



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: Diet planning, 376 FSN.			
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 Science and Human Nutrition			
4. Name of faculty member responsible for the course : Dr. Adnan Bajaber			
5. Level/year at which this course is offered : 6 th , 2014			
6. Pre-requisites for this course (if any) 206 FSN.			
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"> • Define: Dietary standards, Food composition tables, Food exchange system. • Define : Cases of different diseases and suitable foods for each one. • Define: The concepts of diet planning for groups and individuals • Define and explain : Basic knowledge of planning and preparing diet. • Apply: Estimation of energy requirements for individuals. • Explain and apply: How to use food composition tables and food exchange system for planning healthy diets? • Explain and apply: Methods of evaluating diet and nutritional status. • Apply: Planning and preparing diets for healthy people and patients.
<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"> • Update my personal website continuously. • Change and update the curriculum every semester (as possible). • All updated lectures are available on my website.

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
Definition of planning ,the different between plans and programs	2	6
Balance diets , energy requirements, food composition tables	1	3
Food exchange lists	2	6
The concepts of diet planning for groups The concepts of diet planning for individuals	1	3
Identify medical nutritional problems , Planning for individual cases	1	3
Planning and preparing diet manuals for : <ul style="list-style-type: none"> • Routine diets (example : general diet) • Lactose free , restricted diet • Fat restricted diets • liquid diets and Modifications (Clear liquid diets , Blenderized liquid diets, Full liquid diets) • Post- surgical Diets و Eternal Feeding • Vegetarian diets 	3	9
Planning and preparing diet manuals for : <ul style="list-style-type: none"> • Diets for weight Management • Diets for diabetes • Diets for hypertension /DASH /Sodium restricted diets 	2	6
Planning and preparing diet manuals for : <ul style="list-style-type: none"> • Modified diets • Fibre Modified diets • Gluten restricted diets • Purine restricted diets • Tyramien restricted diets 	2	6



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

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	Know: the differences between food composition tables and how to use their in meal planning.	<ul style="list-style-type: none"> Lectures Textbooks and research in literature 	<ul style="list-style-type: none"> The tow mid-term and final exam. Assignments and quizzes
1.2	List: the division of food groups in food exchange system.		
1.3	Define: the different methods of calculating the		



	individual's requirements of energy.		
1.4	Describe: considerations to be taken during meal planning for different diseases such as lactose free diet, fat restricted diet, purine diet, hypertension,etc)		
1.5	Recognize: the allowed and forbidden foods for different diseases.		
2.0	Cognitive Skills		
2.1	Compare: the differences between using of food composition tables and food exchange system for meal planning.	<ul style="list-style-type: none"> Workshops Student reports 	<ul style="list-style-type: none"> Exams and quizzes results. Evaluation of the students' reports.
2.2	Estimated: the individual's requirement of energy by different equations such as Harris and Benedict, Schofield, modern method...etc		
٢,٣	Summarize: the permitted foods for patients who suffered from different diseases such as lactose free diet, obesity, coronary heart diseases, hypertensionetc		
3.0	Interpersonal Skills & Responsibility		
3.1	Evaluate the ability of student to plan meal or modify diet for patients.	<ul style="list-style-type: none"> The students were distributed as a groups in the workshops, each group were asked to communicate, discuss solve problems and write the report together Each group was asked to discuss the results of the report with all of the groups in the class. Each student was given time to ask and discuss in the class. 	<ul style="list-style-type: none"> Evaluate the students' assignments, reports and exams Discussion in the class and workshops.
3.2	The ability of student to choose the suitable foods for each clinical or normal case (obesity, diabetes mellitus, hypertensionetc)		
3.3	Use food composition tables and food exchange system to plan meals.		
4.0	Communication, Information Technology, Numerical		
4.1	Not applicable	Not applicable	Not applicable
5.0	Psychomotor		
5.1	Not applicable	Not applicable	Not applicable

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	First Midterm exam	5	15%
2	Second Midterm exam	10	15%
3	Assignments workshops and reports	weekly	25%
4	Quiz's	—	5%
5	Final exam	14	40%

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 :

- 12 hr/week (office hours).
- E mail



- Mobile

E. Learning Resources

1. List Required Textbooks Maher, A.K. <i>Simplified Diet Manual</i> , 11 th ed., John Wiley & Sons, Inc., publ., 2012.
2. List Essential References Materials (Journals, Reports, etc.)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) Berdanier, C.D.; Dwyer, J and Heber, D. <i>Handbook of Nutrition and Food</i> , 3 rd ed., CRC Press publ., 2013. <i>Journal of Nutrition</i> . (ISSN – 0022-3166) <i>Clinical Nutrition</i> . (ISSN – 0261-5614) <i>Nutrition</i> . (ISSN – 0899 - 9007) <i>Nutrition Diet</i> . (ISSN – 1446 - 6368) <i>Nutrition Research Reviews</i> .(ISSN – 0954 - 4224)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) http://www.nhlbi.nih.gov/health/public/heart/hbp/dash/new_dash.pdf http://weigh2live.safefood.eu/eatwell/safefood_pyramid.pdf http://www.diabetes.ca http://www.1is2fat.com http://nutritiondata.self.com http://www.FAO.org http://www.WHO.int 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.) <ul style="list-style-type: none">• Data show.• White board and colored pens.
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 <ul style="list-style-type: none">• In the end of each semester the course were evaluated by students (course evaluation).• Meeting with students and discussion of course outcome.• Receive suggestions thought Email.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor



<ul style="list-style-type: none">• Personal self evaluation.• Departmental council discussions.
3 Processes for Improvement of Teaching
<ul style="list-style-type: none">• Updating course depended on feedback of students suggestions (course evaluation).
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">• Department council collect all results of reports and courses evaluation at the end of the year.• Department council discusses results of previous reports and suggests suitable changes through department council meetings.

Faculty or Teaching Staff: Dr. Adnan Bajaber _____

Signature: _____ Date Report Completed: _____

Received by: _____ Dean/Department Head: _____

Signature: _____ Date: _____