



## Course Specifications

<b>Course Title:</b>	<b>Community Nutrition</b>
<b>Course Code:</b>	<b>2062202-2</b>
<b>Program:</b>	<b>Bachelor in Food Science and Nutrition</b>
<b>Department:</b>	<b>Food Sciences and Nutrition Department</b>
<b>College:</b>	<b>College of Science</b>
<b>Institution:</b>	<b>Taif University</b>

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## A. Course Identification

<b>1. Credit hours:</b> 2 Hours
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> 8 <sup>th</sup> level / 3 <sup>rd</sup> year
<b>4. Pre-requisites for this course (if any):</b> Fundamentals of Human Nutrition (2062101-2)
<b>5. Co-requisites for this course (if any):</b> None

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 h/ weeks	100%
2	Blended	---	---
3	E-learning	---	---
4	Distance learning	---	---
5	Other	---	---

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	---
3	Tutorial	---
4	Others (specify)	---
	<b>Total</b>	<b>30</b>

## B. Course Objectives and Learning Outcomes:

<b>1. Course Description</b> This course is designed to give knowledge of methods of identifying nutritional problems in society, study programs and food policies, organizations and institutions related to nutrition programs, planning mechanisms to nutrition programs in the community.
<b>2. Course Main Objective:</b> At the end of this course students can taught methods of identifying nutritional problems in society and planning programs and food policies in the community and known about the organizations and institutions related to nutritional programs.

### 3. Course Learning Outcomes:

CLOs		Aligned PLOs
<b>1.0</b>	<b>Knowledge and understanding</b>	
1.1	Student summarizes common nutritional pros and cons-factors affecting nutritional status of community members.	<b>K1</b>
1.2	Student determines the methods of evaluate nutritional status.	<b>K1</b>
<b>2.0</b>	<b>Skills:</b>	
2.1	Student evaluates the nutritional problems in Arabic communities (food consumption and nutrition problems in the Arab world + the nutritional situation in the Arabian Gulf) and recommend solving steps.	<b>S1</b>
2.2	Student diagrams special programs in community nutrition.	<b>S2</b>

CLOs		Aligned PLOs
<b>3</b>	<b>Values:</b>	
3.1	Student selects a topic of community nutrition and cooperate with colleagues in the work of posters or paper research increases his knowledge and skills in the field of specialization.	<b>V1</b>
3.2	Student adheres to using the computer and the internet facilities to collect the new information in community nutrition from specialized scientific journal and websites.	<b>V2</b>

### C. Course Content:

No	List of Topics	Contact Hours
1	Identify the course description and review the parts of the course and distribute the grades during the lectures through the weeks of the term. Chapter 1: Common nutritional pros and cons-factors affecting nutritional status of community members.	3
2	Chapter 2: Community nutrition programs and policies.	3
3	Chapter 3: Organizations and institutions concerned with community nutrition.	3
4	Chapter 4: Nutritional intervention- behavior and nutrition education and nutritional media.	3
5	Chapter 5: Methods used to evaluate nutritional status.	3
6	Chapter 6: Planning mechanisms of community nutrition programs.	3
7	Chapter 7: Community nutrition program types- Community Nutrition Programs Management.	3
8	Chapter 8: Legislation and public policies and their effects on nutrition.	3
9	Chapter 9: Nutritional problems in Arabic communities (food consumption and nutrition problems in the Arab world, the nutritional situation in the Arabian Gulf and Nutrition problems in the world).	6
<b>Total</b>		<b>30</b>

