

United Arab Emirates University
College of Medicine and Health Sciences
Health Sciences Division
Department of Nutrition and Health
Bachelor of Science in Nutritional Science

STUDENT HANDBOOK

“...[W]e have introduced undergraduate and graduate programs that trace, pursue, and seek scientific and technical advances, and are consistent with practices at leading international universities.”

“We share immense pride in the ways in which the University is fulfilling its role in empowering the current generation to meet the challenges of today and to serve the national agenda for the next 50 years in the development of the United Arab Emirates.”

H.E. Zaki Anwar Nusseibeh
Chancellor, United Arab Emirates University

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UNITED ARAB EMIRATES UNIVERSITY
College of Medicine and Health Sciences
Health Sciences Division
Department of Nutrition and Health
Bachelor of Science in Nutritional Science
Mission, Goals, and Learning Outcomes

Program Mission

The Nutritional Science Program provides the breadth of knowledge in nutrition, from basic sciences to research for nutrition. Students will get an understanding of the role of nutrition plays in disease prevention and promotion of health and get prepared to become productive professionals aiming at improving well-being and health of the community.

Program Goals and Objectives

PG-1: To provide knowledge, skills and professional values for a successful career in nutrition and potential entry into graduate education

PG-2: To prepare graduates who demonstrate commitment to community service, leadership, communication and research skills as well as ethical values

Program Learning Outcomes (PLOs):

Upon successful completion of the Program, students will be able to:

PLO-1: Explain scientific basis of human nutrition, nutritional requirements, nutritional epidemiology and research methods

PLO2: Implement nutritional assessment, nutrient analysis of foods and dietary planning to promote health and in support of healthy individuals and communities

PLO-3: Describe the food chain and its impact on food choices and practices in social and behavioral contexts

PLO-4: Demonstrate ethical behavior and values of professional conduct, according to good clinical practices

PLO-5: Formulate ideas and opinions concerning food and diet

PLO-6: Evaluate appropriate theories and methods (dietary, research, statistical) for health promotion, education and nutrition-related investigations

PLO-7: Effectively perform and interpret statistical analyses for decision-making purposes in the field of nutrition

PLO-8: Demonstrate the ability to work efficiently and effectively in group

PLO-9: Communication effectively in oral and written forms with diverse audiences

The PLOs of the BSc in Nutritional Science are aligned with the National Qualifications Framework United Arab Emirates (QFE).

Accreditation Status

The BSc in Nutritional Science at UAEU acquired the international accreditation from the Association for Nutrition (AfN) in UK, in Fall 2018, becoming the second undergraduate program abroad to be accredited by AfN.

<http://www.associationfornutrition.org/Default.aspx?tabid=74>

Benefits of AfN accreditation:

- It ensures the quality of the program
- It puts graduates at an advantage when compared to those who are coming from non-accredited degree programmes
- Opportunity for any graduate to be directly register as Registered Associate Nutritionist to the United Kingdom Voluntary Register of Nutritionists (UKVRN)

AfN Core Competencies

Any program accredited by AfN must cover the four groups of core competencies as defined by AfN in Science, Food Chain, Social/Behavioural, Health/WellBeing and Professional Conduct areas.

<https://www.associationfornutrition.org/wp-content/uploads/2020/06/AfN-Accreditation-Standards-Outcomes-and-Procedures-26.11.18-FINAL.pdf>

Core Competency 1 - Science

Knowledge and understanding of the scientific basis of nutrition. Understanding nutritional requirements from the molecular through to the population level – for either human or animal systems.

Core Competency 2 - Food Chain

Knowledge and understanding of the food chain and its impact on food choice. Integrating the food supply with dietary intake.

Core Competency 3 - Social/Behaviour

Knowledge and understanding of food in a social or behavioural context, at all stages of the lifecourse.

Core Competency 4 - Health/Wellbeing

Understanding how to apply the scientific principles of nutrition for the promotion of health and wellbeing of individuals, groups and populations; recognising benefits and risks.

Core Competency 5 - Professional Conduct

Understanding of professional conduct and the Association for Nutrition's Code of Ethics with evidence of good character.

These Core Competency Requirements for Associate Nutritionists describe the expected knowledge and understanding in nutrition at graduate level for an Associate Nutritionist.

AfN Code of Ethics

Students registered to a AfN-accredited program must be familiar with the AfN Code of Ethics. As student, then as a professional, it is requested to demonstrate a behavior in accordance with this Code of Ethics.

