

FDNT 150 Foods-CrsRvs-2018-10-06

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Form Information



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

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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*

Proposer*	Rita M. Johnson	Proposer Email*	Rita.Johnson@iup.edu
Contact Person*	Rita M. Johnson	Contact Email*	Rita.Johnson@iup.edu
Proposing Department/Unit*	Food and Nutrition	Contact Phone*	7-4440 or 7-3281

Course Level*	undergraduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A: catalog_desc_change mod_prereq	Category B: <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)
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<p>(A) Why is the course being revised/deleted:*</p> <p><i>Please be specific - this should be more detail than the Summary for the Senate.</i></p>	<p>The prerequisites for FDNT 150, Foods are being changed because BIOL 104, Human Biology: How the Body Works, and BIOL 106, Human Genetics and Health, are being added as a Knowledge Area: Natural Science option for the Nutrition Track. Currently only chemistry is a prerequisite for FDNT 150. The revised Nutrition Track includes BIOL 104 and 106 as options to CHEM 101 and 102 so that the requirements of the Nutrition Track are the same as the nutrition minor, which accepts BIOL 104 and 106 or CHEM 101 and 102.</p> <p>The prerequisite for FDNT 150, Foods, includes only BIOL 104 and not BIOL 106. Knowledge about Human Genetics and Health is not essential for FDNT 150, Foods. Further, Nutrition Track students would typically take FDNT 150, Foods (and FDNT 151, Foods Laboratory) in their second semester, after having only BIOL 104.</p> <p>Food and nutrition faculty assessed that students with a prerequisite of BIOL 104 who take FDNT 150 perform as well as those with chemistry and recommend the addition of BIOL 104 for FDNT 150.</p> <p>In addition, the addition of a corequisite of FDNT 151, Foods Laboratory, is being added to FDNT 150, Foods, because lecture and lab topics are coordinated.</p> <p>The prerequisites and course description for FDNT 150, Foods are being changed because the Nutrition Track, Liberal Studies Natural Science courses have been changed so that students can choose between Biology and Chemistry. Either choice provides an adequate background to succeed in this track.</p> <p>The revised Nutrition Track includes BIOL 104 and 106 as options to CHEM 101 and 102 so that the requirements of the Nutrition Track are the same as the nutrition minor, which accepts BIOL 104 and 106 or CHEM 101 and 102.</p> <p>Currently, chemistry is the only prerequisite for FDNT 150.</p> <p>The prerequisite for FDNT 150, Foods, includes only BIOL 104 and not BIOL 106. Knowledge about Human Genetics and Health is not essential for success in completing FDNT 159 Foods. Further, Nutrition Track students would typically take FDNT 150, Foods (and FDNT 151, Foods Laboratory) in their second semester, after having only BIOL 104.</p> <p>Food and nutrition faculty assessed that students with a prerequisite of BIOL 104 who take FDNT 150 perform as well as those with chemistry and recommend the addition of BIOL 104 as a prerequisite for FDNT 150. Food and Nutrition faculty recommend adding BIOL 104: How the Body Works, as a prerequisite to FDNT 150 Foods</p> <p>In addition, FDNT 150, Foods is proposed to be taken concurrently with FDNT 151, Foods Laboratory so that lab and lecture coordinated in the same semester. The corequisite restriction is needed so that students are required to schedule both classes in the same semester.</p> <p>The course description has been slightly modified to conform to the current catalog editing style.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>A change to the prerequisites for FDNT 150, Foods, is being proposed so that students in the Nutrition Track, who choose BIOL 104, Human Biology: How the Body Works as a Liberal Studies Laboratory course will be able to enroll for FDNT 150, Foods, a required course in the Nutrition Track.</p> <p>FDNT 150, Foods is proposed to be taken concurrently with FDNT 151, Foods Laboratory so that lecture and lab are coordinated in the same semester.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>Requiring students to take FDNT 150, Foods and FDNT 151, Foods Laboratory concurrently affects class scheduling and requires communication to Food and Nutrition and Family and Consumer Science Education majors and their academic advisers. Food and Nutrition faculty approve of this change and a meeting with Dr. Kalini Palmer, Coordinator of the Family and Consumer Science Education program, has already occurred.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	FDNT
Proposed Prefix	FDNT
(E) Current Number*	150

Proposed Number	150												
(F) Current Course Title*	Foods												
Proposed Course Title	Foods												
(G) Prerequisite(s)	Grade of "C" or better in FDNT 151, and CHEM 101 or 111												
Proposed Prerequisite(s)	Prerequisite: Grade of "C" or better in CHEM 101 or 111 or BIOL 104. Corequisite: FDNT 151, Foods Laboratory												
(H) Current Catalog Description	Basic principles of food: composition, sanitation, preparation, and preservation.												
Proposed Catalog Description	Applies basic principles of food composition, preparation, preservation, and sanitation.												
<i>If changing Category A, no further action required.</i>													
Category B (if no change, leave blank)													
(I) Repeatable Course This is for a course that can be repeated Multiple times e.g. Internship	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:												
Proposed Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:												
(J) Number of Credits	Class Hours per week: Lab Hours: Credits:												
Proposed Number of Credits	Class Hours:Lab Hours:Credits:												
(K) Current Course Student Learning Outcomes (SLOs)													
(L) Proposed Course Student Learning Outcomes (SLOs) For each outcome, describe how the outcome will be achieved	Note that the text box in the table expands <table border="1" style="margin-left: auto; margin-right: auto;"><thead><tr><th>SLO #</th><th>Outcome</th><th>How outcome is assessed</th></tr></thead><tbody><tr><td>1</td><td></td><td></td></tr><tr><td>2</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td></tr></tbody></table>	SLO #	Outcome	How outcome is assessed	1			2			3		
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1													
2													
3													
(M) Previous Brief Course Outline <i>(It is acceptable to copy from old syllabus)</i>	<i>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>												

<p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>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></p>
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Distance Education Section

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

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course has previously been approved for Distance Education
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>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</i></p> <p><i>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></p>
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?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	

<p>How will academic honesty for tests and assignments be addressed?</p>	
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Liberal Studies Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
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Liberal Studies Course Designations (Check all that apply)																					
Learning Skills:																					
Knowledge Area:																					
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>																				
<p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p> <p>Map the Course Outcome to the EUSLO's</p>	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 75%;">Informed Learners demonstrate:</th> <th style="width: 25%;">Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across cultures & global communities </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across disciplines </td> <td></td> </tr> <tr> <th>Empowered Learners demonstrate:</th> <th>Course SLO #</th> </tr> <tr> <td> <ul style="list-style-type: none"> effective oral and written communication abilities </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 		<ul style="list-style-type: none"> The aesthetic facets of human experience 		<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 		<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 		<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 		<ul style="list-style-type: none"> the interrelationships within and across disciplines 		Empowered Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> effective oral and written communication abilities 		<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 	
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	<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 	
	<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	
	<ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgement and action 	
	<ul style="list-style-type: none"> • the ability to work within complex systems and with diverse groups 	
	<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 	
	<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 	
	Responsible Learners demonstrate:	Course SLO #
	<ul style="list-style-type: none"> • intellectual honesty 	
	<ul style="list-style-type: none"> • concern for social justice 	
	<ul style="list-style-type: none"> • civic engagement 	
	<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured (note should mirror (L) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	
	2	
	3	

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

Please answer the following questions.

<p>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.</p>	
<p>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.</p>	

Teacher Education Section

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


<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

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.

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