

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

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: FCS 5153
3. Short title: Nutrition Education Life Cycle
4. Long title: Nutrition Education throughout the Life Cycle
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☒ Fall ☐ Spring ☐ Summer ☐ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2016
8. Catalog course description: Study of nutrition as a factor in human growth and development with a focus on educating individuals, families, and communities on healthy eating behaviors.
9. Course attributes: N/A
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: N/A
12. Equivalent course(s): N/A
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No
13. Prerequisite(s): FCS 3756

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 MSND Coordinator

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Those who meet the stated prerequisite.

b. Degrees, colleges, majors, levels, classes which may not take the course: All others who don't meet the state prerequisite and student class standing.

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: 3

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 _____

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 MS in Nutrition and Dietetics, both options
☐ Course is required for the minor(s) of _____
☐ Course is required for the certificate program(s) of _____
☒ Course is used as an elective those who meet the prerequisites

2. Rationale for proposal:

The revisions to the current course proposal from 2009 is to update the language and more clearly align the content with the 2012 revision of the ACEND accreditation education standards.

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

Similarity to other courses: This course will have similar information as that shared in Personal Nutrition (FCS 2100) and Nutrition in the Life Span (FCS 3755), but with a much greater depth.

Prerequisites: Community Nutrition (FCS 3756) will provide the foundation for the nutrition content as well as the nutrition education program planning and evaluation for this course.

Co-requisites: None

Enrollment restrictions: None

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: N/A

Instruction: N/A

Integrity: N/A

Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

1. Nutrition Education throughout the Life Cycle (FCS 5153)
2. Study of nutrition as a factor in human growth and development with a focus on educating individuals, families, and communities on healthy eating behaviors.
3. Upon completion of this course, students will be able to
 - a. Examine the primary dietary issues for each phase of the life cycle. (GLG a)

- b. Using knowledge of current dietary guidelines, make dietary recommendations for phase of the life cycle. (GLG a, b, c)
- c. Compare and contrast approaches used by researchers to study diet-health relationships. (GLG a-d)
- d. Critically evaluate the nutrition information in the media. (GLG a-d)
- e. Explain energy balance in the promotion of weight maintenance. (GLG a, c)
- f. Describe the history and current roles of government and non-governmental organizations that address malnutrition and food insecurity. (GLG a, c, d)
- g. Evaluate key federal food assistance programs, specifically those that support nutrition education and research. (GLG a –d)
- h. Educate individuals, families, and communities on specific nutrition topic based on their identified nutrition education needs. (GLG a-c)
- i. Evaluate nutrition education research and apply it to practice. (GLG a-d)
- j. Apply the determinants of eating behavior, and the associated opportunities and barriers to achieving optimal health. (GLG a-d)

4. *Krause's Food and the Nutrition Care Process*, 13th ed. Elsevier Publishing.

5. Weekly outline of content

Topic	Time Allotment
Overview of Nutrition throughout the Life Span, including basic nutrient needs and food assistance programs	Two weeks
Nutrition Education Research and Program Planning	Two weeks
Pregnancy	Three weeks
Infancy	One week
Childhood	One week
Adolescence	One week
Adulthood	Two weeks
Older Adulthood	Two weeks
Exams	One week
Final Exam	One week

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

Examinations	180 points
Facilitated Discussion Leader	35 points
Facilitated Discussion Participation	35 points
Nutritional Infographic	30 points
Community Nutrition Education	100 points
Food Assistance Program Analysis	50 points
Discussions/Reflections	<u>70 points</u>
Total points	500 points

7. **Grading scale**

90-100% of points	A	80-89% of points	B	
70-79% of points	C	60-69% of points	D	59% or less of points
				F

8. Correlation of learning objectives to assignments and evaluation.

Objective	Exam	Fac. Discuss	Infographic	Comm Nutr Ed	Food Assistance Analysis	Discussion/ Reflections
Examine the primary dietary issues for each phase of the life cycle.	x	x				x
Using knowledge of current dietary guidelines, make dietary recommendations for phase of the life cycle.	x	x	x	x		x
Compare and contrast approaches used by researchers to study diet-health relationships.	x					
Critically evaluate the nutrition information in the media.				x		x
Describe the history and current roles of government and non-governmental organizations that address malnutrition and food insecurity.	x				x	
Evaluate key federal food assistance programs, specifically those that support nutrition education and research.		x			x	
Educate individuals, families, and communities on specific nutrition topic based on their identified nutrition education needs.			x	x		x
Evaluate nutrition education research and apply it to practice.		x	x	x		x
Apply the determinants of eating behavior, and the associated opportunities and barriers to achieving optimal health	x	x		x		

Date approved by the SFCS Curriculum Committee: October 15, 2015

Date approved by the LCBAS Curriculum Committee: November 10, 2015

Date approved by CGS: