

## FDNT415/515 - Sustainable Nutrition - NewCrs - 2016-03-09

**Form Information**

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- ***if DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click "SAVE" on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word **DRAFT** is in yellow at the top of the proposal

**Fourth Step:** Click on "**EDIT CONTENTS**" (not EDIT) and start completing the template. When exiting or when done, click "SAVE" on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**\*Indicates a required field**

<b>Proposer*</b>	Idamarie Laquatra	<b>Proposer Email*</b>	idamarie.laquatra@iup.edu
<b>Contact Person*</b>	Idamarie Laquatra	<b>Contact Email*</b>	idamarie.laquatra@iup.edu
<b>Proposing Department/Unit*</b>	Food and Nutrition Department	<b>Contact Phone*</b>	724-357-3284

<b>(A) Course Prefix*</b>	<p><b>See the Registrar's List of Unavailable Course Numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a></b></p> <p>FDNT</p>
<b>(B) Course Number*</b>	<p><i>If Dual Listed, enter both course numbers</i></p> <p>415</p>
<b>(C) Course Title*</b>	Sustainable Nutrition
<b>(D) Course Level*</b>	undergraduate-level
<b>(E) Cross Listed*</b>	<p><b><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></b></p> <p>YES</p> <p>If YES, with:FDNT 515 (originally approved as FDNT 610, including approval for DE; course # change request has been submitted)</p>
<b>(F) Variable Credit*</b>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<b>(G) Variable Title*</b>	<p>NO</p> <p>If YES, enter the title(s):</p>

**(H) Number of Credits\***

Class Hours:

Lab Hours:

Credits:3

**(I) Prerequisite(s)**

None

**(J) Co-requisite(s)**

*This means that another course must be taken in the same semester as the proposed course*

**(K) Additional Information**

**Check all that apply. Note: Additional documentation will be required**

**\* Teacher Education: Please complete the Teacher Education section of this form (below)**

**\* Liberal Studies: Please complete the Liberal Studies section of this form (below)**

**\* Distance Education: Please complete the Distance Education section of this form (below)**

distance-education

**(L) Recommended Class Size**

YES

Number (Enter Zero if No):30

If YES: (Check one of the following reasons and provide a narrative explanation)

Pedagogical

Explain (required):

The class size restriction is due to the interactive nature of the course; the types of assignments students must complete; the engagement of students with each other; and for the graduate students, the mentoring required for completion of the research paper.

**(M) Catalog Description\***

**Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.**

Explores food system sustainability issues from farm to fork, including food production, preparation, processing, packaging, and distribution. Assesses the sustainability of current dietary recommendations and the environmental impact of food choices. Evaluates food security from a national and global perspective.

**(N) Student Learning Outcomes\***

***These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes***

***If dual listed, indicate additional learning objectives for the higher level course.***

FDNT 415:

Develop proficiency with regard to the research for and analysis of sustainable agricultural, processing, packaging, and distribution practices.

Evaluate food consumption as it relates to sustainability.

Integrate and apply what is learned to current nutrition guidance.

Analyze food insecurity and the sustainability of global food systems.

FDNT 515 (all of above objectives PLUS):

Synthesize the literature and data to assess nutrition intervention programs and nutrition policy decisions as they pertain to sustainability.

**(O) Brief Course Outline\***

***Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments***

***As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or***

***direct faculty instruction, there should be a minimum of two hours of out of class student work.***

- I. What is Sustainability?
  - A. Overview of the US agricultural system.
- II. Issues with the Current US Food System
  - A. Principles of a fair food system
- III. Sustainable Agriculture
  - A. US Meat Production
  - B. US Fish Production
- IV. Food Processing: From Farm to Market
- V. Local Food: Issues and Answers
- VI. Sustainability in Food Processing
  - A. Sustainability on the Retail Shelf
- VII. Sustainability in Foodservice
- VIII. The Carbon Footprint of Foods
- IX. Food Waste
- X. US Dietary Guidelines
- XI. Dietary Patterns
- XII. Food Security and Sustainability in the United States
- XIII. Global Food Security and Sustainability
- XIV. The Challenge of Developing Sustainable Food and Nutrition Behaviors

**(P) Why is this Course Being Proposed?\***

The Academy of Nutrition and Dietetics defines optimal nutrition as an interaction among natural resources, societal systems, and individual choices. Each of these has a sustainable component. Natural resources include systems for food and water, societal systems refer to equitable access to resources; and individual choices pertain to healthy living and healthy dietary patterns. The forces of globalization no longer allow U.S. agricultural, processing, distribution, and consumption to occur in isolation. Students must have a holistic conceptualization of the food system, the impact of dietary recommendations on sustainable dietary patterns, and personal behavior changes that support sustainability in order to function as active participants in the development of appropriate nutrition interventions.

