

FDNT 402 Community Nutrition-CrsRvs-2018-02-21

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on "EDIT CONTENTS" () and start completing the template. When exiting or when done, click (

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(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
<p>Category A:</p> <p>catalog_desc_change mod_prereq</p>	<p>Category B:</p> <p>course_revision distance-education</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>

Rationale for Proposed Changes (All Categories)	
<p>(A) Why is the course being revised /deleted:*</p>	<p>Course is being revised to:</p> <ol style="list-style-type: none"> Update the syllabus to reflect current content. Update the syllabus to coincide with the standards of education required by the Accreditation Council for Education of Nutrition and Dietetics.



**(M) Previous
Brief Course
Outline**

*(It is
acceptable to
copy*

*from old
syllabus)*

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

1. Introduction (6 hours)
 - a. What is community nutrition?
 - b. What is public health?
 - c. What are indicators of public health and community nutrition?
 - d. The development and theory of community nutrition tools
 - e. Healthy People Guidelines: focus for the future

2. Health Care in America (3 hours)
 - a. An overview of the health care industry
 - b. The need for health care reform
 - c. Nutrition as a component of health care reform
 - d. Trends in health care

3. The Policy-Making Process (6 hours)
 - a.
 - b.
 - c.
 - d.
 - e.
 - a.
 - b.
 - c.
 - d.
 - a.
 - b.
 - c.
 - d.
 - e.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

<p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>COURSE OUTLINE</p> <p>A. Introduction to Community Nutrition and theory (3 hours)</p> <p>B. Principles of Epidemiology (3 hours)</p> <p>C. Assessing Nutrition Needs of a Community (3 hours)</p> <p>D. Program Planning and Evaluation for Success (3 hours)</p> <p>E. Marketing Nutrition and Health Promotion (2 hours)</p> <p> a. Exam 1 (1 hour)</p> <p>F. The Art and Science of Nutrition Policy Making (2 hours)</p> <p> a. Project work (1 hour)</p> <p>G. A National Nutrition Agenda (2 hours)</p> <p> a. Project work (1 hour)</p> <p>H. Health Care Systems and Nutrition Policy Advocacy (3 hours)</p> <p>I. Addressing the Obesity Epidemic (2 hours)</p> <p> a. Exam (1 hour)</p> <p>J. Food Insecurity and Food Assistance Programs (3 hours)</p> <p>K. Nutrition Programs through the Life Cycle (6 hours)</p> <p>L. Program Presentations of Federal Nutrition Programs (6 hours)</p> <p>M. Final Exam (2 hours)</p>
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p> <p>distance-education</p>
<p>Course Prefix /Number</p>	<p>FDNT 402</p>
<p>Course Title</p>	<p>Community Nutrition</p>
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>

<p>Brief Course Outline</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>COURSE OUTLINE</p> <p>A. Introduction to Community Nutrition and theory (3 hours)</p> <p>B. Principles of Epidemiology (3 hours)</p> <p>C. Assessing Nutrition Needs of a Community (3 hours)</p> <p>D. Program Planning and Evaluation for Success (3 hours)</p> <p>E. Marketing Nutrition and Health Promotion (2 hours)</p> <p> a. Exam 1 (1 hour)</p> <p>F. The Art and Science of Nutrition Policy Making (2 hours)</p> <p> a. Project work (1 hour)</p> <p>G. A National Nutrition Agenda (2 hours)</p> <p> a. Project work (1 hour)</p> <p>H. Health Care Systems and Nutrition Policy Advocacy (3 hours)</p> <p>I. Addressing the Obesity Epidemic (2 hours)</p> <p> a. Exam (1 hour)</p> <p>J. Food Insecurity and Food Assistance Programs (3 hours)</p> <p>K. Nutrition Programs through the Life Cycle (6 hours)</p> <p>L. Program Presentations of Federal Nutrition Programs (6 hours)</p> <p>M. Final Exam (2 hours)</p>
<p>Rationale for Proposal (Required Questions from CBA)</p>	
<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>The instructor for this course will have demonstrated a level of mastery in using the D2L platform, including utilization of the quiz tool, modules, discussion boards, video links, and dropboxes. Additionally, this individual will have knowledge or experience in community nutrition, nutrition-related policy, and programming.</p>

