FDNT 402 Community Nutrition-CrsRvs-2018-02-21

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

Form Information

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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

Proposer*	Seybold, Jodie	Proposer Email*	jseybold@iup.edu
Contact Person*	Jodie Seybold	Contact Email*	jseybold@iup.edu
Proposing Department/Unit*	Food and Nutrition	Contact Phone*	724-357-4440

Course Level*	undergraduate-level

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:	Category B:
catalog_desc_change mod_prereq	course_revision distance-education *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)*

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised/deleted:*	Course is being revised to: 1. Update the syllabus to reflect current content. 2. Update the syllabus to coincide with the standards of education required by the Accreditation Council for Education of Nutrition and Dietetics.

(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* Course is being revised to reflect current content and requirements of accreditation agency.
(C) Implications of the change on the program, other **programs and the Students:***	

Current Course Information*

Category A	
(D) Current Prefix*	FDNT
Proposed Prefix	FDNT
(E) Current Number*	402
Proposed Number	402
(F) Current Course Title*	Community Nutrition
Proposed Course Title	Community Nutrition
(G) Prerequisite (s)	FDNT 212
Proposed Prerequisite (s)	
(H) Current Catalog Description	Nutritional implications of both and good and poor nutrition for all age groups in home and community situations are studied. Corrective and preventive measure emphasized. Taught spring semester only.
Proposed Catalog Description	Discusses community nutrition assessment, planning, implementation, and evaluation strategies. Reviews current food and nutrition programs. Examines U.S. nutrition policies and federal nutrition programs through a community nutrition lens.

If changing Category A, no further action required.

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:3 Lab Hours: Credits:3

Proposed Number of Credits	Class Hours:Lab Hours:Credits:
(K) Current Course Student **Learning Outcomes (SLOs)**	1. Apply public health nutrition theory to community interventions. 2. Understand policies that impact on the delivery of health care. 3. Use government documents and the internet to access community nutrition data. 4. Develop an understanding of methods used to assess and evaluate a community's nutritional status. 5. Use data to perform a community nutrition assessment. 6. Design, participate, and evaluate a service learning project. 7. Describe the development of public policy within the United States. 8. Describe government agencies, policies, and programs that impact on community nutrition and health. 9. Describe government and local programs that address food insecurity and food availability. 10. Describe current legislative activities and reimbursement issues important for nutritionists. 11. Apply theories of health behavior to community nutrition interventions. 12. Practice communicating with peers about community nutrition topics. 13. Participate in professional activities.

(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

SLO #	Outcome	How outcome is assessed
1	Apply community nutrition theory and assessment data for program planning and evaluation.	Resource links and reading assignments with respect to government data on nutritional health of communities will be provided. Students will write a paper to present findings of research.
2	Assess food and nutrition policies, public health agencies, and community programs and their impact on nutrition and health.	Students will complete worksheets and projects. Students will give in-class presentations on case studies to apply solution-oriented learning.
3	Participate in community nutrition advocacy through professional communication and engaging in outreach activities.	Reports on assigned programs, objectives, target audience, and impact will be assigned/researched and presented to the class as part of the grade.

(M) Previous Brief Course Outline
 	
(It is acceptable to copy
 	
from old syllabus)
	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.
	
	  1. Introduction (6 hours)
	        a. What is community nutrition?
	        b. What is public health?
	        c. What are indicators of public health and community nutrition?
	        d. The development and theory of community nutrition tools
	        e. Healthy People Guidelines: focus for the future
	
	2. Health Care in America (3 hours)
	
	        a. An overview of the health care industry
	        b. The need for health care reform
	        c. Nutrition as a component of health care reform
	        d. Trends in health care
	
	3. The Policy-Making Process (6 hours)
	
	        a. The policy-making process
	        b. Elements of nutrition policy in the United States
	        c. The National Nutrition Monitoring process in the United States
	        d. Community nutrition related programs of the Department of Health and Human Services
	        e. Community nutrition related programs of the Department of Agriculture
	
	4. Food Insecurity in the United States (2 hours)
	
	        a. What is food insecurity?
	        b. National and state programs that address food insecurity
	        c. Sources of funding for programs that address insecurity
	        d. Hunger advocacy organizations
	
	5. Mid-term Exam (1 hour)
	
	6. Assessing a community (12 hours)
	
	        a. Dietary tools in nutrition assessment
	        b. Biochemical tools in nutrition assessment
	        c. Methods for obtaining primary data
	        d. Methods for obtaining secondary data
	        e. Utilizing technology for secondary data analysis
	
	7. Planning and Evaluating Community Nutrition Interventions (12 hours)
	
	        a. Establishing goals and objectives
	        b. Prioritization of nutrition problems
	        c. Levels of planning
	        d. Applying marketing strategies to nutrition interventions
	        e. Implementation of community nutrition programs
	         f. Evaluating and measuring outcomes in community nutrition
	
	8. Final Examination (2 hours)

(N) Brief Course Outline
 	
(Give sufficient detail to communicate the
 	
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.
	
