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 **x** 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:  **x** Fall  **__** Spring  **__** Summer  **__** On demand

7. Initial term:  **x** 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:
    **x** Lecture  **__** Lab  **__** Lecture/lab combined  **__** Independent study/research
    **__** Internship  **__** Performance  **__** Practicum/clinical  **__** Other, specify:  __________________________

    Mode(s) of Delivery:
    **x** Face to Face  **x** 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  **x** No

13. Prerequisite(s):  **FCS 3756**
a. Can prerequisite be taken concurrently? ___ Yes  _x_ No

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

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

d. Who may waive prerequisite(s)?
  ___ No one  ___ Chair  ___ Instructor  ___ Advisor  _x_ 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:  _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:

___ 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  _x_ No  ___Yes, Explain if yes_______________________________

21. Community college transfer:

___ A community college course may be judged equivalent.

 _x_ 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 MS in Nutrition and Dietetics, 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 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)


5. Weekly outline of content

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

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                               70 points
   - 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.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Exam</th>
<th>Fac. Discuss</th>
<th>Infographic</th>
<th>Comm Nutr Ed</th>
<th>Food Assistance Analysis</th>
<th>Discussion/Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine the primary dietary issues for each phase of the life cycle.</td>
<td>x</td>
<td>x</td>
<td></td>
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<td>x</td>
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<tr>
<td>Using knowledge of current dietary guidelines, make dietary recommendations for phase of the life cycle.</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>Compare and contrast approaches used by researchers to study diet-health relationships.</td>
<td>x</td>
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<tr>
<td>Critically evaluate the nutrition information in the media.</td>
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<td></td>
<td>x</td>
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</tr>
<tr>
<td>Describe the history and current roles of government and non-governmental organizations that address malnutrition and food insecurity.</td>
<td>x</td>
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<td>x</td>
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<td>Evaluate key federal food assistance programs, specifically those that support nutrition education and research.</td>
<td>x</td>
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<td>x</td>
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<td>Educate individuals, families, and communities on specific nutrition topic based on their identified nutrition education needs.</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>Evaluate nutrition education research and apply it to practice.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>Apply the determinants of eating behavior, and the associated opportunities and barriers to achieving optimal health</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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**Date approved by the SFCS Curriculum Committee:** October 15, 2015

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

**Date approved by CGS:** December 1, 2015