

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

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: FCS 5153
2. Title (may not exceed 30 characters, including spaces): Nutrition in the Life Cycle
3. Long title, if any: N/A
4. Class hours per week, lab hours per week, and credit: 140 minutes/week for 2 sh
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.-2) Nutrition as a factor in human growth and development throughout the life cycle.
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
 - 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 enrolled in the MS in FCS: Dietetic Option and Graduate Students who have met the prerequisite requirements.
 - g. Degree, college, major(s), level, or class to be excluded from the course, if any:

Any student that has not met the course prerequisites.
7. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NA

8. 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.)

9. Instructional delivery method: Traditional class room instruction.

10. 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
 - Effective critical thinking and problem solving: Course objectives 1, 2, 3, 4, 5
 - Effective oral and written communication: Course objectives 1, 2, 3, 4, 5
 - Advanced scholarship through research or creative activity: Course objectives 1, 2, 3, 4, 5

Course objectives:

1. perform in accordance with the Code of Ethics for the Profession of Dietetics. (all assignments and activities)
 2. use current technologies for information and communication activities in researching nutritional needs and issues of nutritional concern of individuals in various life cycle stages. (diet analyses, examinations, special topic projects, nutrition education)
 3. interpret and incorporate new scientific knowledge into nutrition screening and assessment activities. (dietary analyses, nutrition education)
 4. evaluate the appropriateness of food assistive social services available. (examinations, special topic project, nutrition education)
 5. analyze current nutrition issues of concern related to specific age groups. (article reviews, special topic project, examinations, in-class activities)
2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
- a. Research article reviews for each stage of life
 - b. Special topic presentations
 - c. Dietary Analysis

- d. Nutrition Education – WEIU
- e. Nutrition Education – Charleston Transitional Unit
- f. Nutrition Education – U-Tube video
- g. Nutrition Educations – Pictorial recipe
- h. Exams

3. Explain how the instructor will determine students' grades for the course:

All assignments have a rubric or appropriate guidelines for grading, which students receive during the class.

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

Week	Topic	Time Allotment
Week 1	Introduction	140 minutes
	Research Methodology	

Week 2	Preconception	140 minutes
Week 3	Pregnancy	140 minutes
Week 4	Pregnancy	140 minutes
Week 5	Lactation	140 minutes
Week 6	Infancy	140 minutes
Week 7	Infancy	140 minutes
Week 8	Toddler/Preschooler	140 minutes
Week 9	Toddler/Preschooler	140 minutes
Week 10	Preadolescence	140 minutes
Week 11	Adolescence	140 minutes
Week 12	Adult	140 minutes
Week 13	Adult	140 minutes
Week 14	Elderly	140 minutes
Week 15	Elderly End of Life Issues	140 minutes

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.

Student assessment data suggested the need to have Medical Nutrition Therapy (MNT) both semesters. In order to create two semesters of MNT there was a need to reduce the original MNT class from 3 sh to 2 sh allowing 1 sh to apply toward the new MNT class. One additional sh was needed to create the 2 sh MNT course, so FCS 5153 was reduced to 2 sh. The overall rational includes:

- This change is necessary to provide two semesters of MNT.

- All dietetic students are required to take a course on nutrition through the life cycle in their undergraduate programs, so they have some knowledge of the topic.

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.

NA

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 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.)

The course does not incur additional expenses to the students.

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

Judith E. Brown. Nutrition Throughout the Life Cycle, 2nd Edition, Thomson Wadsworth, 2005.

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 _____

Date approved by the college curriculum committee _____

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

Date approved by CAA _____ CGS _____

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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