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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 1/12/2021 **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](mailto:jcupp@astate.edu), 870-680-8295

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

Fall 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\*** |  | **6263** |
| **Title** |  | **Advanced Medical Nutrition Therapy**  **Abbreviated title - Adv Medical Nutrition Therapy** |
| **Description\*\*** |  | **Emphasizes core concepts of clinical nutrition relevant to the nutrition care process which include pharmacology and nutrition support. Case studies and an evidence-based approach in various diseases are utilized to help students develop and apply clinical nutrition expertise.** |

***\**** (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 Master of Science in Nutrition and Dietetics program

NS 6003 Topics in Food Service

NS 6123 Health Care Delivery in the U. S.

* 1. Why or why not?

The curriculum in the MSND program is lock step as part of an accredited program requiring a Master’s degree with sequential and logical progression of courses. Students must complete previous semester of graduate courses before progressing to subsequent semesters.

1. **Yes** Is this course restricted to a specific major?
   1. If yes, which major? Nutrition and Dietetics in the Master of Science in Nutrition and Dietetics program
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** Is this course in support of a new program?

a. If yes, what program?

Master of Science in Nutrition and Dietetics

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. Foundations of Practice

Week 1 Introduction

Nutrition screening

Purpose of screening

Screening vs. assessment

Selecting a screening method

Screening tools: acute care, long-term care, community

Week 2 Biochemical assessment

Specimen types

Assay types

Routine medical laboratory tests

Fluid and electrolytes

Acid-base physiology

Endocrine markers: glucose and glycosylated hemoglobin

Protein assessment

Enzymes

Lipid profile

Hematology

Case study

Week 3 Pharmacology

Growing field of pharmacotherapy

Complementary and integrative health practices

At-risk populations

Role of nutrition therapy in pharmacotherapy

Current research for application in practice

Week 4 Nutrition support

Enteral nutrition case study

Week 5 Parenteral nutrition case study

II. Medical Nutrition Therapy (MNT) for Disease States

Week 6 Nutrition in would healing

Pathology of wounds and wound healing

Chronic wounds: venous, diabetic, pressure ulcers

Medical treatment

Medical nutrition therapy

Week 7 Nutrition management of Diabetes Mellitus (DM)

Pathology of disease review: Type 1, Type 2, Gestational DM

Screening and diagnosis

Nutritional requirements in diabetes

Week 8 Medical nutrition therapy

Exercise

Complications

Medical treatment and medications

Gestational diabetes

Week 9 Diabetes case studies

Week 10 Nutrition in liver disease

Introduction to the liver

Acute liver disease

Chronic liver disease

Alterations in metabolism: protein, carbohydrate, fat

Nutrition assessment

MNT for cirrhosis

Week 11 Nutrition in rheumatic disease

Pathophysiology and inflammation

Medical diagnosis and treatment

Anti-inflammatory diet

Complementary and alternative therapies

Osteoarthritis and rheumatoid arthritis

Gout

Systemic lupus erythematosus (SLE)

Week 12 Nutrition in eating disorders

Background and etiology

Prognosis

Psychological treatment

Pharmacotherapy

Nutrition assessment

MNT/goals and guidelines

Counseling and nutrition education

Monitoring and evaluation

Week 13 Nutrition in developmental disabilities

Prader Willi

Cystic fibrosis

Week 14 Autism spectrum disorders

Week 15 Nutrition in neonatology

Background review in neonatal nutrition

Nutrition and growth goals for premature infants

Metabolism and body composition

Methods of feeding

Feeding selection

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

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

None

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

It is projected that two faculty, one 9-month and one 12-month, will be needed to cover this and other courses in the mandatory graduate program. NS 6263 is offered face-to-face so one classroom, which is available, will be necessary; no 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)

An advanced medical nutrition therapy (MNT) course emphasizes the most up-to-date research and application of evidence-based nutritional care for patients/clients. Students received an excellent MNT background in undergraduate courses and supervised practice experiences. A graduate course will strengthen their understanding of treating nutrition-related disease and supports the development of critical thinking, clinical reasoning and decision-making skills which are essential in clinical and community environments. With a solid background and necessary skills, students enter the workforce and are empowered to grow within their field as new diagnoses, new drugs, new treatments and emerging connections between nutrition and disease continue to unfold. Students are better equipped to face future challenges in research, health care funding and evidence-based nutrition practice. Course goals – upon completion of this course, students are able to: increase knowledge and understanding of nutrition therapy for complex disease states; complete a variety of clinical case studies utilizing the nutrition care process and principles of medical nutrition therapy; demonstrate appropriate critical thinking and decision-making skills in classroom work and participation.

