

### Guidelines in Writing the Course Specifications for 2020 Template

Section	Example		Guidelines and References											
Coverpage	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Course Title:</b></td> <td style="padding: 5px;"><b>NUTRITION AND METABOLISM</b></td> </tr> <tr> <td style="padding: 5px;"><b>Course Code:</b></td> <td style="padding: 5px;"><b>3104212</b></td> </tr> <tr> <td style="padding: 5px;"><b>Program:</b></td> <td style="padding: 5px;">Bachelor in Clinical Nutrition</td> </tr> <tr> <td style="padding: 5px;"><b>Department:</b></td> <td style="padding: 5px;">Clinical Nutrition</td> </tr> <tr> <td style="padding: 5px;"><b>College:</b></td> <td style="padding: 5px;">Applied Medical Sciences</td> </tr> <tr> <td style="padding: 5px;"><b>Institution:</b></td> <td style="padding: 5px;">King Faisal University</td> </tr> </table>	<b>Course Title:</b>	<b>NUTRITION AND METABOLISM</b>	<b>Course Code:</b>	<b>3104212</b>	<b>Program:</b>	Bachelor in Clinical Nutrition	<b>Department:</b>	Clinical Nutrition	<b>College:</b>	Applied Medical Sciences	<b>Institution:</b>	King Faisal University	<p>Course code should be the 7 digit institutional code  <small>(Handbook of QA, v2, 2011,p130)</small></p> <p>Write the name of the program in which the course is offered.            Examples: Bachelor of Dental Surgery, Doctor of Philosophy in Education major in Higher Education Administration, Bachelor of Laws</p> <p>If the course is an important component of several programs, list these programs.</p> <p>If the course is a general elective which could be taken in many different programs, this should be noted but those programs would not be listed.  <small>(Handbook of QA v2, 2011, p130)</small></p> <p>Enter the full name of the department that owns the course and the full name of the institution (university)  <small>(Handbook of QA,v2,2011,p130)</small></p>
<b>Course Title:</b>	<b>NUTRITION AND METABOLISM</b>													
<b>Course Code:</b>	<b>3104212</b>													
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A. Course Identification		
1. Credit hours	<div style="border: 1px solid black; padding: 5px;"> <p><b>1. Credit hours:</b> 3</p> <p><b>2. Course type</b></p> <p>a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> / Others <input type="checkbox"/></p> <p>b. Required <input type="checkbox"/> / Elective <input type="checkbox"/></p> <p><b>3. Level/year at which this course is offered:</b> 7/ year 4</p> <p><b>4. Pre-requisites for this course (if any):</b> 2901 324, 2902 216</p> <p><b>5. Co-requisites for this course (if any):</b> none</p> </div>	<p>Write the number of credit hours for the course. <i>(Handbook of QA,v2,2011,p130)</i></p> <p><input type="checkbox"/> Standards in credit hours and contact hours: One semester credit hour :15-16 lecture hours Activity supervised as group or individual: 1 credit hour = 45 contact hours per semester Full-time practicum: 1 credit /each week of work (40-45 clock hours) Short session: 1 credit/40 hours a week full-time study <i>(UK QAA, Explaining Contact Hours, 2011)</i></p>
2. Course type		<p>Put mark on the box corresponding to the principal responsibility of owning the course and if chosen as required or elective.</p>

