



Kingdom of Saudi Arabia
The National Commission for Academic Accreditation &
Assessment

T6. Course Specifications (CS)

Course title: Project

Course code: 23064800-2

Course Specifications

Institution: Umm AL – Qura University	Date : 12/3/1439
College/Department : College of Applied Science – Department of Physics	

A. Course Identification and General Information

1. Course title and code: Project		(code: 23064800-2)	
2. Credit hours: 3 Hrs			
3. Program(s) in which the course is offered. BSc Physics			
(If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course Any member from the instructors of the department			
5. Level/year at which this course is offered : 4th Year / Level 8			
6. Pre-requisites for this course (if any) : -----			
7. Co-requisites for this course (if any) : ---			
8. Location if not on main campus: Main campus and Alzاهر			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	20%
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	10%
c. e-learning	<input type="checkbox"/>	What percentage?	10%
d. correspondence	<input checked="" type="checkbox"/>	What percentage?	60%
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

<p>1. What is the main purpose for this course? This course is dealing with a specific research point. this research point is carried by the student under the supervision of one of the academic stuff. the research point can be classified to two groups: A- Theoretical research projects. B- Experimental research project.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ol style="list-style-type: none"> 1.Explain strategy of the project in the beginning of the semester 2. Highlighting the day life applications whenever exist. 3. Encourage the students to see more details in the international web sites and reference books in the library. 4- Encourage the student to build an example of different experiments related to course and comparing it with experiments in the lab. 5- Highlighting the day life applications whenever exist. 6. Encourage the students to see more details in the international web sites and reference books in the library. 7- Encourage the student to build an example of different experiments related to course

C. Course Description (Note: General description in the form used in Bulletin or handbook)

<p>Course Description: The course mainly works on developing the different scientific skills of the student. Improving they way of scientific thinking .</p>

1 Topics to be Covered		
Topics	No of Weeks	Contact hours
<p>This course is dealing with a specific research point . this research point is carried by the student under the supervision of one of the academic stuff . the research point can be classified to two groups :</p> <p>A- Theoretical research projects. B- Experimental research project.</p> <p>So the point of study will be varied according to the students and the instructor of the course</p>		

	14 weeks	42 hrs

Practical part:

The time of the practical depend on the selected point under study per each project.

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	42					42
Credit	3					

3. Additional private study/learning hours expected for students per week.

2

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table).

Second, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes.

Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define the physical quantities, physical phenomena, and basic principles.	1- Demonstrating the basic principles through lectures. 2. Discussing phenomena with illustrating pictures and diagrams. 3. Lecturing method: Board, Power point.	Solve some example during the lecture. Discussions during the lectures Exams: a) Quizzes (E-learning) b) Short exams (mid- term exams) c) Long exams (final) d) Oral exams
1.2	Describe the physical laws and quantities using mathematics	4. Discussions 5. Brain storming 6. Start each chapter by general idea and the benefit of it.	.
1.3	Determine the physical quantities at the Lab.	1. Doing team research or team project. 2. Doing team work to perform some experiments 3. Perform the experiments correctly. 4. Demonstrate the results correctly. 5. Write the reports about the experiment. 6. Discussion with the student about the results	Writing scientific Reports. Lab assignments Exam.

2.0 Cognitive Skills			
2.1	Apply the laws of physics to calculate some quantities.	<ol style="list-style-type: none"> 1. Preparing main outlines for teaching. 2. Following some proofs. 3. Define duties for each chapter 4. Encourage the student to look for the information in different references. 5. Ask the student to attend lectures for practice solving problem. 	<ol style="list-style-type: none"> 1. Exams (Midterm, final, 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.
2.2	Solve problems in physics by using suitable mathematics.		
2.3	Analyse and interpret quantitative results.		
2.4	Apply physical principle on day life phenomena.		
2.5	Derive the physical laws and formulas.		
3.0 Interpersonal Skills & Responsibility			
3.1	Show responsibility for self-learning to be aware with recent developments in physics	<ul style="list-style-type: none"> • Search through the internet and the library. • Small group discussion. • Enhance self-learning skills. • Develop their interest in Science through : (lab work, visits to scientific and research institutes). 	<ul style="list-style-type: none"> • Evaluate the efforts of each student in preparing the report. • Evaluate the scientific reports. • Evaluate the team work in lab and small groups. • Evaluation of students presentations.
3.2	Work effectively in groups and exercise leadership when appropriate.		
4.0 Communication, Information Technology, Numerical			
4.1	Communicate effectively in oral and written form.	<ul style="list-style-type: none"> • Incorporating the use and utilization of computer, software, network and multimedia through courses • preparing a report on some topics related to the course depending on web sites 	<ul style="list-style-type: none"> • Evaluating the scientific reports. • Evaluating activities and homework
4.2	Collect and classify the material for the course.		
4.3	Use basic physics terminology in English.		
4.4	Acquire the skills to use the internet communicates tools.		
5.0 Psychomotor			
5.1	Use experimental tools safely and correctly.	Follow up the students in lab and during carryout all experimental work.	<ul style="list-style-type: none"> • Practical exam. • Giving additional marks for the results with high and good accuracy
5.2	Determine the physical quantity correctly at the Lab.		

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)															
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	4.1	4.2	4.3	4.4	5.1	5.2
1.1																
1.2																
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3.2																
4.1																
4.2																
4.3																
4.4																
5.1																
5.2																

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1			
2			
3			
4			

D. Student Academic Counseling and Support

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

Each student will supervise by academic adviser in physics Department and the time table for academic advice were given to the student each semester. (2 hrs per week)

E Learning Resources

1. List Required Textbooks

Selected according to the research point under study.

2. List Essential References Materials (Journals, Reports, etc.)

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

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

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- * Lecture room organized for face to face learning
- * Library
- * Laboratory for optics
- * Boards
- * Suitable lightening system
- * Air condition units
- * Fiber optic networks and wireless
- * Computers and data show

2. Computing resources (AV, data show, Smart Board, software, etc.)

- * computers with data show
- * Available numbers of computers for students
- * Updating the computer each year.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Checked later if needed

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Evaluating the instructor by the student using questionnaires
- Following up the progress of student in the course
- Evaluating the progress of student by the projects and reports
- Evaluating the course by specialized committees.

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

- Self-evaluation
- Student evaluation
- Evaluation by other instructor in the same department or outside it

3 Processes for Improvement of Teaching

- Preparing the course as PPT.

- Using scientific flash and movies.
- Coupling the theoretical part with laboratory part
- Periodical revision of course content.

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

- The instructors of the course are checking together and put a unique process of evaluation.
- Feedback evaluation of teaching from independent organization.
- Independent evaluation by another instructor that give the same course in another faculty.
- Evaluation by the accreditation committee in the university.

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

1- The following points may help to get the course effectiveness

- Student evaluation
- Course report
- Program report
- Program Self study

2- According to point 1 the plan of improvement should be given.

Name of Instructor: _____ Afaf maweed Abdelmageed

Signature: _____ Date Report Completed: _____

Name of Field Experience Teaching Staff _____ optic physic _____

Program Coordinator: _____

Signature: _____ Date Received: _____