<https://www.associationfornutrition.org/wp-content/uploads/2020/06/AfN-Standards-Ethics-Conduct-Performance.pdf>



Department of Nutrition and Health BSc in Nutritional Science Curriculum

UAE University/College of Food And Agriculture						جامعة الإمارات العربية المتحدة / كلية الأغذية والزراعة							
Food, Nutrition and Health Department						قسم الأغذية، التغذية، والصحة							
Bachelor of Science in Nutritional Sciences						بكالوريوس العلوم في علم التغذية							
دفعة 2020 وما بعد													
Course No.	Course Title	L	P	Cr	Term	Prerequisite/Comment	Course No.	Course Title	L	P	Cr	Term	Prerequisite
General Education Requirement (33) credit hours													
GEIE 222	Fundamentals of Innovation and Entrepreneurship	3	0	3		Cluster 1: Areas 1 - 5	FDSC 330	Fundamentals of Food Science	2	3	3	1	FDSC 250
ESPU 106	Introduction to Academic English For Food and Agriculture	3	0	3			NUTR 320	Macronutrient Nutrition and Metabolism	2	0	2	1 & 2	FDSC 250 - NUTR 321 + CHEM 283 concurrent
GEIT 112	Fourth Industria Revolution	3	0	3			NUTR 321	Nutrition Assessment I	0	3	1	1 & 2	FDSC 250 - NUTR 321 + CHEM 283 concurrent
PHI 180	Critical Thinking	3	0	3			NUTR 330	Micronutrient Nutrition and Metabolism	2	0	2	1 & 2	NUTR 320 + NUTR 321 - NUTR 331 concurrent
MATH 105*	Calculus I	3	0	3			NUTR 331	Nutrition Assessment II	0	3	1	1 & 2	NUTR 320 + NUTR 321 - NUTR 330 concurrent
Cluster 2: Areas 1 - 2	Area 1: Humanities and Fine Arts	3	0	3		Preferably (HSR 130)	NUTR 352	Human Nutrition in Various Age Stages	2	3	3	1 & 2	NUTR 330 + NUTR 331
	Area 2: Social and Behavioral Sciences	3	0	3		Preferably (PSY 100)	NUTR 375	Medical Nutrition Therapy I NSP	2	3	3	1 & 2	NUTR330 + NUTR331 + PHYL101 - NUTR355 concurrent
HSS 105	Emirates Studies	3	0	3		Cluster 2: Area 3	NUTR 401	Nutrition Education and Communication NSP	2	3	3	1	NUTR 330 + NUTR 331
ISLM 100	Islamic Culture	3	0	3		Cluster 2: Area 4	NUTR 380	Food Service Systems Management NSP	2	3	3	1	FDSC 330
BIOC 100*	Basic Biology I	2	2	3	1 & 2	Cluster 3: Area 1	NUTR 482	Community Nutrition NSP	2	3	2		NUTR 375, NUTR401
GESU 121	Sustainability	3	0	3		Cluster 3: Area 2	NUTR 360	Immunology and Nutrition	2	0	2	2	NUTR330 + NUTR 331
Compulsory Specialization courses: (66) credit hours													
BIOL 270	General Genetics	2	0	2	1 & 2	BIOC 100	NUTR 355	Nutrition Seminar	0	0	1	1 & 2	NUTR 330 + NUTR 331 + NUTR352
BIOL 275	Genetics Laboratory	0	3	1	1 & 2	BIOL 270 concurrent	NUTR 480	Senior Research Project	2	3	3	1 & 2	Completing 90 CrHrs
BIOE 230	General Microbiology	2	3	3	1 & 2	BIOC 100	NUTR 491**	Internship	0	0	3	1 & 2	All courses completed
CHEM 111	General Chemistry I	3	0	3	1 & 2		Elective Specialization courses: (15) credit hours - Select (5) Courses						
CHEM 112	General Chemistry II	2	0	2	1 & 2	CHEM 111	AGRB 360	Global Agrifood Trade	3	0	3	1 & 2	
CHEM 115	General Chemistry Lab	0	3	1	1 & 2	CHEM 112 concurrent	AGRB 395	Food Sustainability and Health	3	0	3	1	
CHEM 282	Organic Chemistry for Non-Majors	2	3	3	1 & 2	CHEM 112 + CHEM 282	BIOM 399	Molecular Biology	2	0	2	1 & 2	BIOL 270
CHEM 283	Biochemistry for Non-Majors	2	3	3	1 & 2	CHEM 282 - NUTR 320 + NUTR 321 Concurrent	FDSC 309	Sensory Evaluation	2	3	3	1 & 2	
STAT 235	Statistics for Biology	3	0	3	1 & 2	MATH105	NUTR 379	Functional Food and Health	3	0	3	1	FDSC 250 Or FDSC 260
PHYL 101	Introductory Physiology	3	0	3	2	BIOC 100	NUTR 396	Sport Nutrition	2	3	3	2	
PHYS 105	General Physics I	3	0	3	1 & 2		NUTR 443	Meal planning	2	3	3	1	NUTR352, NUTR375 (or concurrent)
PHYS 135	General Physics Lab I	0	3	1	1 & 2		NUTR 478	Medical Nutrition Therapy II NSP	2	3	3	1 & 2	NUTR 375
BIOM 229	Cell Biology	2	0	2	1 & 2		PHYS 110	General Physics II	3	0	3	1 & 2	PHYS 105
FDSC 250	Contemporary Food Science & Nutrition	3	0	3	1 & 2		Free Electives courses: (6) credit hours						
* Also counts towards the major													
** The internship is conducted over 24 weeks after finishing all course work. No courses are allowed to be registered during the internship													
Academic Advisor				Chairman of Department				Assistant Deam					
Major Requirements:													
1- Basic Biology: C and Above 2- General Chemistry I: C and Above 3- GPA: 2.40 4- Credit Hours: Not more than 25													
Last Updated August 24, 2019													

