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| For Academic Affairs and Research Use Only |
| Proposal Number |  |
| CIP Code:  |  |
| Degree Code: |  |

**NEW OR MODIFIED COURSE PROPOSAL FORM**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

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| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| JoAnna Cupp 1/8/2021**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| JoAnna Cupp 1/8/2021**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Shanon Brantley 01/29/2021**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 1/14/2021**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| \_\_Susan Hanrahan 2/1/21\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_Alan Utter\_\_\_\_\_\_\_\_\_\_ 2/26/21**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

1. **Contact Person (Name, Email Address, Phone Number)**

JoAnna Cupp, jcupp@astate.edu, 870-680-8295

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Spring 2024; bulletin year fall 2022.

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **NS** |
| **Number\*** |  | **6103** |
| **Title** |  | **Global Nutrition and Health** |
| **Description\*\*** |  | **Examines the study of food and nutrition from a global perspective, including challenges and solutions for complex issues such as dietary behaviors, diet and diseases, and interventions to support food security and sustainable food systems.** |

 ***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes** Are there any prerequisites?
	1. If yes, which ones?

Admission to the Graduate School

 No course prerequisites for NS 6103

* 1. Why or why not?

 The tMSND program can be done on a part-time or full-time basis and is a non-accredited degree. Students outside the Nutrition and Dietetics major may enroll in the course.

1. **No** Is this course restricted to a specific major?
	1. If yes, which major?

1. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

N/A

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture only

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

1. **No** Is this course dual-listed (undergraduate/graduate)?
2. **No** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

 Enter text...

 **b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

 Enter text...

1. **Yes** Is this course in support of a new program?

a. If yes, what program?

 transitional Master of Science in Nutrition and Dietetics program

1. **No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

I. Food and nutrition in the global context

Week 1 Introduction to global nutrition

 Current and emerging trends

 Idea of nutrition transition

 Conceptual model for global food, nutrition and health

 Dietary behavior vs. intake or consumption

Week 2 Food science and technology

 Traditional food processing/preservation and technology

 Influence on dietary habits and nutritional status

Week 3 Modern food technology in era of globalization

Week 4 Processed food controversy

 Michael Pollan as sustainable food practice icon

 Genetically modified (GM) foods

 Use of GM food to address food security and malnutrition

 Biofortification through conventional breeding

 Concept of biopharming

Week 5 Food policy and environment

 The role of globalization in nutrition

 Growth of transnational food companies and changing food systems

 “Coca-colonization” phenomenon

 Effects of global food advertising on nutrition transition

 Response of governments to obesogenic environment around the globe

 Food industry response to government policy changes

 Impact of changing food systems on farmers in developing countries

 Effects of globalization on traditional food systems

Week 6 Socio-cultural factors

 Influence of culture on dietary habits

 Food, nutrition and gender

 Class and nutrition

 Food, nutrition and health beliefs in different cultures

 Food and religious beliefs

 Concept of cultural capital

 Cultural capital and globalization in different countries

 II. Nutrition challenges in the world

Week 7 Hunger and undernutrition, especially in children

 Global prevalence of child undernutrition and mortality

 Definition and types of undernutrition

 Measuring undernutrition with growth monitoring

 Anthropometrics and Z-scores

 Clinical forms of acute malnutrition

 Factors affecting undernutrition

 Immediate, underlying and basic

 Consequences of undernutrition on maternal and child health

Week 8 Short-term nutrition interventions

 Participating organizations

Other nutrition interventions

 Breastfeeding

 Sanitation

Sustainable development goals

Week 9 Hidden hunger: micronutrient deficiencies

 Undernutrition due to micronutrient deficiencies

 Most prevalent deficiencies globally

 Functions, prevalence and factors affecting deficiencies

 Food fortification, vitamin supplementation and dietary

 diversification

 Iodine

 Vitamin A

 Iron

 Malaria control

 Other vitamin and mineral deficiencies

 Micronutrient powders

Week 10 Diet, nutrition and HIV/AIDS

 Review of life cycle of HIV virus

 Global statistics about HIV/AIDS

 Socio-cultural factors affecting the spread of HIV/AIDS

 Impact of disease on household/community food security and nutrition

 Strategies to target HIV/AIDS

 Prevention and treatment

 Elimination of Mother-to-Child Transition (EMTCT)

