

COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

1. ADDITION ___ REVISION ___ TERMINATION ___

2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description; etc.):

3. COURSE NUMBER ___

4. COURSE TITLE _____

5. IF REVISION: Previous Course No. _____ Previous Title _____

6. FOR ADDITIONS AND REVISIONS -
FIRST TERM/YEAR TO BE OFFERED:

Fall___ Spring___ Summer___ Term_____

7. FOR TERMINATIONS ONLY -
LAST TERM/YEAR TO BE OFFERED:

Fall___ Spring___ Summer___ Term_____

8. COLLEGE:

9. DEPARTMENT NAME:

10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): _____

11. FIXED CREDIT HOURS: YES___ NO___

___ Total Credit Hours

___ Lec Contact Hours

___ Lab Contact Hours

___ Other Contact Hours

12. VARIABLE CREDIT HOURS: YES___ NO___

___ Min Total Credit Hours ___ Max Total Credit Hours

___ Min Lec Contact Hours ___ Max Lec Contact Hours

___ Min Lab Contact Hours ___ Max Lab Contact Hours

___ Min Other Contact Hours ___ Max Other Contact Hours

13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES___ NO___ If YES, total number of times course can be taken _____

14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: _____ Justification of maximum enrollment:

15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: _____

Class schedule type justification:

16. COURSE LEVEL:

17. GRADE TYPE:

18. DEVELOPMENTAL COURSE: YES___ NO___

19. CROSS-LISTED COURSE:

YES___ WITH _____ NO___

20. SPECIAL COURSE FEE? (Must be Board approved)

YES___ Amount \$ _____ NO___

21. Required faculty qualifications to teach this course:

22. GENERAL EDUCATION COURSE: YES _____ NO _____

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- ___ General Education Learning Goal 1: Ethical Reasoning
- ___ General Education Learning Goal 2: Global Learning
- ___ General Education Learning Goal 3: Information Literacy
- ___ General Education Learning Goal 4: Written Communication
- ___ General Education Learning Goal 5: Oral Communication
- ___ General Education Learning Goal 6: Critical Thinking
- ___ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education course, please provide a short rationale why this course should be considered as a general education course.

Attach the following:

- a) Class syllabus using the syllabus template.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.

COURSE APPROVAL SIGNATURES

Department Chairperson

Dean of Kent Library

College Council

Jason D.
Waggoner

Digitally signed by Jason D.
Waggoner
Date: 2020.02.25 15:28:30 -0500

Joe Pujol

Digitally signed by Joe Pujol
Date: 2020.03.12 10:19:01
-0500

Educator Preparation Committee

General Education Council

Graduate Council

To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

Registrar's Office Use Only

SCACRSE _____ Degree Audit _____ Bulletin _____ Degree Map _____ SHATATR _____

Instructions for Completing Course Approval/Change Document

1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the Provost.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the Provost.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. General Education Course: Choose NO, or the category in which the course falls and the general learning goals.

Class Syllabus Template

(1) Course Number: FN628

(2) Course Title: Applied Nutrition Field Experience 1

(3) Catalog Description: Supervised experiential learning in community nutrition, nutrition counseling, and nutrition education settings.

(4) Prerequisites: FN611 Foundations in Dietetics Practice, FN615 Culinary Nutrition, and FN617 Applied Statistics in Health Sciences; or permission of program directors.

(5) Corequisites: FN620 Community Nutrition Programming: Advanced Concepts and Application, FN625 Nutrition Counseling and Education: Advanced Concepts and Application, and FN635 Research Methodology; or permission of program directors.

(6) Credit Hours: 1

(7) Semester: Fall

(8) Class Meeting Time(s), location and format: Arranged

(9) Instructor: To be determined

(10) Instructor Contact Information: To be determined

(11) Concerns: Questions, comments or request regarding this course should be taken to the instructor. Unanswered questions or unresolved issues about this class can be directed to Dr. Jason Wagganer (jwagganer@semo.edu).

(12) Course Learning Outcomes:

1. Students will be able to utilize principles of organization management and program planning steps to develop, implement, monitor and evaluate community and population programs. (PI 4.1.4, 4.1.6, 5.10, 5.2.11, 5.2.15)
2. Students will be able to apply project management principles to develop, complete, and evaluate project goals, objectives, plans, budget, strengths, weaknesses, opportunities, and threats. (PI 5.3.1, 5.3.2)
3. Students will be able to demonstrate ethical behaviors in accordance to the professional Code of Ethics. (PI 7.1.1)
4. Students will be able to apply behavior change theories for nutritional health promotion and disease prevention. (PI 1.15.5)

Accreditation Competencies:

Course content and activities achieve or contribute to the following Performance Indicators (PI). The PIs listed below are assessed in this course. Achievement of these PIs contributes to the achievement of the corresponding ACEND Future Education Model Graduate Program Competencies (C) expected of an entry-level Registered Dietitian.

Performance Indicators	Competencies
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1.15.5 Applies behavior change theories for nutritional health promotion and disease prevention.	C 1.15
4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population.	C 4.1
4.1.6 Evaluates the program using measurement indicators and outcomes.	C 4.1
5.2.10 Understands and respects roles and responsibilities of interprofessional team members.	C 5.2
5.2.11 Collects, understands and analyzes financial data to support fiscally responsible decision making.	C 5.2
5.2.15 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met.	C 5.2
5.3.1 Leads the development and completion of a project plan and budget.	C 5.3
5.3.2 Identifies the project strengths, weaknesses, opportunities and threats.	C 5.3
7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics.	C 7.1

(13) Course-specific Required Materials:

Academy of Nutrition and Dietetics (2017). Abridged nutrition care process terminology (NCPT) reference manual: Standardized terminology for the Nutrition Care Process.

ISBN-13: 978-0-88091-969-2

Boyd, M. A. (2017). *Community nutrition in action* (7th ed.). Boston, MA: Cengage Learning.

ISBN: 978-1-305-63799-3

Contento, I. A. & Koch, C. K. (2021). *Nutrition education: Linking research, theory, and practice* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

ISBN: 9781284168921

Nutrition Care Manual [Computer Software]. Academy of Nutrition and Dietetics.

(14) Course Content:

Topic	Supervised Experiential Learning Hours
Nutrition Education Supervised Experiential Learning a. Application of behavior change theory b. Application of education strategies and techniques c. Individual nutrition counseling d. Group nutrition education	200
Community Nutrition Activities a. Program planning and development	250

b. Program implementation	
c. Program evaluation	
	Total: 450 hours

(15) Grading Scale and Policies:

- This course is a credit/no credit course.
- Credit is awarded for students who:
 1. Earn “met expectations” in all performance indicator evaluations by preceptors.
 2. Earn 80% or better on all performance evaluations.
 3. Earn 80% or better on all reflection assignments.

Late work policy:

1. Missed supervised experiential learning activities can only be completed if the student has a valid excuse and documentation to prove the cause of the absence.
2. Missed supervised experiential learning activities must be arranged with preceptor and instructor to schedule a make-up date.

Grading policy:

1. Written assignments will be graded and feedback will be provided within two weeks of the deadline for submission.

(16) Final Exam Schedule: The final examination will be an online exam, administered according to the University’s final exam schedule.

(17) Policies:

1. Responses to emails will provided within 24 hours on weekdays and 48 hours on weekends.
2. Grades and feedback on written assignments will be provided within two weeks of the deadline for submission.

(18) **Academic Honesty** – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else’s work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct <http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

(19) **Accessibility** – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

(20) **Civility** – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

(21) **Mandatory Reporting** – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

(22) **Student Success** – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

*Definition of ‘blended’ to be added.