This course has been successfully taught face-to-face as 4B1/581 during Spring Semester 2015 and as a distance education course (FDNT 581) during Fall Semester, 2014. The course attracted students from other departments and feedback from student evaluations was positive.

Sustainable Nutrition will also be one of the courses offered for the Global and Rural Communities Track of the interdisciplinary proposed Public Health major.

**(Q) University Senate Summary of Rationale**

***Please enter a single paragraph summary/rationale of changes or proposal for University Senate.***

Locally, nationally, and globally there is increased attention given to the concept of sustainability in many areas including food. Consumers, producers, and marketers of food have various reasons for their interest in sustainable practices, often driven by economic and environmental priorities. This course uses a systems approach to understand the agricultural implications and their relationship to food and nutrition policy nationally and internationally. Undergraduate and graduate students in food and nutrition and related disciplines need to have an evidence-based analysis of food sustainability in order to engage in the global discussion.

**(R) How Does it Fit into the Departmental Curriculum?\***

***Check all that apply***

Free Elective

If Other, please explain:

**(S) Is a Similar Class Offered in Other Departments?\***

NO

Please Provide Comment:

Sustainability is a broad topic and can be taught from a number of perspectives. Sustainable Nutrition addresses sustainability through the lens of the Food and Nutrition Department, focusing on the production, processing, and consumption of food. The issues and priorities addressed are complementary to but different from other fields of study.

**(T) Does it Serve the College/University Above and Beyond the Role it Serves in the Department?\***

YES

Please Provide Comment:

The topic of sustainability has received widespread attention in recent years on a local, national, and global basis. All individuals are stewards of their environment, and to function in the role requires an understanding of the impact of personal behaviors and community and government policies on sustainability concerns. This course addresses sustainability through the lens of food and nutrition, guiding students through the entire life cycle of food, from agricultural production methods through waste disposal. Undergraduate and graduate students in food and nutrition and related majors will acquire an evidence-based understanding of food sustainability to be able to engage in discussions and take responsibility for personal behaviors related to sustainability of our food system.

**(U) Who is the Target Audience for the Course?\***

Department Elective

Open to Any Student

If Other, please explain:

(V) Implications  
for Other  
Departments\*

A. What are the implications for other departments?

**(For Example: overlap of content with other disciplines, requirements for other programs)**

None; it could be an additional course for the Sustainability Minor.

B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?

(W) Attach  
Supporting  
Documents for  
Implications,

if Necessary

(X) Are the  
Resources  
Adequate?\*

File

Modified ^

**(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)**

YES

Please Provide Comment:

The Food and Nutrition Department has qualified faculty to teach the course and Sustainable Nutrition has already been part of the Food and Nutrition Department schedule and workload.

## Distance Education Section

**- Complete this section only if adding Distance Education to a New or Existing Course**

If Completing this  
Section, distance-education

Check the Box to  
the Right:

Course  
Prefix/Number

415

Course Title

Sustainable Nutrition

Type of Proposal

**See CBA, Art. 42.D.1 for Definition**

online

**Brief Course  
Outline**

***Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments***

***As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or***

***direct faculty instruction, there should be a minimum of two hours of out of class student work.***

- I. What is Sustainability?
  - A. Overview of the US agricultural system.
- II. Issues with the Current US Food System
  - A. Principles of a fair food system
- III. Sustainable Agriculture
  - A. US Meat Production
  - B. US Fish Production
- IV. Food Processing: From Farm to Market
- V. Local Food: Issues and Answers
- VI. Sustainability in Food Processing
  - A. Sustainability on the Retail Shelf
- VII. Sustainability in Foodservice
- VIII. The Carbon Footprint of Foods
- IX. Food Waste
- X. US Dietary Guidelines
- XI. Dietary Patterns
- XII. Food Security and Sustainability in the United States
- XIII. Global Food Security and Sustainability
- XIV. The Challenge of Developing Sustainable Food and Nutrition Behaviors

**Rationale for Proposal (Required Questions from CBA)**

**How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?**

**Qualifications in Distance Education:** I have been teaching at IUP since Fall 2013. I took advantage of the D2L Self-Directed training Course for Instructors and have been using D2L exclusively for all of my courses. This course was taught face-to-face to undergraduate and graduate students as FDNT 481/581 once during Spring Semester, 2015. The Distance Education graduate level version of the course was taught online once as FDNT 581 Fall Semester, 2014, and student evaluations were positive.

Prior to joining the faculty of the Food and Nutrition Department, I worked in the food industry as the Director of Global Nutrition. In that capacity, I used web-based tools and conferencing for conducting worldwide nutrition team meetings, developed an online newsletter for the all of the business units of the company, and participated in webinars as both a speaker (for outside audiences) and attendee. While working as a technical consultant for *Shape Up America*, an initiative created by Dr. Everett Koop, I worked with a chef to develop an online "cyberkitchen," on a team to revise an online, interactive fitness center, and wrote the nutritional component of an internet-based weight loss program. I also enrolled in a course by Dr. Andrew Abela on presentation design that focused on delivering complex information effectively.

**Qualifications In the Discipline:** I am an Assistant Professor for the Department of Food and Nutrition and have taught five different courses since joining the Department of Food and Nutrition at IUP in Fall 2013. During the Summer 2014, I taught FDNT 605, a graduate course in nutrition intervention strategies. Prior to my employment at IUP, I worked extensively in the food industry, both as a consultant and full-time employee. During my tenure in the food industry, I worked with experts internally and externally in the areas of agriculture, food technology, marketing, public relations, packaging, sales, and international nutrition. I was awarded a PhD in Nutrition from the Pennsylvania State University in 1982, and have been a registered dietitian for 38 years.

**For each outcome in the course, describe**

**how the outcome will be achieved using**

**Distance Education technologies.**

The online course is organized in a modular format addressing different aspects of nutrition sustainability as it relates to food production, processing, packaging, consumption, the development of nutrition guidance, and food insecurity. Features in the learning management system (LMS) will be used to facilitate the online course. Specifically, the LMS will house course content and links to resources. Course content for each major topical unit will include a series of modules consisting of learning objectives; reading assignments and resource links, brief instructor perspectives (overview), or supplementary information; short video lectures regarding course topics; and one or more worksheets to stimulate critical thinking about course concepts and/or research articles assigned. Students will also use LMS discussion forums, quiz tools, and assignment drop boxes as part of course activities. Periodically throughout the semester, students have the opportunity to participate in webinars with guest experts, and these webinars will be archived for future reference. As part of each module, students will be required to access current research in the field via the Internet and library resources, including The Cochrane Library and Medline Plus. They will complete a paper on dietary patterns, drawing on information provided through readings and discussion. Graduate students will also be required to complete a research paper assessing nutrition intervention programs and nutrition policy decisions as they pertain to sustainability.

Specifically, the means by which each objective will be met using distance education technologies follows:

- *Develop proficiency with regard to the research for and analysis of sustainable agricultural, processing, packaging, and distribution practices.*

Students will explore agricultural, processing, and packaging practices through online course content and exploration of the current research in this area. Given this information, students will participate in course discussions using LMS-based discussion forums. In these discussions, students will assess the issues and the evaluate data to develop their perspectives. The instructor will serve as facilitator for the discussions to assist students in connecting theory with practice, correct false assumptions, and to answer questions. Students will be evaluated on this objective through the completion of worksheets and instructor evaluation via the LMS discussion forums.

- *Evaluate food consumption as it relates to sustainability.*

Students will analyze the carbon footprint of various food categories using online tools provided through resources links. They will evaluate food waste, various eating patterns, and their own eating patterns to assess the impact on sustainability. Students will participate in course discussions and case study scenarios using LMS-based discussion forums. In these discussions, students will explore the issues, assess their impact on the field and their implications for practice, and evaluate potential solutions/strategies for dealing with the issues in practice. The instructor will serve as facilitator for the discussions to assist students in connecting theory with practice, correct false assumptions, and to answer questions. Students will be evaluated on this objective through the completion of worksheets and instructor evaluation via the LMS discussion forums.

- *Integrate and apply what is learned to current nutrition guidance.*

Students will evaluate current nutrition guidance and food patterns as they relate to nutrition sustainability. Students will participate in course discussions using LMS-based discussion forums. In addition, students will access internet and library sources and use resource links to complete a research paper which will be turned in through a drop box. The instructor will serve as facilitator for the discussions to assist students in connecting theory with practice, and provide feedback on a draft of the research paper prior to completion of the final paper. Students will be evaluated on this objective through completion of the research paper and instructor evaluation of the LMS discussion forums.