<p>For each outcome in the course, describe</p> <p>how the outcome will be achieved using</p> <p>Distance Education technologies.</p>	SLO #													
		<table border="1"> <thead> <tr> <th></th> <th>Outcome</th> <th>How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Apply community nutrition theory and assessment data for program planning and evaluation.</td> <td>Resource links and reading assignments with respect to government data on nutritional health of communities will be provided. Students will write a paper to present findings of research.</td> </tr> <tr> <td>2</td> <td>Assess food and nutrition policies, public health agencies, and community programs and their impact on nutrition and health.</td> <td>Students will complete worksheets and projects. Students will present via discussion boards on case studies to apply solution-oriented learning.</td> </tr> <tr> <td>3</td> <td>Participate in community nutrition advocacy through professional communication and engaging in outreach activities.</td> <td>Reports on assigned programs, objectives, target audience, and impact will be assigned/researched and presented, via discussion boards, as part of the grade.</td> </tr> </tbody> </table>		Outcome	How outcome is assessed	1	Apply community nutrition theory and assessment data for program planning and evaluation.	Resource links and reading assignments with respect to government data on nutritional health of communities will be provided. Students will write a paper to present findings of research.	2	Assess food and nutrition policies, public health agencies, and community programs and their impact on nutrition and health.	Students will complete worksheets and projects. Students will present via discussion boards on case studies to apply solution-oriented learning.	3	Participate in community nutrition advocacy through professional communication and engaging in outreach activities.	Reports on assigned programs, objectives, target audience, and impact will be assigned/researched and presented, via discussion boards, as part of the grade.
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<p>How will the instructor-student and student-student interaction take place?</p> <p>(if applicable)</p>	<p>The instructor will provide feedback through worksheets and projects as well as guide discussions. The instructor will also be accessible via phone and email. Zoom may be used for specific topics or student communication. Students will interact with one another via discussion boards.</p>													
<p>How will student achievement be evaluated?</p>	<p>Evaluation will include:</p> <p>Three exams (35%)</p> <p>Discussion boards (20%)</p> <p>Case Studies (15%)</p> <p>Worksheets and Assignments (30%)</p>													

<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Honor Statement: Students will be provided with the syllabus, detailing the requirements of the course. Students will be required to complete an honor statement signifying that they have read the course syllabus, understand the policies as outlined, and agree to abide by the course policies.</p> <p>Syllabus Quiz: At the onset of the course, students will be asked to complete a quiz based on the syllabus, indicating that they have read the material.</p> <p>Review of Papers for Plagiarism: Turn-It-In will be used to review students' papers for plagiarism. If detected, plagiarism will be dealt with according to university policies and procedures.</p> <p>Academic Integrity Policy: The following academic integrity policy, an abbreviated form of the actual academic integrity policy in the IUP Graduate Catalog, will be incorporated into the course syllabus:</p> <p><i>Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity:</i></p> <ul style="list-style-type: none"> • <i>Providing or receiving unauthorized assistance in coursework, lab work, theses, dissertations, or examinations.</i> • • • •
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Map the Course Outcome to the
EUSLO's

Informed Learners demonstrate:	Course SLO #
• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
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	<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories 									
	<table border="1"> <tr> <td data-bbox="540 327 722 384"></td> <td data-bbox="722 327 1268 384"></td> </tr> <tr> <td data-bbox="540 384 722 428"></td> <td data-bbox="722 384 1268 428"></td> </tr> <tr> <td data-bbox="540 428 722 472"></td> <td data-bbox="722 428 1268 472"></td> </tr> <tr> <td data-bbox="540 472 722 516"></td> <td data-bbox="722 472 1268 516"></td> </tr> </table>									

<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • • • <hr/> <ul style="list-style-type: none"> •

Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>
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Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>