

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

COURSE REPORTS

Physics Program

Course title: General Physics
Course code: (101)

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution: Umm AL-Qurra University

College/ Department: Faculty of Applied Science / Physics Department

A Course Identification and General Information

1. Course title and code. General Physics (101) 101 فيزياء عامة 101

2. If course is taught in more than one section indicate the section to which this report applies

3. Year and semester to which this report applies. Academic Year (1434-1435 H) (2013-2014) (semester 1)

4 Location (if not on main campus): Al-Ab dya Campus

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
الوحدات والأبعاد	3	3	
المتجهات	3	3	
الحركة الخطية (الحركة في بعد واحد)	3	3	
الحركة الدورانية	3	3	
الحركة الموجية	3	3	
القوة وقوانين نيوتن	3	3	
خواص الموائع الساكنة	6	6	
خواص السوائل المتحركة	6	6	
المرونة	3	3	
الحرارة والديناميكا الحرارية	6	6	
2 Course components (total contact hours per semester):			

Lectures: 39 hr	Tutorial: 39 hr	Practical/Field work/Internship : 3 hr	
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2. Consequences of Non Coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

1. Explain strategy of the course in the beginning of the semester
2. Outlines of the physical laws, principles and the associated proofs.
3. Highlighting the day life applications whenever exist.
4. Encourage the students to see more details in the international web sites and reference books in the library.
5. Discussing some selected problems in each chapter.
6. Cooperate with different institution to find how they deal with the subject
7. Renew the course references frequently
8. Frequently check for the latest discovery in science

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties
		No	Yes	

a. Knowledge	<ul style="list-style-type: none"> ▪ Demonstrating the basic information and principles through lectures and the achieved applications ▪ Discussing phenomena with illustrating pictures and diagrams ▪ Lecturing method: ▪ Projector ▪ Power point ▪ e-learning ▪ Tutorials ▪ Revisit concepts ▪ Discussions ▪ Brain storming sessions ▪ Start each chapter by general idea and the benefit of it ▪ Learn the student background of the subject; ▪ Show the best ways to deal with problem; ▪ Keep the question "why" or "how" to explain always there 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
b. Cognitive Skills	<ul style="list-style-type: none"> ▪ Preparing main outlines for teaching ▪ Following some proofs ▪ Define duties for each chapter ▪ Home work assignments ▪ Encourage the student to look for the information in different references ▪ Ask the student to attend lectures for practice solving problem ▪ Doing small research 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> ▪ Learn how to search the internet and use the library. ▪ Learn how to cover missed lectures. ▪ Learn how to summarize lectures or to collect materials of the course. ▪ Learn how to solve difficulties in learning: solving problems – enhance educational skills. ▪ Develop her interest in Science through :(lab work, field trips, visits to scientific and research. ▪ Encourage the student to attend lectures regularly by: ▪ Giving bonus marks for attendance assigning marks for attendance. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

d. Numerical and Communication Skills	<ul style="list-style-type: none"> ▪ Know the basic mathematical principles. ▪ Use the web for research. ▪ Discuss with the student. ▪ Exams to measure the mathematical skill. ▪ Clear the weakness point that should be eliminated. ▪ Encourage the student to ask for help if needed. ▪ Computational analysis. ▪ Data representation. ▪ Focusing on some real results and its physical meaning. ▪ Lectures for problem solution. ▪ Encourage the student to ask good question to help solve the problem. 		Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	
e Psychomotor Skills (if applicable)				

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.
1. Use the web for research to know the basic mathematical principles.
 2. Discuss with the student and give exams to measure the mathematical skill.
 3. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
 4. Focusing on some real results and its physical meaning.
 5. Encourage the student to ask good question to help solve the problem.
 6. Display the lecture note and homework assignment at the web

C. Results

1 Number of students commencing the field experience:	37
2 Number of students completing the field experience:	33
3 Result Summary:	
Passed: No 25 Percent 67.56% Failed No 8 Percent 21.62%	
Did not complete No 4 Percent 10.81%	

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A		OR	95-100	0	70-74	3
B			90-94	0	65-69	3
C			85-89	0	60-64	19
D			80-84	0	< 60	8
F			75-79	0		
Denied Entry			Denied Entry			4
In Progress			In Progress			---
Incomplete			Incomplete			---
Pass			Pass			25
Fail			Fail			8
Withdrawn			Withdrawn			---

5 Special factors (if any) affecting the results

There are a number of students have studied similar articles during the preparatory year

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

a. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	TRUE
Check marking of a sample of papers by others in the department.	Equal with the level of student in written tests
Feedback evaluation of teaching from independent organization	TRUE

.D Resources and Facilities

1. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures	2. Consequences of any difficulties experienced for student learning in the course. All students must take all of the requirements before start in this course
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any	2. Consequences of any difficulties experienced for student learning in the course.
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H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:		
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.	
New chapter was added to cover the new of the electromagnetic field	Was applied successfully	
2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)		
3. Action Plan for Next Semester/Year		
Actions Required	Completion Date	Person Responsible
<ul style="list-style-type: none"> ▪ Updating the course according to the recent publications ▪ Visit to Researches Lab. 		
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: **Jalel AL NASSER OUERFELLI**

Signature: _____ Date Report Completed: 2013/2014

Received by Program Coordinator

Date: 26/01/2014

Course title: General Physics (102)

Course code: 403102-4

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution : **Umm AL-Qurra University**

College/ Department : **Faculty of Applied Science / Physics Department**

A Course Identification and General Information

1. Course title and code. **General Physics 403102-4**

2. If course is taught in more than one section indicate the section to which this report applies :

Group 2

3. Year and semester to which this report applies: **1434 H – Semester 1**

4 Location (if not on main campus): **The main campus**

B Objectives

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

The basic concepts of electricity and magnetism are taught in this course. Electrostatic, electric field, electric current and magnetic field are briefly covered. By the end of this course the student should have a reasonable understanding of electricity and magnetism, which represents the background of several other courses.

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)

There is a plan to update all the experiments for this course.

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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		
Topic	No of Weeks	Contact hours
Electromagnetism, electric charge, conductors and insulators, Coulomb's law and conservation of charge	2	12
Electric field, charge distribution, point charges and electric dipoles	2	12
Electric flux, Gauss's law, charges in conductors and applications of Gauss's law	2	12
Electrostatic and gravitational forces, electric potential, electric potential energy, potential due to charge distributions and equipotential surfaces	2	12
Capacitance, capacitors in parallel and series, energy stored in capacitors, energy stored in electric fields, dielectrics and capacitors with dielectrics	2	12
Electric currents, current density, resistance and resistivity, Ohm's law and DC circuits (Kirchoff's laws and RC circuits)	2	12
Magnetic field, magnetic force, magnetic force and electric currents, Ampere's law and magnetic fields due to electric loops	2	12

2 Course components (total contact hours per semester):			
Lecture: 4	Tutorial: 0	Practical/Fieldwork/Internship: 3	Other:

<p>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)</p> <p>4-6 hours/week for homework and lab reports</p>

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

Basics of electricity and magnetism.

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

- Continuous evaluation by several quizzes and exams plus homework.
- labs and online videos

(iii) Methods of assessment of knowledge acquired

- Quizzes every other week
- Mid-term exam
- Final exam
- Lab reports (every week)
- Final lab exam

b. Cognitive Skills

(i) Cognitive skills to be developed

Study the basic concepts of electricity and magnetism in this course.

<p>(ii) Teaching strategies to be used to develop these cognitive skills:</p> <p>Face Level Vocational and exercises.</p>
<p>(iii) Methods of assessment of students cognitive skills</p> <p>Continuous monitoring.</p>
<p>c. Interpersonal Skills and Responsibility</p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p>
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p>
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain.</p>

use courses well-developed
(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students numerical and communication skills Evaluate the course online
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

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	Quizzes + homework	Every 2	10%

		weeks	
2	Lab reports	Every week	10%
3	Lab final exam	16th	10%
4	Mid-term exam	8th	30%
5	Final exam	17th	40%

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)

During office hours (6-8 hours/week). In addition, students can arrange appointments with the lecturer whenever suits them.

E. Learning Resources

1. Required Text(s) Physics, by J. Walker, fourth Ed.
2. Essential References Fundamentals of Physics, by Halliday, Resnick and Walker
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Introduction to Electrodynamics, by Griffiths
4-.Electronic Materials, Web Sites etc The lecturer prepared some solved exercise for each chapter, which are available on his personal website. Also, students are usually asked to watch some educational videos online about the subjects covered in the course.
5- Other learning material such as computer-based programs/CD, professional standards/regulations

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.)
<p>1. Accommodation (Lecture rooms, laboratories, etc.)</p> <p>The maximum number of students in each group is 25, which can be conveniently accommodated in all class rooms and labs in the university.</p>
2. Computing resources
<p>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</p> <p>A fully equipped lab for demonstrating and conducting experiments for students</p>

G. Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>Students are required to evaluate the course online (including the lecturer performance, the material .. etc) each semester. The student will not be able to receive his/her own final mark without this evaluation.</p>
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
<p>3 Processes for Improvement of Teaching</p> <p>The consideration of the students' comments and evaluations, plus the continuous update and improvement of the course material</p>
<p>4. Processes for Verifying Standards of Student Achievement (eg. 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)</p> <p>Students have the right to ask for re-marking any exam in case there is any suspicion of the results.</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>Continuous evaluation and consultation with the Faculty of Engineering to match their requirements.</p>

H. Resources and Facilities

<p>1. Difficulties in access to resources or facilities (if any)</p> <p>Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p> <p>All students must take all of the requirements before start in this course</p>
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I. Administrative Issues

<p>1 Organizational or administrative difficulties encountered (if any)</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p>
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J. Course Evaluation

<p>1 Student evaluation of the course: (Attach Survey Results if available)</p>	
<p>a List the most important criticisms and strengths</p>	
<p>b Response of instructor or course team to this evaluation</p>	
<p>2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):</p>	
<p>a List the most important criticisms and strengths</p>	
<p>b Response of instructor or course team to this evaluation</p>	

K. Planning for Improvement

<p>1. Progress on actions proposed for improving the course in previous course reports:</p>	
<p>Actions proposed in the most recent previous course report(s)</p>	<p>State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.</p> <p>Was applied successfully</p>

New chapter was added to cover the new of the electromagnetic field	
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<p>2. Other action taken to improve the course this semester/year</p> <p>Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)</p>
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3. Action Plan for Next Semester/Year		
<p>Actions Required</p> <ul style="list-style-type: none"> Updating the course according to the recent publications Visit to Researches Lab. 	<p>Completion Date</p> <p>1433\1434H 2012\2013</p>	<p>Person Responsible</p> <p>Dr. Abdelmajid TIMOUMI</p>
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

L. Results

1 Number of students commencing the field experience: 63
2 Number of students completing the field experience: 56
<p>3 Result Summary:</p> <p>Passed: No: 53 Percent: 84% Failed No: 3 Percent: 5%</p> <p>Did not complete No: 7 Percent: 11%</p>

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No	OR	%	No	%	No
A	8		95-100	4	70-74	9
B	21		90-94	4	65-69	5
C	15		85-89	7	60-64	1
D	6		80-84	14	< 60	1
F	1		75-79	6		
Denied Entry	2		Denied Entry			2
In Progress	53		In Progress			53
Incomplete	7		Incomplete			7
Pass	53		Pass			53
Fail	3		Fail			3
Withdrawn			Withdrawn			

5 Special factors (if any) affecting the results

None special factors

Name of Course Instructor: **Dr. Abdelmajid Amor Ali TIMOUMI**

Signature: _____ Date Report Completed: _____

Received by Program Coordinator

Date : 20-01-2013

Course Title Electricity And Magnetism

Course Title Code: (Ph 121)

Course Specification

*For Guidance on the completion of this template, please refer to of Handbook 2
Internal Quality Assurance Arrangements*

Institution:- Umm AL-Qura University
College/Department :- College of Sciences / Physics Department

A Course Identification and General Information

1. Course title and code: Electricity and Magnetism (PH 121)
2. Credit hours: - 4 Cr. Hrs
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B.Sc Degree in Physics
4. Name of faculty member responsible for the course:
5. Level/year at which this course is offered: First year
6. Pre-requisites for this course (if any) PH 101 + MATH 101
7. Co-requisites for this course (if any) PH 285
8. Location if not on main campus :- Within The University Campus

B Objectives

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

The objective of this course is to establish the meaning of the ends of the computational and use in communication, and differentiation, integration and applications of it.

The objectives of this course are to tease out the laws of Electricity and Magnetism from our everyday experience by specific examples of how electric and magnetic phenomena manifest themselves.

We want to be able:

The benchmark statement of the main learning outcomes are as follows:

1. To understand basic Fundamentals of electricity and magnetism phenomena: Physics of electrostatic Field, electrostatic Energy, and magnetic field.
2. The students should be trained on physical and generic skills (knowledge – cognitive – interpersonal – communication – problem solving – IT)
3. To describe, in words, the ways in which various concepts in electricity and magnetism come into play in particular situations; to represent these phenomena and fields mathematically in those situations; and to predict outcomes in other similar situations.
4. The day life applications in the domain of these electric and magnetic phenomena
5. To analyse electric systems using a required basics
6. To understanding behaviour of components with direct current.

The overall goal is to use the scientific method to come to understand the enormous variety of electric and magnetic phenomena in terms of a few relatively simple laws

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)

- 1- Explain strategy of the course in the beginning of the semester
- 2- Outlines of the physical laws, principles and the associated proofs.
- 3- Highlighting the day life applications whenever exist.
- 4- Encourage the students to see more details in the international web sites and reference books in the library.
- 5- Discussing some selected problems in each chapter.
- 6- Cooperate with different institution to find how they deal with the subject
- 7- Renew the course references frequently
- 8- Frequently check for the latest discovery in science

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 :-		
Topics	No of Weeks	Contact hours
1- Electric charge and Coulomb's law		
1- Introduction	1	0.5
2- Electric Charge		0.5
3- Conductors and Insulators		0.5
4- Coulomb's law		0.5
5- Charge is Quantized		0.5
6- Charge is Conserved		0.5
2- The Electric Field		
1- Fields	1	0.5
2- The Electric Field E		0.5
3- The Electric Field of a Point Charges and Lines of Force		0.5
4- The Electric Field of Continuous Charge Distributions		0.5
5- A Point Charge in an Electric Field		0.5
6- A Dipole in an Electric Field		0.5
3- Gauss Law		
1- The flux of a Vector Field	1	0.5
2- The Flux of the Electric Field		0.5
3- Gauss law		0.5
4- A Charged Insolated Conductor		0.5
5- Applications of Gauss law		0.5
6- Experimental Tests of Gauss law and Coulomb law		0.5
4- Electric Potential		
1- Electrostatic and Gravitational Forces	1.5	0.5
2- Electrical Potential Energy		0.5
3- Electric Potential		0.5
4- Calculating the Potential from the Field		0.5
5- Potential due to Point Charge		0.5
6- Potential due to a Collection of Point Charges		0.5
7- The Electric Potential of Continuous Charge distribution		0.5
8- Equipotential Surfaces		0.5
9- Calculating the Field from the Potential		0.5
10- An Insulated Conductor		0.5

5- Capacitors		
1- Capacitance	1.5	0.5
2- Calculating the Capacitance		1.0
3- Capacitors in Series and Parallel		0.5
4- Energy Storage in an Electric Field		0.5
5- Capacitor with Dielectric		1.0
6- Dielectrics: an Atomic View		0.5
7- Dielectrics and Gauss law		0.5
6- Current and Resistance		
1- Electric Current	1	0.5
2- Current Density		0.5
3- Resistance, Resistivity, and Conductivity		0.5
4- Ohm's law		0.5
5- Ohm's law: A Microscopic View		0.5
6- Energy Transfers in an Electric Circuit		0.5
7- DC Circuits		
1- Electromotive Force	1	0.5
2- Calculating the Current in a Single Loop		0.5
3- Potential Differences		0.5
4- Resistors in Series and Parallel		0.5
5- Multiloop Circuits		0.5
6- RC Circuits		0.5
8- The Magnetic Field		
1- The Magnetic Field B	2	0.5
2- The Magnetic Force on a Moving Charge		1
3- Circulating Charges		1
4- The Hall Effect		1
5- The Magnetic Force on a Current		1
6- Torque on a Current Loop		0.5
7- The Magnetic Dipole		1
9- Ampere's Law		
1- The Biot-Savart Law	2	1
2- Applications of the Biot-Savart Law		1
3- Lines of Magnetic Field		1
4- Two Parallel Conductors		1
5- Ampere's Law		1
6- Solenoids and Toroids.		1

2 Course components (total contact hours per semester):			
Lecture: 42 hr	Tutorial: 30 hr	Practical/Fieldwork /Internship:	Other: Office hours : 32 hr

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)

<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) knowledge that students should know and understand when they complete the course are as follow:</p> <p>(i) Learning fundamentals in electricity and magnetism theory.</p> <p>(ii) Understanding the physics of electricity and magnetism and their applications mentioned in the text.</p> <p>(iii) Improving logical thinking.</p> <p>(iv) To use mathematical formulation to describe the physical principle or phenomena</p> <p>(v) Ability to explain how things work.</p>
<p>(ii) Teaching strategies to be used to develop that knowledge</p> <ol style="list-style-type: none"> 1. Demonstrating the basic information and principles through lectures and the achieved applications 2. Discussing phenomena with illustrating pictures and diagrams 3. Lecturing method: <ol style="list-style-type: none"> a. Blackboard b. Power point

c. e-learning

4. Tutorials
5. Revisit concepts
6. Discussions
7. Brain storming sessions
8. Start each chapter by general idea and the benefit of it;
9. Learn the student background of the subject;
10. Show the best ways to deal with problem;
11. Keep the question "why" or "how" to explain always there;
12. Build a strategy to solve problem.

