Anexa 6

DISCIPLINE DESCRIPTION

1. Program data

1.1 Higher education institution	**UNIVERSITY OF ORADEA**
1.2 Faculty	**Environment protection**
1.3 Department	**Animal science and Agroturism**
1.4 Field of study	**Engineering and Management**
1.5 Study cycle	**BACHELOR**
1.6 Study Program / Qualification	**Engineering and Management in Public Food and Agrotourism / Engineer**

2. Discipline data

2.1 Name of the discipline		HUMAN NUTRITION II					
2.2 Course holder		Prof. dr. Mierlita Daniel					
2.3 Seminar / laboratory / project owner		Prof. dr. Mierlita Daniel					
2.4 Year of study	II	2.5 Semester	IV	2.6 Type of evaluation	E	2.7 The discipline regime	I

(I) Imposed; (O) Optional; (F) Facultative

3. Estimated total time (hours per semester of didactic activities)

3.1 Number of hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory/project	2
3.4 Total hours of the curriculum	56	of which: 3.5 course	28	3.6 seminar / laboratory / project	28
Distribution of Time Fund					
Study after manual, course support, bibliography and notes					20
Additional documentation in the library, on the specialized electronic platforms and on the field					8
Training seminars / laboratories, themes, papers, portfolios and essays					16
Tutorial					4
Examinations					8
Other activities.....					

3.7 Total hours of individual study	**56**
3.9 Total hours per semester	**112**
3.10 Number of credits	**4**

4. Preconditions (where applicable)

4.1 curriculum	
4.2 skills	

5. Conditions (where applicable)

5.1. of course	The lecture room with laptop and videoproiector.
5.2. seminar / laboratory / project	Laboratory room equipped with the equipment necessary to determine the nutrient content and appreciation of the food quality; computers, Internet connection, specialized software.

6. Specific skills accumulated

Professional skills	**C1** Carrying out calculations, demonstrations and applications to solve engineering and management tasks based on the knowledge of the fundamental and engineering sciences. **C4** Information Systems Management: software applications - operation and customization, based on domain-specific indicators. **C5** Management of production / service units in public catering and agro-tourism and marketing strategies and policies in the field.
Transversal skills	CT3 Identifying opportunities for continuous training and effective use of information resources and communication resources and assisted training resources (Internet portals, specialized software applications, databases, on-line courses, etc.) both in Romanian, as well as in an international language.

7. Objectives of the discipline

7.1 The general objective of the discipline	To communicate to students the concepts, notions and experimental data on: Nutritional characterization of main food groups and their rational use in ammonium nutrition; the role of different food groups in ensuring the health of the population; Sanogenic methods of food preservation and processing.
7.2 Specific objectives	Know the nutritional characteristics of the main food groups and how to use them in the food ration. Impacts of unbalanced nutrition on public health; Principles of rational nutrition of different categories (pregnant women, children, elderly, athletes, patients with cardiovascular diseases, obesity, diabetes).

8.Ccontents *

8.1 Cours	teaching methods	Nr. Hours / Observations
Milk and dairy products. - Composition and nutritional characteristics of milk - Methods of milk conservation - The main dairy products - The advantages and disadvantages of drinking milk and dairy products - Digestive use of milk and dairy products Recommended Dairy and Milk Rates - Hygienic and toxicological properties of milk.	Lecture, explanation, conversation and dialogue with students heuristics	**4**
Eggs. - The structure and chemical composition of the egg - Nutritive value of eggs - Appreciation of the egg cluster - Methods of egg conservation	Lecture, explanation, conversation and dialogue with students heuristics	**2**

- Digestion of the egg - Intolerance to eggs - Recommended daily rate: egg between use and abuse - Toxic infections caused by egg consumption and prophylactic measures - Changes produced during egg storage.		
Meat. - The main assortments and their characteristics - Chemical composition and nutritional value of meat - Digestive use of meat - Advantages and disadvantages of meat consumption Recommended daily meat ration.	Lecture, explanation, conversation and dialogue with students heuristics	4
Food fats - Fat of animal origin - Vegetable fats - Digestive use of fats - Future of fat in human rational nutrition - Fat reduction	Lecture, explanation, conversation and dialogue with students heuristics	2
Cereals and their derivatives - Structure and chemical composition of cereals - Advantages and disadvantages of grain consumption - The digestive use of cereals - Recommended cereal grain - Toxins and mycotoxins in cereals	Lecture, explanation, conversation and dialogue with students heuristics	4
The vegetables	Lecture, explanation, conversation and dialogue with students heuristics	2
Fruits	Lecture, explanation, conversation and dialogue with students heuristics	2
Sugar products.	Lecture, explanation, conversation and dialogue with students heuristics	1
Non-alcoholic beverages.	Lecture, explanation, conversation and dialogue with students heuristics	**1**
Alcoholic beverages.	Lecture, explanation, conversation and dialogue with students heuristics	1
The specificity of children's rational nutrition.	Lecture, explanation, conversation and dialogue with students heuristics	1
The specific nature of the rational nutrition of pregnant women.	Lecture, explanation, conversation and dialogue with students heuristics	1
Specific rational nutrition of adults with intellectual activities.	Lecture, explanation, conversation and	1

	dialogue with students heuristics	
The specific nature of the rational nutrition of adults with physical activity.	Lecture, explanation, conversation and dialogue with students heuristics	1
The specificity of rational nutrition of athletes.	Lecture, explanation, conversation and dialogue with students heuristics	1
The specificity of rational nutrition of the elderly.	Lecture, explanation, conversation and dialogue with students heuristics	1

