

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

Nutrition in Developing Countries (FSN472)

Course Specifications

Institution : King Saud University	Date of Report
College/Department : College of Food and Agricultural Sciences / Department of Food Science and Nutrition	

A. Course Identification and General Information

1. Course title and code: Nutrition in Developing Countries (FSN 472)		
2. Credit hours : 2(2+0)		
3. Program(s) in which the course is offered. B.Sc., Food Sciences and Human Nutrition		
4. Name of faculty member responsible for the course Prof. Rashoud AlShagrawi		
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> <p>The objectives of this course are:</p> <ul style="list-style-type: none"> To teach about the nutritional bases in the developing countries To identify methods for assessment of malnutrition in developing countries. To define social, economic and geographic factors causing malnutrition. To provide knowledge about cases of malnutrition in developing countries. To identify the efforts of international organizations and their programs to counter malnutrition To provide basics of clinical nutrition, medicine, immunology, infectious disease, epidemiology, public health nutrition, anthropology, health policy, economics, and disaster planning.
<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"> Search for new reference materials Collect new reports about malnutrition Collect reports from international organizations

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
Introduction	2	2
Identification and quantitative assessment of malnutrition in developing countries	2	4
Social, political, economic, and geographic ecology of malnutrition and its impact on health	2	6
Protein	2	2
Energy Malnutrition	2	2
Vitamin and mineral deficiencies	2	2
Intervention organizations, programs and efforts	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
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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	<ul style="list-style-type: none"> Define the problems of malnutrition, nutritional anemia, vitamin A deficiency, iodine deficiency and their magnitudes in developing countries. 	<ul style="list-style-type: none"> Lectures. Group discussion 	<ul style="list-style-type: none"> Examinations Reports
	<ul style="list-style-type: none"> List about local and international programs for overcoming malnutrition, nutritional anemia, vitamin A deficiency, iodine deficiency. 	<ul style="list-style-type: none"> Internet search 	<ul style="list-style-type: none"> Discussions in classroom Reports
1.2	<ul style="list-style-type: none"> Recognize about social, economic and geographic factors that influence these problems. 	<ul style="list-style-type: none"> Lecture Internet search 	<ul style="list-style-type: none"> Discussions classroom Reports
2.0	Cognitive Skills		
2.1	<ul style="list-style-type: none"> Students are able to understand seriousness of malnutrition in developing word. 	<ul style="list-style-type: none"> Lectures 	<ul style="list-style-type: none"> Examinations
	<ul style="list-style-type: none"> Students can predict about factors that may cause such problems in different societies. 	<ul style="list-style-type: none"> Group discussions 	<ul style="list-style-type: none"> Report
	<ul style="list-style-type: none"> Student can participate in design of programs at local and international level to eradicate malnutrition from developing countries 	<ul style="list-style-type: none"> Use of internet 	<ul style="list-style-type: none"> Oral presentation
3.0	Interpersonal Skills & Responsibility		
3.1	Students can illustrate nutritional status in developing countries such as list of programs, surveillance, and awareness programs	<ul style="list-style-type: none"> Group discussion Seminars 	<ul style="list-style-type: none"> Presentation
4.0	Communication, Information Technology, Numerical		
4.1	Student can demonstrate how to calculate and identify of proportions of different factors e.g. on the basis of ethnicity that contribute in malnutrition and their magnitudes in developing countries.	<ul style="list-style-type: none"> Discussions 	<ul style="list-style-type: none"> Exams
5.0	Psychomotor		
5.1	Students can demonstrate the knowledge obtained in this course when they have to	<ul style="list-style-type: none"> Group tasks Problem solving 	<ul style="list-style-type: none"> Exams Reports

solve problems in their professional life relating to malnutrition and their magnitudes in developing countries.		
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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.

5. 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	First Semester test	6	15
2	Report, surprise exams etc.	Not specified	10
3	Second Semester test	12	15
4	Test final Exam	14	60

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)

- 20-hours
- Communication through e-mail address and office phone

E. Learning Resources

1. List Required Textbooks

- Nutrition and Health in Developing Countries by Richard David Semba and Martin W. Bloem
- Related notes prepared by faculty member using Sciencedirect, springer, wiley, ACS, RCS, PUBMED, Google Scholar, Highwire, internet publishing sources etc

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

- British Journal of Nutrition
- Journal of the Saudi Society for Food & Nutrition
- Reviews in Food Sciences & Nutrition.
- International Journal of Food Properties.
- Ecology of Food & Nutrition.
- Journal of Nutrition & Environmental Medicine.
- Nutrition Reviews.
- International Food Technologists.
- Clinical Nutrition Updates.
- The Egyptian Journal of Nutrition for Food & Nutrition.
- The Saudi Society for Food & Drugs.

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.)

- Related notes prepared by faculty member using Sciencedirect publishers, springer link publishers, wiley publishers, ACS publishers, RCS publishers, PUBMED, Google Scholar, Highwire, etc
- www.informaworld.com
- www.ingentoconnect.com
- <http://www.member.ift.org>
- www.Nutritionupdates.org
- www.egin.eg.net
- www.sfda.gov.sa

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
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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.)
<ul style="list-style-type: none"> • Classroom for 20 students.
2. Computing resources (AV, data show, Smart Board, software, etc.)
<ul style="list-style-type: none"> • Equipped computer rooms for students • Audio visual multimedia arrangements for presentation and seminars
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
Not applicable

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"> • Meeting with students in the classroom • Questionnaire evaluation by students at the end of the semester
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
<ul style="list-style-type: none"> • Self-assessment • Evaluation of faculty members • Annual external evaluation
3 Processes for Improvement of Teaching
<ul style="list-style-type: none"> • Study reports by departmental committees • Examine the results of tests quarterly and final

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)

- Supervisors of students during industrial training are requested to evaluate their performance.
- Students' assignments can be evaluated by external examiners from different institutions or from within the department.
- Product development competition supervised by industrial expert can be used as an evaluation method to assess the student's capabilities.

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

The courses offered during different semesters are discussed in council at departmental level. The council is represented by faculty members. Periodic improvements proposed by instructor based on current requirements can be done upon recommendations of department council. Effectiveness of the course contents can be assessed by having a feedback from the graduates working in public and private sector. Council may have one representative from public and private sector. The course should fulfill the mission of the FSN department in contributing to knowledge based economy objectives.

Faculty or Teaching Staff: **Prof. Rashoud AlShagrawi**

Signature: _____ Date Report Completed: _____

Received by: _____ Dean/Department Head

Signature: _____ Date: _____