Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

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Course Specifications

Institution **King Saud University**	Date of Report: 06/02/2014

College/Department **Food Science and Human Nutrition**

A. Course Identification and General Information

1. Course title and code: **Community Nutrition   FSN464**
2. Credit hours 3 (2+1) credits
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Food Science and Human Nutrition
4. Name of faculty member responsible for the course Faculty member
5. Level/year at which this course is offered 8th Level
6. Pre-requisites for this course (if any) FSN 206 + FSN 400
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	✓	at percentage?	**75**
b. Blended (traditional and online)	✓	hat percentage?	**15**
c. e-learning	✓	t percentage?	**10**
d. Correspondence		at percentage?	
f. Other		t percentage?	

Comments:

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B Objectives

1. What is the main purpose for this course?   1. Introduce students to terms used in studying community nutrition   2. Provide tools needed in order to evaluate nutrition status.   3. Help the students to connect previously learned nutrition information   4. Familiarize students with special group or community nutrition status.   5. Define public health nutrition, focusing on Saudi Arabia.   6. List down the community's nutrition-related problems.   7.   To describe the functional roles of the public health nutritionist.   8.   Provide students the chance to visit and study nutrition communities based facilities and or programs.
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)   - Regular updating of course contents   - Increase the use of web based reference materials specially those with illustrations

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الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

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

A. LECTURES
   1. Review of important nutrition terminologies.
   2. Nutrition specialties and responsibilities.
   3. Basics of community nutrition study.
   4. Goals and objectives of nutrition research and surveillance.
   5. Nutrition Programs.
   6. Nutrition Surveillance.
   7. Community needs assessments
   8. Food and nutrition policy and strategy.
   9. Nutrition in preventive medicine and alternative therapies.
  10. Global Nutrition status.
  11. Local community's nutrition issues./nutritional health problems
  12. Nutrition awareness, habits and education.
 	
B. field visits to local sites.
	2
	2
	1
	1
	
	1
	1
	1
	
	1
	1
	3
	
	14
		2
		2
		1
		1
		
		1
		1
		1
		
		1
		1
		3
		
		35

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	**14**	1	14			28
Credit	2		1			3

3. Additional private study/learning hours expected for students per week.	2

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National Commission for
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الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

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

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 Public health nutrition, focusing on Saudi Arabia population	- Lectures - Group Discussion	- Examinations - Evaluate reports.
1.2	List out the community's nutrition-related problems	- Surfing the net. - Case study.	Case study report evaluation.
1.3	Understand community nutrition effect on health care system		
2.0	**Cognitive Skills**		
2.1	Summarize the Functional roles of the public health nutritionist.	Lectures and searching the net for solutions to nutritional problem	The ability to apply knowledge to practice.
2.2	Differentiate approaches to community nutrition issues	Lectures and group discussion	Report evaluation

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الهيئـة الوطنيـة للتقويـم
والاعـتمـاد الأكـاديمـي

2.3	Develop ways to recognize community nutrition status	Lectures and group discussion	Oral presentation evaluation
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate ability to assess community nutrition needs as n. programs, surveillance, awareness, specific group, etc.	Discussion and oral presentation	Evaluate presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	Administer survey, analyze data, and interpret outcome	Workshop type lecture	Report evaluation
5.0	**Psychomotor**		
5.1	Design a plan for community nutrition assessment, execute the plan, and report the outcome of the study	Discussion and project planning session	Report assessment

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

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National Commission for
Academic Accreditation & Assessment

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الهيئـة الوطنيـة للتقويم
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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	Homework , Quizzes, (lectures)	Periodically	10%
2	First Mid Term Lectures Exam	4-5	20%
3	Second Mid Term Lectures Exam	8-9	20%
4	Final Lectures Exam	End of Semester	50%
5			
6			
7			

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكة العربية السعودية
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والاعـتمـاد الأكـاديمـي

8			

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

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الهيئة الوطنية للتقويم
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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 (2-3 weekly).   - Office phone.   -E-mail address

E. Learning Resources

1. List Required Textbooks   Not Applicable
2. List Essential References Materials (Journals, Reports, etc.)   Lecture notes and abstracts

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
 	
 1. Boyle MA. Community Nutrition in Action: An Entrepreurial
   Approach, 3rd edition. Australia: Thomson/Wadsworth, 2003.
 2. Enders JB. Community Nutrition: Challenges and Opportunities.
   New Jersey: Merrill, 1999.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)   Sciencedirect, pubmed, wikipedias.
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 rooms with data show built-in, and internet outlet.

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الهيئـة الوطنيـة للتقويـم
والاعـتمـاد الأكـاديمـي

2. Computing resources (AV, data show, Smart Board, software, etc.)
Two computer with internet and smart board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
Training room

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- End of the semester feedback teacher's evaluation performance are used to get the students feedback.   - Students can evaluate the teaching capabilities, contents delivered, and communication skills of the instructor.   - Survey Feedback data is analyzed and used to upgrade the course contents, teaching skills of the instructor.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
Observations and assistance from colleagues, independent assessment of standards achieved by students, independent advice on assignment tasks.
3 Processes for Improvement of Teaching
-Conduct workshops on teaching methods, review of recommended teaching strategies. -Attend workshops offered by King Saud University for teaching skills improvement
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 eternal examiners from different institutions or from within the department.   - Product development competition supervised by industrial expert can be used as an evaluation method to access the student's capabilities.

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

Each semester recent publications (books and journal) are consulted for new information, issues and subjects related to community nutrition. 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: _____

Signature: _____   **Date Report Completed:** _____

Received by: _____   **Dean/Department Head**

Signature: _____   **Date:** _____