 HIV and infant feeding

 Protection, care and support of children affected by HIV/AIDS

Week 11 Diet, nutrition and obesity

 Global issues related to obesity

 Defining overweight and obesity

 Double burden of obesity-undernutrition

 Food behavior and eating (how the brain works in obese vs. non-obese)

 Mindless and mindful eating

Week 12 Diet, nutrition and diabetes

 Type 2 diabetes in developing countries

 Metabolic syndrome review

 Obesity, the brain and type 2 diabetes

 “Fetal programming concept

 The intergenerational insulin resistance diabetes cycle

 Other diabetes factors in developing countries

 Too much white rice?

 Sugar as a risk factor

 Cultural beliefs and attitudes toward diabetes and diet

Week 13 III. Strategies for addressing food and nutrition challenges

 Planning, implementing and evaluating nutrition interventions

 Dietary behavioral theories

 Health belief model (HBM)

 Social cognitive theory (SCT)

 Socio-ecological model (SEM)

 Experiential learning theory (ELT)

 Behavioral economics

Health behavior change programs

 Logic models

Needs assessment and planning interventions

Evaluating nutrition interventions

Week 14 Nutrition interventions for dietary behaviors

 Experiential learning intervention

 Food behavior intervention

 Food environment intervention

Week 15 Nutrition interventions for food security and sustainable food systems

 Food systems for long-term food security

 Indigenous food systems across the globe

 Sustainable food systems in culturally diverse populations

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

None

1. **Department staffing and classroom/lab resources**

Department staffing is adequate to cover this course. NS 6103 is an online class; no classroom or lab space is required.

1. Will this require additional faculty, supplies, etc.?

 See note on faculty above.

1. **No** Does this course require course fees?

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 With rising rates of worldwide chronic disease, including obesity and diabetes, it is imperative that the topic of global nutrition be addressed on a graduate level. This course supports and extends subject matter covered in the undergraduate course *NS 3153 Food and Society* by focusing on malnutrition, micronutrient deficiencies, food insecurity and other challenges faced around the world. Community nutrition is an important area of dietetics practice, and the global nutrition course provides educational preparation for the students who chose to work in this challenging area of practice. To be well-rounded, students need educational preparation in all three areas of dietetics practice: clinical, community and food service. Course goals – upon completion of this course, students are able to: explore in detail how different factors such as food technology and culture affect people’s dietary habits in the new era of globalization; examine diet-related nutrition and health challenges from a global perspective; assess personal level of cultural consideration to achieve more diversity, equity and inclusion as a professional.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

 The course fits with the department mission to provide quality education and experiences for students in the field of nutrition and dietetics. It speaks to the challenges of community nutrition and population health in addressing opportunities and interventions needed for improving poverty, undernutrition, and food insecurity globally. This topic is essential in a graduate nutrition program.

c. Student population served.

This course serves students who may already be RDNs or working in health care and are now seeking a graduate degree.

d. Rationale for the level of the course (lower, upper, or graduate).

The graduate level of the course is appropriate as students must have a baccalaureate degree in order to enroll in the transitional Nutrition and Dietetics program as they seek an advanced educational experience.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. Do the proposed modifications result in a change to the assessment plan?

 *If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Program-Level Learning Outcomes

Domain 2 - Professional Practice Expectations: Exhibit beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice, specifically KRDN\* 2.6 and 2.7, CRDN\* 2.11

Domain 3 – Clinical and Customer Services: Develop and deliver information, products and services to individuals, groups and populations, specifically CRDN\* 3.1

Domain 4 – Practice Management and Use of Resources: Strategically apply principles of management and systems in the provision of services to individuals and organizations, specifically CRDN\* 4.5

(\*KRDN Knowledge for the Registered Dietitian Nutritionist; \*CRDN Competency for the Registered Dietitian Nutritionist)

