

FDNT 212 Nutrition-CrsRvs-2018-10-07

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

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-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

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) 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*

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

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 course description and prerequisites for FDNT 212, Nutrition are being changed for four reasons:</p> <p>(1) 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>Food and nutrition faculty assessed that students with a prerequisite of BIOL 104 who take FDNT 212 perform as well as those with chemistry and recommend the addition of BIOL 104 as a prerequisite for FDNT 212. Food and Nutrition faculty recommend adding BIOL 104: How the Body Works, as a prerequisite to FDNT 212, Nutrition.</p> <p>Currently, chemistry is the only prerequisite for FDNT 212.</p> <p>(2) The addition of the phrase,"emerging and alternative food and nutrition topics" was recommended by the Dean's office to modernize the course description. Food and Nutrition faculty unanimously agree that adding this phrase does not change the course content, since we always include emerging and alternative food and nutrition topics in our courses. Food and Nutrition faculty recommend adding "emerging and alternative food and nutrition topics" to the FDNT 212 course description at the behest of the Dean's office.</p> <p>The addition of "dietary risk factors to chronic diseases" to the course description does not change the course content. Discussing diet and its relationship to chronic disease is and has been a ubiquitous topic in FDNT 212. Adding the phrase "dietary risk factors to chronic diseases" is strategy to modernize the course description.</p> <p>(3) Sophomore status is being added because FDNT 212, Nutrition is a sophomore-level class and applies natural science concepts typically learned early in a student's education.</p> <p>(4) The course description is also being revised to update the description to support 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>Proposed changes and prerequisites to FDNT 212, Nutrition, are:</p> <p>(1) BIOL 104, Human Biology: How the Human Body Works and BIOL 106, Human Genetics and Health as prerequisites since they have been added as an option to the Liberal Studies natural science choices in the Nutrition Track curriculum.</p> <p>(2) modernize the course description, and</p> <p>(3) limit the course to students who have at least sophomore status.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>There are no implications of this change on the program or other programs or students. The Department of Nursing and Allied Health has been notified about the "sophomore status" as a courtesy. FDNT 212 Nutrition is a sophomore nursing course.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	FDNT
Proposed Prefix	FDNT
(E) Current Number*	212
Proposed Number	212
(F) Current Course Title*	Nutrition
Proposed Course Title	Nutrition

(G) Prerequisite(s)	CHEM 102 or 112												
Proposed Prerequisite(s)	CHEM 102 or 112 or BIOL 104 and BIOL 106; sophomore standing												
(H) Current Catalog Description	Sources and functions of nutrients, interdependence of dietary essentials, and nutritive value of an optimum diet are studied. Attention given to varied conditions in human life.												
Proposed Catalog Description	Examines sources and functions of nutrients, the interdependence of dietary essentials, and nutritive value of an optimum diet. Discusses dietary risk factors to chronic diseases and varied conditions in human life. Includes emerging and alternative food and nutrition topics.												
<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="width: 100%;"><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.</i></p> <p><i>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?	
How will academic honesty for tests and assignments be addressed?	

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:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies
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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>																		
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's	<i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i> <i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Informed Learners demonstrate:</th> <th style="width: 20%;">Course SLO #</th> </tr> </thead> <tbody> <tr> <td>• the ways of modeling the natural, social and technical worlds</td> <td></td> </tr> <tr> <td>• The aesthetic facets of human experience</td> <td></td> </tr> <tr> <td>• the past and present from historical, philosophical and social perspectives</td> <td></td> </tr> <tr> <td>• the human imagination, expression and traditions of many cultures</td> <td></td> </tr> <tr> <td>• the interrelationships within and across cultures & global communities</td> <td></td> </tr> <tr> <td>• the interrelationships within and across disciplines</td> <td></td> </tr> <tr> <th>Empowered Learners demonstrate:</th> <th>Course SLO #</th> </tr> <tr> <td>• effective oral and written communication abilities</td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	• the ways of modeling the natural, social and technical worlds		• The aesthetic facets of human experience		• the past and present from historical, philosophical and social perspectives		• the human imagination, expression and traditions of many cultures		• the interrelationships within and across cultures & global communities		• the interrelationships within and across disciplines		Empowered Learners demonstrate:	Course SLO #	• effective oral and written communication abilities	
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Empowered Learners demonstrate:	Course SLO #																		
• effective oral and written communication abilities																			

	<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 	
	<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 informatoin 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 	

How will each outcome be measured
 (note should mirror (L) Student Learning
 Outcomes* (SLO) from the course
 proposal

Narrative on how the course will address the Selected Category Content

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>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr style="width: 20%; margin-left: 0;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow. Please submit an ihelp if you have any questions <http://ihelp.iup.edu>