iv)

(2: A: 118): Student must indicate the raised suspicions against Muslim woman and the way of repulsion.

(ii) The required strategies for education in order to develop that knowledge

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| <ul style="list-style-type: none">▪ The lecture▪ The collective discussions▪ Search and studying▪ PowerPoint presentations |
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(iii) Methods of assessment the acquired knowledge
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<ul style="list-style-type: none"> ▪ The oral and written exams ▪ The unexpected short exams ▪ The homework
B- The cognitive skills

1- The cognitive skills needed to be developed:

(2: B: 32): Discussion of the reasons of deteriorating the community.

(2: B: 33): Discussion the aspects of Islam's care with the woman.

(2: B: 34): Comparison between the toilette and veil.

(2: B: 35): Discussion the raised suspicions against Muslim woman and the way of repulsion.

(2: B: 36): Derivation the legal violations in the engagement in the light of knowing the rules of engagement.

<p>(3: B: 51): Training students to derivate legal violations in the engagement in the light of their knowledge of the rules of engagement.</p> <p>(3: B: 52): Training students to link between the marital problems and the non-commitment of the pair or one of them with the marital rights and duties.</p>

2- Strategies of teaching used in developing the cognitive skills:
<ul style="list-style-type: none"> ▪ Obligate students with home works ▪ Dividing students to groups for making discussion on specified issues ▪ Search and studying ▪ Using the cooperative education in order to help on developing the cognitive skills ▪ The examined discussions

3- Methods of evaluation the acquired cognitive skills:
<ul style="list-style-type: none"> ▪ Oral And written exams ▪ The questionnaire (self-evaluation by the student) ▪ Reports ▪ Home works

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| <ul style="list-style-type: none"> ▪ Discussions ▪ Scientific searches |
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C- Skills of personality and personal relations

(2: C: 11): Consciousness the majesty of the Islamic legislation.

(2: C: 12): Evaluation the highness of marriage.

(2: C: 13): Giving attention to mistakes in divorce.

(6: C: 14): Working into a team through the cooperative work. (3: C: 15): Initiative in presenting problems and working on solving it whether through a group or on the individual level.
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(9: C: 16): Realization of entering technology in studying positions and occupational practice in addition to following and adopting the initiatives and updates helping to fulfill this incorporation.

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| 1- Describing the skills of personal relations with others and ability of taking the responsibility needed to be developed: |
| <ul style="list-style-type: none"> ✓ The ability to work into groups ✓ The ability to lead a team for discussion |

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| 2- Strategies of teaching used in developing these skills and abilities: |
| <ul style="list-style-type: none"> ✓ Giving the students the ability to participate in collective discussions ✓ Granting the students a chance to lead a team for discussions |

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| 3- Methods of evaluation skills of personal relations acquired by students and ability of taking the responsibility: |
| <ul style="list-style-type: none"> ✓ Assessment the collective discussions ✓ Assessment the role played by the head of discussion team |

D- Skills of communication, information technology and mathematical skills:
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1- Description of mathematical and communication skills needed to be developed:
<ul style="list-style-type: none"> ▪ The written contact through activities ▪ The electronic contact through the electronic library ▪ The oral contact through presentation

2- Strategies of teaching used in developing these skills:
<ul style="list-style-type: none"> ▪ Obligate students to refer to electronic sources ▪ Obligate students to make written reports on topics dealt in the course ▪ Obligate students to present specified topics connected with the course.