Details about General Education clusters and courses are available here:

<https://cmhs.uaeu.ac.ae/en/programs/undergraduate/bachelor-of-science-in-nutritional-science.shtml>



Department of Nutrition and Health

BSc in Nutritional Science

Study Plan

Nutrition and Health Department
Bachelor of Science in Nutritional Science

قسم التغذية والصحة
بكالوريوس العلوم في علوم التغذية

Year 1											
Fall					Spring						
Course No.	Course Title	L	P	Cr	Prerequisite	Course No.	Course Title	L	P	Cr	Prerequisite
ESPU106	Cluster 1: Area 2-Introduction to Academic English for Food and Agriculture	3		3		CHEM 112	General Chemistry II	2		2	CHEM 111
BIOC 100	Cluster 3: Area 1- Basic Biology I	3		3		CHEM 115	General Chemistry Laboratory		3	1	CHEM 112 concurrent
MATH 105	Cluster 1: Area 5 - Calculus I	3		3		PHI 180	General Education Course-Cluster 1: Area 4- Critical Thinking	3		3	
CHEM 111	General Chemistry I	3		3		PHYS 105	General Physics I	3		3	
GESU 121	General Education Course -Cluster 3: Area 2 - Sustainability	3		3		PHYS 135	General Physics I Laboratory		3	1	
						FDSC250	Contemporary Food Sci. and Nutrition	3		3	
				15						13	

Year 2											
Fall					Spring						
Course No.	Course Title	L	P	Cr	Prerequisite	Course No.	Course Title	L	P	Cr	Prerequisite
CHEM 282	Organic Chem. For Non-Majors	2	3	3	CHEM 112 + CHEM 115	CHEM 283	Biochemistry For Non-chem. Students	2	3	3	CHEM 282
BIOE 230	General Microbiology	2	3	3	BIOL 115	NUTR 320	Macronutrient Nutrition and Metabolism	2	0	2	FDSC250 + CHEM 283 OR Concurrent + NUTR 321 concurrent
GEIT 112	General Education Course-Cluster 1: Area 3- Fourth Industrial Revolution	3		3		NUTR 321	Nutrition Assessment I	0	3	1	FDSC250 + CHEM 283 OR Concurrent + NUTR 320 concurrent
HSR 130	General Education Course -Cluster 2: Area 1 - Introduction to Language & Communication	3		3		BIOM 229	Cell Biology I	2		2	BIOC 100 OR BIOL 115
STAT 235	Statistics for Biology	3		3	MATH 105	GEIE 222	General Education Course-Cluster 1: Area 3- Fourth Industrial Revolution	3		3	
				15		BIOL 270	General Genetics	2		2	BIOL 115 OR BIOC 100
						BIOC 275	Genetics Laboratory		3	1	BIOL 270 concurrent
										14	

Year 3											
Fall					Spring						
Course No.	Course Title	L	P	Cr	Prerequisite	Course No.	Course Title	L	P	Cr	Prerequisite
NUTR 330	Micronutrient Nutrition and Metabolism	2	0	2	NUTR 320 and NUTR321 + NUTR 331 concurrent	NUTR 360	Immunology and Nutrition	2		2	NUTR 330 and NUTR 331
NUTR 331	Nutrition Assessment II	0	3	1	NUTR 320 and NUTR321 + NUTR 330 concurrent	PHYL 101	Introductory Physiology	3		3	
NUTR 352	Human Nutrition in Various Age Stages	2	3	3	NUTR 330 and NUTR 331 OR concurrent	HSS 105	General Education Course -Cluster 2: Area 3- Emirates Studies	3		3	
ISLM 100	Cluster 2: Area 4 - Islamic culture	3		3		NUTR 355	Nutrition Seminar	1		1	NUTR 330 and NUTR 331
FDSC 330	Fundamentals of Food Science	2	3	3	FDSC 250		Free Elective Course			3	
NUTR 355	General Education Course -Cluster 2: Area 2	3		3	BIOL 270 concurrent		Specialization Elective Course			3	
				15						15	

Year 4											
Fall					Spring						
Course No.	Course Title	L	P	Cr	Prerequisite	Course No.	Course Title	L	P	Cr	Prerequisite
NUTR 375	Medical Nutrition Therapy I NSP	2	3	3	NUTR 330 + NUTR 331 + PHYL 101 + NUTR355 OR concurrent	NUTR 482	Community Nutrition NSP	2	3	3	
NUTR 401	Nutrition Education & Communication NSP	2	3	3	NUTR 330 and NUTR 331	NUTR 480	Senior Project	2		3	NUTR375+NUTR401; at least 90 CrHrs
NUTR 380	Food Service Systems Management	2	3	3	FDSC 330		Free Elective Course			3	
	Specialization Elective Course			3			Specialization Elective Course			3	
	Specialization Elective Course			3			Specialization Elective Course			3	
				15						15	

Year 5										
Fall										
Course No.	Course Title	L	P	Cr	Prerequisite					
NUTR 491	INTERNSHIP			3	Completing All courses					

Policies and Procedures

UAEU Policies and Procedures

The BSc in Nutritional Science will follow the UAEU policies and procedures

<https://www.uaeu.ac.ae/en/about/policies/>

They include:

- Admissions and enrollment
- Undergraduate programs
- Graduate programs
- Student Affairs Deanship
- Information Technology
- Libraries Deanship
- Undergraduate admissions
- Undergraduate registration and enrollment
- Grades and grading
- Academic standing, enrollment eligibility and progress
- Degree completion and graduation
- Academic calendar
- Academic records academic transcripts
- Students fees and accounts
- Student Code of Conduct
- Student Housing services
- Health services
- Counseling and Psychological services
- Special needs support services
- Financial aid and scholarships
- Student activities and leadership
- Student travel
- Student volunteering

Plagiarism and academic integrity:

https://www.uaeu.ac.ae/en/catalog/plagiarism_and_academic_integrity.shtml

Admission to the BSc in Nutritional Science

Policy

It is the policy of the BSc in Nutritional Science that all applicants meet specific criteria for admission into the program.

Procedure

- Application to the program is made prior to the Fall or Spring Semesters.
- The following requirements must be completed at the time of application:
 - All University General Requirements Unit (UGRU) courses at the time of submitting the enrollment application
- Students must register for English for Food and Agriculture (ESPU 106) and ESPU 2 courses by the first semester of junior year at the latest.
- UGRU English III course (ENGU 1203) is an absolute prerequisite for the ESPU and the NUTR 320 courses.
- Introductory Biology (BIOL115) and General Chemistry I (CHEM111) must be completed at the time of submitting the application

The admission criteria include:

- A GPA of ≥ 2.4
- A grade of at least C for BIO100 course and at least C for CHEM111 course

The admission process includes:

- Completion of the necessary application form
- Acceptance into the program is contingent on meeting admission criteria

Completion of the BSc in Nutritional Science

Policy

It is the policy of the BSc in Nutritional Science that all applicants meet specific criteria for completion of the program.

