

**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

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

**Course Specifications  
(CS)  
FSN 481**

## Course Specifications

Institution King Saud University	Date of Report 02/09/2014
College/Department : College of Food and Agricultural Sciences / Food Science and Human Nutrition	

### A. Course Identification and General Information

1. Course title and code: Selected Topics FSN 481		
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 Science and Human Nutrition		
4. Name of faculty member responsible for the course Faculty members of FSN		
5. Level/year at which this course is offered 8 <sup>th</sup> level		
6. Pre-requisites for this course (if any) <b>FSN 202 + FSN 206 + FSN 400</b>		
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 type="text"/> at percentage?	<input type="text" value="100%"/>
b. Blended (traditional and online)	<input type="text"/> hat percentage?	<input type="text"/>
c. e-learning	<input type="text"/> t percentage?	<input type="text"/>
d. Correspondence	<input type="text"/> at percentage?	<input type="text"/>
f. Other	<input type="text"/> t percentage?	<input type="text"/>
Comments: This course is elective that explores current issues of food science and nutrition such as new technologies or new ways of determining the effect of nutrition on the public health and the overall health care system of the kingdom. The course was meant to cover issues that are not usually part of the fixed topics course. Therefore, the course topics are often different every semester.		

## B Objectives

1. What is the main purpose for this course?

- The objectives of the course were to orient students with recent and up to date issues and subjects related to food and nutrition sciences.
- The topics of this course are meant to be complimentary to other courses

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)

- Students are requested to look up relevant material on line such as chemical structure of compounds and bring their findings for discussion in class

## 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
-Resent Issues in Food Science.	7	7
-Resent Issues in Nutrition.	7	7

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

3. Additional private study/learning hours expected for students per week.	6
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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.

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	Understand the importance and the criteria of the selected topics	Lectures	Written exam
1.2	Learn how stay current on food science and nutrition topics	Lectures	Written exam
1.3	Recognize the ways and means of selecting current topics in food science and nutrition	Lectures	Written exam
1.4	Describe the procedure used in selecting current topics in food and nutrition	Lectures	Written exam
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Differentiate and prioritize between selected current topics in food and nutrition	lecture	Written exam
2.2	Develop ability to select topics based on importance	lecture	Written exam
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Demonstrate capability of selecting current topics in food and nutrition of direct influence on food science and human nutrition	lecture	Written exam
3.2	By now, students must have ability to evaluate the effect of the selected topics on the economy in case of food science and on the public health of a community as related to nutrition	Lecture and discussion	Report evaluation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Interpret criteria of choosing topics and their effect on the population	Discussion	Report evaluation
4.2			
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Take the lead in selecting current topics and develop a sense confidence in predicting the outcome of the selection	Discussion	Report evaluation
5.2			

**Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching**

<b>NQF Learning Domains</b>	<b>Suggested Verbs</b>
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write

<b>Cognitive Skills</b>	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
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	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	<b>Home work, Quizzes, (lectures)</b>	<b>periodically</b>	<b>10%</b>
2	<b>First Mid Term Lectures Exam</b>	<b>4-5</b>	<b>20%</b>
4	<b>Second Mid Term Lectures Exam</b>	<b>8-9</b>	<b>20%</b>
5	<b>Final Lectures Exam</b>	<b>End of Semester</b>	<b>50%</b>
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)

- Eight hours per week consultation hours for the students
- Students can consult by E-mail
- Consultation with instructor via appointment at anytime

#### E. Learning Resources

1. List Required Textbooks

- Lectures Notes.

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

-Journal of Food Science and technology (Black Well)

-Journal of Human Nutrition (Wiley)

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

NA

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

-Academic homepage

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

- <http://www.ift.org/>
- <http://www.aaccnet.org/publications/plexus/cfw/Pages/default.aspx>

#### 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.)

-Lectures rooms with data show built – in, and internet outlet.



2. Computing resources (AV, data show, Smart Board, software, etc.)  -Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  NA

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> <li>In Class feedback at mid semester time by directly asking students. Suggestions can be used to make up the deficiencies for the remaining period.</li> <li>Students may fill an anonymous online survey related to course contents, deficiencies and teaching methods etc.,</li> <li>Students can evaluate the teaching capabilities, contents delivered, and communication skills of the instructor.</li> </ul>
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> <li>Small Group Analysis method of getting feedback from students by department representative other than instructor. Students are asked to suggest what is needed to improve the course.</li> </ul>
3 Processes for Improvement of Teaching <ul style="list-style-type: none"> <li>Close collaboration with the other institutions offering the same course.</li> <li>Consideration of the student's interests and suggestions gathered through teacher's evaluation Performa.</li> <li>Attend workshops, related to teaching skills improvement, offered by the Deanship of Quality at KSU</li> </ul>
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) <ul style="list-style-type: none"> <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> <li>Supervisors of students during industrial training are requested to evaluate their performance.</li> </ul>

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: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_ Dean/Department Head

Signature: \_\_\_\_\_ Date: \_\_\_\_\_