

Eastern Illinois University
COURSE PROPOSAL FORMAT

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Gray boxes (except check boxes) will expand as you type in them.

Please check one: ☒ New course ☐ Revised course

Please note that I request to reduce FCS 5154, Medical Nutrition Therapy from 3 CUs to 2 CUs and FCS 5153, Nutrition through the Life Cycle from 3 CU to 2 CU to create this new course.

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: FCS 5150
2. Title (may not exceed 30 characters, including spaces): Medical Nutrition Therapy - Fall
3. Long title, if any: N/A
4. Class hours per week, lab hours per week, and credit: (2-0-2)
5. Term(s) to be offered: ☒ Fall ☐ Spring ☐ Summer ☐ On demand
6. Initial term of offering: ☒ Fall ☐ Spring ☐ Summer ☒ Year 2009
7. Course description (not to exceed four lines): (Arr.-3) The role of nutrition in the prevention and treatment of various disease states. This course uses the Nutrition Care Process, including advanced applications of medical nutrition therapy and specific nutrition intervention techniques.
8. Registration restrictions:
 - a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). N/A
 - b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
Prerequisite: FCS 4750 and FCS 4751 or verification statement from an approved/accredited Didactic Program in Dietetics. Completion of the Master of Science in Family and Consumer Science: Dietetic Option coursework.
 - c. Who can waive the prerequisite(s)?
☒ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Program Coordinator ☐ Other
(Please specify)
 - d. Co-requisites (course(s) which MUST be taken concurrently with this one): N/A
 - e. Repeat status: ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of hours or times.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

This course is restricted to graduate students who match with the MS in FCS: Dietetic Option and graduate students pursuing a dietetic internship program.

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

Any student not accepted into the MS in FCS: Dietetic Option or graduate student not pursuing a dietetic internship program.

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NA

10. Grading methods (check all that apply): X Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: Traditional class room instruction with application at a local hospital.

12. PART TWO: ASSURANCE OF STUDENT LEARNING

(See the CAA website for examples of items 1, 2, and 3.)

1. List the student learning objectives of this course:

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively. N/A
- EIU graduates will think critically. N/A
- EIU graduates will function as responsible citizens. N/A

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge: Course objectives 1, 2, 3, 4, 5, 6
- Effective critical thinking and problem solving: Course objectives 1, 2, 3, 4, 5, 6
- Effective oral and written communication: Course objectives 1, 2, 3, 4, 5, 6
- Advanced scholarship through research or creative activity: Course objectives 1, 2, 3, 4, 5, 6

Course objectives:

1. Apply the Nutrition Care Process when working with the following diseases and conditions:
Integrative Medicine and Phytotherapy, Metabolic Stress, Cardiovascular Disease, Hypertension, Diabetes, Gastrointestinal Diseases and Disorders, Developmental Disabilities, Genetic Metabolic Disorders, Cancer, and Human Immunodeficiency Virus.
 2. Apply medical nutrition therapy principles, assessment techniques and comfort care initiatives to the variety of medical conditions identified in objective one, using case studies.
 3. Evaluate prescribed medical nutrition therapy goals for accuracy and recommend revised goals as necessary.
 4. Demonstrate a working knowledge of current medical nutrition issues, such as pertinent legislation, reimbursement, and alternative nutrition therapies.
 5. Demonstrate a working knowledge of medications prescribed for various medical conditions, including purpose of medication, contraindications and interactions.
 6. Plan nutrition education for individuals and groups utilizing appropriate counseling theories and techniques.
2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
- a. Create and use a Medical Nutrition Therapy Notebook.
 - b. Complete assigned Medical Nutrition Therapy Case Studies using the Nutrition Care Process, completing a nutritional assessment, nutrition diagnosis, nutrition care plan, and written note for the medical record.
 - c. Case Study Presentations as assigned.
 - d. Plan, prepare and present a nutrition education session focused on a specific disease state, which is taped.
 - e. Plan, prepare and present a visually appealing nutrition education display.
 - f. Calculate assigned diet patterns for special diets
 - g. Calculate and document practice through assigned worksheets
 - h. Exams
3. Explain how the instructor will determine students' grades for the course:
- All assignments, such as case studies, medical chart notes, worksheets and nutrition patterns have a rubric or appropriate guidelines for grading, which students receive during the class. Exams will be administered using a scale of 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 59% or less = F
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - b. Describe how the integrity of student work will be assured:
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Tentative Semester Schedule – Fall

Week	Topic	Time Allotment
Week 1	Nutrition Care Process Food-Drug Interaction	1 hr 40 min
Week 2	Application	1 hr, 40 min
Week 3	Integrative Medicine and Phytotherapy Nutrition Education	1 hr, 40 min
Week 4	Application	1 hr, 40 min
Week 5	MNT for Metabolic Stress Nutrition Education	1 hr, 40 min
Week 6	Application	1 hr, 40 min
Week 7	Cardiovascular Hypertension Nutrition Education	1 hr, 40 min
Week 8	Application	1 hr, 40 min
Week 9	Diabetes Nutrition Education	1 hr, 40 min
Week 10	Application	1 hr, 40 min
Week 11	GI Disease and Disorders Nutrition Education	1 hr, 40 min
Week 12	Application	1 hr, 40 min
Week 13	Developmental Disabilities Genetic Metabolic Disorders Nutrition Education	1 hr, 40 min

Week 14	Application	1 hr, 40 min
Week 15	Cancer HIV Nutrition Education	1 hr, 40 min

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.
 - a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
 - b. If the course or some sections of the course may be technology delivered, explain why.

Program assessment data gathered from students and alumni identified a need to expand MNT over two semesters. Providing MNT over two semesters has become more common on university campuses. The overall rational includes:

- Many students have had little exposure to MNT. Providing two semesters of MNT will increase student exposure.
- Two semesters of MNT will also improve student learning through additional hands on practice.
- Theoretically, the increased exposure and learning will enhance students' confidence in their abilities.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The prerequisites meet accreditation requirements.

3. If the course is similar to an existing course or courses, justify its development and offering.
 - a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
 - b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

Ideally, there will be FCS 5150 Medical Nutrition Therapy-Fall and FCS 5154 Medical Nutrition Therapy-Spring. While the title may suggest similarities, the course content will be different in each of the courses.

4. Impact on Program(s):
 - a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

The proposed courses will be a requirement for all MS in FCS: Dietetic Option students.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

The course will be assigned to the Dietetic Internship Coordinator, or other qualified Registered Dietitians, as needed.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

Adding this course does not incur additional class room costs to the student. However, the students may incur additional costs to travel to the hospital site(s) for application

3. Text and supplementary materials to be used (Include publication dates):

The students will use Krause's Food, Nutrition, and Diet Therapy, 11th Edition (2004) Saunders Publishers. All other materials will be accessible via WebCT.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will **not** be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school _____ **February 23, 2009** _____

Date approved by the college curriculum committee _____ **April 13, 2009** _____

Date approved by the Honors Council (if this is an honors course) _____

Date approved by CAA _____ **CGS** _____