	COURSE OUTLINE
	
	A. Introduction to Community Nutrition and theory (3 hours)
	
	B. Principles of Epidemiology (3 hours)
	
	C. Assessing Nutrition Needs of a Community (3 hours)
	
	D. Program Planning and Evaluation for Success (3 hours)
	
	E. Marketing Nutrition and Health Promotion (2 hours)
	
	   a. Exam 1 (1 hour)
	
	F. The Art and Science of Nutrition Policy Making (2 hours)
	
	   a. Project work (1 hour)
	
	G. A National Nutrition Agenda (2 hours)
	
	   a. Project work (1 hour)
	
	H. Health Care Systems and Nutrition Policy Advocacy (3 hours)
	
	I. Addressing the Obesity Epidemic (2 hours)
	
	   a. Exam (1 hour)
	
	J. Food Insecurity and Food Assistance Programs (3 hours)
	
	K. Nutrition Programs through the Life Cycle (6 hours)
	
	L. Program Presentations of Federal Nutrition Programs (6 hours)
	
	M. Final Exam (2 hours)

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** distance-education
Course Prefix /Number	FDNT 402
Course Title	Community 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.
	
	 COURSE OUTLINE
	
	 A. Introduction to Community Nutrition and theory (3 hours)
	
	 B. Principles of Epidemiology (3 hours)
	
	 C. Assessing Nutrition Needs of a Community (3 hours)
	
	 D. Program Planning and Evaluation for Success (3 hours)
	
	 E. Marketing Nutrition and Health Promotion (2 hours)
	
	    a. Exam 1 (1 hour)
	
	 F. The Art and Science of Nutrition Policy Making (2 hours)
	
	    a. Project work (1 hour)
	
	 G. A National Nutrition Agenda (2 hours)
	
	    a. Project work (1 hour)
	
	 H. Health Care Systems and Nutrition Policy Advocacy (3 hours)
	
	 I. Addressing the Obesity Epidemic (2 hours)
	
	    a. Exam (1 hour)
	
	 J. Food Insecurity and Food Assistance Programs (3 hours)
	
	 K. Nutrition Programs through the Life Cycle (6 hours)
	
	 L. Program Presentations of Federal Nutrition Programs (6 hours)
	
	 M. Final Exam (2 hours)

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?**	The instructor for this course will have demonstrated a level of mastery in using the D2L platform, including utilization of the quiz tool, modules, discussion boards, video links, and dropboxes. Additionally, this individual will have knowledge or experience in community nutrition, nutrition-related policy, and programming.

	For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	SLO #	

	Outcome	How outcome is assessed
1	Apply community nutrition theory and assessment data for program planning and evaluation.	Resource links and reading assignments with respect to government data on nutritional health of communities will be provided. Students will write a paper to present findings of research.
2	Assess food and nutrition policies, public health agencies, and community programs and their impact on nutrition and health.	Students will complete worksheets and projects. Students will present via discussion boards on case studies to apply solution-oriented learning.
3	Participate in community nutrition advocacy through professional communication and engaging in outreach activities.	Reports on assigned programs, objectives, target audience, and impact will be assigned/researched and presented, via discussion boards, as part of the grade.

How will the instructor-student and student-student interaction take place?

(if applicable)

The instructor will provide feedback through worksheets and projects as well as guide discussions. The instructor will also be accessible via phone and email. Zoom may be used for specific topics or student communication. Students will interact with one another via discussion boards.

How will student achievement be evaluated?

Evaluation will include:

Three exams (35%)

Discussion boards (20%)

Case Studies (15%)

Worksheets and Assignments (30%)

How will academic honesty for tests 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:	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies**

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 Learning Outcomes (EUSLOs)	*Map each course outcome to the appropriate EUSLOs tha apply. Fill in the course outcome number* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Map the Course Outcome to the **EUSLO's**	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 communiites	
	• the interrelationships within and across disciplines	
	Empowered Learners demonstrate:	Course SLO #
	• effective oral and written communication abilities	
	• ease with textual, visual and electronically-mediated literacies	
	• problem solving skills using a variety of methods and tools	
	• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	
	• the ablity to transform information into knowledge and knowledge into judgement and action	
	• the ability to work within complex systems and with diverse groups	
	• critical thinking skills including analysis, application and evaluation	
	• reflective thinking and the ability to synthesize information and ideas	
	Responsible Learners demonstrate:	Course SLO #
	• intellectual honesty	
	• concern for social justice	
	• civic engagement	
	• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	

	• 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.

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:	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
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. • Drag and drop to upload or browse for files

Narrative Description of the Required Content	*How the proposal relates to the Education Major*

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