



## Course Specifications

<b>Course Title:</b>	<b>Nutrition through the Life Cycle</b>
<b>Course Code:</b>	<b>2063202-3</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>

## Table of Contents

<b><u>A. Course Identification</u></b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b><u>B. Course Objectives and Learning Outcomes</u></b> .....	<b>3</b>
1. Course Description .....	3
2. Course Main Objective .....	3
3. Course Learning Outcomes .....	4
<b><u>C. Course Content</u></b> .....	<b>4</b>
<b><u>D. Teaching and Assessment</u></b> .....	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	5
<b><u>E. Student Academic Counseling and Support</u></b> .....	<b>6</b>
<b><u>F. Learning Resources and Facilities</u></b> .....	<b>6</b>
1. Learning Resources .....	6
2. Facilities Required .....	6
<b><u>G. Course Quality Evaluation</u></b> .....	<b>7</b>
<b><u>H. Specification Approval Data</u></b> .....	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b> 3 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> 7 <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/ Week	80%
2	Blended	---	---
3	E-learning	---	---
4	Distance learning	---	---
5	Other	3 h/ Week	20%

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

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	30
3	Tutorial	--
4	Others (specify)	---
	<b>Total</b>	<b>60</b>

## B. Course Objectives and Learning Outcomes:

### 1. Course Description

This course aims with studying of different stages of life, pregnancy, lactation, different stages of childhood (Infancy, preschool and school age), adult, aging, athletes, disabled and handicapped people. Applied case study of each stage as a practical part activity in the curriculum. Healthy nutrition at each stage, nutritional needs of various nutrients, and designing healthy meals suitable are the main subjects for each life stage.

### 2. Course Main Objective:

- 1) Learn about the different age stages and the physiological development processes of the body during them and the most important nutrients affecting the maintenance of health for that stage.
- 2) Determine the impact of social, economic, cultural and psychological factors on the nutritional behavior of each stage.
- 3) Estimating the nutritional needs of individuals in different stages of the life cycle and designing various meals for the different stages of the life cycle using computer programs.
- 4) Making scientific term papers through student groups for new nutrition of each age group.

### 3. Course Learning Outcomes:

CLOs		Aligned PLOs
1.0	<b>Knowledge and Understanding:</b>	
1.1	Student learns about the different age stages and the physiological development processes of the body during them and the most important nutrients affecting the maintenance of health for that stage.	<b>K1</b>
1.2	Student determines the impact of social, economic, cultural and psychological factors on the nutritional behavior of each stage.	<b>K1</b>

CLOs		Aligned PLOs
<b>2.0</b>	<b>Skills:</b>	
2.1	Student estimates the nutritional needs of individuals in different stages of the life cycle.	<b>S1</b>
2.2	Student designs various meals for the different stages of the life cycle by using computer programs.	<b>S1</b>
<b>3</b>	<b>Values:</b>	
3.1	Student cooperates information technology in a case study for different stages of the life cycle.	<b>V1</b>
3.2	Student reacts with computers for making scientific term papers through student groups for new nutrition of each age group.	<b>V2</b>

### C. Course Content:

No	List of Topics	Contact Hours
1	Introduction and show the course specification and nutrition of pregnancy	3
2	Nutrition of lactation	3
3	Nutrition of Infancy	3
4	Nutrition of preschool children and school age children	3
5	Nutrition of adolescence age	3
6	Nutrition of adulthood age	3
7	Nutrition of geriatrics age	3
8	Nutrition of athletes	3
9	Nutrition of handicapped	3
10	General activity in the curriculum with a general revision.	3
<b>Total</b>		<b>30</b>
<b>Experimental Topics</b>		
1	Dietary definitions / the basic method of calculating energy / some methods used to assess body obesity / Specifications and proportions of meals.	3
2	Lists of food alternatives to plan meals / method of distributing food alternatives over a whole day according to the total energy of the individual.	3
3	The nutritional needs of pregnant, applied case study and design full day meals.	3
4	The nutritional needs of Lactation, applied case study and design full day meals.	3
5	The nutritional needs of the infant from the age of 4 months to 3 years and samples of the baby's food/ Teething foods / Food Allergy.	3
6	The nutritional needs of preschool children age 2-6 years, applied case study and design full day meals. The nutritional needs of school-age children age 7-10 years, applied case study and design full day meals.	3
7	The nutritional needs of adolescence stage 11- 19 years, applied case study and design full day meals.	3
8	The nutritional needs of geriatrics stage, applied case study and design full day meals.	3
9	Dietary recommendations for athletes and pre-workout meal requirements, applied case study and design full day meals.	3
10	Dietary recommendations, factors affecting the nutritional needs of the handicapped, applied case study and design full day meals.	3
<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 learns about the different age stages and the physiological development processes of the body during them and the most important nutrients affecting the maintenance of health for that stage.	Lecture	Written exam
1.2	Student determines the impact of social, economic, cultural and psychological factors on the nutritional behavior of each stage.	Lecture - Discussion demonstrations	Written exam
<b>2.0</b>	<b>Skills</b>		
2.1	Student estimates the nutritional needs of individuals in different stages of the life cycle.	Assignment	Continuous evaluation
2.2	Student designs various meals for the different stages of the life cycle by using computer programs.	Assignment	Continuous evaluation
<b>3.0</b>	<b>Values</b>		
3.1	Student reacts with computers for making scientific term papers through student groups for new nutrition of each age group.	Work in Groups	Evaluation of the results of each group
3.2	Student cooperates information technology in a case study for different stages of the life cycle.	Lecture	Continuous evaluation

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment and Interaction during lectures	Continues	10%
2	Midterm exam	5-6	20%
3	Weekly Lab. Reports	Continues	20%
4	Practical exam	11	10%
5	Final exam	12	40%

\*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.

## F. Learning Resources and Facilities

### 1. Learning Resources:

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>- Nutrition through the Life Cycle, J.E. Brown and Langkamp-Henken, Course Pack wrapped with Diet Analysis Plus, ISBN: 9781305017955. Additional readings/resources on E-Learning in Sakai: <a href="https://lss.at.ufl.edu">https://lss.at.ufl.edu</a>.</li> <li>- Judith S.H. and Sari E. (2011). Essentials of Life Cycle Nutrition. 1st ed, Jones &amp; Bartlett publishers. London. ISBN-10: 0763777927.</li> </ul>
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>- Alsharnoby Samera (2006): Nutrition of vulnerable groups. Pub. Bostan Amarefaa.</li> <li>- Al-Madani, Khaled (2012): Nutrition for Children with Special Needs, The Arabization Center for Health Sciences, Kuwait.</li> <li>- Abdel-Wahab Farouk (1995): Sport: Health and Fitness. Sunrise House.</li> <li>- Owaidah, Essam (2004): Planning the Nutritional Meals. Pub. by Obeikan Library.</li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>- Sciencedirect.com</li> <li>- PubMed.</li> <li>- Springer.</li> <li>- Wikipedia.</li> </ul>
<b>Other Learning Materials</b>	<ul style="list-style-type: none"> <li>- Journals of nutrition</li> <li>- Khan academy</li> <li>- Blackboard lectures.</li> <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.)	<ul style="list-style-type: none"> <li>- Lecture room with mix 40 seats (must be equipped with data show facility)</li> <li>- Labs for practical classes for 20 students</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- One classroom with overhead projector and other data show facilities</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>- Arrange regular visit to hospitals for field training</li> </ul>

## 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>

Evaluation Areas/Issues	Evaluators	Evaluation Methods
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	

