



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

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

**Course Specifications  
(CS)**



## Course Specifications

Institution	Date of Report
College/Department: Faculty of Agriculture and Food Sciences/ Food Sciences and Nutrition.	

### A. Course Identification and General Information

1. Course title and code: <a href="#">Assessment of nutrition status, 372 FSN.</a>		
2. Credit hours: <a href="#">2 (1+1)</a>		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs): <a href="#">Food Science and Human Nutrition</a>		
4. Name of faculty member responsible for the course : <a href="#">Prof. Reshod A. Alshagrawi</a>		
5. Level/year at which this course is offered : <a href="#">6 th , 2014</a>		
6. Pre-requisites for this course (if any) <a href="#">206 FSN.</a>		
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" value="14"/>	What percentage? <input type="text" value="100"/>
b. Blended (traditional and online)	<input type="text"/>	What percentage? <input type="text"/>
c. e-learning	<input type="text"/>	What percentage? <input type="text"/>
d. Correspondence	<input type="text"/>	What percentage? <input type="text"/>
f. Other	<input type="text"/>	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"> <li>• <b>Define</b> theoretical information and concepts of nutritional assessment.</li> <li>• <b>Define and apply</b> methods and tools of nutritional assessment.</li> <li>• <b>Define</b> the sections of nutritional assessment (Dietary, Anthropometric, Clinical, and Biochemical).</li> <li>• <b>Apply</b> laboratory assessment of body composition.</li> <li>• <b>Define and apply</b> Nutritional assessment of hospital patients.</li> <li>• <b>Define</b> how can be achieved the nutritional assessment of community groups.</li> </ul>
<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"> <li>• The most recent edition of the textbook will be adopted for use in the course.</li> <li>• Update my personal website continuously.</li> <li>• Change and update the curriculum every semester (as possible).</li> <li>• All updated lectures are available on my website.</li> </ul>

## 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 to course.	1	1
Definition of community and population groups to be assessed.	2	2
Selection of the assessment method and level of data available or demanded, validity and value of method chosen.	1	1
Reference data needed, availability it's quality , suitability and relevance and it's use and comparison with survey and assessment result	1	1
First Mid Term Exam (20%).	1	1
Major nutritional assessment, approaches (method) which are summarized by the mnemonic (ABCD) (i.e. Anthropometric measurement, biochemical or lab. Test clinical or physical ,indicators and dietary assessment .	7	7
Dietary survey	2	2
Second Mid Term Exam (20%).	1	1
<b><u>Practical Sessions</u></b>		
Introduction, Definitions( of the mnemonic ABCD) and familiarization of Students to Tools and Methods	2	2
Anthropometric Measurements and Interpretation of Results	2	2
Biochemical Determinations and Interpretation of Results	4	4
Clinical or Physical Indicators of Interpretation of Results	2	2
Dietary Methods of Nutritional Status Assessments Interpretation of Results	4	4
Measurements of Body Composition	4	4
Food Processors and Computing of Measurements Data	2	2



Quizzes, Mid-session and Final Exams	4	4
--------------------------------------	---	---

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	14	4		24		42
Credit	14			14		28

3. Additional private study/learning hours expected for students per week.	<input type="text"/>
--	----------------------

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	<u>Record</u> measuring food consumption of individuals	<ul style="list-style-type: none"> <li>Lectures.</li> <li>Textbooks and research in</li> </ul>	<ul style="list-style-type: none"> <li>The tow mid-term and final exam.</li> </ul>
1.2	<u>Recognize</u> assessment of nutrient intakes from food consumption data		



1.3	<b>Define</b> anthropometric assessment	literature.	<ul style="list-style-type: none"> <li>• Assignments and quizzes.</li> </ul>
1.4	<b>Define</b> dietary assessment		
1.5	<b>Define</b> clinical assessment		
1.6	<b>Define</b> biochemical assessment		
1.7	<b>Describe</b> laboratory assessment of body composition.		
1.8	<b>Describe</b> nutritional assessment of hospital patients.		
1.9	<b>Recognize</b> how can be achieved the nutritional assessment of community groups.		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<b>Calculate</b> manually or electronically the consumption of nutrients intake.	<ul style="list-style-type: none"> <li>• Student reports.</li> <li>• design nutritional assessment questionnaire of different community groups</li> <li>• Nutritional assessment project for some individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• quizzes and lab assignments.</li> <li>• Evaluation of the students' reports.</li> </ul>
2.2	<b>Estimate and explain</b> the laboratory measurements of individuals.		
٢,٣	<b>Explain</b> the kinds of questionnaires which use in dietary assessment.		
2.4	The ability to <b>Calculate and explain</b> anthropometric measurements.		
2.5	<b>develop and design</b> questionnaires which use to solve nutritional problems in society.		
2.6	<b>Predict</b> the suitable measurement used to achieve the nutritional assessment of different community groups.		
2.7	The ability of student to <b>compare</b> between different sections of nutritional assessment.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<b>Choose</b> some patients and evaluate nutritional assessment for them.	<ul style="list-style-type: none"> <li>• workshops</li> <li>• Nutritional assessment project</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the student assignments and reports.</li> <li>• Discussion in the class and workshops.</li> </ul>
3.2	The ability of students to <b>write</b> a project about the nutritional assessment of community groups.		
3.3	The ability of students to <b>use</b> different measurements (dietary, anthropometric, clinical, biochemical) of nutritional assessment.		
3.4	<b>Use</b> software (food processor program) to <b>analyze</b> the consumption of nutrients intake.		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Not applicable	Not applicable	Not applicable
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable	Not applicable	Not applicable

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

NQF Learning Domains	Suggested Verbs
<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	Monthly Exam I	4	25%
2	Monthly Exam II	12	25%
3	Final Exam	16	50%
4	Total		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)

**Individual student consultations and academic advice were given through :**

- 6 hr/week (office hours).



- E mail
- Mobile

### E. Learning Resources

#### 1. List Required Textbooks

[Lee, R. D. and Nieman, D. C. Nutritional Assessment. 6<sup>th</sup> ed. McGraw-Hill Companies., publ., USA., 2012.](#)

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

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

[Gibson, R.S. Principles of Nutritional Assessment, 2<sup>nd</sup> ed., Oxford University Press publ., USA., 2005.](#)

[Driskell, J.A. and Wolinsky, I. Nutritional Assessment of Athletes, 2<sup>nd</sup> ed., CRC Press publ., 2010.](#)

[Journal of Nutrition. \(ISSN – 0022-3166\)](#)

[Clinical Nutrition. \(ISSN – 0261-5614\)](#)

[Nutrition . \(ISSN – 0899 - 9007\)](#)

[Nutrition Diet . \(ISSN – 1446 - 6368\)](#)

[Nutrition Research Reviews.\( ISSN – 0954 - 4224\)](#)

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

<http://nutritiondata.self.com>

<http://www.FAO.org>

<http://www.WHO.int>

[www.FDA.gov](http://www.FDA.gov)

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

### 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.](#)

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

- [Data show.](#)

- [White board and colored pens.](#)

#### 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- [Scales for weight stands for weight measurement apparatus.](#)
- [Calipers to measure skin fold thickness](#)
- [In body machine to measure body composition.](#)
- [Metric Equipments to measure circumference \( head ,arm , waist , wrist etc .\)](#)

### G Course Evaluation and Improvement Processes



1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"><li>• In the end of each semester the course were evaluated by students (course evaluation).</li><li>• Meeting with students and discussion of course outcome.</li><li>• Receive suggestions thought Email.</li></ul>
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
<ul style="list-style-type: none"><li>• Personal self evaluation.</li><li>• Departmental council discussions.</li></ul>
3 Processes for Improvement of Teaching
<ul style="list-style-type: none"><li>• Updating course depended on feedback of students suggestions (course evaluation).</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)
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
<ul style="list-style-type: none"><li>• Department council collects all results of reports and courses evaluation at the end of the year.</li><li>• Department council discusses results of previous reports and suggests suitable changes through department council meetings.</li></ul>

**Faculty or Teaching Staff:** Prof. Reshod A. Alshagrawi \_\_\_\_\_

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

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

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