(iii) Methods of assessment of knowledge acquired

1. Solve some example during the lecture.
2. Exams:
 - a) Quizzes
 - b) Short exams (mid term exams)
 - c) Long exams (final)
 - d) Oral exams
3. Discussions with the students.
4. Ask the student to clear the misunderstanding of some mathematical principle.
5. Ask quality question.

b. Cognitive Skills

(i) Cognitive skills to be developed

1. How to use physical laws and principles to understand the subject
2. How to simplify problems and analyze phenomena
3. Analyse and explain natural phenomena.
4. Ability to explain the idea with the student own words.
5. Represent the problems mathematically.

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

1. Preparing main outlines for teaching
2. Following some proofs
3. Define duties for each chapter
4. Home work assignments
5. Encourage the student to look for the information in different references

6. Ask the student to attend lectures for practice solving problem
7. Ask the student to do small research.

(iii) Methods of assessment of students cognitive skills

1. Midterm's exam. Exams, short quizzes
2. Asking about physical laws previously taught
3. Writing reports on selected parts of the course
4. Discussions of how to simplify or analyze some phenomena

c. Interpersonal Skills and Responsibility

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

- ✚ Work independently.
- ✚ The students learn independently and take up responsibility.

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

1. Learn how to search the internet and use the library.
2. Learn how to cover missed lectures.
3. Learn how to summarize lectures or to collect materials of the course.
4. Learn how to solve difficulties in learning: solving problems – enhance educational skills.
5. Develop her interest in Science through :(lab work, field trips, visits to scientific and research.
 - ✚ Encourage the student to attend lectures regularly by:
 - Giving bonus marks for attendance
 - Assigning marks for attendance.
 - give students tasks of duties

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

1. Quizzes on the previous lecture
2. Checking report on internet use and trips
3. Discussion
4. The accuracy of the result gained by each group will indicate good group work
5. Presenting the required research on time and the degree of the quality will show the sense of responsibility.

d. Communication, Information Technology and Numerical Skills
<p>(i) Description of the skills to be developed in this domain.</p> <ol style="list-style-type: none"> 1. Computation 2. Problem solving 3. Data analysis and interpretation. 4. Feeling mathematical reality of solving problems.
<p>(ii) Teaching strategies to be used to develop these skills</p> <ol style="list-style-type: none"> 1. Know the basic physical principles. 2. Use the web for research. 3. Discuss with the student. 4. Exams to measure the mathematical skill. 5. Clear the weakness point that should be eliminated. 6. Encourage the student to ask for help if needed. 7. Computational analysis. 8. Data representation. 9. Lectures for problem solution. 10. Encourage the student to ask good question to help solve the problem. 11. Display the lecture note and homework assignment at the web.
<p>(iii) Methods of assessment of students numerical and communication skills</p> <ol style="list-style-type: none"> 1. Their interaction with the lectures and discussions. 2. The reports of different asked tasks. 3. Homework, Problem solutions assignment and exam should focus on the understanding. 4. Results of computations and analysis. 5. Comments on some resulting numbers. 6. Research.
e. Psychomotor Skills (if applicable)
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p>

(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 (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Midterm 1	5 th week	15
2	Midterm 2	10 th week	15
3	In-Class Problem Solving	13 th , 7 th week	10
4	Homework	Every week	10
5	Final exam	End of semester	50

D. Student Support

<p>1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)</p> <p>8 office hours per week</p>
--

E Learning Resources

1. Required Text(s)
2. Essential References
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

[1] Fundamental of Physics, 8 th Edition, by: Jearl Walker. (2008)
4-Electronic Materials, Web Sites etc
5- Other learning material such as computer-based programs/CD, professional standards/regulations Wikipedia

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"> ✚ Lecture room for 30 students ✚ Library
2. Computing resources <ul style="list-style-type: none"> ✚ Computer room ✚ Scientific calculator.
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> ✚ Midterm and final exam. ✚ Quiz.
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> (a) Course report (b) Program report (c) Program self study <ul style="list-style-type: none"> ▪ Fortification of the student learning. <p>Handling the weakness point.</p>
<p>4. Processes for Verifying Standards of Student Achievement (eg. 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)</p> <ul style="list-style-type: none"> ✚ The instructors of the course are checking together and put a unique process of evaluation ✚ Check marking of a sample of papers by others in the department. ✚ Feedback evaluation of teaching from independent organization.
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> 1- The following points may help to get the course effectiveness <ul style="list-style-type: none"> ▪ Student evaluation ▪ Course report ▪ Program report ▪ Program Self study 2- According to point 1 the plan of improvement should be given. 3- Contact the college to evaluate the course and the benefit it add to other courses. <p>Add some subject and cut off others depending on the new discoveries in Mathematics and basic science.</p>

Course title: Classical Mechanics I
Course code: (PH 241)

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution: Umm AL-Qurra University
College/ Department: Faculty of Applied Science / Physics Department

A Course Identification and General Information

1. Course title and code. Classical Mechanics I (PHS. 241)
2. If course is taught in more than one section indicate the section to which this report applies (Group1 and Group 2)
3. Year and semester to which this report applies. (1434-1435) (1st semester)
4 Location (if not on main campus),

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Vector Analysis			
1-Definition			
2-Scalar Product			
3- Vector or Cross product			
4- Triple Scalar Product, Triple Vector Product			
5-Gradient			
6- Divergence	2weeks	8hrs	
7-Curl X			
8- Successive Application of operator			
9-Vector Integration			
10-Gauss's Theorem			
Coordinate Systems			
1- Curvilinear Coordinates			

2- Differential Vector Operations			
3- Cartesian Coordinates			
4- Spherical Polar Coordinates	1 week	4 hrs	
5- Circular Cylindrical Coordinates			
General Motion of A Particle in Three Dimensions			
1- Linear Momentum	3 weeks	12 hrs	
2- Angular Momentum			
3- The Work Principle			
4- Conservative Forces and Force Fields			
5- The Potential Energy Function in 3-Dim. Motion			
6- Condition For The Existence of a Potential Function			
7- Motion of a projectile in a Uniform Gravitational Field			
8- The Harmonic Oscillator in Two And Three dimensions			
9- Constrained Motion of a Particle			
10- The Simple Pendulum			
11- More Accurate Solution of The Simple Pendulum			
12- Examples			
Non-inertial Reference Systems			
1- Translation of the Coordinate System	3 weeks	12 hrs	
2- Inertial Force			
3- General Motion of The Coordinate System			
4- Dynamics of a Particle in a Rotating Coordinate System (Coriolis Force)			
5- Effects of The Earth's			
6- The Foucault Pendulum			
7- Examples			
Central Forces and Celestial Mechanics			

1-The Law of Gravity	3weeks	12hrs	
2- Gravitational Force Between a sphere and a Particle			
3- Potential Energy in a Gravitational Energy			
4-Potential Energy in a General Central Field			
5-Angular Momentum in a Central Field			
6-The Law of Areas, Kepler's Laws Of Planetary Motion			
7-Orbit of a Particle in a Central Field			
8-Energy Equation of the Orbit			
9-Orbits in an Inverse-Square Field			
10-Periodic Time of Orbital Motion			
11-Motion in an Inverse-Square Repulsive Field			
12-Examples			
Special Relativity			
1-The Michelson-Morley Experiment	2weeks	8 hrs	
2-The Special Theory of Relativity			
3-Time Dilation			
4-The Twin Paradox			
5-The Length Contraction			
6-Meson Decay			
7- The Lorentz Transformation			
8-The Inverse Lorentz Transformation			
9-Velocity Addition			
10-Relativity of Mass			
11-Mass and Energy			

2. Consequences of Non Coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program		
<p>3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)</p> <p>9. Explain strategy of the course in the beginning of the semester.</p> <p>10. Outlines of the physical laws, principles and the associated proofs.</p> <p>11. Highlighting the day life applications whenever exist.</p> <p>12. Encourage the students to see more details in the international web sites and reference books in the library.</p> <p>13. Discussing some selected problems in each chapter.</p> <p>14. Renew the course references frequently.</p> <p>15. Frequently check for the latest discovery in science.</p>				
Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties
		No	Yes	
a. Knowledge	<p>1- Solve some example during the lecture.</p> <p>2- Exams:</p> <p>a. Quizzes</p> <p>b. Short exams (midterm exams)</p> <p>c. Long exams (final)</p> <p>d. Oral exams</p> <p>3- Discussions with the students.</p> <p>4- Ask the student to clear the misunderstanding of some physical principle.</p> <p>▪ Ask quality question.</p>		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

b. Cognitive Skills	<p>8. Preparing main outlines for teaching</p> <p>9. Following some proofs</p> <p>10. Define duties for each chapter</p> <p>11. Home work assignments</p> <p>12. Encourage the student to look for the information in different references</p> <p>13. Ask the student to attend lectures for practice solving problem</p>		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
c. Interpersonal Skills and Responsibility	<p>6. Learn how to search the internet and use the library.</p> <p>7. Learn how to cover missed lectures.</p> <p>8. Learn how to summarize lectures or to collect materials of the course.</p> <p>9. Learn how to solve difficulties in learning: solving problems – enhance educational skills.</p> <p>10. Develop her interest in Science through :(lab work, field trips, visits to scientific and research.</p> <p>11. Encourage the student to attend lectures regularly by:</p> <ul style="list-style-type: none"> i. Giving bonus marks for attendance ii. Assigning marks for attendance. <p>12. give students tasks of duties</p>		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

d. Numerical and Communication Skills	<p>12. Know the basic mathematical principles.</p> <p>13. Use the web for research.</p> <p>14. Discuss with the student.</p> <p>15. Exams to measure the mathematical skills.</p> <p>16. Clear the weakness point that should be eliminated.</p> <p>17. Encourage the student to ask for help if needed.</p> <p>18. Computational analysis.</p> <p>19. Data representation.</p> <p>20. Focusing on some real results and its physical meaning.</p> <p>21. Lectures for problems solving.</p> <p>22. Encourage the student to ask good question to help solve the problem.</p>		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
e Psychomotor Skills (if applicable)				

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- 7. Use the web for research to know the basic mathematical principles.
- 8. Discuss with the student and give exams to measure the mathematical skill.
- 9. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
- 10. Focusing on some real results and its physical meaning.
- 11. Encourage the student to ask good question to help solve the problem.
- 12. Display the lecture note and homework assignment at the web
- 13. Scientific Films in the web site related to the course subjects
- 14. <http://uqu.edu.sa/staff/ar/4300376>

C. Results

1 Number of students commencing the field experience:	41
3 Number of students completing the field experience:	34
4 Result Summary:	
Passed:	No 34 Percent 83% Failed No 0 Percent 0%
Did not complete	No 7 Percent 17%

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)						
	No	OR	%	No	%	No
A			95-100	0	70-74	5
B			90-94	0	65-69	7
C			85-89	3	60-64	16
D			80-84	1	< 60	0
F			75-79	2		
Denied Entry			Denied Entry			5
In Progress			absents			2
Incomplete			Incomplete			0
Pass			Pass			34
Fail			Fail			0
Withdrawn			Withdrawn			0
5 Special factors (if any) affecting the results None						

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)	
b. Variations (if any) from planned assessment schedule (C5 in Course Specification)	
Variation	Reason
b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course	

Specification)	
Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)

Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	TRUE
Check marking of a sample of papers by others in the department.	Equal with the level of student in written tests
Feedback evaluation of teaching from independent organization	TRUE

.D Resources and Facilities

2. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures	2. Consequences of any difficulties experienced for student learning in the course. All students must take all of the requirements before start in this course
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E. Administrative Issues

2 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received?

Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year		
Actions Required	Completion Date 1434\1435H 2013\2014	Person Responsible Dr. Mufeed Al-Maghrabi
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: **Dr. Mufeed Al-Maghrabi**

Signature: **Mufeed Al-Maghrabi** Date Report Completed: 2013/2014

Received by Program Coordinator Date: 7/1/2014

Course title: thermodynamics

Course code: (403344)

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution: Umm AL-Qurra University

College/ Department: Faculty of Applied Science / Physics Department

A Course Identification and General Information

1. Course title and code.

thermodynamics, Phys 403383

2. If course is taught in more than one section indicate the section to which this report applies (Group1, Group 2 and Group 3)

3. Year and semester to which this report applies. (1432-1433) (semester 2)

4 Location (if not on main campus), Al-Zaher Campus (For Girls)

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
<p>1. Thermal properties of matter: Temperature and Heat, Temperature scales, Type of thermometer, Zero law of Thermodynamic, Thermal transfers, thermal expansion.</p>	6	6	
<p>2. Thermodynamics properties: equation of ideal gas, kinetic theory, Van der Waal equation for real gas, Deduction of the critical constant of a</p>	6	6	

real gas of Van der Waal, Virial equation of state, Reduced equation of state, adiabatic compressibility, P-V-T relationship of real gases, Phase Diagram			
2 First law of thermodynamics, Heat and Energy: The types of systems and the processing in thermodynamics, the definition of heat capacity and specific heat capacity, latent heat, apply the first law of thermodynamics to evaluate the temperature and work and the internal energy and energy conversion, explain the enthalpy, the relationship between specific heat for gas, the work done in adiabatic process.	9	9	
3 Second law of thermodynamics: heat engines, refrigerators, and heat pumps, reversible processes, statements of Kelvin - Planck and Clausius. Carnot machine and its efficiency, and examine the principles of the Carnot cycle, and efficiency of Otto cycle and diesel fuel and gasoline,	9	9	
4 Entropy and third law of thermodynamics: explain the concept of entropy, the change in entropy in the reversible processes, explain the third law of thermodynamics.	6	6	
5 Thermodynamics potentials:	6	6	

thermodynamics potentials, internal energy U, enthalpy (H), free energy of Gibbs (G) and Helmholtz free energy (A), Maxwell relations and their the application, Tds equations, Clausius Claperyron equation.			
2 Course components (total contact hours per semester):			
Lectures: 42 hr	Tutorial: 42 hr	Practical/Field work/Internship :	

<p>2. Consequences of Non Coverage of Topics</p> <p>For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.</p>				
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program		
<p>3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)</p> <p>16. Explain strategy of the course in the beginning of the semester</p> <p>17. Outlines of the physical laws, principles and the associated proofs.</p> <p>18. Highlighting the day life applications whenever exist.</p> <p>19. Encourage the students to see more details in the international web sites and reference books in the library.</p> <p>20. Discussing some selected problems in each chapter.</p> <p>21. Cooperate with different institution to find how they deal with the subject</p> <p>22. Renew the course references frequently</p> <p>23. Frequently check for the latest discovery in science</p>				
Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties
		No	Yes	

a. Knowledge	<ul style="list-style-type: none"> ▪ Demonstrating the basic information and principles through lectures and the achieved applications ▪ Discussing phenomena with illustrating pictures and diagrams ▪ Lecturing method: ▪ Projector ▪ Power point ▪ e-learning ▪ Tutorials ▪ Revisit concepts ▪ Discussions ▪ Brain storming sessions ▪ Start each chapter by general idea and the benefit of it ▪ Learn the student background of the subject; ▪ Show the best ways to deal with problem; ▪ Keep the question "why" or "how" to explain always there 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
b. Cognitive Skills	<ul style="list-style-type: none"> ▪ Preparing main outlines for teaching ▪ Following some proofs ▪ Define duties for each chapter ▪ Home work assignments ▪ Encourage the student to look for the information in different references ▪ Ask the student to attend lectures for practice solving problem ▪ Doing small research 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> ▪ Learn how to search the internet and use the library. ▪ Learn how to cover missed lectures. ▪ Learn how to summarize lectures or to collect materials of the course. ▪ Learn how to solve difficulties in learning: solving problems – enhance educational skills. ▪ Develop her interest in Science through :(lab work, field trips, visits to scientific and research. ▪ Encourage the student to attend lectures regularly by: ▪ Giving bonus marks for attendance assigning marks for attendance. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

d. Numerical and Communication Skills	<ul style="list-style-type: none"> ▪ Know the basic mathematical principles. ▪ Use the web for research. ▪ Discuss with the student. ▪ Exams to measure the mathematical skill. ▪ Clear the weakness point that should be eliminated. ▪ Encourage the student to ask for help if needed. ▪ Computational analysis. ▪ Data representation. ▪ Focusing on some real results and its physical meaning. ▪ Lectures for problem solution. ▪ Encourage the student to ask good question to help solve the problem. 		Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	
e Psychomotor Skills (if applicable)				