3. Level/year at which this course is offered.		Enter the level (or semester and year) when the course is intended to be taken based on the approved program specifications. <a href="#">(Handbook of QA,v2,2011,p130)</a>																								
4. Pre-requisites		List any courses or other requirements that should have been taken and passed prior to admission to the course. <a href="#">(Handbook of QA,v2,2011,p130)</a>																								
5. Co-requisites		List any courses or other experiences that must be taken concurrently with this course. <a href="#">(Handbook of QA,v2,2011,p130)</a>																								
6. Mode of Instruction	<table border="1" data-bbox="607 887 1435 1265"> <thead> <tr> <th>No</th> <th>Mode of Instruction</th> <th>Contact Hours</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Traditional classroom</td> <td>45</td> <td>100</td> </tr> <tr> <td>2</td> <td>Blended</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>E-learning</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Correspondence</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Other</td> <td></td> <td></td> </tr> </tbody> </table>	No	Mode of Instruction	Contact Hours	Percentage	1	Traditional classroom	45	100	2	Blended			3	E-learning			4	Correspondence			5	Other			<ul style="list-style-type: none"> <li>Organization for instruction is normally based on planned modes of instruction with credit hours allocations based on the amount of contact time in each of these modes.</li> <li>The term should not be confused with teaching strategies which are the techniques used by the</li> </ul>
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		<p>teacher operating within one or more of those modes to present information, develop problem solving skills or habits of responsibility  <a href="#">(Handbook for QAA, Part 1 v3, 2015)</a></p> <ul style="list-style-type: none"> <li>• TRADITIONAL: lecture format, the teacher directly presents information to a group of students</li> <li>• BLENDED: include both in-class and web-based components, such as 1.5 hours/ week in-class and then 1.5 hours online or between 33% and 80% of the scheduled class meetings are replaced with online or VLE (Virtual Learning Environment)</li> <li>• E-LEARNING: taught entirely online with no in-person component.</li> <li>• CORRESPONDENCE: instructor and students initially meet and set goals for students to learn, provide learning materials and</li> </ul>
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		<p>outputs are reported by the students.</p> <ul style="list-style-type: none"> <li>OTHERS: Co-op, directed research, internship, practicum, senior project, independent study</li> </ul> <p>(sites.ewu.edu) (Center for Teaching and Learning, QC,CUNY)</p>																					
7. Contact hours	<table border="1"> <thead> <tr> <th>No</th> <th>Activity</th> <th>Learning Hours</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;"><b>Contact Hours</b></td> </tr> <tr> <td>1</td> <td>Lecture</td> <td>45</td> </tr> <tr> <td>2</td> <td>Laboratory/Studio</td> <td></td> </tr> <tr> <td>3</td> <td>Tutorial</td> <td></td> </tr> <tr> <td>4</td> <td>Others (specify)</td> <td></td> </tr> <tr> <td></td> <td><b>Total</b></td> <td>45</td> </tr> </tbody> </table>	No	Activity	Learning Hours	<b>Contact Hours</b>			1	Lecture	45	2	Laboratory/Studio		3	Tutorial		4	Others (specify)			<b>Total</b>	45	<p>Indicate learning hours for each activity and provide the total contact hours and the total other learning hours.</p>
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<b>B. Course Objectives and Learning Outcomes</b>																							
1. Course Description	<p>Focus on the metabolism, requirements, deficiencies and excesses of nutrients. Nutrient utilization will be traced from the food source to digestion and absorption, transport, storage, and excretion. Each metabolic pathway dependent on specific nutrients will be evaluated with an emphasis on how the vitamin or mineral facilitates specific biochemical functions.</p>	<ul style="list-style-type: none"> <li>Clear, concise (less than 80 words), refrain from posing questions first or repeating the exact title of the course at the first sentence, terms are accurate and non-repetitive.</li> <li>Descriptive phrases that detail significant content, learning experiences and benefits students can expect</li> </ul>																					

		<ul style="list-style-type: none"> <li>• NEW VERSION: begin with an active verb, like: explore, examine, gain, learn, develop..</li> <li>• OLD VERSION: Uses self-evident content, reflect specific topics the course will cover such as:  <ul style="list-style-type: none"> <li>• In this course, you will learn the fundamentals of human resource management.</li> </ul> </li> </ul>
<p>2. Course Main Objective</p>	<p>To provide the basis of how nutrient deficiencies and excesses result in metabolic abnormalities with functional and potentially toxic consequences.</p> <p>Example 1 (text): To develop the student's skills in all new areas of the printing field, including printing materials, machines, artistic and technological methods, and the field of artistic printing. It also aims at how to apply the methods of engraving and printing, <i>rotogravure</i> printing and its techniques, silkscreen printing methods, and lithography and its types of stones.</p> <p>Example 2 (bullet points):</p> <ul style="list-style-type: none"> <li>• To equip students with the necessary transferable skills for lifelong learning, employability and flexibility in the context of changing labor markets.</li> </ul>	<ul style="list-style-type: none"> <li>• Should be phrased as the broad intention or purpose of the course.</li> <li>• These may be general or subject specific and are what the teacher wish to achieve with the course.</li> <li>• They can be written as text, as bullet points or numbered.</li> </ul> <p>(The Center for Teaching and Learning, UNC)</p>