A new curriculum map applicable to the transitional Master of Science in Nutrition and Dietetics degree (tMSND) is developed to be added to our existing program assessment process. The tMSND is a non-accredited degree and is separate from the undergraduate Dietetics Program leading to the MSND. The assessment plan is modeled after the existing program assessment process for the Bachelor of Science in Dietetics and the Master of Science in Nutrition and Dietetics degrees.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #19)** | Domain 2 - Professional Practice Expectations: Exhibit beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice, specifically CRDN\* 2.1 |
| Assessment Measure | Outcome CRDN 2.2 Demonstrate professional writing skills in preparing professional communications Direct measure: NS 6013 LinkedIn profile – 80% of students will receive a letter grade of B or better, based on the rubric for this assignment Indirect measure: Exit survey – 100% of students will complete and submit exit survey regarding degree experience, including feedback on development of professionalism during program enrollment  |
| Assessment Timetable | Spring, every 3 years, 2023-2024, 2026-2027,2029-2030 |
| Who is responsible for assessing and reporting on the results? | tMSND faculty  |

 *(Repeat if this new course will support additional program-level outcomes)*

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| **Program-Level Outcome 2 (from question #19)** | Domain 3 – Clinical and Customer Services: Develop and deliver information, products and services to individuals, groups and populations |
| Assessment Measure | Outcome KRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions Direct measure: Exit exam – 80% of students will score at least 80% on cumulative exit exam at end of program, indicating among other competencies, an ability to apply knowledge of the Nutrition Care Process Indirect measure: Time to degree/program length – 100% of students will complete degree requirements within 150% of planned program length (1.5 years) as a measure of time to achieve required competencies in the program  |
| Assessment Timetable | Spring, every 3 years 2024-2025, 2027-2028, 2030-2031 |
| Who is responsible for assessing and reporting on the results? | tMSND faculty  |

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| **Program-Level Outcome 3 (from question #19)** | Domain 4 - Practice Management and Use of Resources: Strategically apply principles of management and systems in the provision of services to individuals and organizations |
| Assessment Measure | Outcome CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and foodDirect measure: Program one-year pass rate – 80% of students will pass the national Commission on Dietetic Registration (CDR) credentialing exam within one year of first attemptIndirect measure: Alumni survey – 80% of students will respond to alumni survey one-year post graduation to provide qualitative data on Domain 4 competencies met during program experience |
| Assessment Timetable | Spring, every 3 years 2024-2025, 2027-2028, 2030-2031 |
| Who is responsible for assessing and reporting on the results? | tMSND faculty  |

 **Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcomes 1, 2 and 3** | KRDN 2.6 Demonstrate an awareness of personal biases and an understanding of cultural differences, diversity, equity and inclusionKRDN 2.7 Demonstrate an understanding of the means by which structural bias, social inequities, health disparities and discrimination may be overcome to achieve health equity in nutrition and dieteticsCRDN 2.11Show cultural consideration and humility in interactions with clients, colleagues and staff |
| Which learning activities are responsible for this outcome? | Complete the cultural competence self-assessment checklist. Reflect on personal strengths and weaknesses from this activity. Compose a short paper discussing the importance of cultural competence and ways in which you demonstrate your growth and progress in the work you do as a professional. |
| Assessment Measure  | 80% of students will receive a letter grade of B on the paper, based on the rubric criteria, for this assignment.  |

*(Repeat if needed for additional outcomes)*

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| **Outcome 4** | CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings |
| Which learning activities are responsible for this outcome? | Complete a selected nutrition case study on a patient/client following the Nutrition Care Process. Be sure to include culturally realistic and appropriate interventions for the patient/client’s nutrition problem. |
| Assessment Measure  | 80% of students will receive a letter grade of B on the case study, based on the rubric criteria for this assignment.  |

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| **Outcome 5** | CRDN 4.5 Analyze quality, financial and productivity data for use in planning |
| Which learning activities are responsible for this outcome? | Choose from a select list of international Non-Government Organizations (NGO) to compose a 3-page paper with citations, detailing the nutrition program of the organization and analyzing their effectiveness in meeting stated goals. |
| Assessment Measure  | 80% of students will receive a letter grade of B on the paper, based on the rubric criteria for this assignment.  |

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  |

Insert after Nursing and before Occupational Therapy on page 382-383

***NS 6103. Global Nutrition and Health Examines the study of food and nutrition from a global perspective, including challenges and solutions for complex issues such as dietary behaviors, diet and diseases, and interventions to support food security and sustainable food systems.***