

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

CGS Agenda Item: 18-17
Effective Fall 2018

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** FCS 5155
3. **Short title:** Nutrition Education
4. **Long title:** Principles of Nutrition Education and Behavior
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2018
8. **Catalog course description:** Plan, promote, implement, and evaluate nutrition education program for various community groups.
9. **Course attributes:**

General education component: N/A

☐ 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): None

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

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

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:

MS in Nutrition and Dietetics: Dietetic Internship Option; MS in Nutrition and Dietetics: Nutrition Education Option

b. Degrees, colleges, majors, levels, classes which may not take the course: All others

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 _____

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.

1. x 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

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

Writing active, intensive, centered: N/A

- Assessment: N/A

- Integrity:** The integrity of the course will not be compromised by offering an online mode of delivery. The online version of the course will utilize the same PowerPoint lectures (with slides regularly complemented by audio/video aids) and exams will include the same content and allotted time (e.g.,

Respondus Lockdown browser can be enabled). Academic integrity of written work will be preserved and monitored for originality and authenticity with the most current technology available. Student written work may be compared to discussion board content to monitor authenticity.

Interaction: At the discretion of the faculty, provisions and requirements would vary but generally will utilize Email, chat rooms, discussion boards, assignment drop boxes, telephone, and on-line office hours. Students will participate in online discussion boards through their own posts in response to their peer students and to the instructor. In addition to responding to students' posts, the instructor will monitor discussion board posts to ensure that a respectful, professional, and academic tone is maintained.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: FCS 5155 Principles of Nutrition Education and Behavior
2. Catalog description Plan, promote, implement, and evaluate nutrition education program for various community groups.
3. Learning objectives.
 - a. Design, implement, and evaluate nutrition education programs to a specific target audience. (a-d)
 - b. Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience. (a-d)
 - c. Use effective education and counseling skills to facilitate behavior change. (a,c)
 - d. Describe the roles of media in nutrition education and promotion. (a,c)
 - e. Prepare a plan for professional development according to Commission on Dietetic Registration guidelines. (a,b)
 - f. Apply role play mentoring and precepting others. (a,b)
 - g. Critically evaluate the research base utilized within the discipline of nutrition education. (a,c,d)

Graduate Learning Goals

Depth of content knowledge (a)

Effective critical thinking and problem solving (b)

Effective oral and written communication (c)

Advanced scholarship through research or creative activity (d)

4. Course materials. The following are examples of textbooks instructors may use for the course. Other materials, such as published articles and videos, may be used as appropriate.

Contento, I.R. (2016). *Nutrition Education: Linking Research, Theory and Practice*. Jones and Bartlett Publishing.

5. Weekly outline.

Date	Topic
Week 1	Foundational Basics of Nutrition Education
Week 2	Determinants of Food Choices and Dietary Change
Week 3	Facilitating Behavior Change: Theoretical Frameworks
Week 4	Facilitating Behavior Change: Theoretical Frameworks
Week 5	Planning Nutrition Education Programs: Needs Assessment
Week 6	Planning Nutrition Education Programs: Determinants of Change
Week 7	Planning Nutrition Education Programs: Objectives into plans
Week 8	Planning Nutrition Education Programs: Evaluation
Week 9	Delivering Nutrition Education Programs to individuals and communities
Week 10	Delivering Culturally Sensitive Nutrition Education Programs
Week 11	Delivering Age-Appropriate Nutrition Education Programs
Week 12	Effectively Promoting Nutrition Education Programs
Week 13	Effectively Promoting Nutrition Education Programs
Week 14	Student presentations
Week 15	Student presentations
Week 16	No final examination

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

Nutrition Education Program	50%
GEMS Review	10%
Nutrition Education Research activities	5%
Nutrition Education in Print	15%
Precepting/mentoring	5%
Professional development plan	5%
Promotion project	10%

7. Grading scale

A: 90%-100%

B: 80%-89%

C: 70%-79%

D: 60%-69%

F: 59% and below

8. Correlation of learning objectives to assignments and evaluation.

	Nutr Ed Project 50%	GEMS Review 10%	Research Activities 5%	Nutr Ed in Print 15%	Precepting/ Mentoring 5%	Pro Dev 5%	Promotion 10%
a	x			x			x
b	x		x	x			
c	x			x			
d							x
e						x	
f					x		
g	x	x	x	x			

Date approved by SFCS Curriculum Committee: November 30, 2017

Date approved by LCBAS Curriculum Committee: **01/30/18**

Date approved by CGS: