

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Agenda Item #14-41
Effective: Summer 2015

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: FCS 5151
3. Short title: Nutrition Older Person
4. Long title: Nutrition and the Older Person
5. Hours per week: 1 Class 0 Lab 1 Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2015
8. Catalog course description: Changes in aging as related to nutrition, dietary needs, and diet planning.
9. Course attributes:

General education component: _____

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☐ Face to Face ☒ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved. None

12. Equivalent course(s): none

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

13. Prerequisite(s): FCS 2100 or its equivalent

a. Can prerequisite be taken concurrently? ☐ Yes ☒ No

b. Minimum grade required for the prerequisite course(s)? D

c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☒ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): none

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Anyone who meets the prerequisite.

b. Degrees, colleges, majors, levels, classes which may not take the course: N/A

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 1

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

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

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software none required

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ____ Course is required for the major(s) of ____
____ Course is required for the minor(s) of ____
____ Course is required for the certificate program(s) of ____
X Course is used as an elective

2. **Rationale for proposal:** This course was originally designed in 1978 to be taken by those students enrolled in the MA in Gerontology and MS in FCS degree programs. While it is still appropriate for those students, graduate students enrolled in the MS in Dietetics as well as the MS in Health Studies programs might also be interested in this course.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: The content of this course is discussed briefly in several undergraduate 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 normal nutrition (compared to the medical nutrition therapy) as presented in this course is not similar to existing courses.

Prerequisites: FCS 2100 or its equivalent. The successful completion of an introductory nutrition class is necessary as the information presented in this course builds on a foundational knowledge of nutrition.

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: Online delivery of this course is justified by the following: 1. potential increase in enrollment in this course and is supported by our School's recruitment initiatives; 2. credible electronic materials are readily available to the students at no cost which lends the course to being successful online; 3. the online delivery increases the flexibility and accessibility of this course to our students, both traditional and non-traditional; and 4. this course could become part of an online MA in Gerontology degree course, if one is approved.

Instruction: 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 modules will require students to read the assigned materials, view presentations (powerpoints with audio and/or videos), and complete related discussions. Instructors teaching online offerings will be trained/qualified as per university guidelines (e.g., OCDI).

Integrity: 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.

Interaction: 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.

Model Syllabus (Part II)

1. Course number and title: FCS 5151 Nutrition for the Older Person

2. Catalog description: Changes in aging as related to nutrition, dietary needs, and diet planning.

Prerequisite: FCS 2100 or its equivalent.

3. Learning Objectives

Upon completion of this course, students will be able to

- a. discuss how physiological, psychological, and social factors affect nutritional needs and habits of older people. (a-c)
- b. examine food insecurity trends, implications, and solutions among older adults. (a-d)
- c. evaluate the nutritional status of older adults. (a-d)
- d. evaluate nutrition education materials available for older adults. (a-d)

Depth of content knowledge (a)

Effective critical thinking and problem solving (b)

Effective oral and written communication (c)

Advanced scholarship through research and creative activity (d)

4. Course Materials: While there isn't a specific textbook for the course, various articles from peer-reviewed journals as well as government sites will be utilized.

Academy of Nutrition and Dietetics. (2012). Position of the Academy of Nutrition and Dietetics: Food and nutrition for older adults: Promoting health and wellness. *Journal of the Academy of Nutrition and Dietetics*, 112, 1255-1277.

Academy of Nutrition and Dietetics. (2010). Position of the Academy of Nutrition and Dietetics: Food insecurity in the United States. *Journal of the Academy of Nutrition and Dietetics*, 110, 1368-1377.

Robertson, R.G. & Montagnini, M. (2004). Geriatric failure to thrive. *American Family Physician*, 70, 343-350.

Smith, C. & Morton, L.W. (2009). Rural food deserts: Low-income perspectives on food access in Minnesota and Iowa. *Journal of Nutrition Education and Behavior*, 41, 176-187.

5. Weekly Outline of Content: The course will be divided into 4 modules of learning.

Module	Topic	Contact Hours
1	Who are we talking about? Review of Demographics and factors influencing nutritional status	3 hours
2	Assessing nutritional status Determining nutritional needs	3 hours
3	Examining food insecurity	3.5 hours
4	Review and evaluation of nutrition education materials	3 hours
	Total hours	12.5 hours

6. Assignments and evaluation, including weights for final course grade.

Discussions/reflections	4 @ 14 points each	56 points
Case scenario	1 @ 20 points	20 points
Education material review	1 @ 24 points	<u>24 points</u>
Total points		100 points

7. Grading Scale

90-100% A	80-89% B	70-79% C	60-69% D	<60% F
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8. Correlation of learning objectives to assignments and evaluation.

Course Objective	Discussions/ Reflections	Exam	Case Scenario
Discuss how physiological, psychological, and social factors affect nutritional needs and habits of older people	x		x
Examine food insecurity trends, implications, and solutions among older adults.	x		x
Evaluate the nutritional status of older adults.	x		x
Evaluate nutrition education materials available for older adults.	x	x	

Date approved by the SFCS Curriculum Committee: October 10, 2014

Date approved by the LCBAS Curriculum Committee: November 19, 2014

Date approved by CGS: _____