	<ul style="list-style-type: none"> <li>To provide a framework allowing students to follow analyze environmental hazards</li> </ul>																																		
<p>3. Course Learning Outcomes.</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="517 365 1189 400">CLOs</th> <th data-bbox="1189 365 1435 400">Aligned-PLOs</th> </tr> </thead> <tbody> <tr> <td data-bbox="517 400 595 435">1</td> <td colspan="2" data-bbox="595 400 1435 435"><b>Knowledge:</b></td> </tr> <tr> <td data-bbox="517 435 595 507">1.1</td> <td data-bbox="595 435 1189 507">Discuss the concepts of quality management and models for healthcare in general.</td> <td data-bbox="1189 435 1435 507">K7</td> </tr> <tr> <td data-bbox="517 507 595 611">1.2</td> <td data-bbox="595 507 1189 611">Describe the issues, processes, and tools for effective healthcare quality management and improvement programs..</td> <td data-bbox="1189 507 1435 611">K7</td> </tr> <tr> <td data-bbox="517 611 595 646">2</td> <td colspan="2" data-bbox="595 611 1435 646"><b>Skills</b></td> </tr> <tr> <td data-bbox="517 646 595 778">2.1</td> <td data-bbox="595 646 1189 778">Utilize the principles of quality management in healthcare environment.</td> <td data-bbox="1189 646 1435 778">S3</td> </tr> <tr> <td data-bbox="517 778 595 813">2.2</td> <td colspan="2" data-bbox="595 778 1435 813"></td> </tr> <tr> <td data-bbox="517 813 595 849">3</td> <td colspan="2" data-bbox="595 813 1435 849"><b>Values</b></td> </tr> <tr> <td data-bbox="517 849 595 997">3.1</td> <td data-bbox="595 849 1189 997">Exemplify the principles of quality management that a healthcare practitioner must take into consideration when providing healthcare services/products.</td> <td data-bbox="1189 849 1435 997">V1</td> </tr> <tr> <td data-bbox="517 997 595 1032">3.2</td> <td colspan="2" data-bbox="595 997 1435 1032"></td> </tr> </tbody> </table> <p data-bbox="517 1082 1099 1114">Other examples of Value Learning outcomes:</p> <table border="1" data-bbox="517 1118 1525 1235"> <tr> <td data-bbox="517 1118 801 1235">Probability and applied statistics</td> <td data-bbox="801 1118 1525 1235">Appreciate the application of probability theory, descriptive and inferential statistics in many different fields.</td> </tr> </table>		CLOs		Aligned-PLOs	1	<b>Knowledge:</b>		1.1	Discuss the concepts of quality management and models for healthcare in general.	K7	1.2	Describe the issues, processes, and tools for effective healthcare quality management and improvement programs..	K7	2	<b>Skills</b>		2.1	Utilize the principles of quality management in healthcare environment.	S3	2.2			3	<b>Values</b>		3.1	Exemplify the principles of quality management that a healthcare practitioner must take into consideration when providing healthcare services/products.	V1	3.2			Probability and applied statistics	Appreciate the application of probability theory, descriptive and inferential statistics in many different fields.	<ul style="list-style-type: none"> <li>These are what students will be expected to know and be able to do on successful completion of the whole course and will be able to demonstrate in formative or summative assessment.</li> <li>The CLOs should be phrased in measurable terms.</li> <li>Ideally, should be not more than 8 in a course and balance between categories of LOs. Other reference: Each 45-hour or three-credit course should have between five and 12 learning outcomes</li> <li>Each major topic in the course should have one to three learning outcomes.</li> <li>LO include: the active verb, object, and the context/condition <ul style="list-style-type: none"> <li>Explain(active verb) the relationship(object) between the company directors and shareholders</li> </ul> </li> <li>CLOs should relate to the overall LOs in the program specifications</li> <li>CLOs should be at appropriate level.</li> </ul> <p data-bbox="1675 1283 2047 1315">(Learning and Teaching Institute)</p>
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Biology	Reflect upon and discuss the nature of biology as science and its historical, philosophical and ethical impact on humanity and the environment.	<ul style="list-style-type: none"> <li>The CLO categorizations are Knowledge, Skills and Competence</li> </ul> <p>Knowledge includes theoretical concepts and ideas in addition to practical understanding based on the experience of having performed certain tasks.</p> <ul style="list-style-type: none"> <li>Disciplinary –subject-specific concepts and detailed content.</li> <li>Interdisciplinary –relating concepts and content of one discipline to the concepts and content of other disciplines.</li> <li>Epistemic –understanding of how expert practitioners of discipline work and think.</li> <li>Procedural -understanding of how something is done, the series of steps or actions taken to</li> </ul> <p>Skills are the ability and capacity to carry out processes and be able to use one’s knowledge in a responsible way to achieve a goal.</p> <ul style="list-style-type: none"> <li>Cognitive and Metacognitive –include critical thinking, creative thinking, learning-to-learn and self-regulation.</li> <li>Social and Emotional -include empathy, self-efficacy, responsibility and collaboration.</li> <li>Practical and Physical –include using new information and communication</li> </ul> <p>Values are the principles and beliefs that influence one’s choices, judgement,</p>
Marketing	Uphold the ethical principles that a business must take into consideration when creating a marketing strategy for its product or service.	
<p>Below are examples of active verbs that can be used for the descriptors of knowledge, skills and values</p> <p><b>Verbs that can be used under the descriptor “knowledge”:</b></p> <p><b>Remember previously learned material:</b> <i>define, identify, label, list, name, recall, state</i></p> <p><b>Grasps the meaning of material(lowest level of understanding):</b> <i>describe, discuss, explain, locate, paraphrase, give example, translate</i></p> <p><b>Uses learning in new and concrete situation(higher level)s:</b> <i>apply, carry out, demonstrate, illustrate, prepare, solve, use</i></p> <p><b>Understand both the content and structure of material:</b> <i>analyze, categorize, compare, contrast, differentiate, discriminate, outline</i></p> <p><b>Formulates new structures from existing knowledge:</b> <i>combine, construct, design, develop, generate, plan, propose</i></p> <p><b>Judges the value of material for a given purpose:</b> <i>assess, conclude, evaluate, interpret, justify, select, support</i></p> <p><b>Verbs that can be used under the descriptor "skills"</b></p> <p><b>Imitates and practice skills:</b> <i>copy, duplicate, imitate, manipulate with guidance, operate under supervision, practice, repeat, try</i></p>		