References

1. Garban Z. (2000) – Nutriţie umana; Vol. I. Probleme fundamentale. Ed. Didactica si Pedagogica, R.A.; Bucuresti.
2. Mincu I. (1982) – Notiuni elementare de alimentatie rationala. Ed. Medicala, Bucuresti.
3. Mierlita D. (2011) – Nutritie umana – Suport de curs (material didactic).
4. Mincu I. (1993) – Impactul om – aliment. Ed. Medicala, Bucuresti.
5. Mincu I. Si col. (1989) – Orientari actuale in nutritie. Ed. Medicala, Bucuresti.
6. Cernaianu L. (2001) – Alimentatie si sanatate pentru copilul tau (3 – 15 ani). Ed. Bic All, Bucuresti.
7. Radulescu E. (2005) – Alimentatie inteligenta. Ed. Viata si Sanatate, Bucuresti.
8. Robinson, S.D. (1987) - Food Biochemistry and Nutritional Value, Longman Scientific and Technical.
9. Olinescu R.M., (2000) – Totul despre alimentatia sanatoasa. Ed. Niculescu, Bucuresti.

8.2 Seminar	teaching methods	Nr. Hours / Observations
8.3 Laboratory		
Methods of food preservation: their influence on the nutritional value of food - Milk and dairy products; - Meat and meat preparations; - Vegetables and fruits; - Food fats; - Cereals and their derivatives; - Sugar products.	lecture, explanation, dialogue with students, individual and team activities.	**6**
Rates recommended for main food groups.	lecture, explanation, dialogue with students, individual and team activities.	**6**
Alterarea alimentelor si impactul lor asupra sanatatii umane.	lecture, explanation, dialogue with students, individual and team activities.	**2**
Toxins and mycotoxins in food.	lecture, explanation, dialogue with students, individual and team activities.	**2**
Optimizing food ration in infants and pupils.	lecture, explanation, dialogue with students, individual and team	**2**

	activities.	
Optimization of the food ration in adults according to the type and intensity of the performed activity.	lecture, explanation, dialogue with students, individual and team	4
Optimizing food ration in women during reproductive period (pregnancy and breastfeeding).	lecture, explanation, dialogue with students, individual and team	2
Optimizing food ration for athletes.	lecture, explanation, dialogue with students, individual and team	1
Optimizing food ration in elderly people.	lecture, explanation, dialogue with students, individual and team	1
Food imbalances: causes and effects.	lecture, explanation, dialogue with students, individual and team	2
8.4 Project		

References:

Costin, G.M. si Segal, R. (editori), 1999, Alimente funcţionale. Alimentele si sanatatea, Ed. Academica, Galaţi
Dumitrescu, C., 1987, Bazele practicii alimentatiei dietetice profilactice si curative, Ed. Medicala, Bucuresti
Mincu , I. s.a., 1989, Orientări actuale în nutriţie, Ed. Medicală, Bucureşti
Mogos, V.T., 1997 si 1998, Alimentatia in bolile de nutritie si metabolism, Vol. 1 si 2, Ed. Didactica si Pedagogica, Bucuresti
Segal, R., 2006, Biochimia produselor alimentare, Ed. Academica, Galati
Segal, R. s.a., 1982, Valoarea nutritivă a produselor agroalimentare, Ed. Ceres
Segal, R., 2002, Principiile nutriţiei, Ed. Academica, Galaţi.

9. Corroborating the contents of the discipline with the expectations of epistemic community representatives, professional associations and representative employers in the field of the program

Thematic content of the Human Nutrition discipline is consistent with that of other university centers in the country and abroad. It is elaborated in collaboration with representative public-sector employers (restaurants, canteens), where students practice, facilitating the graduate graduation.

10. evaluation

Tip activitate	10.1 Evaluation criterias	10.2 Metode de evaluare	10.3 Weight of the final grade
10.4 Cours	correctness and completeness of knowledge; - logical coherence; - degree of assimilation of specialized terms - interest in individual study.	continuous evaluation (student's free exposure, oral conversation and questioning, active student participation in courses) summative assessment (final written assessment during the exam session)	20% 40%

10.5 Seminar			
10.6 Laboratory	- the ability to work with assimilated knowledge; - the capacity to operate with the data and the results obtained in the laboratory; - interest in individual study.	continuous assessment (current written papers, individual papers, active participation of the student in laboratory activities) Summative assessment (final written assessment during the exam session).	25% 15%
10.7 Project			
10.8. Minimum performance standard: Very good knowledge of one subject out of two; the score given for the periodical checks during the semester should be at least 5; marking "very good" at least ½ of the papers (homeworks) handed over during the year; attending at least 80% of the teaching activities.			

Date of completion

01. 10. 2022

Signature of course holder

Prof. dr. ing. Mierlita D.
(dadi.mierlita@yahoo.com)

Signature of holder seminar/laboratory/project

Prof. dr. ing. Mierlita D.

Date of approval in the department

Signature of Department Director
Lecturer dr. ing. Monica Dodu

Sign Decan
Conf. Dr. Ing. Cristina Maerescu