

Eastern Illinois University

## NEW/REVISED COURSE PROPOSAL FORMAT

(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

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

Please check one: ☒ New course ☐ Revised course

### PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** FCS 5157
2. **Title (may not exceed 30 characters, including spaces):** Disordered Eating Behaviors
3. **Long title, if any (may not exceed 100 characters, including spaces):** Disordered Eating Behaviors
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 1-0-1
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2014
7. **Course description:**

The diagnostic criteria and treatment plans for disordered eating behaviors will be analyzed in the context of the larger family unit.
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).

NONE
    - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No
  - b. **Prerequisite(s)**
    - Identify the 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.

Successful completion of Personal Nutrition (FCS 2100) or its equivalent.
    - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).

☒ Yes ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

Passing grade of D or higher.

**c. Who can waive the prerequisite(s)?**

☐ No one ☐ Chair ☒ Instructor ☐ Advisor ☐ 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 once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

**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 graduate online cohort.

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

Any student not enrolled in the MS in FCS graduate online cohort.

**9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NONE

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

**Please check any special grading provision that applies to this course:**

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

**11. Instructional delivery method:** (Check all that apply.)

☐ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad

☒ Internet ☒ hybrid ☐ other (Please specify)

## PART II: ASSURANCE OF STUDENT LEARNING

### 1. List the student learning objectives of this course:

Upon completion of this course, students will

- a. describe the physiology of eating, including hormonal regulation of satiation.
- b. evaluate the psychological influences on disordered eating.
- c. distinguish between disordered eating behaviors and eating disorders.
- d. apply the diagnostic criteria for the various eating disorders.
- e. analyze the multi-faceted approach in the treatment of eating disorders.
- f. analyze simulated case scenario through the application of diagnostic criteria.

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 (objectives a-e)
- Effective critical thinking and problem solving (objectives b-f)
- Effective oral and written communication (objectives a-f)
- Advanced scholarship through research or creative activity (objectives a-f)

### 2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Course Objective	Discussions and Reflections	Examination	Case Scenario
Describe physiology of eating, including hormonal regulation of satiation	X	X	
Evaluate the psychological influences on disordered eating	X	X	
Distinguish between the disordered eating behaviors and eating disorders	X	X	
Apply the diagnostic criteria for the various eating disorders		X	X
Analyze the multi-faceted approach in the treatment of eating disorders	X	X	
Analyze simulated case scenario through the application of diagnostic criteria			X

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

Discussions/reflections	4 @ 14 points each	56 points
Case scenario	1 @ 25 points	25 points
Examination	1 @ 19 points	<u>19 points</u>
Total points		100 points

Grading scale: 90-100% A; 80-89% B; 70-79% C; 60-69% D; ≤59% 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:**

Students will be assigned a discussion question each week concerning the material covered. They will also be required to post a response to at least one other student's response. A discussion rubric will be used to evaluate the content of the discussion. Each of the four weekly modules will require students to read the assigned materials, view presentations (powerpoints with audio and/or videos), and complete related discussions.

- b. Describe how the integrity of student work will be assured:**

The instructor will correspond with each student on a regular basis. Each posting on the discussion board will reflect the student's name and will be monitored carefully. The discussions will be structured in a manner that will allow for the integration of the materials on a deeper level. Turnitin plagiarism software will be used to help ensure original and authentic written work. The examination will be timed and available for a limited time span with Respondus Lockdown browser enabled; however, notes and other resources can be utilized.

- 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.):**

Each student will be interacting directly with each other via D2L. Discussion boards, email, chat rooms and assignment boxes will be used for direct communication. Students will also have the opportunity to correspond through telephone or in person on campus, if they so desire.

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

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.**

The course will be divided into a 4-week module of learning.

Week	Topic	Contact Hours
1	Physiology of eating (hormonal regulation)	2 hours
2	Psychological influences on disordered eating (family and societal aspects)	5 hours
3	Diagnosis of eating disorders (DSM V criteria)	3 hours
4	Treatment of eating disorders (multi-disciplinary approach) Final Exam	2.5 hours

#### **PART IV: PURPOSE AND NEED**

##### **1. Explain the department's rationale for developing and proposing the course.**

Due to the success of a previous cohort of high school FCS teachers seeking a MS in FCS degree and assessment data supporting the development of an online MS in FCS program, this course will be part of the online MS in FCS teacher cohort program. The course is offered on-campus currently and the current proposal has been adjusted and modified for technology delivery for the online MS in FCS cohort. Initially, the course will only be offered to students in the online MS in FCS cohort, but eventually it will be open to all MS in FCS students. The integrity of the class is maintained by following the same curriculum as the on-campus course offering.

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

This course reflects upper-level work and requires an understanding of the basic theoretical foundations of the discipline of FCS as well as basic nutrition principles.

##### **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.**

The content of this course is discussed briefly in several nutrition and health courses as well as in the Nutritional Decisions and Dilemmas senior seminar (EIU 4151). However, the depth of information and the focus on the nutrition therapy component of the treatment as presented in this course is not similar to existing courses.

- 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.**

Currently, disordered eating behaviors and the diagnosable eating disorders are not covered at this depth within the School of Family and Consumer Sciences offerings.

##### **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.**

N/A

- 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.**

This course will serve as a required course for those enrolled in the online MS in FCS teacher cohort program, and may serve as an elective for others who might the stated prerequisites.

**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.**

N/A

## **PART V: IMPLEMENTATION**

- 1. Faculty member(s) to whom the course may be assigned:** Graduate faculty within the School of Family and Consumer Sciences within the dietetics area.
- 2. Additional costs to students:** None outside
- 3. Text and supplementary materials to be used:** Online resources/references, such as materials from the Academy of Nutrition and Dietetics ([www.eatright.org](http://www.eatright.org)), the Society of Nutrition Education and Behavior ([www.sneb.org](http://www.sneb.org)), the National Eating Disorders Association ([www.nationaleatingdisorders.org](http://www.nationaleatingdisorders.org)), and the National Institute of Mental Health will be utilized.

## **PART VI: COMMUNITY COLLEGE TRANSFER**

A community college course will not be judged equivalent to this course.

## **PART VII: APPROVALS**

**Date approved by the school curriculum committee: January 14, 2014**

**Date approved by the college curriculum committee: February 17, 2014**

**Date approved by CGS:**