



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specifications  
(CS)**



Course Specifications

<b>Institution</b> King Saud University	Date of Report; 06/02/2014
<b>College/Department ;</b> College of Food and Agricultural Sciences; Dept. of Food Science & Human Nutrition	

A. Course Identification and General Information

<b>1. Course title and code:</b> Applied Nutrition (465 FSN)		
<b>2. Credit hours</b> 3 credits		
<b>3. Program(s) in which the course is offered.</b> (If general elective available in many programs indicate this rather than list programs) Food Science & Human Nutrition		
<b>4. Name of faculty member responsible for the course</b> Faculty member : prof. Magdi Osman		
<b>5. Level/year at which this course is offered</b> 8 <sup>th</sup> Level		
<b>6. Pre-requisites for this course (if any)</b> FSN 206 + FSN 400		
<b>7. Co-requisites for this course (if any)</b> None		
<b>8. Location if not on main campus</b>		
<b>9. Mode of Instruction (mark all that apply)</b>		
a. Traditional classroom	<input checked="" type="checkbox"/> at percentage?	<b>75</b>
b. Blended (traditional and online)	<input checked="" type="checkbox"/> hat percentage?	<b>15</b>
c. e-learning	<input checked="" type="checkbox"/> t percentage?	<b>10</b>
d. Correspondence	<input type="checkbox"/> at percentage?	<input type="text"/>
f. Other	<input type="checkbox"/> t percentage?	<input type="text"/>



Comments:

## B Objectives

1. What is the main purpose for this course?

- The ability to acknowledge nutritional behavior of individuals in a given society.
- To realize the importance of nutritional education.
- Students will learn hoe to plan, implement and assess nutritional surveys.
- Acknowledge some of the malnutrition diseases.
- Be aware of the different aspects of nutritional education.

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)

- Evaluate the nutritional status of community in interest by conducting actual serveys.
- Encourage role play and open discussion in class.
- Surf the net.

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 of eating habits of a certain society	2	6
Nutritional education	2	6
learn, implement and assess nutritional surveys in a given society	2	6
Examples of some malnutrition diseases	3	9



Nutritional assessment in the community	1.5	4.5
Athletics diet	1	3
Vegetarian diet	1	3
Lecture 42 hours		



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	42		2			42
Credit	2		1			3

3. Additional private study/learning hours expected for students per week.	None
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<p>4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy</p> <p>A brief summary of the knowledge or skill the course is intended to develop;</p> <p>A description of the teaching strategies to be used in the course to develop that knowledge or skill;</p> <p>The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.</p>
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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	<b>Knowledge</b>		
1.1	Define community nutrition	- Lectures and Group Discussion	- Examinations
1.2	List nutritional problems related to eating behavior and habits	Gather information for Case study.	- Case study report evaluation
1.3	Know the nutritional status of a specific community.	Lectures	Exam
2.0	<b>Cognitive Skills</b>		
2.1	Differentiate the effect of nutritional on community well being and acknowledge the different methods in nutritional assessment.	Lectures and discussion	Check the ability to apply knowledge to practice.
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Demonstrate ability to understand nutritional assessment data and work in a group study to find the most appropriate way to assess the situation at hand.	Case study on nutritional assessment	Evaluate report
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1	Participate in a nutritional assessment survey on nutritional needs for given individuals, analyze the data and interpret the outcome	Lectures	oral quizzes
5.0	<b>Psychomotor</b>		
5.1	Design and perform nutritional assessment survey, analyze data, report outcome, and make recommendations	Case study	Assess report

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	Midterm exam	7	20
2	Case study	12	15
3	Classroom participation	Weekly	5
4	Assignments & reports	As assigned	10
5	Final examination	15	50
6	Subtotal		100





#### 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 (6 hrs)  
E-mail address  
Office phone number

#### E. Learning Resources

##### 1. List Required Textbooks

Food and Nutrition (college medical book); By a group of Nutritionist  
WHO- Academia publishing 2005.

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

Basics of Clinical Nutrition; By a group of Nutritionist + Dr. Abdulrahman AlMusagair  
Publication: Dar Alqalm, UAE 2005  
- Dietary Planning ; By Dr. Esam Oada  
Publication Obaikan publich. 1425H

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

American Journal of Nutrition.

- Journal of Nutrition.

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

www. truthdiabeteswatchers.com; eatrightoverseas.org; Arbor.arbor.com; adjournal.org;  
nutriweb.org.my

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

Aisha food analysis program and dietary planning and Arab centre for Nutrition

#### 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 hall
2. Computing resources (AV, data show, Smart Board, software, etc.)  Two computers with internet
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> <ul style="list-style-type: none"> <li>• End of the semester feedback teacher's evaluation performance are used to get the students feedback.</li> <li>• Students can evaluate the teaching capabilities, contents delivered, and communication skills of the instructor.</li> <li>• Survey Feedback data is analyzed and used to upgrade the course contents, teaching skills of the instructor.</li> </ul>
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <p>Observations and assistance from colleagues, independent assessment of standards achieved by students, independent advice on assignment tasks.</p>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>- Training and developing faculty teaching skills.</li> <li>- Workshops for improving teaching skills.</li> </ul>
<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"> <li>• Supervisors of students during internship training are requested to evaluate their performance.</li> <li>• Students' assignments can be evaluated by external examiners from different institutions or from within the department.</li> <li>• Product development competition supervised by industrial expert can be used as an evaluation method to access the student's capabilities.</li> </ul>



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: \_\_\_\_\_