Procedure

- Students must successfully complete a total of 120 credits hours.
The 120 credit hours are distributed as follows:
 - General Education courses: 33 credit hours
 - Major specialization required courses, including internship: 66 credit hours
 - Elective specialization courses: 15 credit hours
 - Free elective courses: 6 credit hours
- All students must have successfully completed a 3 credit hours internship
- Students should complete program requirements within 9 semesters from the time of enrollment in the program.

Accreditation by AfN gives the right, to graduates, to directly access the registration as Registered Associate Nutritionist to the United Kingdom Voluntary Register of Nutritionists (UKVRN) but under the condition of scoring at least 70% for all Course Learning Outcomes, from all mandatory and specialization courses, namely:

NUTR320 Macronutrient Metabolism and Nutrition
NUTR321 Nutrition Assessment I
NUTR330 Micronutrient Metabolism and Nutrition
NUTR331 Nutrition Assessment II
NUTR352 Human Nutrition in Various Age Stages
NUTR355 Nutrition Seminar
NUTR360 Immunology and Nutrition
NUTR375 Medical Nutrition Therapy I
NUTR380 Food Service Systems Management
NUTR379 Functional Food and Health
NUTR396 Sports Nutrition
NUTR401 Nutrition Education and Communication
NUTR443 Meal Planning,
NUTR478 Medical Nutrition Therapy II

NUTR480 Senior Research Project
NUTR482 Community Nutrition
AGRB395 Food Sustainability and Health
NUTR491 Internship

Advising Students Enrolling in the BSc in Nutritional Science

Policy

It is the policy of the BSc in Nutritional Science that all students enrolling or already registered in the program to be advised by an assigned faculty member in the Department of Nutrition and Health.

It is a UAEU requirement to enter at enrollment a complete study plan into DegreeWorks, to be approved by the advisor, and to update it every semester with advisor agreement.

Advising as well as add/drop periods are specified in the UAEU Academic calendar and must be followed.

Important Remarks

Very important remarks that you should take into consideration:

- If you have failed a course and it is a pre-requisite for another course you have pre-registered in, you will be advised to delete the course from your registration until you pass the pre-requisite course. You can add an alternative course to replace the one you have deleted.
- Do not register below or above the credit hours allowed in a semester (12-19 hours).
- If a course has been cancelled you should add an alternative course during the drop-and-add period. This requires that you attend the first class of the alternative course.
- Students, who are required to transfer or change their major because of academic probation, should contact the advisor and the Admission and Registration Department before registering for courses in the new major.
- Comply with dates of pre-registration and complete registration before the final exams, and the add-and-drop period in the beginning of each semester.

Placement for a Nutritional Science Internship

Policy

Nutritional Science internship is a requirement for the BSc in Nutritional Science.

Internship represents the first main experience of nutritional science students in the field and will be considered for recommendations. Internship will serve as significant and concrete professional experience for professional development and future job recruitment.

Internship is a 3Crh course. It will be conducted during the last semester before graduation as a full time experience.

Details about the placement procedure is available in the Internship Manual.

Assessment of Student/Intern Learning

Policy

All students will become knowledgeable in the Foundation Knowledge and Competencies/Learning Outcomes for the BSc in Nutritional Science and will receive regular assessment of their learning.

Procedure

- The syllabus for each class in the Professional Sequence includes the Foundation Knowledge and Competencies/Learning Outcomes for the BSc in Nutritional Science met by each course objective and the method for meeting and/or measuring the objectives. Learning assessment methods include:
 - Exams and quizzes
 - Projects, papers, and abstracts
 - Presentations
 - Group work
 - Class participation
 - Performance in applied labs, simulated experiences, and supervised practice experiences.

Late Assignment

Policy

It is the policy of the BSc in Nutritional Science that all assignments will be turned in at the time they are called for by the instructor. Assignments should be professionally presented (typed [unless otherwise specified], stapled, etc.)

Procedure

- Students, who will not be in class on the day and time assignments are due, should turn the assignment in before the due date and time.
- Assignments turned in late will have 10% deducted per day. Assignments will not be accepted, if they are more than one week late.
- Common courtesy dictates that students alert their instructors, when an assignment will be late.

Attendance

Policy

It is the policy of the BSc in Nutritional Science that the student is expected to attend all required classes and experiences unless ill or there is a university approved excuse. Students will be held responsible for all material presented in class and labs.

Since each experience is important to the student's total development, the student must participate in each experience for the assigned amount of time.

It is expected that the student will be punctual for all classes and internship.

Procedure

Students are required to attend all classes, practical sessions, supervised practice rotations, seminars and examinations related to the courses and internship in which they are registered.

