

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: 02-02-2014
College/Department: Food Science and Nutrition	

A. Course Identification and General Information

1. Course title and code: Date Science and Technology/ FSN 435			
2. Credit hours: 2 (1+1)			
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 Dr . Mohammed S. Al-Jasser			
5. Level/year at which this course is offered: Level 8/ Year 4			
6. Pre-requisites for this course (if any) Principles of Food Science (FSN-202) and Cooperative Learning (FSN-400)			
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	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="60"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> To learn about the production of date fruit in Saudi Arabia To learn about different stages of date fruit growth in relation to their use as food To study the nutritional characteristics of date fruits To study the chemical and physical properties of date fruits To learn about different techniques used in date fruit processing To learn about application of date fruits in foods and different date fruit products
<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> <ul style="list-style-type: none"> Changes in course contents according to new information gathered in this field Increasing the use of internet for obtaining the latest information Updating the methodologies of date fruits handling and adding new information about the composition based on latest research Considering the reports of local and international agencies about date fruits for improving course contents of this course

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
Date fruits science and technology	1	2
Date fruits development	1	2
Date fruits constituents	1	2
Chemical composition of date fruits	2	4
Physical characteristic of date fruits.	1	2
Sorting, grading and cleaning of date fruits	1	2
Glazing , ripening and drying of date fruits	1	2
Freezing, irradiating and packing of date fruits	1	1
Use of date fruits as raw material in different foods	1	2
Date fruit products	1	2

Date fruits in cereal products	1	2
Date fruits and confectionary products	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	14			28		42
Credit	1			1		2

3. Additional private study/learning hours expected for students per week.	<input type="text"/>
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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	Concepts and principles of date fruits science and technology	Lectures in class room and reports	Exams and homework
1.2	Advancements in date fruits science and technology at local and international level	Lectures in class room and reports	Exams and reports
1.3	Knowledge about the composition of date fruits	Lectures in class room and reports	Exams and reports
1.4	Developmental stages for date fruits growth	Lectures in class room and reports	Exams , reports and homework
1.5	Principles of preservation and processing of date fruits	Lectures in class room and reports	Exams and reports
1.6	Use of date fruits in different food products	Lectures in class room and reports	Exams and reports
2.0	Cognitive Skills		
2.1	Students can understand and appraise the processes used in date fruit handling and processing	Homework and lectures	Exam, homework
2.2	Students can recognize and judge the date fruit stages of maturity	Lectures and workshops	Workshops
2.3	Participant can explain and evaluate the composition of date fruit	Lectures and reports	Exams and reports
2.4	Participants can plan, design and develop food products using date fruits	Lectures reports and filed visits	Homework, exams and workshops
3.0	Interpersonal Skills & Responsibility		
3.1	Participants can illustrate and use a process in date fruit science and technology	Lectures and workshops	Exam
3.2	Participants can illustrate and analyze the composition of date fruit	Lectures, reports and workshops	Workshops
3.3	Student can demonstrate and write about the date fruit nutritional importance	Lectures and reports	Reports
3.4	Student can use date fruits in food product development	Lectures practical works	Exam
4.0	Communication, Information Technology, Numerical		
4.1	Participant can carry out research in date fruits science and technology	Lectures and discussions	Exam
4.2	Participant can calculate the nutritional components of date fruits	Practical work	Exam, reports and practical's
5.0	Psychomotor		
5.1	A student can perform a certain experiment about date fruits technology	Practical work and demonstration	Exam

5.2	Participant can demonstrate skill obtained in this course to others who are less familiar with the science of this field	Field trips	Report, field trips
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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	Fast exam	To be Define	3%
2	First exam	5	15%
3	Second exam	12	12%
4	Short reports	To be Define	3%
	First practical exam	To be Define	10%
5	Second practical exam	To be Define	10%
6	Practical reports	To be Define	10%
7	Final exam	To be Define	40%
8	Fast exam	To be Define	3%

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 : 8 hours daily during working days

E. Learning Resources

1. List Required Textbooks

There is no text book but class notes and lecture notes cover all the aspects related to this course

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

There are no essential reports or journals for this course

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

- Barreveld, W.H.(1993). Date Palm products. FAO, Rome, Italy
- Ogaidy, H.K. (2002). Processing of Dates, Dar Zahran for Publishing and Distribution, Amman, Jordan. (in Arabic)

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

- <http://www.sciencedirect.com>
- Internet search engines
- Smart boards

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

- MS office, multimedia

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 seating, labs etc.

2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none">• Smart board screen that is connected with computer and also can be connected to laptop pc.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
3 Processes for Improvement of Teaching
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)

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

- The course contents are re-evaluated every year
- The new information from different sources is gathered on annual basis.
- Changes and improvements in the course contents are made on the basis of new information in the field of data science and technology

Faculty or Teaching Staff: Dr . Mohammed S. Al-Jasser

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

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

Signature: _____ **Date:** _____