	<p><b>Performs act with increasing efficiency, confidence, proficiency:</b> complete with confidence, conduct, demonstrate, execute, improve efficiency, increase speed, make, pace, produce, show dexterity</p> <p><b>Performs automatically:</b> act habitually, advance with assurance, control, direct, excel, guide, maintain efficiency, manage, master, organize, perfect, perform automatically, proceed</p> <p><b>Adapt skill sets to meet a problem situation:</b> adapts, reorganizes, alters, revises, changes</p> <p><b>Create new patterns for specific situations:</b> designs, originates, combines, composes, constructs</p> <p><b>Verbs that can be used under the descriptor "values"</b></p> <p><b>Attaches value or worth to something:</b> adopt, assume responsibility, behave according to, choose, commit, desire, exhibit loyalty, express, initiate, prefer, seek, show concern, show continual desire to, use resources to</p> <p><b>Conceptualizes the value:</b> adapt, adjust, arrange, balance, classify, conceptualize, formulate, group, organize, rank, theorize</p> <p><b>Integrates the value into a value system that control behavior:</b> act upon, advocate, defend, exemplify, influence, justify behavior, maintain, serve, support</p>	<p>behavior and actions on the path towards individual, societal and environmental well-being.</p> <ul style="list-style-type: none"> <li>•Personal –how one wishes to define and lead a meaningful life and meet one’s goals.</li> <li>•Social –those principles and beliefs that influence the quality of interpersonal relationships.</li> <li>•Societal –define the priorities of culture and societies, the shared principles and guidelines that frame the social order and institutional life.</li> <li>•Human –defined as transcending nations and cultures; they apply to the well-being of humanity.</li> </ul> <ul style="list-style-type: none"> <li>• Allied PLOs <ul style="list-style-type: none"> <li>• PLO’s code</li> </ul> </li> </ul>
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C. Course Content													
1.		<table border="1"> <thead> <tr> <th data-bbox="593 1145 665 1214">No</th> <th data-bbox="665 1145 1229 1214">List of Topics</th> <th data-bbox="1229 1145 1444 1214">Contact Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="593 1214 665 1278">1</td> <td data-bbox="665 1214 1229 1278">Overview of the Course</td> <td data-bbox="1229 1214 1444 1278">3</td> </tr> <tr> <td data-bbox="593 1278 665 1342">2</td> <td data-bbox="665 1278 1229 1342">Nutritional Status and Body Composition of</td> <td data-bbox="1229 1278 1444 1342">6</td> </tr> </tbody> </table>	No	List of Topics	Contact Hours	1	Overview of the Course	3	2	Nutritional Status and Body Composition of	6		<ul style="list-style-type: none"> <li>• Complete the table by listing the topics to be covered, indicate the total number of contact hours intended to be given for each topic in the</li> </ul>
No	List of Topics	Contact Hours											
1	Overview of the Course	3											
2	Nutritional Status and Body Composition of	6											