Attendance is managed with an online system on e-services.

- Attendance is recorded in the system, at each class by the instructor.
- In the case of being absent for an online class, students are given the chance to watch the session recording within five days of holding the session without penalty.
- In case of absence, the student is requested to upload in the system the official excuse which will be then approved.
- A student who misses 5-9% of the class meetings allotted for a course will receive a warning
- A student who misses 10-15% of the class meetings allotted for a course will receive a second warning
- A student who misses 15% or more of the class meetings allotted for a course will not be allowed to sit for the final exam and will fail the course.
- It is the student's responsibility to obtain material presented in class from another student.
- In the event of extended illness, the student is expected to make up lab time or internship days supervised practice rotation that are missed.

-
- If the student is unable to go to a scheduled experience, she/he must notify the instructor and preceptor prior to the start of the experience.
 - Make up time should be arranged at the convenience and knowledge of the instructor and/or preceptor.

Calendar/Vacation/Holidays

Policy

The BSc in Nutritional Science will observe all regularly scheduled holidays and vacations as outlined on the UAEU calendar

Procedure

- Scheduled holidays and vacations may be found in current UAEU Class Schedule.
 - See <https://www.uaeu.ac.ae/en/calendar/> for a current academic calendar.

Student Complaints and Grievances

Policy

It is the policy of the BSc in Nutritional Science to follow the UAEU policy for resolving any complaints or grievances. Therefore, when students feel they have been treated unfairly, they have the right to voice their concerns through the appropriate channels.

Procedure

- A student should try first to resolve any grievances with the individual instructor.
- If the result is not satisfactory, a conference with the Program Coordinator should be scheduled.
- Appeals may be made to the Department Chairperson.
- Finally, if the student is not satisfied by the resolution, appeals may be made to the CMHS dean following the procedures of the university.
- Frequent student-instructor conferences are scheduled, and students are welcome to discuss matters pertaining to the program with the Program Coordinator at any time.

Courtesy

Policy

It is the policy of the Department and Program that all students and faculty are deserving of, and expected to show, respect and courtesy to one another.

Procedure

- Punctuality is expected as a courtesy to faculty and classmates
- Students/interns should attend all classes, labs, and practice experiences for the assigned amount of time – arriving late and/or leaving early is not acceptable; if illness precludes attendance to a lab, the appropriate instructor should be notified.
- Listen respectfully to others when they speak and refrain from whispering/talking to classmates when others are talking.
- Come to class, labs, and practice prepared with the appropriate tools and having completed assigned reading and other assignments.
- Cell phones and other noisemaking electronic devices should be turned off prior to entering the classroom.

Computer Literacy

Policy

It is the policy that all nutritional science students be competent in the use of current computer technologies. Some skills will be introduced in the classroom; however, students are responsible for obtaining training in specific programs, if needed.

Some courses are blended or online.

Procedure

Course materials are uploaded on Blackboard. It is expected students will check Blackboard on a regular basis.

Students will be required to use interactive sheets, applications, spreadsheets, PPT presentations, nutritional analysis software, Blackboard Collaborative Ultra and any smart tool the instructor will introduce as educational tool into the course.

Students Support Services

Procedure

For a listing of services available, students are referred to the UAEU Students Homepage <https://www.uaeu.ac.ae/en/experience/> and https://www.uaeu.ac.ae/en/campus_life/

Services include:

- Speaking and Writing centers
- Tutorials center
- Libraries
- Health services
- Students Residence

Standards for a high-quality Nutritionist

Policy

A high-quality nutritionist will be one with not only a complete understanding of the key role that healthy nutrition plays in the prevention of most major diseases, but also the skills to apply the scientific principles of nutrition, to develop innovative strategies and ideas for the promotion of health and wellbeing of individuals, groups and populations.

It is the responsibility of the BSc in Nutritional Science to prepare students to acquire these skills.

It is the responsibility of the nutritional science student to show commitment and significant involvement in any course and activity which may contribute to the development of these skills.

Procedure

Among the different "umbrella skills," i.e. skills that cover or surround everything else you do in nutritional science, the student will acquire, there are:

- plan and project development according to appropriate methodology and policy
- analysis and criticism of various information
- acquire up to date knowledge
- formulation of new ideas based on various collected data or information

Community Nutrition, Research Nutrition Project, trips and internship will give many opportunities covering different areas to the nutritional student to develop these skills.