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

15. Use the web for research to know the basic mathematical principles.
16. Discuss with the student and give exams to measure the mathematical skill.
17. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
18. Focusing on some real results and its physical meaning.
19. Encourage the student to ask good question to help solve the problem.
20. Display the lecture note and homework assignment at the web
21. Scientific Films in the web site related to the course subjects
22. <http://uqu.edu.sa/staff/ar/4300376>

C. Results

1 Number of students commencing the field experience:	28
6 Number of students completing the field experience:	27
7 Result Summary:	<p>Passed: No 17 Percent 62 Failed No 10 Percent 37%</p> <p>Did not complete No 1 Percent 3</p>

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No	OR	%	No	%	No
A	-		95-100		70-74	
B	2		90-94		65-69	
C	1		85-89		60-64	
D	14		80-84		< 60	
F	10		75-79			
Denied Entry	1		Denied Entry			
In Progress	28		In Progress			
Incomplete	1		Incomplete			
Pass	17		Pass			
Fail	9		Fail			
Withdrawn	-		Withdrawn			-

8 Special factors (if any) affecting the results
None

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

c. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	TRUE
Check marking of a sample of papers by others in the department.	Equal with the level of student in written tests
Feedback evaluation of teaching from independent organization	TRUE

.D Resources and Facilities

3. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures	2. Consequences of any difficulties experienced for student learning in the course. All students must take all of the requirements before start in this course
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E. Administrative Issues

3 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
--	---

H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.
New chapter was added to cover the new of the electromagnetic field	Was applied successfully

2. Other action taken to improve the course this semester/year
Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year		
Actions Required	Completion Date	Person Responsible
<ul style="list-style-type: none"> ▪ Updating the course according to the recent publications ▪ Visit to Researches Lab. 	1434\1435H 2013\2014	
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: Dr. Roshdi Seoudi Mohamed Awed

Signature: Roshdi Awed

Date Report Completed: 2013/2014

Received by Program Coordinator

Date: 28/5/2014

Course title: Optics
Course code: (403231)

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution: Umm AL-Qurra University
College/ Department: Faculty of Applied Science / Physics Department

A Course Identification and General Information

1. Course title and code Optics
2. If course is taught in more than one section indicate the section to which this report applies ()
3. Year and semester to which this report applies. (1433-1434) (semester 1)
4 Location (if not on main campus):

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Waves and Simple Harmonic Motion	10	10	
Interference	10	10	
Diffraction Grating	10	10	
Fraunhofer Diffraction	6	6	
2 Course components (total contact hours per semester):			
Lectures: 36 hr	Tutorial: 36 hr	Practical/Field work/Internship :	

2. Consequences of Non Coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program
Fresnel Diffraction	Low significance	Advanced Optics

3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

- 24. Explain strategy of the course in the beginning of the semester
- 25. Outlines of the physical laws, principles and the associated proofs.
- 26. Highlighting the day life applications whenever exist.
- 27. Encourage the students to see more details in the international web sites and reference books in the library.
- 28. Discussing some selected problems in each chapter.
- 29. Cooperate with different institution to find how they deal with the subject
- 30. Renew the course references frequently
- 31. Frequently check for the latest discovery in science

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties
		No	Yes	

a. Knowledge	<ul style="list-style-type: none"> ▪ Demonstrating the basic information and principles through lectures and the achieved applications ▪ Discussing phenomena with illustrating pictures and diagrams <p>Lecturing method:</p> <ul style="list-style-type: none"> ▪ Projector ▪ Power point ▪ e-learning ▪ Tutorials ▪ Revisit concepts ▪ Discussions ▪ Brain storming sessions ▪ Start each chapter by general idea and the benefit of it ▪ Learn the student background of the subject; ▪ Show the best ways to deal with problem; ▪ Keep the question "why" or "how" to explain always there 	<p>No</p> <p>No</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
b. Cognitive Skills	<ul style="list-style-type: none"> ▪ Preparing main outlines for teaching ▪ Following some proofs ▪ Define duties for each chapter ▪ Home work assignments ▪ Encourage the student to look for the information in different references ▪ Ask the student to attend lectures for practice solving problem ▪ Doing small research 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> ▪ Learn how to search the internet and use the library. ▪ Learn how to cover missed lectures. ▪ Learn how to summarize lectures or to collect materials of the course. ▪ Learn how to solve difficulties in learning: solving problems – enhance educational skills. ▪ Develop their interests in Science through :(lab work, field trips, visits to scientific and research. ▪ Encourage the student to attend lectures regularly by: ▪ Giving bonus marks for attendance assigning marks for attendance. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

d. Numerical and Communication Skills	<ul style="list-style-type: none"> ▪ Know the basic mathematical principles. ▪ Use the web for research. ▪ Discuss with the student. ▪ Exams to measure the mathematical skill. ▪ Clear the weakness point that should be eliminated. ▪ Encourage the student to ask for help if needed. ▪ Computational analysis. ▪ Data representation. ▪ Focusing on some real results and its physical meaning. ▪ Lectures for problem solution. ▪ Encourage the student to ask good question to help solve the problem. 		Yes No Yes Yes Yes Yes Yes Yes No Yes Yes Yes	
e Psychomotor Skills (if applicable)				

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- 23. Use the web for research to know the basic mathematical principles.
- 24. Discuss with the student and give exams to measure the mathematical skill.
- 25. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
- 26. Focusing on some real results and its physical meaning.
- 27. Encourage the student to ask good question to help solve the problem.
- 28. Display the lecture note and homework assignment at the web
- 29. Scientific Films in the web site related to the course subjects

C. Results

1 Number of students commencing the field experience:	28
9 Number of students completing the field experience:	26
10 Result Summary: Passed: No 19 Percent 73% Failed No 7 Percent 27% Did not complete No 2 Percent 7%	

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No	OR	%	No	%	No
A			95-100	0	70-74	5
B			90-94	0	65-69	1
C			85-89	0	60-64	8
D			80-84	2	< 60	7
F	0		75-79	3		
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			2
Pass			Pass			19
Fail			Fail			7
Withdrawn			Withdrawn			0

11 Special factors (if any) affecting the results
None

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

d. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	TRUE
Check marking of a sample of papers by others in the department.	Equal with the level of student in written tests
Feedback evaluation of teaching from independent organization	TRUE

.D Resources and Facilities

4. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures	2. Consequences of any difficulties experienced for student learning in the course. All students must take all of the requirements before start in this course
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E. Administrative Issues

4 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year
 Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year		
Actions Required <ul style="list-style-type: none"> ▪ Updating the course according to the recent publications 	Completion Date 1433\1434H 2012\2013	Person Responsible Dr. Mohamed M. Sabry
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: Dr. Mohamed Mahmoud Sabry

Signature: Mohamed Sabry

Date Report Completed: 2012/2013

Received by Program Coordinator

Date: 10/1/2013

**Course title: Mathematical
Methods 1
Course code: (433240)**

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution: Umm AL-Qurra University
College/ Department: Faculty of Applied Science / Physics Department

A Course Identification and General Information

1. Course title and code. Mathematical Physics 1 (403240)
2. If course is taught in more than one section indicate the section to which this report applies
3. Year and semester to which this report applies. (1434-1435) (semester 1)
4 Location (if not on main campus)

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Partial Differentiation	8	8	
Vector Analysis	6	6	
Line, Surface and Volume Integrals	6	6	
Infinite and Power Series	6	6	
Fourier Series	4	4	
Ordinary Differential Equations	9	9	
2 Course components (total contact hours per semester):			
Lectures: 42 hr	Tutorial: 42 hr	Practical/Field work/Internship	

		:	
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2. Consequences of Non Coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

- 32. Explain strategy of the course in the beginning of the semester
- 33. Outlines of the physical laws, principles and the associated proofs.
- 34. Highlighting the day life applications whenever exist.
- 35. Encourage the students to see more details in the international web sites and reference books in the library.
- 36. Discussing some selected problems in each chapter.
- 37. Cooperate with different institution to find how they deal with the subject
- 38. Renew the course references frequently
- 39. Frequently check for the latest discovery in science

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties
		No	Yes	

a. Knowledge	<ul style="list-style-type: none"> ▪ Demonstrating the basic information and principles through lectures and the achieved applications ▪ Discussing phenomena with illustrating pictures and diagrams <p>Lecturing method:</p> <ul style="list-style-type: none"> ▪ Projector ▪ Power point ▪ e-learning ▪ Tutorials ▪ Revisit concepts ▪ Discussions ▪ Brain storming sessions ▪ Start each chapter by general idea and the benefit of it ▪ Learn the student background of the subject; ▪ Show the best ways to deal with problem; ▪ Keep the question "why" or "how" to explain always there 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
b. Cognitive Skills	<ul style="list-style-type: none"> ▪ Preparing main outlines for teaching ▪ Following some proofs ▪ Define duties for each chapter ▪ Home work assignments ▪ Encourage the student to look for the information in different references ▪ Ask the student to attend lectures for practice solving problem ▪ Doing small research 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> ▪ Learn how to search the internet and use the library. ▪ Learn how to cover missed lectures. ▪ Learn how to summarize lectures or to collect materials of the course. ▪ Learn how to solve difficulties in learning: solving problems – enhance educational skills. ▪ Develop their interests in Science through :(lab work, field trips, visits to scientific and research. ▪ Encourage the student to attend lectures regularly by: ▪ Giving bonus marks for attendance assigning marks for attendance. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

d. Numerical and Communication Skills	<ul style="list-style-type: none"> ▪ Know the basic mathematical principles. ▪ Use the web for research. ▪ Discuss with the student. ▪ Exams to measure the mathematical skill. ▪ Clear the weakness point that should be eliminated. ▪ Encourage the student to ask for help if needed. ▪ Computational analysis. ▪ Data representation. ▪ Focusing on some real results and its physical meaning. ▪ Lectures for problem solution. ▪ Encourage the student to ask good question to help solve the problem. 	No	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	
e Psychomotor Skills (if applicable)				

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- 30. Use the web for research to know the basic mathematical principles.
- 31. Discuss with the student and give exams to measure the mathematical skill.
- 32. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
- 33. Focusing on some real results and its physical meaning.
- 34. Encourage the student to ask good question to help solve the problem.
- 35. Display the lecture note and homework assignment at the web
- 36. Scientific Films in the web site related to the course subjects

C. Results

1 Number of students commencing the field experience:	41
12 Number of students completing the field experience:	35
<p>13 Result Summary:</p> <p>Passed: No 20 Percent 48.8% Failed No 15 Percent 36.6%</p> <p>Did not complete No 6 Percent 14.6%</p>	

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4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)						
	No	OR	%	No	%	No
A			95-100	0	70-74	3
B			90-94	0	65-69	6
C			85-89	1	60-64	10
D			80-84	0	< 60	15
F	0		75-79	0		
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			6
Pass			Pass			20
Fail			Fail			15
Withdrawn			Withdrawn			0
14 Special factors (if any) affecting the results None						

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)	
e. Variations (if any) from planned assessment schedule (C5 in Course Specification)	
Variation	Reason
b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)	
Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	TRUE
Check marking of a sample of papers by others in the department.	Equal with the level of student in written tests
Feedback evaluation of teaching from independent organization	TRUE

.D Resources and Facilities

5. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures	2. Consequences of any difficulties experienced for student learning in the course. All students must take all of the requirements before start in this course
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E. Administrative Issues

5 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year
Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year		
Actions Required <ul style="list-style-type: none"> ▪ Updating the course according to the recent publications 	Completion Date 04/4/1435 04/2/2014	Person Responsible Dr. Walid B. Belhadj
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: Dr. Walid Belkacem Belhadj

Signature: _____ Date Report Completed: 04/2/2014

Received by Program Coordinator _____ Date: _____

**Course title: Atomic
Physics PH 253**

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution Umm AL-Qura University
College/ Department College of Sciences / Physics Department

A Course Identification and General Information

1. Course title and code. Atomic Physics PH 253
2. If course is taught in more than one section indicate the section to which this report applies: sections [1,2,3,4]
3. Year and semester to which this report applies. Second year , first semester
4 Location (if not on main campus) Within The University Campus

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Black body radiation The photoelectric effect The Quantum theory of light X- Rays X-ray diffraction The Compton effect Pair production	15	15	
DE Broglie waves DE Broglie wave velocity Diffraction of particles Application of the uncertainty principle	6	6	

Wave – particle duality			
Atomic models Alpha particle scattering Rutherford scattering formula Electron orbits Atomic spectra Bohr atom Energy level and spectra Sommerfeld model Atomic excitation	12	12	
QUANTUM THEORY OF THE HYDROGEN ATOM Quantum numbers of H atom The normal Zeeman effect Selection rules Electron spin Spin-orbit coupling Hund’s Rule The exclusion principle Electrons configurations The periodic table Total angular momentum	9	9	

<p>2. Consequences of Non Coverage of Topics</p> <p>For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.</p>				
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program		
Laser and maser	The lack of time	Taking in another courses		
<p>3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)</p>				
Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
		No	Yes	

c. Interpersonal Skills and Responsibility	1-Brain storming 2-Group discussion 3-Experimental training 4-Summarizing lectures or collecting materials of the course. 5-Try to solve difficulties in learning: solving problems – enhance educational skills. 6- Encourage the student to attend general lectures		Yes yes Yes Yes yes	
d. Numerical and Communication Skills	1. Know the basic mathematical principles. 2. Use the web for research. 3. Computational analysis. 4. Data representation. 5. Focusing on some real results and its physical meaning. 6. Lectures for problem solution. 7. Experimental training 9.Exams to measure the mathematical skill. 10.Clear the weakness point that should be eliminated. 11.Encourage the student to ask for help if needed. 12.Encourage the student to ask good question to help solve the problem		Yes Yes Yes Yes yes yes Yes Yes yes	
e Psychomotor Skills (if applicable)	1- Experimental training 2- Co-operative learning 3- Research projects		Yes Yes yes	This strategy is difficult with the student because they want take the web only without reading and enhancing the collected data. They must be trained to visit trust sources to get information.