		Burn, Trauma and Critically-ill Patients		<p>course, and indicate the number of CLO targeted by the topic.</p> <ul style="list-style-type: none"> <li>• Do not use abbreviations</li> <li>• Do not use complete sentences</li> <li>• When sub-topics are desired to be listed: <ul style="list-style-type: none"> <li>• Major topic <ul style="list-style-type: none"> <li>• Subdivision <ul style="list-style-type: none"> <li>• Sub-subdivision</li> </ul> </li> </ul> </li> </ul> </li> <li>• Use time fraction if necessary.</li> <li>• May be arranged as module, sub-categorized into lectures/labs</li> </ul>
3		Criteria for Implementation of Nutrition Support, Energy Balance, Clinical Effects of Overfeeding vs. Underfeeding	3	
4		Principles of Prescription, Protein Metabolism and Requirements in Stress Conditions, Skeletal Muscle Adaptation to Critical Illness	3	
5		Choosing the Route for Nutritional Support and Introduction to Leading International Guidelines	3	
6		Enteral Nutrition – Indications, Monitoring, Administration and Solutions, Complications	3	
7		Parenteral Nutrition – Indications, Monitoring, Administration and Solutions, Complications	3	
8		Pharmaconutrition -	3	
9		Glycemic Control During Critical Illness	3	
10		Nutrition Support for Wound Healing	3	
11		Post ICU Management	3	
12		Case Studies in Burn, Trauma and Critically-ill Patients for Nutritional Planning	24	

		Total	60			
D. Teaching and Assessment						
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	<b>Code</b>	<b>Course Learning Outcomes</b>	<b>Teaching Strategies</b>	<b>Assessment Methods</b>		
	1.0	<b>Knowledge</b>				
	1.1	Discuss the concepts of quality management and models for healthcare in general.	Lectures Case Studies Independent Studies	Short answer Tests Exams Problem Exercises Essays		
	1.2	Describe the issues, processes, and tools for effective healthcare quality management and improvement programs..	Lectures Case Studies Independent Studies	Short answer Tests Exams Problem Exercises Essays		
	2.0	<b>Skills</b>				
					<ul style="list-style-type: none"> <li>Teaching Strategies: should outline the strategies (e.g. lectures, seminars, cases study, role play, laboratory work, group work, simulations, etc.) that enable the learning outcomes to be achieved.</li> <li>active learning, cognitive activation, teacher-directed instruction (OECD, 2016)</li> </ul>	