- *Analyze food insecurity and the sustainability of global food systems*

Students will assess solutions for national and global food insecurity through the lens of nutrition sustainability. The instructor will work with students to identify strengths and limitations of current nutrition interventions and their impact on the management of natural resources. The instructor will assist the students in synthesizing the content through the use of a reflection paper, instructor-prepared study guides, mini-research group assignments, and online discussion forums. The instructor will use these activities as formative assessments and provide positive and constructive feedback.

- *Synthesize the literature and data to assess nutrition intervention programs and nutrition policy decisions.*

Graduate students will demonstrate the ability to critically assess nutrition interventions and highlight issues for further exploration through completion of a Nutrition Intervention Report and Executive Summary to be submitted for peer discussion and critique and instructor evaluation via the LMS discussion forums.



**How will the instructor-student and**

**student-student interaction take place?**

**(if applicable)**

Dr. Laquatra will hold online office hours in addition to campus office hour appointments. The LMS will be the primary vehicle for communication among students and the instructor. Features of the LMS to be used include the calendar, discussion forums, the dropbox, and chat:

- **Calendar:** The instructor will provide specific assignment due dates and announce instructor availability for online office hours through the LMS calendar feature.
- **Discussion Forums:** The discussion forums will consist of areas for discussion of course topics, frequently asked questions, and an area for informal student discussion:

**Content-Related Areas:** These areas will be used for discussion of all the content-related assignments and sharing associated with the class. Students will be expected to contribute to these discussions, and the instructor will be an active participant in the discussions to provide feedback and to elaborate on key points.

**FAQ Area:** This discussion area will be maintained by the instructor and contain a listing of the Frequently Asked Questions that students may have related to the logistics or technical aspects of the course, including use of the LMS or course resources.

**Informal Discussion Area:** This area has been provided as part of the course for socialization, peer support, and informal collaboration.

- **Dropbox:** Students will submit their assignments through the dropbox. The instructor will use this tool to grade student assignments and to provide individualized feedback.
- **Chat:** Instructor-mediated and general chat spaces will be provided for students to chat live with the instructor and/or peers in the course. The instructor-mediated room will be used for talking with the instructor during online office hours. Students are not required to attend online office hours but are encouraged to attend as their schedules allow or based on their individual needs. The general chat room will serve as a place where students can meet to complete group activities.

Students will be required to check their IUP email once per day. IUP email will be used for private communications between the instructor and the student. Students emailing the instructor can expect a reply within 24 hours of the message being sent.

**How will student achievement be evaluated?**

The evaluation methods used in this course and their relative weights follow.

- **Course Discussions (10%)** -- For each module, the student will be directed to read, analyze, and respond to discussion questions regarding sustainable practices in the LMS discussion forums. These posts must be made within the timeframe specified in the Participation Requirements section of the course syllabus. Student comments must make a significant contribution to the discussion, building on previous student posts, suggesting alternatives, pointing out problems, or even constructively disagreeing. Students should make every attempt to connect their discussion posts with their course materials, insights from their independent research, and personal experiences. Students will be evaluated on their ability to contribute significantly to course discussions, effectively connect course content and to demonstrate correct spelling, grammar, and mechanics.
- **Worksheets (10%)** -- Students will complete worksheets for each module to enhance understanding of the content. Worksheets will cover information from powerpoints, research articles, and/or webinars. The worksheets must be submitted through the dropbox within the timeframe specified in the Participation Requirements section of the course syllabus.
- **Case Study Scenarios (10%)** -- Students will be presented with multiple case study scenarios and they will work in small groups to apply the concepts presented in the assigned readings, videos, online resources, their independent research, and personal experiences. Students will be evaluated on their ability to apply science-based information to practice, problem-solve, and think critically and creatively.
- **Quizzes (20%)** -- For each module discussed in the course, a quiz will be administered to assess student knowledge of basic terminology, current practices, and assessment of practices. Quizzes will include multiple-choice, matching, and true-false questions that can be scored by computer, providing students with immediate feedback regarding basic concepts. Students can score between 0 to 10 points on each quiz. Approximately five quizzes will be required.
- **Reflection Paper (20%)** -- Students will submit a 2-page individual reflection on the impact of sustainability issues on national and global food insecurity. This reflection paper will be submitted after the online discussion and mini-research group project and should reflect their research and learning from the discussions.
- **Dietary Patterns Paper (30%)** -- Students will prepare a report on the sustainability of current dietary guidance and food patterns. Students will choose the dietary pattern they wish to evaluate and it must be approved by the instructor. The student must support their evaluation based on course content, assigned readings, online resources, and their independent research.

