



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**



Course Specifications

Institution	King Saud University	Date of Report	28/1/2014
College/Department :			
College of Food and Agricultural Sciences/ Dept. Food Science and Nutrition			

A. Course Identification and General Information

1. Course title and code: Principles of Human Nutrition / FSN 206			
2. Credit hours: 2 credits			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Food Sciences and Human Nutrition			
4. Name of faculty member responsible for the course Prof. Hamza M. Abu-Tarboush			
5. Level/year at which this course is offered: Level 4			
6. Pre-requisites for this course (if any): BioCH 101			
7. Co-requisites for this course (if any): Not Applicable			
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="20"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text" value="--"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="70"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
			<input checked="" type="checkbox"/>
			<input type="text" value="10"/>



f. Other	What percentage?
Comments:	

B Objectives

<p>1. What is the main purpose for this course?</p> <ol style="list-style-type: none"> 1. Define nutrients, their roles in nutrition and human requirement 2. How body uses nutrients (digestion, absorption and metabolism). 3. Introduction to diseases related to malnutrition. 4. Introduction to some in borne error of metabolism. 5. Pattern of diet and its relation to recent diseases and how to treat that by planning balance diet. 6. Calculation food energy and body requirement. 7. How to get balanced diet and introduction to food pyramid.
<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> <p>(1) The course material was posted on the personal webpage and could be accessed by students. (2) Balanced diet is reviewed according to recent information in the field.</p>

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 to the science of nutrition and its importance	1.5	3
Carbohydrates	2	4
Proteins	2	4
Lipids	1.5	3
Vitamins	4	8
Minerals and water	2	4
Energy	1.5	3
Food groups and Balanced diets	1.5	3



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	32	3				35
Credit	3					3

1. Additional private study/learning hours expected for students per week.	2
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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	Define the role of each nutrient in the body.	-Lectures -And images of malnutrition diseases.	Exams (2) and final. Quiz (every three weeks). Homework (If missed quiz).
1.2	Understand the IG of body (Food digestion, absorption and metabolism).	Lectures	Exam or quiz
1.3	List the nutrients that provide energy to the body.	Lectures	Exam or quiz
1.4	Name interrelationship of nutrients and the concept of balanced diet	Lectures	Exam or quiz
1.5	Recognize diet and health with special reference to fibre and saturated fats.	Lectures	Exam or quiz
1.6	Understand malnutrition and diseases related to dietary pattern.	Lectures	Exam or quiz
1.8	Describe treatment of in borne error of metabolism with diet and food list exchange.	Lectures	Exam or quiz
2.0	Cognitive Skills		
2.1	Ability to calculate the energy of food	Lectures Calculation of energy by giving homework.	Exams Reports
2.2	Ability to calculate energy need of body	Class interaction	Evaluate reports
2.3	Ability to differentiate between the malnutrition diseases and in borne error of metabolism diseases.	Class discussion	Oral exam
2.4	Understanding the concept of balanced diet.	Lecture	Exam
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate ability to recognize malnutrition	Problems solving	Exams and homework evaluation
3.2	Evaluate diet program	Discussion	Test
4.0	Communication, Information Technology, Numerical		
4.1	Interpret nutritional evaluation report and improve diet plans	Homework Lectures	Exams Homework.
5.0	Psychomotor		
5.1	Employ knowledge in designing diet program for especial case such as malnutrition and gather data and report the outcome of the case	Periodic discussion	Report evaluation

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,

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.

2	Exam 2	11	50
3	Quiz and homework	Every two weeks	10
4	Final Exam and report evaluation	12	40
5			
6			
7			
8			



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)
3 office hours.

E. Learning Resources

1. List Required Textbooks

Eyaidah, O. H. 1994. Principles of Human Nutrition. King Saud University Press. Riyadh, kingdom of Saudi Arabia.

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

Guthrie, H.A. Cuthrie, H. A.1986. Introductory Nutrition. Times Mirror/Mosby College Pub., St. Loius, Mo., USA.

E - astwood, M. 2003. Principles of Human Nutrition. Culinary and Hospitality Industry Publication Service. USA.

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

Journal of nutrition

European Journal of nutrition

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

<http://faculty.ksu.edu.sa/abu-tarboush>.

Search engines such as science direct

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

Not Applicable

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 equipped with pc and projector.

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

Audio-visual facilities are used

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

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>.</p> <p>1- Students evaluation each semester. 2- Meeting with students. Student surveys and their satisfaction about course</p>
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <p>1. Self evaluation. 2. Department council</p>
<p>3 Processes for Improvement of Teaching</p> <p>Attend teaching improvement workshops offered by King Saud University at the Deanship of Quality</p>
<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> <p>-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.</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>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.</p>

Faculty or Teaching Staff: Professor Hamza M. Abu-Tarboush

Signature: _____ Date Report Completed: 28/1/2014

Received by: _____ Dean/Department Head

Signature: _____ Date: _____