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

The common semester I will deal the problem of research projects by teaching student to enter the scientific sites to get information. And also how to search about something in this sites

C. Results

1 Number of students commencing the field experience: **149**

15 Number of students completing the field experience: **139**

3 Result Summary:

Passed: No: **139** Percent :**93.28%** Failed No :**7** Percent :**4.03%**

Did not complete No 3 Percent **2.01%**

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A	15	OR	95-100		70-74	
B	36		90-94		65-69	
C	39		85-89		60-64	
D	49		80-84		< 60	
F	7		75-79			
Denied Entry			Denied Entry			
In Progress	149		In Progress			
Incomplete	3		Incomplete			
Pass	139		Pass			
Fail	7		Fail			
Withdrawn	0		Withdrawn			

5 Special factors (if any) affecting the results
None

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

f. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)

Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	Effective
Check marking of a sample of papers by others in the department	Equal with the level of student in written tests

D Resources and Facilities

1. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures	2. Consequences of any difficulties experienced for student learning in the course. All students must take all of the requirements before starting this course
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available) yes
a List the most important criticisms and strengths 1- The course is Applicable 2- This course improve the thinking ability and solving problems without memorizing 3- The course improve the principle of team work group 4- This course help in improving the ability to communicate active with others
b Response of instructor or course team to this evaluation

1- updating the course 2- updating the learning sources	
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):	
Not exist	
a List the most important criticisms and strengths	
Not exist	
b Response of instructor or course team to this evaluation	
Not exist	

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year		
Actions Required <p style="text-align: center;">Updating the course</p> <p style="text-align: center;">Improving the experimental part of the course</p>	Completion Date <p style="text-align: center;">Within 2014-2015</p>	Person Responsible <p style="text-align: center;">Dr: Afaf Maweed</p>
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: DR. Afaf Maweed Abdelmageed Ali

Signature: afaf maweed

Date Report Completed: 4-3-1435

Received by Program Coordinator

Date: _____

**Course title: Classical
mechanics (2)**
Course code: (PH 245)

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution: Umm AL-Qura University
College/ Department: College of Applied Sciences / Physics Department

A Course Identification and General Information

1. Course title and code. Classical mechanics (2) (PH 245)
2. If course is taught in more than one section indicate the section to which this report applies Two groups
3. Year and semester to which this report applies. (1434-1435) (semester 1)
4 Location (if not on main campus) In the main campus

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Dynamics of Systems of Many Particles: Scattering ; comparison of Laboratory And centre of mass coordinate systems, impulse and collision, Motion of a body with variable mass (rocket motion), Examples	9	9	

<p>Mechanics of Rigid Bodies , Planar Motion: Center of mass of a rigid body, Some theorems of static equilibrium of rigid body, Rotation of a rigid body about a fixed axis (Moment of inertia), Calculation of the moment of inertia, the physical pendulum, General theorem concerning angular momentum, Laminar motion of rigid body, body rolling down in inclined plane</p>	12	12	
<p>Motion of Rigid Bodies in Three Dimensions: Angular momentum of a rigid body, Use of matrices in rigid body dynamics (the inertia tensor), determination of principle axes, rotational kinetic energy of a rigid body, Moment of inertia of a rigid body about an arbitrary axis, Euler's equation of motion of a rigid body, Free rotation of a rigid body with an axis of symmetry, Gyroscopic precession motion of a top.</p>	12	9	
Lectures: 42 hr	Tutorial: 42 hr	Practical/Fieldwork/Internship:	

<p>2. Consequences of Non Coverage of Topics</p> <p>For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.</p>		
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

<p>3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)</p> <ol style="list-style-type: none"> 1. Explain strategy of the course in the beginning of the semester 2. Outlines of the physical laws, principles and the associated proofs. 3. Highlighting the day life applications whenever exist. 4. Encourage the students to see more details in the international web sites and reference books in the library. 5. Discussing some selected problems in each chapter. 6. Cooperate with different institution to find how they deal with the subject 7. Renew the course references frequently 8. Frequently check for the latest discovery in science 				
Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .
		No	Yes	

b. Cognitive Skills	<input type="checkbox"/> Preparing main outlines for teaching <input type="checkbox"/> Following some proofs <input type="checkbox"/> Define duties for each chapter <input type="checkbox"/> Home work assignments <input type="checkbox"/> Encourage the student to look for the information in different references <input type="checkbox"/> Ask the student to attend lectures for practice solving problem <input type="checkbox"/> Doing small research		Yes Yes Yes Yes Yes Yes Yes	
c. Interpersonal Skills and Responsibility	<input checked="" type="checkbox"/> Learn how to search the internet and use the library. <input type="checkbox"/> Learn how to cover missed lectures. <input type="checkbox"/> Learn how to summarize lectures or to collect materials of the course. <input type="checkbox"/> Learn how to solve difficulties in learning: solving problems – enhance educational skills. <input type="checkbox"/> Develop her interest in Science through :(lab work, field trips, visits to scientific and research. <input type="checkbox"/> Encourage the student to attend lectures regularly by: <input type="checkbox"/> Giving bonus marks for attendance assigning marks for attendance		Yes Yes Yes Yes Yes Yes Yes	

d. Numerical and Communication Skills	<input type="checkbox"/> Know the basic mathematical principles. <input type="checkbox"/> Use the web for research. <input type="checkbox"/> Discuss with the student. <input type="checkbox"/> Exams to measure the mathematical skill. <input type="checkbox"/> Clear the weakness point that should be eliminated. <input type="checkbox"/> Encourage the student to ask for help if needed. <input type="checkbox"/> Computational analysis. <input type="checkbox"/> Data representation. <input type="checkbox"/> Focusing on some real results and its physical meaning. <input type="checkbox"/> Lectures for problem solution. <input type="checkbox"/> Encourage the student to ask good question to help solve the problem		Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	
e Psychomotor Skills (if applicable)				

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

1. Use the web for research to know the basic mathematical principles.
2. Discuss with the student and give exams to measure the mathematical skill.
3. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
4. Focusing on some real results and its physical meaning.
5. Encourage the student to ask good question to help solve the problem.
6. Display the lecture note and homework assignment at the web
7. Scientific Films in the web site related to the course subjects
8. <http://uqu.edu.sa/staff/ar/4300376>

C. Results

1 Number of students commencing the field experience:	15
16 Number of students completing the field experience:	15
3 Result Summary:	
Passed: No	14
Percent	93.33 %
Failed: No	1
Percent	6.7%
Did not complete: No	0
Percent	0 %

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A	1	OR	95-100	1	70-74	2
B	1		90-94	0	65-69	3
C	5		85-90	1	60-64	4
D	7		80-84	0	< 60	1
F	1		75-79	3		
Denied Entry	-		Denied Entry			-
In Progress	-		In Progress			-
Incomplete	-		Incomplete			-
Pass	14		Pass			14
Fail	1		Fail			1
Withdrawn	0		Withdrawn			0

5 Special factors (if any) affecting the results
None

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

g. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)	
Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	True
Check marking of a sample of papers by others in the department	Equal with the level of student in written tests
Feedback evaluation of teaching from independent organization	True

D Resources and Facilities

1. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures	2. Consequences of any difficulties experienced for student learning in the course. All students must take all of the requirements before start in this course
--	---

E. Administrative Issues

<p>1 Organizational or administrative difficulties encountered (if any)</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p>
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H Course Evaluation

<p>1 Student evaluation of the course: (Attach Survey Results if available)</p>
<p>a List the most important criticisms and strengths</p>
<p>b Response of instructor or course team to this evaluation</p>
<p>2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):</p>
<p>a List the most important criticisms and strengths</p>
<p>b Response of instructor or course team to this evaluation</p>

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s) New chapter was added to cover the new of the electromagnetic field	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons. Was applied successfully

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year		
Actions Required <input type="checkbox"/> Updating the course according to the recent publications <input type="checkbox"/> Visit to simulation Lab	Completion Date 1434\1435H 2013\2014	Person Responsible Dr. Abdelrahman Lashin
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: **Dr. Abdelrahman Youssef Mohamed Lashin**

Signature: **Abdelrahman Lashin**
 Received by Program Coordinator

Date Report Completed **1/1/2014**
 Date:

**Course title: Statistical
thermodynamics
Course code: (403213)**

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution: Umm AL-Qurra University
College/ Department: Faculty of Applied Science / Physics Department

A Course Identification and General Information

1. Course title and code. Statistical thermodynamics, Phys 403213
2. If course is taught in more than one section indicate the section to which this report applies (Group1)
3. Year and semester to which this report applies. (1434-1435) (semester 1)
4 Location (if not on main campus), abdia

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
1. Basics of probability and statistics: probability distributions, statistical averages, law of large numbers, random walk, examples of various distributions. Thermodynamics entropy, distinguishable and indistinguishable particles, Boltzmann statistics, Maxwell-Boltzmann distribution. Foundations of statistical mechanics. Microstates. Quantum and classical systems.	9	9	
2. Partition function of an ideal gas, diatomic gas: vibrational and rotational modes, the total heat capacity of a diatomic gas.	9	9	
3. Microcanonical, canonical and grand canonical statistical ensembles.	9	9	
4. Fermi-Dirac and Bose-Einstein statistics (calculated by two methods), and applied to free electron theory and Bose-Einstein condensation.	9	9	
5. Thermodynamics of radiation, blackbody spectrum, Bose-Einstein gases, Bose-Einstein condensation, liquid helium	9	9	

2 Course components (total contact hours per semester):			
Lectures: 45 hr	Tutorial: 45 hr	Practical/Field work/Internship :	

2. Consequences of Non Coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

40. Explain strategy of the course in the beginning of the semester
41. Outlines of the physical laws, principles and the associated proofs.
42. Highlighting the day life applications whenever exist.
43. Encourage the students to see more details in the international web sites and reference books in the library.
44. Discussing some selected problems in each chapter.
45. Cooperate with different institution to find how they deal with the subject
46. Renew the course references frequently
47. Frequently check for the latest discovery in science

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties
		No	Yes	

a. Knowledge	<ul style="list-style-type: none"> ▪ Demonstrating the basic information and principles through lectures and the achieved applications ▪ Discussing phenomena with illustrating pictures and diagrams ▪ Lecturing method: ▪ Projector ▪ Power point ▪ e-learning ▪ Tutorials ▪ Revisit concepts ▪ Discussions ▪ Brain storming sessions ▪ Start each chapter by general idea and the benefit of it ▪ Learn the student background of the subject; ▪ Show the best ways to deal with problem; ▪ Keep the question "why" or "how" to explain always there 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
b. Cognitive Skills	<ul style="list-style-type: none"> ▪ Preparing main outlines for teaching ▪ Following some proofs ▪ Define duties for each chapter ▪ Home work assignments ▪ Encourage the student to look for the information in different references ▪ Ask the student to attend lectures for practice solving problem ▪ Doing small research 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> ▪ Learn how to search the internet and use the library. ▪ Learn how to cover missed lectures. ▪ Learn how to summarize lectures or to collect materials of the course. ▪ Learn how to solve difficulties in learning: solving problems – enhance educational skills. ▪ Develop her interest in Science through :(lab work, field trips, visits to scientific and research. ▪ Encourage the student to attend lectures regularly by: ▪ Giving bonus marks for attendance assigning marks for attendance. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

d. Numerical and Communication Skills	<ul style="list-style-type: none"> ▪ Know the basic mathematical principles. ▪ Use the web for research. ▪ Discuss with the student. ▪ Exams to measure the mathematical skill. ▪ Clear the weakness point that should be eliminated. ▪ Encourage the student to ask for help if needed. ▪ Computational analysis. ▪ Data representation. ▪ Focusing on some real results and its physical meaning. ▪ Lectures for problem solution. ▪ Encourage the student to ask good question to help solve the problem. 		Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	
e Psychomotor Skills (if applicable)				

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- 37. Use the web for research to know the basic mathematical principles.
- 38. Discuss with the student and give exams to measure the mathematical skill.
- 39. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
- 40. Focusing on some real results and its physical meaning.
- 41. Encourage the student to ask good question to help solve the problem.
- 42. Display the lecture note and homework assignment at the web
- 43. Scientific Films in the web site related to the course subjects
- 44. <http://uqu.edu.sa/staff/ar/4300376>

C. Results

1 Number of students commencing the field experience: 28	
17	Number of students completing the field experience: 27
18 Result Summary: Passed: No 28 Percent 7 Failed No 10 Percent 37% Did not complete No 1 Percent 3 %	

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No	OR	%	No	%	No	
A	-						-
B	1						
C	1						
D	7						
F	6						
Denied Entry	1		Denied Entry				
In Progress	17		In Progress				
Incomplete	1		Incomplete				
Pass	9		Pass				
Fail	6		Fail				
Withdrawn	0		Withdrawn				

19 Special factors (if any) affecting the results
None

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

h. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	TRUE
Check marking of a sample of papers by others in the department.	Equal with the level of student in written tests
Feedback evaluation of teaching from independent organization	TRUE

.D Resources and Facilities

6. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures	2. Consequences of any difficulties experienced for student learning in the course. All students must take all of the requirements before start in this course
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E. Administrative Issues

6 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.
New chapter was added to cover the new of the electromagnetic field	Was applied successfully

2. Other action taken to improve the course this semester/year
Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year		
Actions Required	Completion Date	Person Responsible
<ul style="list-style-type: none"> ▪ Updating the course according to the recent publications ▪ Visit to Researches Lab. 	1432\1433H 2011\2012	Dr. El-Hadi, Ahmed
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: Dr. Ahmed Mohamed El-Hadi

Signature: el-hadi

Date Report Completed: 2013/2014

Received by Program Coordinator

Date: 22/1/2014

**Course title: Mathematical
Physics II
Course code: (433242)**

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution: Umm AL-Qura University
College/ Department: Faculty of Applied Science / Physics Department

A Course Identification and General Information

1. Course title and code. Mathematical Physics II (433242)
2. If course is taught in more than one section indicate the section to which this report applies
3. Year and semester to which this report applies. Academic Year (1434-1435 H) (2013-2014) (first semester)
4 Location (if not on main campus): Al-Zaher Campus

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
I Gamma and Beta Functions <ol style="list-style-type: none"> 1. The Factorial Function. 2. Gamma Function and Recursion relation. 3. Gamma Function of negative numbers. 4. Some important formulas involving Gamma functions. 5. Beta Functions. 6. The Relation between the Beta and Gamma Functions. 7. The Error Function. 8. Asymptotic Series. 9. Stirling Formula. 10. Problems. 	12	12	
II Fourier Series <ol style="list-style-type: none"> 1. Periodic Functions. 	12	12	

<ul style="list-style-type: none"> 2. Applications of Fourier Series. 3. Average value of a function. 4. Fourier Coefficients. 5. Complex form of Fourier series. 6. Other intervals. 7. Even and Odd Functions. 8. An application to Sound. 9. Parseval's Theorem 10. Problems. 			
<p>III Solution of differential equation by series method</p> <ul style="list-style-type: none"> 1. Legendre equation and Legendre functions <ul style="list-style-type: none"> a. Legendre's Equation b. Leibniz's Rule c. Rodrigue's Formula d. Generating Functions for Legendre Polynomials. e. Orthogonality of Legendre Polynomials. f. Recursion Relations of Legendre Polynomials. g. Normalization of Legendre Polynomials. h. Legendre Series. i. Associated Legendre Functions. 2. Bessel's Equation. <ul style="list-style-type: none"> a. Bessel's equation and the second solution of Bessel's equation. b. Recursion relation of Bessel functions. c. Other kinds of Bessel functions (Spherical Bessel functions). 3. Hermite Functions. 4. Laguerre Functions. 5. Problems. 	18	18	
2 Course components (total contact hours per semester):			
Lectures: 42 hr	Tutorial: 42 hr		

b. Cognitive Skills	<ul style="list-style-type: none"> ▪ Preparing main outlines for teaching ▪ Following some proofs ▪ Define duties for each chapter ▪ Home work assignments ▪ Encourage the student to look for the information in different references ▪ Ask the student to attend lectures for practice solving problem ▪ Doing small research 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> ▪ Learn how to search the internet and use the library. ▪ Learn how to cover missed lectures. ▪ Learn how to summarize lectures or to collect materials of the course. ▪ Learn how to solve difficulties in learning: solving problems – enhance educational skills. ▪ Develop her interest in Science through :(lab work, field trips, visits to scientific and research. ▪ Encourage the student to attend lectures regularly by: ▪ Giving bonus marks for attendance assigning marks for attendance. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
d. Numerical and Communication Skills	<ul style="list-style-type: none"> ▪ Know the basic mathematical principles. ▪ Use the web for research. ▪ Discuss with the student. ▪ Exams to measure the mathematical skill. ▪ Clear the weakness point that should be eliminated. ▪ Encourage the student to ask for help if needed. ▪ Computational analysis. ▪ Data representation. ▪ Focusing on some real results and its physical meaning. ▪ Lectures for problem solution. ▪ Encourage the student to ask good question to help solve the problem. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
e Psychomotor Skills (if applicable)				

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- 45. Use the web for research to know the basic mathematical principles.
- 46. Discuss with the student and give exams to measure the mathematical skill.
- 47. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
- 48. Focusing on some real results and its mathematical and physical meaning.
- 49. Encourage the student to ask good question to help solve the problem.
- 50. Display the lecture note and homework assignment at the web

C. Results

1	Number of students commencing the field experience:	102
20	Number of students completing the field experience:	97
3 Result Summary:		
Passed:	No 87 Percent 85.3%	Failed No 10 Percent 9.8%
Did not complete	No 5 Percent 4.9%	

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A	11	OR	95-100	8	70-74	10
B	17		90-94	3	65-69	10
C	25		85-89	8	60-64	24
D	34		80-84	9	< 60	10
F	10		75-79	15		
Denied Entry	5		Denied Entry			5
In Progress	---		In Progress			---
Incomplete	---		Incomplete			---
Pass	87		Pass			87
Fail	10		Fail			10
Withdrawn	0		Withdrawn			0