For graduate students enrolled in 515, an additional assignment will be required:

- **Nutrition Intervention Report and Executive Summary (30%)\*** -- Students will prepare a Nutrition Intervention Report and Executive Summary on one intervention for food insecurity and explain if the intervention is sustainable and the reasoning for the position taken. Students will be evaluated on their ability to demonstrate a clear understanding of the issues, and to effectively support their evaluation of the facts using previously learned course content, assigned readings, online resources, their independent research, and personal experiences

\*The adjustments in the weighting of the assignments for graduate students registered for FDNT 515 are that the Quizzes will account for 10%, the Reflection Paper will account for 10%, and the Dietary Patterns Paper will account for 20% of the grade. The weights for the course discussions, worksheets, and case study scenarios will remain the same.

**How will academic honesty for tests**

The following methods will be used to assure the academic integrity in the course:

**and assignments be addressed?**

Honor Statement: Students will be provided with the syllabus, detailing the requirements of the course. Students will be required to complete an honor statement signifying that they have read the course syllabus, understand the policies as outlined, and agree to abide by the course policies.

Syllabus Quiz: At the onset of the course, students will be asked to complete a quiz based on the syllabus, indicating that they have read the material.

Review of Papers for Plagiarism: Turn-It-In will be used to review students' papers for plagiarism. If detected, plagiarism will be dealt with according to university policies and procedures.

Academic Integrity Policy: The following academic integrity policy, an abbreviated form of the actual academic integrity policy in the IUP Graduate Catalog, will be incorporated into the course syllabus:

*Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity:*

- *Providing or receiving unauthorized assistance in coursework, lab work, theses, dissertations, or examinations.*
- *Using unauthorized materials and resources during quizzes or examinations.*
- *Plagiarism, which is the use of papers, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.*
- *Using the same paper or presenting work more than once without instructor authorization.*
- *Possessing course examination materials without the prior knowledge and consent of the instructor.*
- *Engaging in behaviors that are disruptive or threatening to others.*
- *Using computer technology in any way other than for the purposes intended for the course.*

*Please note that the IUP faculty uses a variety of technologies to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Graduate Catalog, which is available at <http://www.iup.edu/graduatestudies/catalog>.*

## **Liberal Studies Section**

**- Complete this section only for a new Liberal Studies course or Liberal Studies course revision**

**If Completing this Section,**

**Check the Box to the Right:**

**Liberal Studies Course Designations (Check all that apply)**

**Learning Skills:**

**Knowledge Area:**

**Liberal Studies  
Elective**

*Please mark the designation(s) that apply - must meet at least one*

**Expected  
Undergraduate  
Student**

*Describe how each Student Learning Outcome in the course enables students to become  
Informed Learners, Empowered Learners and/or Responsible Learners*

**Learning Outcomes  
(EUSLOs)**

*See <http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694>*

**Description of the  
Required**

*Narrative on how the course will address the Selected Category Content*

**Content for this  
Category**

**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.**

**Please answer the following questions.**

**Liberal Studies  
courses must  
include**

**the perspectives and  
contributions**

**of ethnic and racial  
minorities and**

**of women whenever  
appropriate to**

**the subject matter.  
Please explain**

**how this course will  
meet this**

**criterion.**

**Liberal Studies  
courses require the**

**reading and use by  
students of at**

**least one  
non-textbook work of**

**fiction or non-fiction  
or a collection**

**of related articles.  
Please describe**

**how your course will  
meet this**

**criterion.**

## **Teacher Education Section**

**- Complete this section only for a new Teacher Education course or Teacher Education course revision**

**If Completing  
this Section,**

**Check the  
Box to the  
Right:**

**Course  
Designations:**

**Key  
Assessments**

For both new and revised courses, please attach (see the program education coordinator):

- The Overall Program Assessment Matrix
- The Key Assessment Guidelines
- The Key Assessment Rubric

**File**

**Modified** ^

---

No files shared here yet.

**Narrative  
Description  
of the**

***How the proposal relates to the Education Major***

**Required  
Content**

**For Deans Review**

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments:

