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)

FSN 202

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Course Specifications

Institution	Date of Report : 6/2/2014
King Saud University	
College/Department:	
College of Food & Agriculture Sciences / Food Science and Human Nutrition	

A. Course Identification and General Information

1. Course title and code: Principles of Food Science FSN 202
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
5. Level/year at which this course is offered second level
6. Pre-requisites for this course (if any) None
7. Co-requisites for this course (if any) None
8. Location if not on main campus

9. Mode of Instruction (mark all that apply)

a. Traditional classroom	28	at percentage?	100
b. Blended (traditional and online)		hat percentage?	
c. e-learning		at percentage?	
d. Correspondence		at percentage?	
f. Other		t percentage?	

Comments:

Most of the teaching method is traditional class room with smart board and visual aid devices.

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B Objectives

1. What is the main purpose for this course?
1- To introduce the topic of food composition 2- Effect of processing on food quality 3- Methods used in food preservation 4- How to control food spoilage
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 research paper on foods science related topics such as functional food, food processing, nutritional value…. Etc. In addition, the class is divided into groups of four and required to research a food related topic and present it in front of their peers.

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		
	No. of Weeks	Contact Hours
Overview of food and nutritional status in the Saudi Arabia	2	2
Carbohydrates	2	2
Fats	2	2
Proteins	2	2
Vitamins	2	2
Minerals	2	2
Dairy products	2	2
Meat and eggs	2	2
Legumes and cereals	2	2
Fruits and vegetables	2	2
Food spoilage	2	2
Food preservation	2	2
Food additives	2	2

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2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	2 l week	N/A	N/A	N/A	N/A	28
Credit	2					2

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

3

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.

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	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Define the major components of foods	Lectures	Periodic and short exam
1.2	Describe the methods used in food processing	Lectures	Periodic and short exam
1.3	Know the risks of food poisoning	report	Periodic and short exam
1.4	Understand the nutritional value of different foods	Lectures	Periodic and short exam
2.0	**Cognitive Skills**		
2.1	Evaluate the loss of biological values of food as a result of processing	Discussion	Periodic and short exam
2.2	Compare the different methods in food processing and choose the suitable one	Discussion	Periodic and short exam
2.3	To distinguish factors affecting food spoilage	Lectures	Periodic and short exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	By now, students have developed ability to recognize the effect of food processing on food components	Report	Periodic and short exam
3.2	Students are capable of making technical decision		
4.0	**Communication, Information Technology, Numerical**		
4.1	Gather and analyze samples and present quality control related data	Discussion	Periodic and short exam
4.2	Interpret and report data and troubleshoot	Discussion	Report evaluation
5.0	**Psychomotor**		
5.1	Students are able to start making good their own nutritional decisions	Discussion	Report evaluation
5.2	Start recognizing food labels	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,

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	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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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.

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
	5. Schedule of Assessment Tasks for Students During the Semester		
1	**Homework and discussions**	**Periodically**	**10%**
2	**First Mid Term Lectures Exam**	**4-5**	**20%**
3	**Second Mid Term Lectures Exam**	**8-9**	**20%**
4	**Report**	**10-11**	**10%**
	Final Lectures Exam	**End of Semester**	**40%**
5			
6			
7			

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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)

At the beginning of each semesters, the following is made available to students:
- Office hours (2-3 weekly).
- Office phone.
- E-mail address

E. Learning Resources

1. List Required Textbooks
Course notes

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

NA

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

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

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

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.)

-   Classroom with data show built-in, and internet outlet.

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

-   Data show
-   Smart Board
-   Internet outlet

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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

-End of the semester feedback teacher's evaluation performance is 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

3 Processes for Improvement of Teaching

- Increase discussion sessions
- Case studies

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)

-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.
-Supervisors of students during industrial training are requested to evaluate their performance.

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

Departmental council represented by faculty members review courses offered and make periodic improvements proposed by instructor based on current requirements. Effectiveness of the course contents can be assessed by having feedback from the graduates working in public and private sector via regular survey. Council may have one representative from public and private sector as consultant. 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:** _____