Internship represents the most significant field experience the nutritional science student will have.

Any delivery (report, presentation, article analysis...) related to one of these courses/activities, must reflect good knowledge, understanding and application of appropriate methodology, abilities in analyzing, reporting and use of results to propose new adapted strategies/ideas.

For example, this may appear as a section named "Future potential applications for Nutritionists" at the end of the analysis of scientific articles. Since clinical nutrition, food industry, pharmaceutical, Government entities, and research areas are some of the fields nutritionists can practice, they should be considered when suggesting applications of given information/data.

Standards for Oral Presentations

Policy

Oral presentations must be well prepared and professionally presented.

Procedure

- Oral presentations must follow specific procedures as outlined in each class.
- In general, evaluation will be based on the following criteria:
 - Professional appearance, delivery and poise
 - Organization and clarity
 - Content: complete and thorough
 - Use of visual aids, teaching techniques
 - Ability to answer questions

Standards for an Acceptable Paper

Policy

The purpose of any paper is to communicate ideas and information effectively. It follows that an acceptable paper should have something significant to say and should say it clearly, accurately and convincingly. It is the policy that required papers will follow the outlined format.

THE FUNCTION OF WRITING IN NUTRITIONAL SCIENCE

In the professional sequence of the BSc in Nutritional Science, you will acquire knowledge and develop skills in these main areas: scientific basis of human nutrition, medical nutrition therapy, community nutrition, and food chain. In addition, you will develop some "umbrella skills" that will help improve your professional performance.

Among the umbrella skills is reporting and writing. As a nutritionist, you may write for many different audiences. Depending on your area of practice your writing may be very technical or very simple, but regardless of setting, write you will!

Professional writing ranges from notes - a brief but important form of communication between you and other healthcare team members -, communication to the community, including a wide age range, proposals, scientific reports, memos, procedure manuals, policies, laboratory reports, to research publications in professional journals. Nutritionists also communicate with each other via commentaries, newsletters and trade journals.

Writing for the public involves translating technical information and language into a "news you can use" format. You may find yourself writing for newspapers or magazines, preparing brochures for industry clients, writing food labels, or scripting events like National Nutrition Month.

In all cases, the materials must be correct, concise, and useful, so you need to know how to target various literacy levels, different learning styles, and possibly even different languages.

Assignments and exercises in every course in the curriculum are intended to increase your written (or verbal) communication skills, in addition to helping you learn specific course content. Remember, you cannot not communicate. Inattention to spelling and grammar rules, failure to use appropriate language for the audience, and inability to connect concepts logically, all communicate something that detracts from your intended message. So, pay attention to how you write something, not just to what you write. In addition to making you and your message more credible to others, time spent in writing well will clarify ideas, concepts, and principles in your own mind. The audience you influence most just might be you!

Procedure

When a definite assignment has been given, the paper should conform exactly to that assignment.

1. When no definite assignment has been given, the paper should still accomplish what it set out to do and not wander from its own stated purpose.
2. A significant and clearly stated central idea should control the entire paper. No other virtues can compensate for a muddled or missing central idea.
 - a. The central idea should not be merely a repetition of one expressed by the instructor (or some authority), though it may be an extension of such an idea.
 - b. The central idea should be stated clearly and concisely so that it can benefit both the student as he/she writes the paper and teacher as he/she reads the paper.
 - i. The student should be urged to state his/her controlling idea early in the paper so that the supporting evidence can be better evaluated for its effectiveness and relevance
 - ii. The student should not be "given the benefit of the doubt" in the statement of the controlling idea. If the instructor cannot find the central idea, he/she should assume that one does not exist.

(NOTE: Some papers, such as book reports, summaries, descriptions, processes, reviews of literature, etc. may not present "ideas" as such; nevertheless, even these papers should be controlled by a clear statement of purpose.)

3. The paper should contain convincing and sufficient support for the central idea.
 - a. The support should satisfy both readers who agree with the conclusions of the paper and readers who do not. (A weakly supported series of generalizations, an unassimilated collection of quotations, or a narrow partisan argument which ignores important contradictory evidence cannot be considered acceptable.)
 - b. Whenever possible, the support should be factual and verifiable.
 - c. If the support is mainly logical, rather than factual, the logic should withstand critical scrutiny.
4. This organization of the paper (both of the whole and the parts, including each individual paragraph) should be clear to the reader, and all parts should "stick together" to form one smoothly unfolding idea.
 - a. The organization should be consistent with the central idea and should help to clarify the relationship of the central idea and the supporting evidence.
 - i. The relationship between ideas and supporting evidence should always be clear. The reader should never have to ask: "What does this have to do with your point?"

