



# Course Specifications

<b>Course Title:</b>	<b>FIELD EXPERIENCE</b>
<b>Course Code:</b>	<b>431- AAD-2</b>
<b>Program:</b>	<b>Bachelor in Applied Arts</b>
<b>Department:</b>	<b>Applied Arts</b>
<b>College:</b>	<b>Faculty of Architecture &amp; Design</b>
<b>Institution:</b>	<b>Jazan University</b>

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## A. Course Identification

<b>1. Credit hours:</b>			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
			Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
<b>3. Level/year at which this course is offered:</b> Level 9/5 <sup>rd</sup> . Year			
<b>4. Pre-requisites for this course (if any):</b> 423DAA-3			
<b>5. Co-requisites for this course (if any):</b> None			

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4	0%
2	Blended	-	0 %
3	E-learning	-	100%
4	Correspondence	-	0 %
5	Other	-	0 %

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify) TREATING IN SUMMER	6 x 5= 30
	<b>Total</b>	30x4=120
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others(specify)	120x2=240
	<b>Total</b>	
	<b>All total</b>	240

\*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

- The course description is the training and qualification of the student in the professional work stage before graduation in the various fields of applied arts.

### 2. Course Main Objective

-This course introduces the student to the methods of controlling implementation and the principles that must be followed to manage the implementation processes and monitor their stages, with an emphasis on the importance of working according to a specific timetable for the implementation stages, with the need to record and document the modifications that occurred during the implementation of the product.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Demonstrate knowledge of the stages of professional work before graduation.	K1
1.2	Know the methods of controlling implementation and the principles that must be followed to manage the implementation processes.	K2
1...		
<b>2</b>	<b>Skills :</b>	
2.1	Interpretation of the stages of implementation of professional work.	S2
2.2	experience in the field of specialization in the actual community.	S3
2...		
<b>3</b>	<b>Competence:</b>	
3.1	Criticism and analysis of the training process in the three tracks and its depth of vision and thinking.	C1
3.2	The applied work of the profession is documented with drawings and pictures.	C2
3...		

## C. Course Content

No	List of Topics	Contact Hours
1	Introducing the place of training and visiting laboratories for the production stages and getting to know them.	6X5
2	Starting an implementation plan, each according to the path. Implementation of a number of exercises and follow-up with the official.	6X5
3	continue to work .	6X5
4	continue to work .	6X5
5	continue to work .	6X5
6	continue to work .	6X5
7	continue to work .	6X5
<b>Total</b>		240

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	<b>Demonstrate knowledge of</b> the concept of art and aesthetics and the main theories that were exposed to them.	- Open debate. - Brainstorming - Cooperative learning Individual discussion	- Evaluation form for the report.
1.2	<b>Defined the</b> dimensions of the artistic taste and the position of the connoisseur of the direction of the artwork.		- Discussion evaluation form.
<b>2.0</b>	<b>Skills</b>		
2.1	The ability to practice professional training and identify the stages of production.	- A strategy for brainstorming to find - solutions to product design problems - Dialogue, discussion - self education	- direct method
2.2	Monitor implementation stages for different products.		
2.3	Registration for any modifications that may occur to the production stages.		
<b>3.0</b>	<b>Competence</b>		
3.1	The ability to find solutions to innovative design problems.	- Open debate.. - Cooperative education	- direct method
3.2	The ability to find various modifications if any change occurred in the implementation phase.		

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Head of Training	10	10%
2	Training Supervisor		10%
3	training place		30%
4	Report Committee		20%
5	Discussion Committee		30%
Total			100%

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

## E. Student Academic Counseling and Support

1. **Prior coordination with training providers**
2. **Providing training rooms with materials and equipment**
3. **Provide administrative staff to manage the process of communication and follow-up training and supervision**
4. **Provide a training period during different classes**

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	No reference for summer training is field application according to location.  <span style="float: right;">ε - -</span>
<b>Essential References Materials</b>	
<b>Electronic Materials</b>	
<b>Other Learning Materials</b>	

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	None
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods	
		indirect method	direct method
<ul style="list-style-type: none"> <li>- Student evaluation of the field experience (Attach summary of survey results).</li> <li>- questionnaire was conducted for students about the training in all its aspects to identify the negatives and Positives during the training period</li> </ul>	Students	<ul style="list-style-type: none"> <li>- On line system course survey</li> </ul>	
	Peer Reviewer or Head of Department		Peer or Head of Department observation
Quality of learning resources	Students	<ul style="list-style-type: none"> <li>- On line system course survey</li> </ul>	
	Peer Reviewer or Head of Department		Peer or Head of Department Assessment
Achievement of course learning	Students	Course LO survey	

Evaluation Areas/Issues	Evaluators	Evaluation Methods	
outcomes			
The students were assessed through a 30-degree evaluation form to follow-up projects and the final project Assessments are sent to e-mail training committee or post	Program Assessment Committee or Head of Department		

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

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

**Assessment Methods** (Direct, Indirect)

### H. Specification Approval Data

Council / Committee	
Reference No.	
Date	