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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 02/02/2021**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**

Summer II 2023; 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\*** |  | **6203** |
| **Title** |  | **Nutrition for the Older Adult** |
| **Description\*\*** |  | **Addresses nutrition-related factors important for successful aging, including age-related physiologic changes, challenges with dietary intake, complications with chronic diseases, treatment of serious illness, and application of new research to promote healthy aging and maximize life span.** |

 ***\**** (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 6203

* 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?
2. **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**

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. The Aging Process

Week 1 Demographics of Aging

Trends and Theories of Aging

 Physiologic Changes

 Quality of Life Issues

Week 2 Nutrient Needs

 Protein

 Carbohydrate

 Fat and Fluid

Week 3 Vitamins, Minerals and Trace Metals

Week 4 Smell, Taste and Oral Somatosensation Changes

 Physiology and Measurement

 Changes Associated with Aging

 Assessment of Complaints and Interventions

Week 5 Oral Health in Elderly People

 Review of Anatomy and Functions

 Changes in Functions with Aging

 Diseases and Medications affecting Oral Health

 Nutritional Deficiencies and Related Oral Manifestations

Week 6 Swallowing Problems

 Impact of Dysphagia

 Signs/Symptoms of Dysphagia, Aspiration and Aspiration Pneumonia

 Treatment and Interventions

 II. Nutritional Implications in Disease

Week 7 The Aging Gut

 Aging and the GI System

 Changes in From Esophagus to Small/Large Intestine

 Disorders affecting Small/Large Intestine

Week 8 Cardiovascular Disease

 Disease Processes

 Blood Lipids and Blood Pressure

Week 9 Age-Related Declines in Hematopoiesis

 Aging and Hematopoiesis

 Iron-Deficiency Anemia

 Skeletal Aging

 Bone Remodeling

 Changes in Bone Mass with Age

 Changes in Bone Loss at Menopause

 Mechanisms of Bone Mass Regulation

Week 10 Endocrine Aspects of Nutrition and Aging

 Treatment of Diabetes Mellitus (DM)

 Micronutrient Status and DM

 Hormonal Regulation of Energy Intake and Output

 III. Special Concerns in Geriatric Population

Week 11 Pharmacology Interactions and Implications

 Food Choice and Nutritional Status

 Nutrient Interactions

 Food Effects on Drug Therapy

Week 12 Physical Activity and Exercise

 Benefits of Exercise in Elderly Adults

 Factors that Impact Exercise Capacity

 Exercise Recommendations and Barriers to Activity

 IV. Assessment and Interventions

Week 13 Nutrition Assessment of Elderly Adults

 Clinical and Anthropometric Assessment

 Biochemical and Immunologic Measures

 Hematologic Measures

Week 14 Nutrition Support for the Older Adult

 Issues with Appetite and Access

 Ethical Issues in Enteral Feeding in Older Adults

 Indications for Nutrition Support

 Enteral Feeding

Week 15 Nutrition Resources for Older Americans

 Challenges in Meeting Health Needs of Aging Population

 Determinants of Nutritional Risk

 Major US Policy Recommendations and Interventions

 Health Promotion and Disease Prevention

 Food Safety

 Prevention of Frailty, Disability and Falls

 Final Project Reports

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 6203 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 a large and growing percentage of the nation’s population now in the ‘older adult’ category, it is imperative that health professionals, namely registered dietitian nutritionists (RDNs), be trained to meet the challenges of caring for this large group of adults. Students receive some adequate courses and experiences with the geriatric population in the undergraduate dietetics program. However, a graduate course will extend students’ preparation and competency to work with older adults. Dietary intake is particularly important in this age group for several reasons: minimize risk factors for chronic disease, provide adequate nutrition to heal injuries and wounds, fight infection, repair fractures and recuperate from illness. No matter the setting that students/graduates choose to work in during their career, it is likely that they will encounter older adults as patients or clients. Course goals – upon completion of this course, students are able to: examine factors, especially nutrition-related, important for successful aging; integrate new research into present knowledge of caring for older adults; enhance healthy aging for parents, patients, family and friends.

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. Students must be prepared to work with individuals in every stage of the life cycle, from infants to aging adults; the topic of geriatric nutrition supports their knowledge, training and competence to care for these individuals.

 c. Student population served.

The Nutrition for the Older Adult 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\* 2.3, 2.6

Domain 3 – Clinical and Customer Services: Develop and deliver information, products and services to individuals, groups and populations, specifically KRDN\* 3.1 and CRDN\* 3.7

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\* 4.10

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

There is a new curriculum map applicable to the transitional Master of Science in Nutrition and Dietetics degree (tMSND) as it is a non-accredited degree and is not tied to 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 |
| 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 food Direct 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 attempt Indirect 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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| **Outcome 1** | KRDN 2.6 Demonstrate an awareness of personal biases and an understanding of cultural differences, diversity, equity and inclusionCRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management |
| Which learning activities are responsible for this outcome? | Plan an educational program for a local senior citizens center on a pertinent nutrition-related topic. Include age-appropriate handouts, presentation skills that demonstrate an understanding of older adult learning characteristics and suitable program evaluation tool. |
| Assessment Measure  | 100% of students will receive a letter grade of B or higher on the educational program, based on the assignment guidelines and rubric, to meet this outcome.  |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | KRDN 2.3 Assess the impact of a public policy position on nutrition and dietetics practiceKRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventionsCRDN 4.10 Analyze risk in nutrition and dietetics practice |
| Which learning activities are responsible for this outcome? | Complete a case study on a geriatric client who has diabetes, cardiovascular disease and obesity. Include appropriate interventions, considering resources for which the client is eligible and risks with multiple chronic diseases.  |
| Assessment Measure  | 80% of students will receive a letter grade of B or higher on the case study, based on the assignment guidelines and rubric, to meet this outcome.  |

**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 6203. Nutrition for the Older Adult Addresses nutrition-related factors important for successful aging, including age-related physiologic changes, challenges with dietary intake, complications with chronic diseases, treatment of serious illness, and application of new research to promote healthy aging and maximize life span.***