### D. Teaching and Assessment:

#### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>		
1.1	Student summarizes common nutritional pros and cons-factors affecting nutritional status of community members.	Lectures E- learning Discussion and Research	Written exams Electronic exams
1.2	Student determines the methods of evaluate nutritional status.		
<b>2.0</b>	<b>Skills</b>		
2.1	Student evaluates the nutritional problems in Arabic communities (food consumption and nutrition problems in the Arab world + the nutritional situation in the Arabian Gulf) and recommend solving steps.	Lecture and Research	Written exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.2	Student diagrams special programs in community nutrition.	Lecture and Class activities	Written exam
<b>3.0</b>	<b>Values</b>		
3.1	Student selects a topic of community nutrition and cooperate with colleagues in the work of posters or paper research increases his knowledge and skills in the field of specialization.	Research	Evaluation the student Assignment
3.2	Student adheres to using the computer and the internet facilities to collect the new information in community nutrition from specialized scientific journal and websites.	Collective works	Evaluation the student Assignment

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments, term paper, oral presentations, and interaction during lectures.	Continues	10%
2	Midterm exam	5-6	30%
3	Periodical short exams	8	10%
4	Final exam	12	50%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support:

### Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- There are 6 h per week for this purpose and the students know these hours according to the time of professor who teach the course.
- Student satisfaction surveys are conducted for academic guidance.
- Develop an improvement plan for academic guidance based on the results of the questionnaire analysis.
- Communicate with students 24 hours in 7 days through social media such as WhatsApp, University Mail, and Blackboard.

## F. Learning Resources and Facilities

### 1. Learning Resources:

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>• Marie A. Boyle and David H. Holben. Community nutrition in Action. An Entrepreneurial Approach. 6<sup>th</sup>ed, Wadsworth, Cengage learning, 2013.</li> </ul>
<b>Essential References Materials</b>	1- Nweze Eunice Nnakwe. Community nutrition, planning health promotion and diseases prevention. 3 <sup>th</sup> ed, Navigate, Lones & Bartlett Learning. 2018, USA. 2- Food and Agriculture Organization of the United Nations (FAO). Nutrition Handbook for Community Mobilisers. 2009. OSRO/NEP/801/SPAe-mail to: <a href="mailto:copyright@fao.org">copyright@fao.org</a> . 3- Guideline for training community health workers in nutrition. WHO, Geneva, 2 <sup>nd</sup> Edition, 1986. 4- Rifkin, SB Hewitt, G & Draper, AK. Community Participation in Nutrition Programs for Child Survival and Anemia. Centre for Public Health Nutrition School of Integrated Health University of Westminster London. July 2007. 5- Guidelines for Community Nutrition Supervised Experiences. 2 <sup>nd</sup> Edition, Public Health/ Community Nutrition Practice Group American Dietetic Association, 2003.
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>• Blackboard lectures</li> </ul>
<b>Other Learning Materials</b>	<ul style="list-style-type: none"> <li>• Multimedia / CD associated with the text books (when available)</li> </ul>

## 2. Facilities Required:

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	A good teaching lecture room with lighting and ventilation with at least 60 seats and stand desk for lecturers
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Network, data show or Computer with smart board
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Arrange regular visit to hospitals and health care centers for field training

## G. Course Quality Evaluation:

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students, faculty, program leaders and Peer Reviewer	<ul style="list-style-type: none"> <li>Continuous monitoring by directors of program and quality assurance unit (Direct).</li> <li>Applying Questionnaires received from the Deanship of Academic Development for Student evaluation (indirect).</li> <li>Evaluation of course report (indirect).</li> </ul>
Extent of achievement of course learning outcomes	Students, faculty, program leaders and Peer Reviewer	<ul style="list-style-type: none"> <li>Applying Questionnaires for Student evaluation (indirect).</li> <li>Evaluation of course report (indirect).</li> </ul>
Quality of learning resources	Faculty, program leaders, administrative staff, independent reviewers.	<ul style="list-style-type: none"> <li>Continuous monitoring by directors of program and quality assurance unit (Direct).</li> <li>Applying Questionnaires for Student evaluation (indirect).</li> <li>Evaluation of course report (indirect).</li> </ul>

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	Department council - Academic Development Committee	
Reference No.	Department council NO: 2	Subject NO: 1
Date	30 /02 /1444 H	