	2.1	Utilize the principles of quality management in healthcare environment.	Lectures Practical work Case Studies Group work Independent Studies	Practical Reports Problem Exercises Group Presentations		
	2.2					
	<b>3.0</b>	<b>Values</b>				
	3.1	Exemplify the principles of quality management that a healthcare practitioner must take into consideration when providing healthcare services/products.	Lectures Case Studies Group work Independent Studies	Practical Reports Individual and Group Presentations		
	3.2					

2. Assessment Tasks for Students	<table border="1"> <thead> <tr> <th>#</th> <th>Assessment task*</th> <th>Week Due</th> <th>Percentage of Total Assessment Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Quiz 1- answer knowledge-based questions</td> <td>3</td> <td>5</td> </tr> <tr> <td>2</td> <td>Presentation 1: Individual Case Study</td> <td>5</td> <td>10</td> </tr> <tr> <td>3</td> <td>MidTerm Exam</td> <td>7</td> <td>20</td> </tr> <tr> <td>4</td> <td>Quiz 2- answer knowledge-based questions</td> <td>9</td> <td>5</td> </tr> <tr> <td>5</td> <td>Presentation 2: Group Case Study</td> <td>11</td> <td>10</td> </tr> <tr> <td>6</td> <td>Nutrition Intervention for a case of critically-ill patient</td> <td>13</td> <td>20</td> </tr> <tr> <td>7</td> <td>Final Exams</td> <td>15</td> <td>30</td> </tr> <tr> <td>8</td> <td colspan="3" style="text-align: right;">Total: 100</td> </tr> </tbody> </table>	#	Assessment task*	Week Due	Percentage of Total Assessment Score	1	Quiz 1- answer knowledge-based questions	3	5	2	Presentation 1: Individual Case Study	5	10	3	MidTerm Exam	7	20	4	Quiz 2- answer knowledge-based questions	9	5	5	Presentation 2: Group Case Study	11	10	6	Nutrition Intervention for a case of critically-ill patient	13	20	7	Final Exams	15	30	8	Total: 100			<ul style="list-style-type: none"> <li>• Complete the table to show the week schedule planned for each assessment task and the proportion of the final assessment allocated for the task.</li> <li>• Examples: short form test(include multiple choice, completion, true-false, matching types),short answer test, essay, performance test, written report, project, presentation, poster, portfolio, journal, blog</li> </ul>
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<b>E. Student Academic Counseling and Support</b>																																						
1. Arrangement for availability....	Students in need of academic accommodations may consult the faculty during office hours and are required to give reasonable notice prior to requesting an accommodation.	<ul style="list-style-type: none"> <li>• Describe the arrangements to be made for individual student counseling and advice. This should be the time allocation and schedule for teaching staff to meet with students.</li> </ul>																																				

F. Learning Resources and Facilities		
Required Textbooks	Dewar, D. M. (2015) <i>Essentials of Health Economics</i> . USA: Jones and Bartlett Publishers. (APA format)	<ul style="list-style-type: none"> <li>List item accordingly as required for the course.</li> <li>If textbooks are not required, clearly state so.</li> <li>Ideally, copyrighted within the last 5 years, unless academic reasons dictate otherwise</li> <li>Suggested format: <ul style="list-style-type: none"> <li>APA (Educ, Pyscho, Sciences)</li> <li>MLA (Humanities)</li> <li>Chicago/Turabian (Business, History, Fine Arts)</li> </ul> </li> </ul> <p>(University of Pittsburgh Library System)</p>
Essential Reference Materials	<p>Guinness, L &amp; Wiseman,V. <i>Introduction to Health Economics, 3<sup>rd</sup> edition</i>. Open University Press, 2016. (MLA format)</p> <p>Witter, Sophie. <i>Health Economics for Developing Countries</i>. (Netherlands: KIT Publishers, 2015) (Chicago Turabian format)</p>	
Electronic Materials	<p>ASPEN CLINICAL NUTRITION WEBINAR SERIES <a href="http://www.nutritioncare.org/webinars/">www.nutritioncare.org/webinars/</a></p> <p><a href="#">World Textile Information Network (WTIN)</a> ○ This resource provides information on manufacturing technology, ○ environment and ethics, textile markets, finance, companies, and events.</p>	Provide the title of the electronic material, the website, if any include a brief description.