3- Methods of evaluation skills of communication, information technology and mathematical skills acquired by students:
<ul style="list-style-type: none"> ▪ Assessment of written reports ▪ Assessment student's performance through recitation and presentation

Table indicated teaching articulations and factors of the cognitive field fulfilled by course's units and methods of teaching and assessment

The title of unit	Teaching articulations fulfilled by the unit	Factors of the cognitive field fulfilled by the unit	Methods of teaching available in the unit	Methods of assessment performance in the unit
<p>First unit</p> <p>The concept of Muslim Community, bases of community-building</p> <p>Features of Muslim Community, reasons of strengthening the social ties</p> <p>Most important social problems and the ways of solving this issues</p>	<p>Knowledge:</p> <p>(2: A: 61): Knowledge of the role of Islam in strengthening the social ties.</p> <p>(2: A: 62): Knowledge of the right bases on which Islamic Community established.</p> <p>(2: A: 63): Knowledge of some features of the Muslim Community.</p> <p>(2: A: 64): Knowledge of some moral</p>	<p>Preparation on cognitive bases</p> <p>Support education and critic thought</p> <p>Support the increase of educated</p> <p>Communication</p> <p>Incorporation of</p>		<p>Determine a problem connected with the contemporary reality and designing a procedural search to overcome on this problem</p> <p>Management the groups of discussions</p>

	<p>deviations in the community. (2: A: 68): Knowledge of the features of legal veil. (2: A: 117): Student must mention some moral deviations in the community.</p> <p><u>Occupational skills:</u> (2: B: 32): Discussion of the reasons of deteriorating the community. (2: B: 33): Discussion the aspects of Islam's care with the woman. (2: B: 34): Comparison between the toilette and veil.</p> <p><u>Occupational trends:</u> (2: C: 11): Consciousness the majesty of the Islamic legislation. (3: C: 15): Initiative in presenting problems and working on solving it whether through a group or on the individual level.</p>	<p>technologies</p> <p>The active and real teaching</p> <p>Partnership</p> <p>Integrity and justice</p> <p>Consideration in practices</p>		<p>Examined questions through lecture</p> <p>Oral and written exam</p>
<p>Second unit</p> <p>The importance of family and its status in Islam, Engagement and its rules, Marriage and its objectives, effects of marriage and types of marriage</p>	<p><u>Knowledge:</u> (2: A: 69): Knowledge of the standards of choosing the pair. (2: A: 30): Knowledge of most rules regarding to Al-Khul'. (2: A: 28): Knowledge of rules regarding to divorce.</p> <p><u>Occupational skills:</u> (2: B: 36): Derivation the legal violations in</p>	<p>Preparation on cognitive bases</p> <p>Support education and critic thought</p> <p>Communication</p> <p>Preparation on cognitive bases</p>		<p>Pages of thinking And cards of notices</p> <p>Reading and lecture</p> <p>Management the groups of discussions</p> <p>Examined questions through</p>

	<p>the engagement in the light of knowing the rules of engagement. (3: B: 51): Training students to derivate legal violations in the engagement in the light of their knowledge of the rules of engagement. (3: B: 52): Training students to link between the marital problems and the non-commitment of the pair or one of them with the marital rights and duties.</p> <p><u>Occupational trends:</u> (2: C: 13): Giving attention to mistakes in divorce. (6: C: 14): Working into a team through the cooperative work.</p>	<p>Support education and critic thought</p> <p>Partnership</p> <p>Integrity and justice</p> <p>Adhering with values and morals of occupation</p> <p>Flexibility in amending the trends</p>		lecture
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5. determination the timetable for assessment tasks through which students will be evaluated through the term

No of assessment	The nature of assessment task (e.g. article, short exam, collective project,...etc)	The right week	The percentage of the grade as to the grade of final evaluation
1	Reports, activities, presentations, home works	11-8-7-5-12	20%
2	The master exam	6	20%
3	The final exam	14	60%

E- Support presented to students

Procedures or preparations practiced in order to guarantee the attendance of

faculty staff for giving students advice and academic guidance in addition to determination the time and office-hours in which the faculty staff will be there in the week.

- Office-hours
- Communication through e-mail

F- Sources of education

1- The major books required:

- Islam & Community-Building, writing by a group of faculty staff in Islamic Culture Department at King Saud University

2- The basic references:

- The Book of Community & Family in Islam, written by Dr. Mohamed Taher Al-Gwaby
- The Book of Islam & Community-Building, written by Dr. Ahmed bin Mohamed Al-Assal
- The Book of Building Islamic Community, written by Dr. Abdull-Rahman bin Mubarak Al-Nweih
- The Book of the System of Family in Islam, written by Dr. Mohamed Agag Al-Khatieb
- The Book of the System of Family in Islam, written by Dr. Mohamed Aqla`

3- The recommended books and references (scientific courses, reports,etc):

- Interpretation of Al-Nur from books of Tafseer Al-Mathur
- Interpretation of Al-Hujraat from books of Tafseer Al-Mathur
- Women's rights in Sunna by Dr. Nawal Al-Eid
- The Return of Hijaab by Dr. Muhammed Ibn Ahmed Ibn Ismail
- The sufficient Answer by Ibn al-Qayyim Jawziyyah
- Al-Zawajer 'an Iqtiraf al-Kabaer by Ibn Hajar Al-Haytami
- Women's Errors related to Engagement by Dr. Nada abu Ahmed
- Islamic directives to reform the individual and society by Sheikh Mohamed jamil Zein

4- Electronic courses and internet sites.....etc:

Sites relating to the course topics:

- www.saaaid.net
- www.islamtoday.net

- www.al-hejab.com
- www.islam-qa.com
- www.emanway.com
- www.binbaz.org.sa
- www.islamweb.net

- 5- Other education courses like programs that depend on computer, compressed discs, occupational standards or systems:
- Comprehensive library program that includes several updated books in different arts, which is the famous one these days
 - DVD or CD other encyclopedic programs available in discs

G- Required Utilities

Determine the requirements of the course including the volume of classes and laboratories (i.e. number of seats in classes and laboratories and the availability of computers ...etc).

A hall for study takes 60 students (number of seats equals number of students in the section).

- 1- The educational utilities (halls for lectures and libraries ...etc):
- Providing private halls for presenting lectures in ways of workshop and symposium

- 2- Computers:
- Laptops, display screen and slide show inside halls

- 3- Other resources (identify it – for example, if specific laboratory equipments are required, select requirements or attach list): nothing.

H- Course Evaluation & Improvement processes

- 1- Strategies for obtaining a feedback from students and the effectiveness of education:
- Presenting questionnaires to students at the end of the term in order to

<p>provide their version on the course, the extent of benefit, obstacles during study and the best way to exceed these obstacles</p> <ul style="list-style-type: none"> ▪ External review from an independent institution ▪ Following-up the results of students
<p>2- Other followed strategies in evaluation the education process whether through the professor or through the department:</p> <ul style="list-style-type: none"> ▪ Present the results of a random sample of students to an external arbitrator ▪ Application of self-evaluation for the professor ▪ Application of student-evaluation to the professor ▪ Making e-mail for connection with students ▪ Exchange of experts among members of faculty staff
<p>3- Improvement processes:</p> <ul style="list-style-type: none"> ▪ Review the educational plan every two years to add amendments for what introduced ▪ Periodic review of course to add new developments to keep pace with the reality ▪ Establishing workshops for developing skills of teaching ▪ Presenting a model lecture and invitation of course professors for attendance ▪ Encourage using modern technology in presenting the course ▪ Application of electronic education
<p>4- Verification of the student achievement levels (for example, Check marking and grading by an independent faculty member for a sample of student works, exchange of checking a sample of homework or exams periodically between the professor of the course and other professor for the same course in another institution).</p> <ul style="list-style-type: none"> ▪ Checking a random sample of homework and exams by a specialized committee in the department
<p>5- Description of preparations and plans prepared for the periodic review of the course an planning for improvement:</p> <ul style="list-style-type: none"> ▪ The course will be reviewed periodically by the Commission of

academic plans and schedules to ensure that the department keep pace with new developments

- Updating sources and references relating to the course periodically according to the modern developments
- Familiarity with other course specifications by universities
- Holding workshops for professors of the course