5 Special factors (if any) affecting the results
None

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)	
i. Variations (if any) from planned assessment schedule (C5 in Course Specification)	
Variation	Reason
b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)	
Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	TRUE
Check marking of a sample of papers by others in the department.	Equal with the level of student in written tests
Feedback evaluation of teaching from independent organization	TRUE

D. Resources and Facilities

7. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic and Web sites available for student to be useful at any time between lectures	2. Consequences of any difficulties experienced for student learning in the course. All students must take all of the requirements before start in this course
--	---

E. Administrative Issues

7 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:		
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.	
	Was applied successfully	
2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)		
3. Action Plan for Next Semester/Year		
Actions Required	Completion Date	Person Responsible
<ul style="list-style-type: none"> ▪ Updating the course according to the recent publications 	1434\1435H 2013\2014	Dr. Fatma Elsayed Mahrous
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: *Dr. Fatma Elsayed Mahrous*

Signature: *Fatma Elsayed*

Date Report Completed: 2013/2014

Received by Program Coordinator

Date: 6/1/2014

Course title: Electromagnetism I
Course code: (PH 341)

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution: Umm AL-Qurra University
College/ Department: Faculty of Applied Science / Physics Department

A Course Identification and General Information

1. Course title and code. Electromagnetism (I)
2. If course is taught in more than one section indicate the section to which this report applies
3. Year and semester to which this report applies. (1434-1435) (semester 1)
4 Location (if not on main campus), Al-Zaher Campus (For Girls)

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
<p style="text-align: center;">Electrostatics</p> <ol style="list-style-type: none"> 1. <i>Electric Charge</i> 2. <i>Coulomb</i> 3. <i>The Electric Field -</i> 4. <i>Electrostatic Potential</i> 5. <i>Conductors & Insulators</i> 6. <i>Gauss's Law</i> 7. <i>The Electric Dipole</i> 8. <i>Multipole Expansion</i> 	6	6	
<p>Solution of the Electrostatic Problem</p> <ol style="list-style-type: none"> 1. <i>Poisson's Equation</i> 2. <i>Laplace's Equation</i> 	12	12	

<p>3. <i>Laplace's Equation in one Independent Variable</i></p> <p>4. <i>Laplace's Equation in Spherical Coordinates Conducting Sphere in Uniform</i></p> <p>5. <i>Cylindrical Harmonics</i></p> <p>6. <i>Electrostatic Images</i></p> <p>7. <i>Point charge & Conducting Sphere</i></p> <p>8. <i>Line charges & Line Images</i></p> <p>9. <i>System of Conductors</i></p> <p>10. <i>Poisson's Equation</i></p>			
<p><i>The Electrostatic Field in Dielectric Media</i></p> <p>1. <i>Polarization</i></p> <p>2. <i>Field Outside of a Dielectric Medium</i></p> <p>3. <i>The Electric Field inside a Dielectric</i></p> <p>4. <i>The Electric Displacement-</i></p> <p>5. <i>Electric Susceptibility and Dielectric Constant</i></p> <p>6. <i>Point Charge in a Dielectric Field</i></p> <p>7. <i>Boundary Conditions on The Field</i></p> <p>8. <i>Vector Boundary Value Problem Involving Dielectrics</i></p> <p>9. <i>Dielectric Sphere in a Uniform Electric Field</i></p>	9	9	
<p><i>MICROSCOPIC THEORY OF DIELECTRICS</i></p> <p>1. <i>Molecular Field in Dielectric</i></p>	6	6	

<i>Induced Dipoles</i> 2. <i>Polar Molecules</i> 3. <i>Ferroelectricity</i>			
<i>ELECTROSTATIC ENERGY</i> 1. <i>Potential Energy of a Group of Point</i> 2. <i>Charges Energy Density of an Electrostatic Field</i> 3. <i>Energy of a System of Charged Conductors</i> 4. <i>Capacitors</i>	4.5	4.5	
<i>ELECTRIC CURRENT</i> 1. <i>Current Density & Equation of Continuity</i> 2. <i>Ohm's Law</i> 3. <i>Steady Currents in Continous Media</i> 4. <i>Microscopic Theory of Conduction</i>	4.5	4.5	
2 Course components (total contact hours per semester):			
Lectures: 45 hr	Tutorial: 42 hr	Practical/Fieldwork/Internship: 3 hr	

2. Consequences of Non Coverage of Topics For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.		
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> ▪ Learn how to search the internet and use the library. ▪ Learn how to cover missed lectures. ▪ Learn how to summarize lectures or to collect materials of the course. ▪ Learn how to solve difficulties in learning: solving problems – enhance educational skills. ▪ Develop her interest in Science through :(lab work, field trips, visits to scientific and research. ▪ Encourage the student to attend lectures regularly by: ▪ Giving bonus marks for attendance assigning marks for attendance. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
d. Numerical and Communication Skills	<ul style="list-style-type: none"> ▪ Know the basic mathematical principles. ▪ Use the web for research. ▪ Discuss with the student. ▪ Exams to measure the mathematical skill. ▪ Clear the weakness point that should be eliminated. ▪ Encourage the student to ask for help if needed. ▪ Computational analysis. ▪ Data representation. ▪ Focusing on some real results and its physical meaning. ▪ Lectures for problem solution. ▪ Encourage the student to ask good question to help solve the problem. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
e Psychomotor Skills (if applicable)				

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- Better follow up on the progress of each student in class.
- Visit to Centre Lab to recognize the instruments related to course content
- Scientific Films in the web site related to the course subjects
- <http://uqu.edu.sa/staff/ar/4300376>

C. Results

1 Number of students commencing the field experience: 34

21	Number of students completing the field experience:	34
22	Result Summary:	
	Passed: No 29 Percent 85	Failed No 4 Percent 12
	Did not complete No 1	Percent 3

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No	OR	%	No	%	No
A	2		95-100	0	70-74	5
B	11		90-94	2	65-69	2
C	8		85-89	7	60-64	6
D	8		80-84	4	< 60	4
F	4		75-79	3		
Denied Entry	1		Denied Entry			1
In Progress	33		In Progress			33
Incomplete	0		Incomplete			0
Pass	29		Pass			29
Fail	4		Fail			4
Withdrawn	0		Withdrawn			0

5 Special factors (if any) affecting the results

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

j. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	TRUE
Check marking of a sample of papers by others in the department.	Equal with the level of student in written tests
Feedback evaluation of teaching from independent organization	TRUE

.D Resources and Facilities

1. Difficulties in access to resources or facilities (if any)	2. Consequences of any difficulties experienced for student learning in the course.
---	---

E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
--	---

H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:		
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.	
New chapter was added to cover the new of the electromagnetic field	Was applied successfully	
2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)		
3. Action Plan for Next Semester/Year		
Actions Required	Completion Date	Person Responsible
<ul style="list-style-type: none"> ▪ Updating the course according to the recent publications ▪ Visit to Researches Lab. 	1434\1435H 2013\2014	Dr. Roshdi Seoudi
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: Dr. Roshdi Seoudi Mohamed Awed

Signature: Roshdi Awed

Date Report Completed: 2013/2014

Received by Program Coordinator

Date: 1/2/2014

First Semester

Academic Year 1434\1435H -2013\2014

**Course title: Quantum
Mechanic I
Course code: (403344)**

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution: Umm AL-Qura University
College/ Department: Faculty of Applied Science / Physics Department

A Course Identification and General Information

1. Course title and code. Quantum Mechanics I (PH 344)
2. If course is taught in more than one section indicate the section to which this report applies
3. Year and semester to which this report applies. Academic Year (1434-1435 H) (2013-2014) (first semester)
4 Location (if not on main campus): Main Campus +Al- Zaher Campus

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
<p style="text-align: center;">THE LIMITS OF CLASSICAL MECHANICS</p> <ol style="list-style-type: none"> 1. Blackbody Radiation 2. Blackbody Radiation could not be explained by classical physics 3. The Planck Distribution and the Quantum of Energy 4. The Photoelectric Effect 5. The Compton Effect 6. Wave Prosperities and Electron Diffraction 7. De Broglie Waves are observed experimentally 8. The Bohr Atom and Derivation of Redberg constant 	10	10	
<p style="text-align: center;">WAVE PACKET AND THE UNCERTAINTY RELATION</p> <ol style="list-style-type: none"> 1- Introduction of Complex Number, Special Integration, Fourier Transform and Integration, 	10	10	

<p>Fourier analysis and Wave Packet, Calculation of The Half Band Width.</p> <p>2- Wave Packet and its Calculation of their Band Width.</p> <p>3- The Propagation of the Wave Packet.</p> <p>4- From Wave Packet to the Schrodinger Equation</p> <p>5- The Uncertainty Relation.</p> <p>6- Measurements the Position of The Electron (Hesinberg Microscope)</p>			
<p>SCHRODINGER WAVE EQUATION AND PROBABILITY INTERPRETATION</p> <p>1. Interpretation of the Probability Wave Function</p> <p>2. Importance of Phases</p> <p>3. Probability Current and Conservation Low</p> <p>4. Expectations Values and particle Momentum</p> <p>5. Derivation of Momentum Operator</p> <p>6. Operators properties</p>	8	8	
<p>EIGEN FUNCTION AND EIGEN VALUES</p> <p>1- Time Dependent Schrodinger Equation</p> <p>2- Time Independent Schrodinger Equation</p> <p>3- Concepts of Hamiltonian Operator</p> <p>4- Solution of the Eigen Values Equation for the particle in a Box.</p> <p>5- Derivation of some Physical Information from the Eigen Values Solutions.</p> <p>6- Expansion Postulate and Its Physical Interpretation</p> <p>7- Parity</p>	8	8	
<p>ONE-DIMENSIONAL POTENTIAL</p> <p>1- The Potential Step: (Transmission and reflection)</p> <p>2- Reflection and Transmission Fluxes</p> <p>3- Potential Well</p> <p>4- Even and Odd Solutions</p> <p>5- The potential Barriers</p> <p>6- Tunnelling Phenomena (cold emission)</p> <p>7- The Harmonic Oscillator</p>	10	10	

<p align="center">GENERAL CONSTRUCTION OF QUANTUM MECHANICS</p> <ol style="list-style-type: none"> 1. Eigen Function and Eigen Values "Hamiltonian Operator" 2. Other Observable 3. Equation of Momentum Operator 4. Theory of Expansion and Parity with the Vector 5. Operator and Observable 6. Time dependence the Classical Limit of 7. Quantum Mechanics 	8	8	
<p align="center">THE SCHRODINGER EQUATION IN THREE DIMENSIONS</p> <ol style="list-style-type: none"> 1. The Central Potential 2. Consequences of Rotational Invariance 3. Invariance under Rotation about Z-Axis 4. Commutative Relation of the Angular Momentum 5. Separation of Variables in the Schrodinger Equation 6. The Radial Equation 7. The Hydrogen Atom 8. The Energy spectrum 9. The Degeneracy of the spectrum 10. The Radial Eigen Function 	10	10	
2 Course components (total contact hours per semester):			
Lectures: 62 hr	Tutorial: 62 hr		

<p>2. Consequences of Non Coverage of Topics</p> <p>For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.</p>		
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

b. Cognitive Skills	<ul style="list-style-type: none"> ▪ Preparing main outlines for teaching ▪ Following some proofs ▪ Define duties for each chapter ▪ Home work assignments ▪ Encourage the student to look for the information in different references ▪ Ask the student to attend lectures for practice solving problem ▪ Doing small research 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> ▪ Learn how to search the internet and use the library. ▪ Learn how to cover missed lectures. ▪ Learn how to summarize lectures or to collect materials of the course. ▪ Learn how to solve difficulties in learning: solving problems – enhance educational skills. ▪ Develop her interest in Science through :(lab work, field trips, visits to scientific and research. ▪ Encourage the student to attend lectures regularly by: ▪ Giving bonus marks for attendance assigning marks for attendance. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
d. Numerical and Communication Skills	<ul style="list-style-type: none"> ▪ Know the basic mathematical principles. ▪ Use the web for research. ▪ Discuss with the student. ▪ Exams to measure the mathematical skill. ▪ Clear the weakness point that should be eliminated. ▪ Encourage the student to ask for help if needed. ▪ Computational analysis. ▪ Data representation. ▪ Focusing on some real results and its physical meaning. ▪ Lectures for problem solution. ▪ Encourage the student to ask good question to help solve the problem. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
e Psychomotor Skills (if applicable)				

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

51. Use the web for research to know the basic mathematical principles.
52. Discuss with the student and give exams to measure the mathematical skill.
53. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
54. Focusing on some real results and its physical meaning.
55. Encourage the student to ask good question to help solve the problem.
56. Display the lecture note and homework assignment at the web
57. Scientific Films in the web site related to the course subjects
58. <http://uqu.edu.sa/staff/ar/4300376>

C. Results

1	Number of students commencing the field experience:	120
23	Number of students completing the field experience:	115
3	Result Summary:	
Passed:	No 113 Percent 94.16%	Failed No 1 Percent 1.0%
Did not complete	No 5 Percent 4.1%	

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A	21	OR	95-100	13	70-74	15
B	16		90-94	8	65-69	14
C	31		85-89	8	60-64	32
D	46		80-84	8	< 60	1
F	1		75-79	16		
Denied Entry	4		Denied Entry			4
In Progress	---		In Progress			---
Incomplete	1		Incomplete			1

	Pass	113		Pass	13
	Fail	1		Fail	1
	Withdrawn	---		Withdrawn	---

5 Special factors (if any) affecting the results

None

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

k. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)

Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	TRUE
Check marking of a sample of papers by others in the department.	Equal with the level of student in written tests
Feedback evaluation of teaching from independent organization	TRUE

.D Resources and Facilities

<p>8. Difficulties in access to resources or facilities (if any)</p> <p>Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p> <p>All students must take all of the requirements before start in this course</p>
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E. Administrative Issues

<p>8 Organizational or administrative difficulties encountered (if any)</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p>
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H Course Evaluation

<p>1 Student evaluation of the course: (Attach Survey Results if available)</p>	
<p>a List the most important criticisms and strengths</p>	
<p>b Response of instructor or course team to this evaluation</p>	
<p>2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):</p>	
<p>a List the most important criticisms and strengths</p>	
<p>b Response of instructor or course team to this evaluation</p>	

I Planning for Improvement

<p>1. Progress on actions proposed for improving the course in previous course reports:</p>	
<p>Actions proposed in the most recent previous course report(s)</p> <p>New chapter was added to cover the new of the electromagnetic field</p>	<p>State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.</p> <p>Was applied successfully</p>
<p>2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)</p>	

3. Action Plan for Next Semester/Year		
Actions Required <ul style="list-style-type: none"> ▪ Updating the course according to the recent publications ▪ Visit to Researches Lab. 	Completion Date 1434\1435H 2013\2014	Person Responsible <i>Dr. Fatma El-Sayed Mahrous</i>
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: *Dr. Fatma El-Sayed Mahrous*

Signature: *Fatma El-Sayed*

Date Report Completed: 2013/2014

Received by Program Coordinator

Date: **4/1/2014**

Course title: Solid State Physics I
Course code: (403371)

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution : Umm Al-Qura University .
College/ Department : Faculty of Applied Sciences / Department of Physics .

A Course Identification and General Information

1. Course title and code. Solid State Physics 1 (PH 371) (3 hours / week).
2. If course is taught in more than one section indicate the section to which this report applies : Group 1.
3. Year and semester to which this report applies. : 1432 / 1433 (semester 2).
4. Location (if not on main campus) : on main campus .