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. We educate students not only on the facts and theories that comprise current nutrition-related disease knowledge but also on the importance of soft skills such as critical thinking, interprofessional team work and decision-making skills. A quality nutrition course addresses and builds competencies in both the cognitive and affective domains of learning. Real-life scenarios, as presented in case studies, facilitate the development of hard and soft skills, a combination of which is needed in a successful career. There are two directives from the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for the Academy of Nutrition and dietetics related to required curriculum and competency components: **Standard 3.1** The program’s curriculum must be designed to ensure the breadth and depth of requisite knowledge and skills needed for entry-level practice as a registered dietitian nutritionist. **a.** The program’s curriculum must include the following required components, including prerequisites: **5. Principles of medical nutrition therapy and the Nutrition Care Process 6. Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention** 12. Food science and food systems, environmental sustainability, global nutrition, techniques of food preparation, and **development, modification and evaluation of recipes, menus and food products acceptable to diverse populations**; [1-4, 7-11, 13-15; other unrelated components] **b.** The program’s curriculum must prepare students with the following core knowledge and competencies: Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice Domain 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations. The NS 6263 Advanced Medical Nutrition Therapy course supports Domains 1, 2 and 3 with competencies which the students meet during the graduate program.

c. Student population served.

NS 6263 serves students who are on track to become registered dietitian nutritionists (RDNs) when they complete the Master of Science in Nutrition and Dietetics program as required by the accrediting body.

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 Nutrition and Dietetics program as they seek an advanced degree.

**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 1 – Scientific and Evidence Base of Practice: Integrate scientific information and translation of research into practice, specifically CRDN\* 1.3, 1.6

Domain 2 – Professional Practice Expectations: Exhibit beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice, specifically CRDN\* 2.1

Domain 3 – Clinical and Customer Services: Develop and deliver information, products and services to individuals, groups and populations, specifically CRDN\* 3.1, 3.6

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

The current curriculum map for the dietetics Program is revised to add the program-level learning outcomes as noted above and the Core Knowledge & Competencies for the RDN (Registered Dietitian Nutritionist) as applicable to the new graduate degree, Master of Science in Nutrition and Dietetics (MSND).

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 1 – Scientific and Evidence Base of Practice: Integrate scientific information and translation of research into practice |
| Assessment Measure | Outcome CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis Direct measure: NS 6303 Research manuscript – 80% of students will receive a grade of B or better, based on the rubric for this course project Indirect measure: NS 6313 Student survey – 100% of students will complete the self-assessment survey pertaining to the research poster and participation in Create@State event |
| Assessment  Timetable | Fall semester, every 3 years, 2023-2024, 2026-2027, 2029-2030 |
| Who is responsible for assessing and reporting on the results? | MSND faculty |

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

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| **Program-Level Outcome 2 (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 Linked In 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 | Fall semester, every 3 years, 2023-2024, 2026-2027, 2029-2030 |
| Who is responsible for assessing and reporting on the results? | MSND faculty |

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| **Program-Level Outcome 3 (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? | MSND 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** | CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data  CRDN 1.6 Incorporate critical-thinking skills in overall practice  KRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions  CRDN 3.6 Use effective education and counseling skills to facilitate behavior change |
| Which learning activities are responsible for this outcome? | Complete a case study as assigned, following the Nutrition Care Process and incorporating evidence-based guidelines. Be specific with education interventions by including follow-up sessions to determine progress with behavior changes recommended. |
| Assessment Measure | 80% of students will receive a letter grade of B or higher on this case study activity, based on the assignment guidelines and rubric, to meet this outcome. |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the profession of Nutrition and Dietetics |
| Which learning activities are responsible for this outcome? | Compose a short paper describing the role of the interprofessional team in treatment of eating disorders at an outpatient program. Include the professional team members, by position only, their specific roles, and a discussion of the way the treatment team operates to optimize a client’s successful recovery. |
| Assessment Measure | 80% of students will receive a letter grade of B or higher on this writing activity, based on the assignment 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 6263. Advanced Medical Nutritional Therapy Emphasizes core concepts of clinical nutrition relevant to the nutrition care process which include pharmacology and nutrition support. Case studies and an evidence-based approach in various diseases are utilized to help students develop and apply clinical nutrition expertise. Restricted to Nutrition and Dietetics graduate students. Prerequisites, NS 6003 and NS 6123.***