

**Eastern Illinois University
New/Revised Course Proposal Format**

CGS Agenda Item: 21-07
Effective Fall 2021

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** NTR 5155
3. **Short title:** Nutrition Ed Behav Communication
4. **Long title:** Nutrition Education, Behavior, and Communication
5. **Hours per week:** ☒ Class ☐ Lab ☒ Credit
6. **Terms:** ☒ Fall ☒ Spring ☐ Summer ☐ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2021
8. **Catalog course description:** Use evidence-based best practices to plan, promote, communicate, and evaluate nutrition education interventions for diverse audiences throughout the life span.
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): NTR 2100 or its equivalent

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

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

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

d. Who may waive prerequisite(s)?

 No one Chair X Instructor Advisor Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course:

All students who meet the prerequisite.

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

16. Repeat status: X 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: X Standard CR/NC Audit ABC/NC

19. Special grading provisions: N/A

 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 X No Yes, Explain if yes

21. Community college transfer: N/A

 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. __X__ Course is required for the major(s) of MSND students, both options.

__ Course is required for the minor(s) of _____

__ Course is required for the certificate program(s) of _____

__X__ Course is used as an elective for all students who meet the prerequisites

2. **Rationale for proposal.** This course proposal is an update to combine NTR 5153 and NTR 5155, and adds more direct attention to communication strategies in nutrition education while maintaining the behavior change components.

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

Similarity to other courses: The program planning and evaluation content are similar to the content in PUBH 5750. However, this course has a more direct focus on nutrition education interventions and communication techniques.

Prerequisites: NTR 2100 for a foundational knowledge of nutrition in order to apply that knowledge into a nutrition education intervention.

Co-requisites: None

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: This course will be offered online, with the flexibility of being offered in person. Other classes in the program have been offered in the online format successfully, and the faculty will have the appropriate experience and training to deliver quality courses in either modality.

Instruction: Lectures from the face-to-face courses may be recorded and posted online for students to view. Other online components (e.g., tutorials, videos, discussions) will be included. All faculty who deliver this course online are/will be OCDi (or appropriate equivalent) trained.

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.

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: NTR 5155 Nutrition Education, Behavior, and Communication
2. Catalog description: Use evidence-based best practices to plan, promote, communicate, and evaluate nutrition education interventions for diverse audiences throughout the life span.
3. Learning objectives.
 - a. Design, implement, communicate, 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,e)
 - d. Describe the roles of media in nutrition education and promotion. (a,c)
 - e. Critically evaluate the research base utilized within the discipline of nutrition education. (a-e)

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)
Ethical and professional responsibility (e)

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. (2021). *Nutrition Education: Linking Research, Theory and Practice*. 4th ed. Jones and Bartlett Publishing.

Mayfield, B. (2020) *Communicating Nutrition: The Authoritative Guide*. Academy of Nutrition and Dietetics

5. Weekly outline.

Date	Topic
Week 1	Fundamentals of Nutrition Communication
Week 2	Communicating Science Based Information
Week 3	Determinants of Food Choices and Dietary Change

Week 4	Facilitating Behavior Change: Theoretical Frameworks
Week 5	Planning Nutrition Education Programs: Determinants of Change
Week 6	Audience-Focused Nutrition Communication
Week 7	Audience-Focused Nutrition Communication
Week 8	Planning Nutrition Education Programs: Objectives
Week 9	Planning Nutrition Education Programs: Program Plans
Week 10	Designing and Delivering Nutrition Education
Week 11	Designing and Delivering Nutrition Education
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.

- | | |
|----------------------------------|-----|
| a. Nutrition Education Program | 50% |
| b. Writing Assignments | 25% |
| c. Marketing & Promotion project | 25% |

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.

Student Learning Objective	Nutr Ed Project 50%	Writing Assignments 20%	Promotion 25%
Design, implement, communicate, and evaluate nutrition education programs to a specific target audience. (a-d)	x	x	x
Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience. (a-d)	x	x	x
Use effective education and counseling skills to facilitate behavior change. (a,c,e)	x	x	
Describe the roles of media in nutrition education and promotion. (a,c)	x	x	x
Critically evaluate the research base utilized within the discipline of nutrition education. (a-e)	x	x	x

Date approved by the NTR Program:

January 20, 2021

Date approved by the CHHS Curriculum Committee:

February 4, 2021

Date approved by CAA:

Date approved by CGS:

Not Applicable