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Crystal Structure	12	14	
Defects in Crystals	9	10	
Electrical Properties of Solids	12	14	
Lattice Vibrations and Thermal Properties of Solids	9	10	

<p>2. Consequences of Non Coverage of Topics</p> <p>For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.</p>		
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

<p>3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)</p> <ol style="list-style-type: none"> 1. Explain strategy of the course in the beginning of the semester 2. Outlines of the physical laws, principles and the associated proofs. 3. Highlighting the day life applications whenever exist. 4. Encourage the students to see more details in the international web sites and reference books in the library. 5. Discussing some selected problems in each chapter. 6. Renew the course references frequently 7. Frequently check for the latest discovery in science 				
Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .
		No	Yes	
a. Knowledge	<input type="checkbox"/> Demonstrating the basic information and principles through lectures and the achieved applications <input type="checkbox"/> Discussing phenomena with illustrating pictures and diagrams <input type="checkbox"/> Revisit concepts <input type="checkbox"/> Discussions <input type="checkbox"/> Brain storming sessions <input type="checkbox"/> Start each chapter by general idea and the benefit of it <input type="checkbox"/> Learn the student background of the subject; <input type="checkbox"/> Show the best ways to deal with problem; <input type="checkbox"/> Keep the question "why" or "how" to explain always there		Yes Yes Yes Yes Yes Yes Yes	

b. Cognitive Skills	<input type="checkbox"/> Preparing main outlines for teaching <input type="checkbox"/> Following some proofs <input type="checkbox"/> Define duties for each chapter <input type="checkbox"/> Home work assignments <input type="checkbox"/> Encourage the student to look for the information in different references <input type="checkbox"/> Ask the students to attend lectures for practice solving problems		Yes Yes Yes Yes Yes Yes	
c. Interpersonal Skills and Responsibility	<input type="checkbox"/> Learn how to search the internet and use the library. <input type="checkbox"/> Learn how to cover missed lectures. <input type="checkbox"/> Learn how to summarize lectures or to collect materials of the course. <input type="checkbox"/> Learn how to solve difficulties in learning; solving problems – enhance educational skills. <input type="checkbox"/> Develop his interest in Science thr <input type="checkbox"/> Encourage the student to attend lectures regularly by giving bonus marks for attendance		Yes Yes Yes Yes Yes	
d. Numerical and Communication Skills	<input type="checkbox"/> Know the basic mathematical principles. <input type="checkbox"/> Use the web for research. <input type="checkbox"/> Discuss with the student. <input type="checkbox"/> Exams to measure the mathematical skill. <input type="checkbox"/> Clear the weakness point that should be eliminated. <input type="checkbox"/> Encourage the student to ask for help if needed. <input type="checkbox"/> Computational analysis. <input type="checkbox"/> Data representation. <input type="checkbox"/> Focusing on some real results and its physical meaning. <input type="checkbox"/> Lectures for problem solution. <input type="checkbox"/> Encourage the student to ask good question to help solve the problems.		Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	
e Psychomotor Skills (if applicable)				

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

1. Use the web to know the basic mathematical principles.
2. Discuss with the students and give exams to measure the mathematical skill.
3. Clear the weakness point that should be eliminated and encourage the students to ask for help if needed.
4. Focusing on some real results and its physical meaning.
5. Encourage the students to ask good questions to help solve the problems.
6. Display the lecture note and homework assignment at the web
8. <http://uqu.edu.sa/amkutub>

C. Results

1 Number of students commencing the field experience:	10
2 Number of students completing the field experience:	7
3 Result Summary:	
Passed: No 6	Percent 85.7
Failed: No 1	Percent 14.3
Did not complete: No 3	Percent 30

4 Distribution of Grades: (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A	----	OR	95-100		70-79	
B	2		90-94		65-69	
C	1		85-89		60-64	
D	3		80-84		< 60	
F	1		75-79			
Denied Entry	----		Denied Entry			
In Progress	----		In Progress			
Incomplete	----		Incomplete			
Pass	6		Pass			
Fail	1		Fail			
Withdrawn	3		Withdrawn			

5 Special factors (if any) affecting the results

The background of most students in Physics and Mathematics is very poor.

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

a. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)

Method(s) of Verification	Conclusion

D Resources and Facilities

<p>1. Difficulties in access to resources or facilities (if any)</p> <p>Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p> <p>The background of most students in Physics and Mathematics is very poor.</p> <p>All students must take all of the requirements courses such as atomic physics , Mathematical Physics and Quantum Physics with good understanding before starting in this course.</p>
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E. Administrative Issues

<p>1 Organizational or administrative difficulties encountered (if any)</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p>
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H Course Evaluation

<p>1 Student evaluation of the course: (Attach Survey Results if available)</p>
<p>a List the most important criticisms and strengths</p>
<p>b Response of instructor or course team to this evaluation</p>
<p>2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):</p>

c

a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year		
Actions Required	Completion Date	Person Responsible
<input type="checkbox"/> Updating the course according to the recent publications	1432/1433H 2011/2012	Dr. Abdul Aziz Kutub

4. Recommendations to Program Coordinator (if Required)
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.)

Name of Course Instructor : Dr. Abdul Aziz M. S. KUTUB

Signature: __Abdul Aziz Kutub

Date Report Completed : 15 / 7 / 1433 H.

Received by Program Coordinator Date: _____

Course title: computer
Course code: 403383-2

Course Report

For guidance on the completion of this template, refer to Section 2.5 of Chapter 2 in Part 2 in this Handbook

Institution : Umm AL-Qurra University
College/ Department : Faculty of Applied Science / Physics Department

A Course Identification and General Information

1. Course title and code. Computer 403383-2
2. If course is taught in more than one section indicate the section to which this report applies : Group 1
3. Year and semester to which this report applies. Academic Year 1434\1435H .Semester 1
4 Location (if not on main campus) : The main campus

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
computers I- introduction II- Hardware <ul style="list-style-type: none"> • Input and output units • Central processing unit • Memory and storage units III- Software <ul style="list-style-type: none"> • DOS+ WINDOWS+FORTRAN 	8	8	
Flowcharts and algorithms <ul style="list-style-type: none"> • Algorithms • System flowcharts • Programs flowcharts 	4	4	

Computer language : Fortran 77 I- Fortran symbols, constants, variables II- Arithmetic expression III- Library functions IV- Input- output statements V- Control statements VI- DO Loop statements VII- Subscripted variables	6	6	
Virus I- What are computer virus infection II- Detection- protection- immunization	2	2	
Physical application and plotting by computer I- Change of physical constant II- Calculation of error in laboratory experimental III- How to use origin software for plotting IV- Fitting a data	2	2	
Microsoft Windows 3.1 I- General view II- How to arrange windows and icons III- How to start , organize and switch between application IV- Use file manager V- Use print manager	3	3	
Microsoft Arabic Word I- Starting word II- Word basic statements and function III- Editing a document IV- Working with tables and equations	3	3	
Course components (total contact hours per semester):	28hr		

2. Consequences of Non Coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

1. Explain strategy of the course in the beginning of the semester
2. Outlines of the simulation laws, principles and the associated proofs.
3. Highlighting the day life applications whenever exist.
4. Encourage the students to see more details in the international web sites and reference books in the library.
5. Discussing some selected problems in each chapter.
6. Cooperate with different institution to find how they deal with the subject
7. Renew the course references frequently
8. Frequently check for the latest discovery in science

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .
		No	Yes	

c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> • Learn how to search the internet and use the library. ▪ Learn how to cover missed lectures. ▪ Learn how to summarize lectures or to collect materials of the course. ▪ Learn how to solve difficulties in learning: solving problems – enhance educational skills. ▪ Develop her interest in Science through :(lab work, field trips, visits to scientific and research. ▪ Encourage the student to attend lectures regularly by: ▪ Giving bonus marks for attendance assigning marks for attendance. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
d. Numerical and Communication Skills	<ul style="list-style-type: none"> • Use the web for research. • Discuss with the student. • Exams. • Clear the weakness point that should be eliminated. • Encourage the student to ask for help if needed. • Data representation. • Focusing on some real results and its physical meaning • Lectures for problem solution. • Encourage the student to ask good question to help solve the problem 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

e Psychomotor Skills (if applicable)				
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4. Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

1. Use the web for research to know the basic simulation principles.
2. Discuss with the student and give exams to measure the mathematical skill.
3. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
4. Encourage the student to ask good question to help solve the problem.
5. Display the lecture note and homework assignment at the web
6. Scientific Films in the web site related to the course subjects

C. Results

1	Number of students starting the course:	44
24	Number of students completing the course:	44

3 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A	0	OR	95-100	0	70-74	6
B	5		90-94	0	65-69	9
C	10		85-89	0	60-64	20
D	29		80-84	5	< 60	0
F	0		75-79	4		
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			
Pass			Pass			
Fail			Fail			
Withdrawn		Withdrawn				

4 Result Summary:

Passed: No Percent Failed No Percent

Did not complete No Percent Denied Entry No Percent

5 Special factors (if any) affecting the results

None

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

1. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)

Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	TRUE

Check marking of a sample of papers by others in the department	Equal with the level of student in written tests
---	--

D Resources and Facilities

<p>1. Difficulties in access to resources or facilities (if any)</p> <p>WEB rooms available for student to be useful at any time between lectures</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p> <p>All students must take all of the requirements before start in this course</p>
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E. Administrative Issues

<p>1 Organizational or administrative difficulties encountered (if any)</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p>
---	--

F Course Evaluation

<p>1 Student evaluation of the course: (Attach Survey Results if available)</p>	
<p>a List the most important criticisms and strengths</p>	
<p>b Response of instructor or course team to this evaluation</p>	
<p>2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):</p>	
<p>a List the most important criticisms and strengths</p>	
<p>b Response of instructor or course team to this evaluation</p>	

--

G Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year		
Actions Required <ul style="list-style-type: none"> • Updating the course according to the recent publications • Visit to Researches Lab. 	Completion Date 1434\1435H 2013\2014	Person Responsible
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: Dr. LOULOU Mehrez

Signature: _____ Date Report Completed: _____

Received by Program Coordinator

Date: 26/01/2014

Course title:
Electromagnetism 2
Course code: (342)

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution: Umm AL-Qurra University
College/ Department: Faculty of Applied Science / Physics Department

A Course Identification and General Information

1. Course title and code. Electromagnetism II (342)
2. If course is taught in more than one section indicate the section to which this report applies
3. Year and semester to which this report applies. Academic Year (1434-1435 H) (2013-2014) (second semester)
4 Location (if not on main campus): Abdiya Campus

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
The Magnetic Field of Steady Currents <ol style="list-style-type: none"> 1- Introduction. 2- The magnetic field induced by electric current. 3- Lorentz Force Law. <ol style="list-style-type: none"> a. Cyclotron. b. Magnetic force acting on a wire carrying current placed in magnetic field. c. Magnetic force acting on a electric circuit placed in magnetic field. d. Magnetic moment of an electric circuit. 4- Biot-Savart law. 5- Application of Biot-Savart law. <ol style="list-style-type: none"> a. Calculation of magnetic filed at a centre of circle carrying current. b. Calculation of magnetic field at a point on the axis of a circle carrying current. c. Calculation of magnetic field due to a wire carrying current. 	12	12	

<ul style="list-style-type: none"> d. Calculation of magnetic field of a solenoid. e. Helmholtz Pair. 6- Divergence and Curl of magnetic field. 7- Ampere law. <ul style="list-style-type: none"> a. Calculation of magnetic field due to a wire carrying current. b. Calculation of magnetic field of a co-axial wire. c. Calculation of magnetic field of non-uniform conductor carrying current. 8- Vector magnetic potential. 9- Scalar magnetic potential. 10- Magnetic Flux. 			
<p>Electromagnetic Induction</p> <ul style="list-style-type: none"> 1- Introduction. 2- Electromagnetic induction. 3- Relation between magnetic field and electric field. 4- Self-Inductance. <ul style="list-style-type: none"> a. Self-inductance of a Toroid. 5- Mutual inductance <ul style="list-style-type: none"> a. Mutual inductance of Toroid. 6- Newmann Formula. 	6	6	
<p>Magnetic Properties of Materials.</p> <ul style="list-style-type: none"> 1- The origin of magnetism in the matter. 2- Magnetic moment of the atom. 3- Magnetization. 4- Magnetic current density. 5- Surface current density. 6- Magnetic Intensity. 7- Field of a Magnetized Object. 8- Magnetic susceptibility, Permeability, and Hysteresis. 9- Classification of magnetic materials. 10- Boundary condition of magnetic field. 11- Electric circuits containing magnetic media. 12- Magnetic circuits. 13- Examples. 	8	8	
<p>Magnetic Energy</p> <ul style="list-style-type: none"> 1- Magnetic energy of a solid electric circuit. 2- Magnetic energy of a successive solid electric circuits. 	6	6	

3- Magnetic energy density. 4- Forces and Torques on a solid electric circuit. 5- Examples.			
Maxwell's Equations and Electromagnetic Waves. 1- Introduction. 2- Displacement current. 3- Maxwell's Equations. 4- Wave Equation for Electric and Magnetic Fields. 5- Plane Wave. 6- Plane Waves in Isotropic Media. 7- Transfer of Plane Waves in conductors. 8- Resistance of conductors at ultra high frequencies. 9- Applications of Maxwell's Equations a. Boundary Conditions. b. Refraction and Reflection at the boundary of two non-conducting media. 10- Electromagnetic waves Energy 11- Examples.	10	10	
2 Course components (total contact hours per semester):			
Lectures: 42 hr		Tutorial: 42 hr	

2. Consequences of Non Coverage of Topics For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.		
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program
3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework) 64. Explain strategy of the course in the beginning of the semester 65. Outlines of the physical laws, principles and the associated proofs. 66. Highlighting the day life applications whenever exist. 67. Encourage the students to see more details in the international web sites and reference books in the library. 68. Discussing some selected problems in each chapter. 69. Cooperate with different institution to find how they deal with the subject		

	<p>enhance educational skills.</p> <ul style="list-style-type: none"> ▪ Develop her interest in Science through :(lab work, field trips, visits to scientific and research. ▪ Encourage the student to attend lectures regularly by: ▪ Giving bonus marks for attendance assigning marks for attendance. 		<p>Yes</p> <p>Yes</p> <p>Yes</p>	
d. Numerical and Communication Skills	<ul style="list-style-type: none"> ▪ Know the basic mathematical principles. ▪ Use the web for research. ▪ Discuss with the student. ▪ Exams to measure the mathematical skill. ▪ Clear the weakness point that should be eliminated. ▪ Encourage the student to ask for help if needed. ▪ Computational analysis. ▪ Data representation. ▪ Focusing on some real results and its physical meaning. ▪ Lectures for problem solution. ▪ Encourage the student to ask good question to help solve the problem. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
e Psychomotor Skills (if applicable)				

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- 59. Use the web for research to know the basic mathematical principles.
- 60. Discuss with the student and give exams to measure the mathematical skill.
- 61. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
- 62. Focusing on some real results and its physical meaning.
- 63. Encourage the student to ask good question to help solve the problem.
- 64. Display the lecture note and homework assignment at the web

C. Results

1 Number of students commencing the field experience:	12
25 Number of students completing the field experience:	12
3 Result Summary:	
Passed: No	12
Percent	100%
Failed No	0
Percent	0%
Did not complete No	0
Percent	0%

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A	0	OR	95-100	0	70-74	1
B	2		90-94	0	65-69	5
C	1		85-89	0	60-64	4
D	9		80-84	2	< 60	0
F	0		75-79	0		
Denied Entry	0		Denied Entry		0	
In Progress	---		In Progress		---	
Incomplete	---		Incomplete		---	
Pass	12		Pass		12	
Fail	0		Fail		0	
Withdrawn	---		Withdrawn		---	

5 Special factors (if any) affecting the results

None

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)	
m. Variations (if any) from planned assessment schedule (C5 in Course Specification)	
Variation	Reason
b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)	
Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	TRUE
Check marking of a sample of papers by others in the department.	Equal with the level of student in written tests
Feedback evaluation of teaching from independent organization	TRUE

.D Resources and Facilities

9. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures	2. Consequences of any difficulties experienced for student learning in the course. All students must take all of the requirements before start in this course
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E. Administrative Issues

9 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:		
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.	
New chapter was added to cover the new of the electromagnetic field	Was applied successfully	
2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)		
3. Action Plan for Next Semester/Year		
Actions Required	Completion Date	Person Responsible
<ul style="list-style-type: none"> ▪ Updating the course according to the recent publications ▪ Visit to Researches Lab. 	1434\1435H 2013\2014	Dr. Said Mohamed Attia
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: *Dr. Said Mohamed Attia*

Signature: *Said Attia*

Date Report Completed: 2013/2014

Received by Program Coordinator

Date: 1/1/2014

Course title: Nuclear Physics 1

Course code: (403361)

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution: Umm AL-Qurra University
College/ Department: Faculty of Applied Science / Physics Department

A Course Identification and General Information

1. Course title and code. Nuclear Physics 1 (403361)
2. Year and semester to which this report applies. (1432-1433) (semester 2)

B- Course Delivery

1 Coverage of Planned Program			
NUCLEAR PHYSICS	8	8	
<ol style="list-style-type: none"> 1. Definations and Nuclear Radii 2. Nuclear Mass Binding Energy 3. Nuclear Reactions, Energy Levels, Nuclear Isomers 4. Angular Momentum, Parity and Symmetry 5. Dipole Moment , Quadropole Moment 			
LIQUID DROP MODEL	7	7	
<ol style="list-style-type: none"> 1- Binding Energy 2- Semi-emperical Mass Formula 3- Mass Spectrometer 4- Nuclear Reactions and Q-value 			
NUCLEAR SHELL MODEL	7	7	
<ol style="list-style-type: none"> 1. Single Particle Model with Square Well and Harmonic Oscillator 2. Magic Numbers 3. Spin for Different Nuclei 4. Excited Roots 			

