

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

Nutrition during the Life Cycle (FSN-361)

Course Specifications

Institution : King Saud University	Date of Report: 18/02/2014
College/Department : College of Food and Agriculture Sciences / Department of Food Science and Nutrition	

A. Course Identification and General Information

1. Course title and code: Nutrition during the Life Cycle / FNS361		
2. Credit hours : 2(2+0)		
3. Program(s) in which the course is offered. Bachelor of agriculture sciences in Human Nutrition program		
4. Name of faculty member responsible for the course Dr. Magdi Osman		
5. Level/year at which this course is offered : 8 th level		
6. Pre-requisites for this course (if any) Human Nutrition (206 FSN) + Cooperative learning (Internship) (400 FSN)		
7. Co-requisites for this course (if any)		
8. Location if not on main campus		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="40%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="20%"/>
c. e-learning	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="20%"/>
d. Correspondence	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="10%"/>
f. Other	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="10%"/>
Comments:		

B Objectives

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> • Purpose for this course is to teach about the nutritional bases necessary for the growth, development, and normal functioning of individuals in each stage of the life cycle with special reference to nutrition linked to chronic disease (heart disease, diabetes, and many other chronic disorders) and socio-economical status of each stage in life span.
<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> <ul style="list-style-type: none"> • The course materials are posted on the Web CT that could be accessed by the students enrolled in the course. • Electronic materials and computer based programs have been utilized to support the lecture course material. • Number of lecture contact hours will be increased to 4 to introduce most recent topics related to course. • Group discussions. • Write project and use computer to analysis data. • Presentation by students.

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

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Nutrition Basic	1	2
Preconception Nutrition	1	2
Nutrition during pregnancy	1	2
Nutrition during lactation	1	2
Infant nutrition	1	2
Toddler and preschool nutrition	2	2
Child and pre-adolescent	1	2
Adolescent Nutrition	1	2
Adolescent Nutrition	1	2
Adult Nutrition	2	2
Elderly Nutrition	2	4

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total

Contact Hours	26					26
Credit	2					2

3. Additional private study/learning hours expected for students per week.	5
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Student can define and understand nutritional requirements during different stages of human life such as during pregnancy, lactation, infant, and toddler and in preschool children, pre-adolescent, adolescent, adult and elderly persons.	<ul style="list-style-type: none"> • Lectures • Assignments • Seminar • Presentations • Group discussions 	<ul style="list-style-type: none"> • Report evaluations • Assignments • Discussions • Exams
2.0	Cognitive Skills		
2.1	Students can explain nutritional requirements during each stage of life cycle	<ul style="list-style-type: none"> • Project as a group • Lectures • Discussions 	<ul style="list-style-type: none"> • Major and final exams • Assignments • Class room seminars • Discussions
2.2	Compare and design nutritional requirements during each stage of life cycle		
3.0	Interpersonal Skills & Responsibility		
3.1	Show the nutritional requirements at different stages of human life.	<ul style="list-style-type: none"> • Working independently and in group towards some assignments • Communicate answer of assignments to other through dissuasion and oral presentation • Project presentation (group project, each student presents part of project) • Students discuss and check their assignments with other students. • Each Student 	<ul style="list-style-type: none"> • Written and oral presentations. • Evaluate presentations

		has to lead and manage dissuasion in discussion session.	
4.0	Communication, Information Technology, Numerical		
4.1	Assess nutritional requirements of different age groups	<ul style="list-style-type: none"> Give students a problem or assignments (questionnaire) that requires collecting information from the internet. 	Report evaluation
5.0	Psychomotor		
5.1	Demonstrate their knowledge into practical life when they are faced with different problems relating to human nutrition	Discussion and project planning session	Report assessment

Comments:

- Domain 1 to 4 has exactly same contents, please think about them and elaborate more.
- Course Teaching Strategies should be bullet points containing preferably one word description as exemplified in blue color for Knowledge

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested ***verbs not to use*** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

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)

- Office hours (10 hours per week + appointments)
- Email communications

E. Learning Resources

1. List Required Textbooks

- Nutrition Through the Life Cycle Judith E. Brown , Janet Isaacs, Bea Krinke), Ellen Lechtenberg , Maureen Murtaugh
- Advanced Nutrition and Human Metabolism Sareen S. Gropper , Jack L. Smith

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

Notes prepared by faculty member using PUBMED, google Scholar, Highwire,

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

Notes prepared by faculty member using Sciencedirect, springer link, wiley, ACS, RCS, PUBMED, google Scholar, Highwire

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

- Notes prepared by faculty member using PUBMED, google Scholar, Highwire,
- Web sites on the internet that are related and relevant to the topics of the course

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

- Power Point Presentations (PPT), Portable Document Format (PDF), and other handouts posted on the faculty's website for the students enrolled in the class.

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.)

- A classroom with at least 30 seats with visual communications aids

<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none">• Computer classroom containing at least 15 computer sets and facilities with:• Smart board with PC• Multimedia projector
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>Not applicable</p>

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none">• Course evaluation by students in each semester• Meeting with students• E- suggestions• Open door policy
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ul style="list-style-type: none">• Self evaluation• Peer review• Peer consultation on teaching• Departmental council discussions
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none">• Studying reports.• Training of faculty.• Exchanging faculty between different institutions.• Discussions for improvements in council and faculty meetings.
<p>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)</p> <ul style="list-style-type: none">• Taking a sample of assignments and exams to determine validity and reliability.

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

- Collecting all reports and evaluations at the end of the year for a reviewing purpose.
- The course material and learning outcome are periodically reviewed for appropriate and improvement changes.
- Feedbacks from different routes are evaluated and department council periodically discusses and plans improvement in the course.

Faculty or Teaching Staff: Dr. Magdi Osman

Signature: _____ Date Report Completed: _____

Received by: _____ Dean/Department Head

Signature: _____ Date: _____