- ii. The proportion of the paper allotted to any section should reflect the relative importance of that section. A minor idea should never be discussed at length nor a major one be given only cursory treatment.
 - b. The paper should read clearly and smoothly.
 - i. The student should provide signals (transitions, headings, etc.) to show how sections relate to each other and to the central idea.
 - ii. Jarring gaps in thought (where the student has leaped too abruptly from one sentence to the next or from one paragraph or section to the next) always confuse the reader. They may occur simply because the student has failed to put all that was in his mind into the paper, but they suggest superficial thinking and a failure to see relationships.
5. The diction (word choice) of the paper should be precise and economical. Even though some of the student's academic models encourage him in thinking that wordy, pretentious, jargon-ridden language is "impressive" he should be brought to recognize that such language is irritating and confusing to a reader and seriously lessens the effectiveness of the paper.
6. Terminology used should be consistent throughout the whole paper. Using different forms or names for the same term confuses the reader and diminishes the intellectual capacity of the idea.
7. The paper should meet acceptable standards of sentence structure, spelling, and punctuation. It should be literate. If a paper contains numerous technical errors, it will be returned to the student for rewriting before it is accepted for evaluation or credit. (Many mechanical errors, perhaps most, result from carelessness and failure to revise, and from a calculated estimate of the quality of work the teacher will accept). This should be kept in mind relative to final due date.
8. Form. The following pages give examples of the use of headings, citation in the body of the paper, and references.
9. The paper must be typewritten with a title page

Standards for an Acceptable Paper: Format Guidelines

Policy

Any use of heading, references, or citations in papers must conform to the format outlined below.

Procedure

- **Use of headings**

The headings correspond to the parts of an outline.

I = First level

A = Second level

1 = Third level

a = Fourth level

i = Fifth level

- The title is not part of the outline, but generally receives a first level heading or is placed on a title page rather than on the first page of text.

FIRST LEVEL HEADINGS

Second Level Headings

Third Level Headings

Begin text here...

Fourth Level Headings. Begin text here...

Fifth Level Headings. Begin text here...

Examples of Headings

RESULTS AND DISCUSSION

Initial Survey Results

Characteristics of Sample

Demographic. The 87 participants in the study were fairly evenly distributed in three age groups: 60 to 65 years (29.9 percent), 66 to 75 years (34.5 percent), and older than 75 years (35.6 percent) (Table I). The sample was predominantly female (69 percent), as was anticipated for this age group. The education level was very high, 49.5 percent holding either a baccalaureate or higher degree. This finding is consistent with the statement of Krond et al. (20XX, p. XXX) that elderly persons who respond to research studies frequently have a high educational background. The high education level also might be expected in a university community.

Lifestyle. Table 2 shows participant lifestyle characteristics. Of the sample, 41.2 percent lived alone, and 58.8 percent lived with a spouse or other family member. Significant differences were disclosed in living arrangements by both age and gender (Tables 21, 22, Appendix K). Those over 75 years and females were more likely to live alone than either those in younger age groups or males.

The majority of the sample had no dietary restrictions, and only 21.8 percent reported minor restrictions. None of these modifications, primarily reducing salt or cholesterol, was neither severe nor precluded study participation.

- **Citations within text: The Harvard Citation system should be used.**

In Harvard referencing, in-text citations contain the author(s)'s or editor(s)'s surname, year of publication and page number(s).

When citing a source with two or three authors, state all surnames like so:

Mitchell, Smith and Thomson (2017, p. 189) states... Or ... (Mitchell, Coyne and Thomson, 2017, p. 189)

When citing a source with four or more authors, the first author's surname should be stated followed by 'et al':

Mitchell et al (2017, p. 189) states... Or ... (Mitchell et al, 2017, p, 189)

- **Example of citation in Body of paper**

Sherman and Bittan (2018, p.155); Roundree and Tinkin (2015, p. 189); Clancey (2015, p. 14)

Standards for an Acceptable Paper: Reference Guide

Policy

The Harvard referencing system is used in Nutritional Science courses.

Procedure

Please refer to the Harvard citation format guide <https://www.mendeley.com/guides/harvard-citation-guide>

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