5. Nuclear Magnetic Moments 6. Parity and Isotopic spin			
GAMMA TRANSITIONS 1- Multiple Moments 2- Decay Constants 3- Selection Rules 4- Angular Correlation 5- Internal Conversion	6	6	
ALPHA TRANSITIONS 1- Heavy Ions-Stability 2- Decay constants 3- Tunnel Effect 4- Energy Levels	6	6	
BETA TRANSITIONS 1. Theory of Beta-Decay 2. Allowed and Forbidden Transitions 3. Selection Rules 4. Non-Conservation of Parity	5	5	
ELEMENTARY PARTICLES 1. Nuclear Force and Meson Theory 2. Pions and Muons 3. Kaons and Hyperons 4. Classification of Elementary Particles	3	3	
2 Course components (total contact hours per semester):			
Lectures: 42 hr	Tutorial: 56 hr	Practical/Fieldwork/ Internship:	

2. Consequences of Non Coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

1. Explain strategy of the course in the beginning of the semester
2. Outlines of the physical laws, principles and the associated proofs.
3. Highlighting the day life applications whenever exist.
4. Encourage the students to see more details in the international web sites and reference books in the library.
5. Discussing some selected problems in each chapter.
6. Cooperate with different institution to find how they deal with the subject
7. Renew the course references frequently
8. Frequently check for the latest discovery in science

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .
		No	Yes	

a. Knowledge	<ul style="list-style-type: none"> ▪ Demonstrating the basic information and principles through lectures and the achieved applications ▪ Discussing phenomena with illustrating pictures and diagrams ▪ Lecturing method: ▪ Projector ▪ Power point ▪ e-learning ▪ Tutorials ▪ Revisit concepts ▪ Discussions ▪ Brain storming sessions ▪ Start each chapter by general idea and the benefit of it ▪ Learn the student background of the subject; ▪ Show the best ways to deal with problem; ▪ Keep the question "why" or "how" to explain always there 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
b. Cognitive Skills	<ul style="list-style-type: none"> ▪ Preparing main outlines for teaching ▪ Following some proofs ▪ Define duties for each chapter ▪ Home work assignments ▪ Encourage the student to look for the information in different references ▪ Ask the student to attend lectures for practice solving problem ▪ Doing small research 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> ▪ Learn how to search the internet and use the library. ▪ Learn how to cover missed lectures. ▪ Learn how to summarize lectures or to collect materials of the course. ▪ Learn how to solve difficulties in learning: solving problems – enhance educational skills. ▪ Develop their interest in Science through :(lab work, field trips, visits to scientific and research. ▪ Encourage the student to attend lectures regularly by: ▪ Giving bonus marks for attendance assigning marks for attendance. 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

Passed: No 10 , Percent 100 , Failed No 0 Percent 0%

Did not complete No 0 Percent 0%

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A		OR	95-100	1	70-74	2
B			90-94	2	65-69	0
C			85-89	0	60-64	1
D			80-84	4	< 60	
F			75-79	0		
Denied Entry			Denied Entry			0
In Progress			In Progress			10
Incomplete			Incomplete			0
Pass			Pass			10
Fail			Fail			0
Withdrawn			Withdrawn			0

4 Special factors (if any) affecting the results
None

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

a. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
The instructors of the course are checking together and put a unique process of evaluation	TRUE
Check marking of a sample of papers by others in the department.	Equal with the level of student in written tests
Feedback evaluation of teaching from independent organization	TRUE

.D Resources and Facilities

1. Difficulties in access to resources or facilities (if any) Shortage the WEB rooms available for student to be useful at any time between lectures	2. Consequences of any difficulties experienced for student learning in the course. All students must take all of the requirements before start in this course
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s) New chapter was added to cover the new of the field	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons. Was applied successfully

2. Other action taken to improve the course this semester/year
Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year		
Actions Required <ul style="list-style-type: none"> ▪ Updating the course according to the recent publications ▪ Visit to Researches Lab. 	Completion Date 1432\1433H 2011\2012	Person Responsible Dr. Saiful Islam
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.)		

Name of Course Instructor: Dr. Saiful Islam Abdussalam

Signature: Saiful Islam Date Report Completed: 2011/2012

Received by Program Coordinator Date: 28/5/2012

Course title: Workshop

Course code: 403382

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution Umm Al-qurra University
College/ Department Faculty of Applied Science, Physics Department

A Course Identification and General Information

1. Course title and code. Workshop, Phys 403382
2. If course is taught in more than one section indicate the section to which this report applies one section only
3. Year and semester to which this report applies. 1434 h, 1st semester
4 Location (if not on main campus) On Abdiya campus (faculty of science)

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Engineering and industrial drawing	2	2	
DEFINATIONS	4	4	
Applications on the use of engineering tools and guidelines	4	4	
Applications	2	2	
Industrial drawing	2	2	
Applications on projection	2	0	The preparation and organization of the 5th conference of science
Intersections	2	2	
how to find a intersection	2	2	

APPLICATIONS ON INTERSECTION	4	4	
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2. Consequences of Non Coverage of Topics For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.				
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program		
<i>Applications on projection</i>	No Significance			
3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)				
<ul style="list-style-type: none"> • Explain strategy of the course in the beginning of the semester • Outlines of the physical laws, principles and the associated proofs. • Highlighting the day life applications whenever exist. • Encourage the students to see more details in the international web sites and reference books in the library. • Discussing some selected problems in each chapter. • Cooperate with different institution to find how they deal with the subject • Renew the course references frequently • Frequently check for the latest discovery in science 				
Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
		No	Yes	
a. Knowledge	(vi) Learning fundamentals in engineering and industrial drawing: (vii) Acquire the basic engineering experience of practice in the field of engineering drawing. (viii) Able to use the engineering drawing experience in different artistic field. (ix) Improving logical thinking. (x) To use mathematical formulation to describe the physical principle or phenomena (xi) Ability to explain how things work		yes	

b. Cognitive Skills	Physical laws and principles were used to understand the subject. Problems were simplified and phenomena were analyzed. Ability to explain the idea with the student own words has been improved. Problems are Represented mathematically.		yes	
c. Interpersonal Skills and Responsibility	Work independently. The students learn independently and take up responsibility.		yes	
d. Numerical and Communication Skills	Examples and problems were simplified to understand and analysed the phenomena.		yes	
e Psychomotor Skills (if applicable)	none			

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.
- 23. Use the web for research to know the basic mathematical principles.
 - 24. Discuss with the student and give exams to measure the mathematical skill.
 - 25. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
 - 26. Focusing on some real results and its physical meaning.
 - 27. Encourage the student to ask good question to help solve the problem.
 - 28. Display the lecture note and homework assignment at the web.

C. Results

1	Number of students commencing the field experience:	<input type="text" value="14"/>
26	Number of students completing the field experience:	<input type="text" value="14"/>
3 Result Summary:		
Passed:	No <input type="text" value="14"/>	Percent <input type="text" value="100%"/>
Failed:	No <input type="text" value="--"/>	Percent <input type="text" value="--"/>
Did not complete:	No <input type="text" value="--"/>	Percent <input type="text" value="--"/>

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No	OR	%	No	%	No
A			95-100	--	70-47	1
B			90-94	--	65-69	3
C			85-89	1	60-64	6
D			80-84	--	< 60	0
F			75-79	2		
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete	--		Incomplete			
Pass	14		Pass		14	
Fail	--		Fail		--	
Withdrawn			Withdrawn			

5 Special factors (if any) affecting the results

none

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

n. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)

Method(s) of Verification	Conclusion

D Resources and Facilities

1. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic.	2. Consequences of any difficulties experienced for student learning in the course. Giving More time to achieve the required tasks
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E. Administrative Issues

1. Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)	
a List the most important criticisms and strengths The course need more time and equipments for laboratory is recommended	
b Response of instructor or course team to this evaluation	

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s) Giving the course more time Offering the suitable text book	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.) The course must be teaches with the experienced teacher not by any body

3. Action Plan for Next Semester/Year		
Actions Required Reference books in Arabic and English is Required	Completion Date --	Person Responsible --
4. Recommendations to Program Coordinator (if Required)		

(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).

Name of Course Instructor: Dr. **Jalel AL NASSER OUERFELLI**

Signature:_____ Date Report Completed:_____

Received by Program Coordinator Date:___ 26/01/2014__

**Course title: Advanced
Optics**

Course code: PH 432

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution Umm AL-Qura University
College/ Department College of Sciences / Physics Department

A Course Identification and General Information

1. Course title and code. Advanced optics PH 432
2. If course is taught in more than one section indicate the section to which this report applies
3. Year and semester to which this report applies. Fourth year , first semesters
4 Location (if not on main campus) Within The University Campus

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
1- Fraunhofer Diffraction 2- Fraunhofer Diffraction by a single slit 3- Fraunhofer Diffraction by a circular aperature 4- Apodization 5- Fresnel diffraction 6- More exact diffraction theories	6	6	
1- Fourier analysis and Fourier optics 2- Basic principle , periodic objects 3- Contrast improvement , derivations of the optical amplitude transfer functions 4- optical intensity transfer functions 5- Resolving power	9	9	
- Plane wave holography - Point source holography - Central body holography	6	6	

- Practical consideration - Classification of holography			
Wave theory of aberrations Geometrical aberration fundamentals Spherical aberration Skew rays and spherical aberration Chromatic aberration Light as energy	9	9	
Non paraxial matrices Non spherical	6	6	
Newtonians & Gaussianian equation Snell law and lenses matrices	6	6	

<p>2. Consequences of Non Coverage of Topics</p> <p>For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.</p>				
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program		
<p>3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)</p>				
Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .
		No	Yes	

b. Cognitive Skills	<ol style="list-style-type: none"> 1. Preparing main outlines for teaching 2. Following some proofs 3. Define duties for each chapter 4. Homework assignments 5. Encourage the student to look for the information in different references 6. Ask the student to attend lectures for practice solving problem 7. Doing small research 8- Self learning 9- Project based learning 10- Report back sessions 11-Active learning 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
c. Interpersonal Skills and Responsibility	<ol style="list-style-type: none"> 1- Brain storming 2- Group discussion 3- Experimental training 4- Summarizing lectures or collecting materials of the course. 5- Try to solve difficulties in learning: solving problems 6- enhance educational skills. 7- Encourage the student to attend general lectures. . 		<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	

d. Numerical and Communication Skills	<ol style="list-style-type: none"> 1. Know the basic mathematical principles. 2. Use the web for research. 3. Computational analysis. 4. Data representation. 5. Focusing on some real results and its physical meaning. 6. Lectures for problem solution. 7. Experimental training. 		<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>In case of web research the student use copy paste only with out doing more effort in improving the idea. This problem will be solved by giving the student to search on web site and how to write scientific papers.</p>
e Psychomotor Skills (if applicable)	<ol style="list-style-type: none"> 1- Co-operative learning 2- Research projects 		yes	<p>In the case of research projects the student deal with this issue by copy and paste from the web without trying to read. The problem will be solved by giving the student a lecture how to search on scientific web sites and also how to write to write the scientific papers and projects</p>

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

1- giving the student how write a paper using scientific web site.

C. Results

1 Number of students commencing the field experience: 43
27 Number of students completing the field experience: 42
<p>3 Result Summary:</p> <p>Passed: No : 41 Percent :95.34% Failed No :2 Percent :4.65%</p>

Did not complete	No	0	Percent	0%
------------------	----	---	---------	----

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No	OR	%	No	%	No
A	10		95-100		70-47	
B	4		90-94		65-69	
C	1		85-89		60-64	
D	23		80-84		< 60	
F	2		75-79			
Denied Entry			Denied Entry			
In Progress	-		In Progress			
Incomplete	-		Incomplete			
Pass	41		Pass			
Fail	2		Fail			
Withdrawn			Withdrawn			

5 Special factors (if any) affecting the results

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

o. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion
Check marking of a sample of papers by others in the department	Equal with the level of student in written tests

D Resources and Facilities

<p>1. Difficulties in access to resources or facilities (if any)</p> <p>1- Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p> <p>All students must take all of the requirements before start in this course</p>
--	--

E. Administrative Issues

<p>1 Organizational or administrative difficulties encountered (if any)</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p>
---	--

H Course Evaluation

<p>1 Student evaluation of the course: (Attach Survey Results if available)</p> <p style="text-align: center;">yes</p>
<p>a List the most important criticisms and strengths</p> <p>1- The course is applicable</p> <p>2- The continues help of the instructor to students</p> <p>3- The instructor is interesting in what she gave during the course</p> <p>4- The instructor is taking care with student progress during the course</p> <p>5- The leakage of the new active learning methods</p> <p>6- the leakage of team work principle</p>

b Response of instructor or course team to this evaluation 1- Using active learning by using the Google drive programme 2- Improve the principle of team working	
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc): <p style="text-align: center;">Not exist</p>	
a List the most important criticisms and strengths <p style="text-align: center;">Not exist</p>	
b Response of instructor or course team to this evaluation <p style="text-align: center;">Not exist</p>	

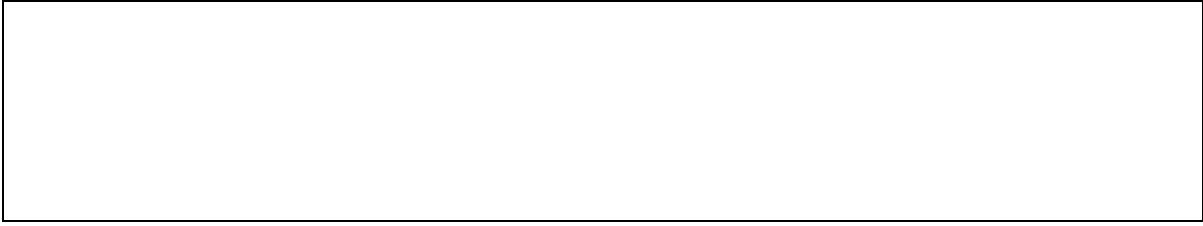
I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year		
Actions Required 1- Using the Google drive programme 2- Self-learning part to improve the leadership behaviour	Completion Date Within 2014-2015	Person Responsible Dr: Afaf Maweed

4. Recommendations to Program Coordinator (if Required)
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.)



Name of Course Instructor: *Dr. Said Mohamed Attia* _____ -

Signature: *Said Attia* _____ Date Report Completed: *7/3/1435*

Received by Program Coordinator _____ Date: _____

Course Title: Electronics

Course Code: PH403423-4

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution Umm Al-qurra University
College/ Department Faculty of Applied Science, Physics Department

A Course Identification and General Information

1. Course title and code. Electronics, PH403423-4
2. If course is taught in more than one section indicate the section to which this report applies one section only
3. Year and semester to which this report applies. 1433 h, 2nd semester
4 Location (if not on main campus) On the main campus

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Semiconductors and pn junction	4	4	
Diodes and its Applications	4	4	
Bipolar junction transistor	2	2	
Biasing of Bipolar junction transistor	2	2	
Small signal bipolar transistor	4	4	
Field effect transistor and biasing	2	2	
Small signal Field effect transistor	2	2	
Power amplifier	2	0	The preparation and organization of the 5th conference of science
Digital electronic devices	2	0	

2. Consequences of Non Coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program
Power amplifier	Effect on the post graduate study in the electronic field	No compensating action is possible Elsewhere in the Program
Digital electronic devices	Effect on the post graduate study in the electronic field	No compensating action is possible Elsewhere in the Program

3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

- Gain knowledge on Electronics
- Be familiar with the basic physics knowledge on Electronics.
- Understand the construction and operation of some electronic devises such as diode, transistor and field effect transistor.
- Understand and appreciate of the analyses of electronic circuits.
- Define and describe the parameters of electronic devises.
- Illustrate the characteristics of electronic devises.
- Be familiar with the basic physical properties of electronic devises.
- Deep understanding of the importance of electronic devises in our lives

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .
		No	Yes	

a. Knowledge	<ul style="list-style-type: none"> • Demonstrating the basic information and principles through lectures and the achieved applications. • Discussing phenomena with illustrating pictures and diagrams. • Lecturing method: • Blackboard, Power point • e-learning , Tutorials , Revisit concepts, Discussions, Brain storming sessions, Start each chapter by general idea and the benefit of it; , Learn the student background of the subject; , Show the best ways to deal with problem; Keep the question "why" or "how" to explain always there; Build a strategy to solve problem. Encourage interactive, learning and develop individualized interest 		yes	
b. Cognitive Skills	<ul style="list-style-type: none"> • physical laws and principles were used to understand the subject. • Problems were simplified and phenomena were analyzed. Ability to explain the idea with the student own words has been improved. Problems are Represented mathematically. 		yes	
c. Interpersonal Skills and Responsibility	<p>Work independently. The students learn independently and take up responsibility.</p>		yes	
d. Numerical and Communication Skills	<p>Examples and problems were simplified to understand and analysed the phenomena.</p>		yes	
e Psychomotor Skills (if applicable)	<p>none</p>			

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- 29. Use the web for research to know the basic mathematical principles.
- 30. Discuss with the student and give exams to measure the mathematical skill.
- 31. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
- 32. Focusing on some real results and its physical meaning.
- 33. Encourage the student to ask good question to help solve the problem.
- 34. Display the lecture note and homework assignment at the web.