	<p><u>Security Now! Podcast</u>  A security-focused podcast produced by Steve Gibson and Leo Laporte, who also produces This Week in Tech (TWiT), the most listened-to podcast in the USA. It is long-running and crammed with excellent information. It is produced weekly and covers all topics from law, current events, to conference reviews and explanations of specific exploits as they are discovered in the world.</p>	
Other Learning Materials	<p>Camera Specifications: Each student should have a digital SLR or an automatic (with manual override) or manual 35mm camera. Students with prior experience in photography may work in medium or large formats. Costs for the course will vary somewhat depending upon the scope of individual student projects. Students will need to purchase an appropriate portfolio box for their prints; common sizes are 16"x 20" or 20" x 24". Smaller images may require matting.</p>	Indicate other learning materials required in the course.
Accommodation	<p>A lecture hall equipped with drawing boards and tables with no more than 15 students.  - A computer lab, equipped with computer screens and tables and accommodating 20 students at maximum</p> <p>A workshop, suitable for printing work and accommodating 20 to 25 students -</p>	<ul style="list-style-type: none"> <li>Specify accommodation requirements for delivery of the course indicating the type of facility (lecture rooms, laboratories, etc. the amount of time needed, any special requirement for scheduling and the number of students to be accommodated.</li> </ul>

Technology Resources	Projector and display screen - - Multimedia projector and display screen - Laptops	<ul style="list-style-type: none"> <li>Specify requirements for technology access.</li> </ul>
Other Resources	<p>Computers connected to a 1 Gigabit per second local area network that provides more than 3.2 TB of network file storage. Networked file servers provide constant hardware backups of stored data through mirrored storage systems and tape backups.</p> <ul style="list-style-type: none"> <li>- A hall, suitable for conducting collaborative learning</li> <li>- Painting materials and tools such as colors, cardboard, bedding and cloth, etc</li> <li>- Sinks and Washbasins for cleaning tools</li> <li>- Stands for displaying works of art</li> <li>- Wood drilling tools</li> <li>- Wood panels suitable for printing</li> <li>- Silk screen frames</li> <li>- Lighting boxes</li> </ul>	<ul style="list-style-type: none"> <li>Specify other requirements for the course including specialized equipment like diagnostic kit, dissection kits, slides, etc.</li> </ul>
G. Course Quality Evaluation		



	Evaluation Areas/Issues	Evaluators	Evaluation Methods
	Course Objectives, Content and Learning Outcomes	Curriculum Committee	Course Review Course Report
	Effectiveness of teaching	Faculty Students	Classroom Observation (QMS Annex O and P) Course Evaluation Survey (QMS Annex B)
	Achievement of course learning outcomes	Course Faculty	Moderation (QMS Annex G and Annex H)
	Assessment	Course faculty	Verification
	Learning Resources and Facilities	Students Faculty	Course Evaluation Survey Course Report
	Student Academic Counseling and Support	Students	Course Evaluation Survey
	Course Quality Management	Program Coordinator	Course Report Review
<i>(Center for Higher Education Development, Germany)</i>			
<b>H. Specification Approval Data</b>			
Council/Committee			To be filled based on the program structure.
Reference No.			
Date			

**Questions? Contact: [ecancino@kfu.edu.sa](mailto:ecancino@kfu.edu.sa)**