C. Results

1 Number of students commencing the field experience:	<input style="width: 40px;" type="text" value="8"/>
28 Number of students completing the field experience:	<input style="width: 40px;" type="text" value="8"/>
3 Result Summary:	
Passed: No <input style="width: 40px;" type="text" value="8"/>	Percent <input style="width: 40px;" type="text" value="--"/>
Failed No <input style="width: 40px;" type="text" value="--"/>	Percent <input style="width: 40px;" type="text" value="--"/>
Did not complete No <input style="width: 40px;" type="text" value="--"/>	Percent <input style="width: 40px;" type="text" value="--"/>

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

		No	OR			
			%	No	%	No
A			95-100	--	70-47	2
B			90-94	--	65-69	1
C			85-89	2	60-64	1
D			80-84	1	< 60	
F			75-79	1		
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			
Pass	8		Pass			8
Fail			Fail			
Withdrawn			Withdrawn			

5 Special factors (if any) affecting the results none

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.) non	
p. Variations (if any) from planned assessment schedule (C5 in Course Specification)	
Variation	Reason
non	
b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)	
Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion

D Resources and Facilities

1. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures.	2. Consequences of any difficulties experienced for student learning in the course. Giving More time to achieve the required tasks
--	--

E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
--	---

H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths The course need more time and equipments for laboratory
b Response of instructor or course team to this evaluation course team asked to solve this point

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s) Giving the course more time Offering the suitable text books Preparing the class rooms with the data show devices to make the lecture presentation possible.	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.) The course must be taught with the experienced teacher not by any body
--

3. Action Plan for Next Semester/Year		
Actions Required	Completion Date	Person Responsible

4. Recommendations to Program Coordinator (if Required)
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.)
The experimental section (laboratory) must be supported by devices

Name of Course Instructor: Prof. Y.M. MOUSTAFA

Signature: _____ Date Report Completed: _____

Received by Program Coordinator Date: _____

Course Title: Nuclear Physics (2)- 461

Course Code : 461

Course Report

For guidance on the completion of this template, refer to Section 2.5 of Chapter 2 in Part 2 in this Handbook

Institution	Umm Al-Qura University
College/ Department	College of Sciences (Women Section), Phys. Dept.

A Course Identification and General Information

1. Course title and code.	Nuclear Physics (2)- 461
2. If course is taught in more than one section indicate the section to which this report applies	
3. Year and semester to which this report applies.	1432/1433 2 nd semester
4 Location (if not on main campus)	main campus.

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
I – <u>Introduction</u> : (Nuclear potentials and their curves, Potential height and barriers, Bound and unbound states, Simple theory of the deuteron, Spin dependence of nuclear forces .)	1-2 W	4 hrs	
II- Nucleon-Nucleon_ scattering, (P-P), (n-p) at low and high energies, Scattering cross-sections, Experimental deuteron low energy (n-p) scattering, Theory of (p-p) scattering at low energies, scattering of α - particles and impact parameter, Meson theory of	2 W	6 hrs	

nuclear forces, The effective range , Yukawa potential.			
III- <u>Nuclear Models</u> : Nuclear dipole magnetic moment, Nuclear electric quadrupole moment, Nuclear Shell Model, Determination of spin-parity to the ground state of nuclei, Nuclear deformation and unified model, The collective motion of rotational and vibrational state.	2-3 W	6 hrs	
IV- <u>Nuclear reactions</u> : Classification of nuclear reactions, Reaction dynamics, The Q equation, Theory of stripping reactions.	1-2 W	4 hrs	
V- <u>Nuclear Moments</u> : Hyperfine structure of atomic spectra, The affiliation of an external magnetic field and nuclear magnetic moment, The torque occurs at strong and weak magnetic field.	2 W	6 hrs	
VI- <u>Nuclear energy</u> : Fission process , Neutron released in the fission process, Nuclear reactor operating with natural Uranium as fuel, Fusion, Thermo nuclear energy.	1-2 W	4 hrs	

2. Consequences of Non Coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program

3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .
		No	Yes	
a. Knowledge	1- Mainly lectures. 2- Ask group of students to collect some data from the web about a certain subject of the course and ask them to explain what found to their colleges in the class. 3- Use some scientific aids from the web.		Yes Yes yes	

b. Cognitive Skills	1-Ask them to make designs for nuclear things related to their course. 2-Give some quizzes during lectures.		Yes yes	
c. Interpersonal Skills and Responsibility	1-Give some quizzes during the lectures. 2-Make some tutorials during the lecture.		yes yes	
d. Numerical and Communication Skills	1-Ask students to get data from web for a certain isotope.		yes	
e Psychomotor Skills (if applicable)				

4. Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- 1- Computer for each student or at maximum for two students
- 2-Connection to the internet for each computer.
- 3-Connection to the internet for lecturer.

C. Results

1 Number of students starting the course: 15

29 Number of students completing the course

3 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No	OR	%	No	%	No
A	4		95-100	3	70-74	3
B	4		90-94	1	65-69	--
C	4		85-89	1	60-64	3
D	3		80-84	3	< 60	--
F	--		75-79	1		
Denied Entry	--		Denied Entry			
In Progress	--		In Progress			
Incomplete			Incomplete			
Pass	15		Pass		15	
Fail	--		Fail			--
Withdrawn	--		Withdrawn			

4 Result Summary:

Passed: Percent 0% 100% Failed No -

Did not complete Percent 0% Denied Entry No - 0%

5 Special factors (if any) affecting the results

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

q. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason
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b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)	
Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)

Method(s) of Verification	Conclusion

D Resources and Facilities

<p>1. Difficulties in access to resources or facilities (if any)</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p>
--	--

E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
--	---

F Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):
a List the most important criticisms and strengths
b Response of instructor or course team to this evaluation

G Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

--	--

2. Other action taken to improve the course this semester/year
 Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year

Actions Required	Completion Date	Person Responsible

4. Recommendations to Program Coordinator (if Required)

(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).

Name of Course Instructor: Prof. Sohair Mohamed Diab _____

Signature: _____ Date Report Completed: _____

Received by Program Coordinator Date: _____

Course Title: Nuclear Technology

Course Code: Physics-463

Course Report

For guidance on the completion of this template, refer to Section 2.5 of Chapter 2 in Part 2 in this Handbook

Institution	Umm Al-Qura University
College/ Department	College of Sciences (Women Section), Phys. Dept.

A Course Identification and General Information

1. Course title and code	Nuclear Technology Physics-463
2. If course is taught in more than one section indicate the section to which this report applies	
3. Year and semester to which this report applies.	1432/1433 2 nd semester
4 Location (if not on main campus)	main campus.

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
I – <u>Nuclear reactors</u> : Classification of types of nuclear reactors according to: 1- their masses 2- type of reaction, 3- type of moderator, 4- phase of fuel, 5- generation of electricity, 6- breeding reactors.	2 W	4 hrs	
II- <u>Nuclear energy</u> : nuclear reactions cross-sections and applications – nuclear fission process – calculation of energy fission using different methods –	2 W	4 hrs	

explanation of fission process by liquid drop model – the potential energy curve for fission and critical deformation energy.			
III- <u>Slowing down of neutrons:</u> thermal neutron diffusion – diffusion of slowing down neutrons – calculation of the average number of neutrons emitted per fission in terms of cross sections of fissions and absorption.	3 W	6 hrs	
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
IV- Prompt neutrons and delayed neutron in the fission reaction and their decay schemes- the affection of the enriched Uranium on the number of absorption neutrons- calculation of the average value of losing energy of neutrons per collision by the moderator materials – calculation of the number of collisions which reduce the energy of incident neutrons to thermal energy.	3W	6hrs	
V- <u>Studying the properties of moderator material:</u> . Slowing down of neutrons – scattering process- the flux distribution for thermal neutrons- average logarithmic energy loss per collision – slowing down power (SDP)- moderator ratio (MR) – Maxwell distribution of velocities and energy distribution of neutrons.	2 W	4 hrs	
VI- Optimum parameters of the reproduction medii.- reproduction factor-critical data of the reactor.	1W	2hr	
VII- Electricity generating reactors - the light water reactor – heavy water reactor – pressurized reactor.	1 W	2 hrs	
VIII- <u>Accelerators:</u> Van – de Graff accelerator – Cyclotron accelerator.	1W	2hrs	

<p>2. Consequences of Non Coverage of Topics</p> <p>For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.</p>				
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program		
<p>3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)</p>				
Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .
		No	Yes	
a. Knowledge	<p>4- Mainly lectures.</p> <p>5- Ask group of students to collect some data from the web about a certain subject of the course and ask them to explain what found to their colleges in the class.</p> <p>6- Use some scientific aids from the web.</p>		<p>Yes</p> <p>Yes</p> <p>yes</p>	

b. Cognitive Skills	1-Ask them to make designs for nuclear things related to their course. 2-Give some quizzes during lectures.		Yes yes	
c. Interpersonal Skills and Responsibility	1-Give some quizzes during the lectures. 2-Make some tutorials during the lecture.		yes yes	
d. Numerical and Communication Skills	1-Ask students to get data from web for a certain isotope.		yes	
e Psychomotor Skills (if applicable)				

4. Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- 1- Computer for each student or at maximum for two students
- 2-Connection to the internet for each computer.
- 3-Connection to the internet for lecturer.

C. Results

1 Number of students starting the course:

30 Number of students completing the course

19

3 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A	9	OR	95-100	1	70-74	--
B	2		90-94	8	65-69	2
C	2		85-89	--	60-64	4
D	6		80-84	2	< 60	-----
F	---		75-79	2		
Denied Entry	---		Denied Entry			
In Progress	--		In Progress			
Incomplete	--		Incomplete			
Pass	19		Pass			
Fail	--		Fail			
Withdrawn			Withdrawn			

4 Result Summary:

Passed: 19 Failed 100% Failed No
 Percent 0%

Did not complete Pe 0% Denied E No -
 Percent 0%

5 Special factors (if any) affecting the results

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

r. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)	
Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion

D Resources and Facilities

1. Difficulties in access to resources or facilities (if any)	2. Consequences of any difficulties experienced for student learning in the course.
---	---

E. Administrative Issues

<p>1 Organizational or administrative difficulties encountered (if any)</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p>
---	--

F Course Evaluation

<p>1 Student evaluation of the course: (Attach Survey Results if available)</p>
<p>a List the most important criticisms and strengths</p>
<p>b Response of instructor or course team to this evaluation</p>
<p>2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):</p>
<p>a List the most important criticisms and strengths</p>
<p>b Response of instructor or course team to this evaluation</p>

G Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

<p>2. Other action taken to improve the course this semester/year</p> <p>Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)</p>
--

3. Action Plan for Next Semester/Year		
Actions Required	Completion Date	Person Responsible

4. Recommendations to Program Coordinator (if Required)
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).

Name of Course Instructor: Prof. Sohair Mohamed Diab _____

Signature: _____ Date Report Completed: _____

Received by Program Coordinator Date: _____

Course Title: Solid State Physics II

(433472-3, PH 472)

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution Umm Al-qurra University
College/ Department Faculty of Applied Science for girls, Physics Department

A Course Identification and General Information

1. Course title and code. Solid State Physics II (433472-3, PH 472)
2. If course is taught in more than one section indicate the section to which this report applies one section only
3. Year and semester to which this report applies. 1433 h, 2nd semester
4 Location (if not on main campus) On Alzاهر campus (faculty of science for girls)

B- Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Superconducting Properties of Solids	6	7	
X-Rays Diffraction in Crystals	6	7	
Free Electron Theory in Metals	3	4	
Thermal Properties of Crystal Lattice	3	5	
Dielectric Properties of Solids	6	4	
Magnetic Properties of Solids	3	1	The preparation and organization of the 5th conference of science
The Semiconductors: Theory and Application	4	0	The preparation and organization of the 5th conference of science

2. Consequences of Non Coverage of Topics For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.				
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program		
Magnetic Properties of Solids	No Significance			
The Semiconductors: Theory and Application	Effect on the post graduate study in the electronic field	No compensating action is possible Elsewhere in the Program		
3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)				
<ul style="list-style-type: none"> • Explain strategy of the course in the beginning of the semester • Outlines of the physical laws, principles and the associated proofs. • Highlighting the day life applications whenever exist. • Encourage the students to see more details in the international web sites and reference books in the library. • Discussing some selected problems in each chapter. • Cooperate with different institution to find how they deal with the subject • Renew the course references frequently • Frequently check for the latest discovery in science 				
Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
		No	Yes	

a. Knowledge	<p>(xii) knowledge that students should know and understand when they complete the course are as follow:</p> <p>(xiii) Learning fundamentals in electron gas theory</p> <p>(xiv) Understanding the physics of solid properties and their applications mentioned in the text.</p> <p>(xv) Improving logical thinking.</p> <p>(xvi) To use mathematical formulation to describe the physical principle or phenomena</p> <p>(xvii) Ability to explain how physical properties work in solids.</p> <p>(xviii) Learning theory and applications of the solid state.</p> <p>(xix) Methods of measurement and assessment of properties of solids</p>		yes	
b. Cognitive Skills	<p>physical laws and principles were used to understand the subject.</p> <p>problems were simplified and phenomena were analyzed. Ability to explain the idea with the student own words has been improved. Problems are Represented mathematically.</p>		yes	
c. Interpersonal Skills and Responsibility	<p>Work independently. The students learn independently and take up responsibility.</p>		yes	
d. Numerical and Communication Skills	<p>Examples and problems were simplified to understand and analysed the phenomena.</p>		yes	
e Psychomotor Skills (if applicable)	<p>none</p>			

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.
- 35. Use the web for research to know the basic mathematical principles.
 - 36. Discuss with the student and give exams to measure the mathematical skill.
 - 37. Clear the weakness point that should be eliminated and encourage the student to ask for help if needed.
 - 38. Focusing on some real results and its physical meaning.
 - 39. Encourage the student to ask good question to help solve the problem.
 - 40. Display the lecture note and homework assignment at the web.

C. Results

1 Number of students commencing the field experience:	<input style="width: 80px;" type="text" value="25"/>
31 Number of students completing the field experience:	<input style="width: 80px;" type="text" value="25"/>
3 Result Summary:	
Passed: No <input style="width: 60px;" type="text" value="25"/> Percent <input style="width: 60px;" type="text" value="--"/>	Failed No <input style="width: 60px;" type="text" value="--"/> Percent <input style="width: 60px;" type="text" value="--"/>
Did not complete No <input style="width: 60px;" type="text" value="--"/> Percent <input style="width: 60px;" type="text" value="--"/>	

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

		No	OR			
			%	No	%	No
A			95-100	3	70-47	3
B			90-94	1	65-69	2
C			85-89	5	60-64	--
D			80-84	7	< 60	--
F			75-79	4		
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			
Pass	25		Pass			25
Fail			Fail			
Withdrawn			Withdrawn			

5 Special factors (if any) affecting the results none

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)	
s. Variations (if any) from planned assessment schedule (C5 in Course Specification)	
Variation	Reason
b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)	
Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion

D Resources and Facilities

1. Difficulties in access to resources or facilities (if any) Shortage the hand books in Arabic and WEB rooms available for student to be useful at any time between lectures.	2. Consequences of any difficulties experienced for student learning in the course. Giving More time to achieve the required tasks
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
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H Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths The course need more time and experimental section (laboratory) is recomended
b Response of instructor or course team to this evaluation course team asked to solve this point

I Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s) Giving the course more time Offering the suitable text books Preparing the class rooms with the data show devices to make the lecture presentation possible> Offering experimental section for the course	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.) The course must be taught with the experienced teacher not by any body
--

3. Action Plan for Next Semester/Year		
Actions Required Experimental section is Required	Completion Date --	Person Responsible --
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: **Prof. Y.M. MOUSTAFA**

Signature: _____ Date Report Completed: _____

Received by Program Coordinator Date: _____