



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # 175
College: Allied Health and Nursing	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: Family Consumer Science	<input checked="" type="checkbox"/> Graduate ✓	Academic Year 05-06
Program: Dietetics, Food and Nutrition	CIP # _____	(For Office Use Only)
Type of Change: COURSE PROPOSALS		Course Designator Number of
Proposed: New Course		and Number Credits
Title Current: _____		_____
Title Proposed: Nutrition Assessment		FCS 420/520 3
24-Char. Abbrev: _____		(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 In-depth study and practice of nutrition assessment techniques including dietary histories, anthropometrics, physical signs and symptoms, and laboratory interpretation in various age groups and conditions. Students will use findings to determine nutritional needs and make nutritional diagnoses.

Rationale or Justification for change:
 This course is required of dietetics and food and nutrition students to strengthen their knowledge and skill in nutrition assessment.

*****For General Education or Cultural Diversity Courses Only*****

<p align="center">General Education Course:</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> </thead> <tbody> <tr><td align="center">N/A</td><td></td></tr> <tr><td align="center">N/A</td><td></td></tr> <tr><td align="center">N/A</td><td></td></tr> </tbody> </table> <p> <input type="checkbox"/> For Writing Intensive Courses, attach a description of the kind and quantity of writing. <input type="checkbox"/> For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE. </p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A		N/A		N/A		<p>Cultural Diversity Course: (Please check one.)</p> <p><input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A									
N/A									
N/A									

*****For New Courses*****

(Check all that apply): <input type="checkbox"/> Course is an elective. <input checked="" type="checkbox"/> Course is required for program <input type="checkbox"/> Pre- or Co-requisites: <input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____	Instructional Type: <input type="checkbox"/> Lecture/Lab Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N _____ DIETETICS, ...	Course will be offered: <input type="checkbox"/> Fall Semester <input checked="" type="checkbox"/> Spring Semester <input type="checkbox"/> Summer Session
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following: <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes. A list of resources required to offer and support this course. A description of how teaching this course will affect department staffing. If 400/500 level course, an explanation of added expectations of graduate students. 		



Minnesota State University, Mankato
Curriculum Proposal

*****For Program Proposals*****

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

*****For Programs Requiring MnSCU Approval*****

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:


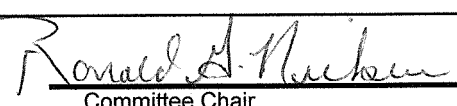
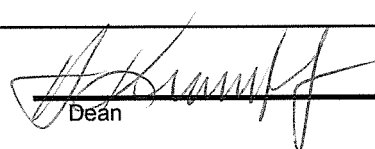

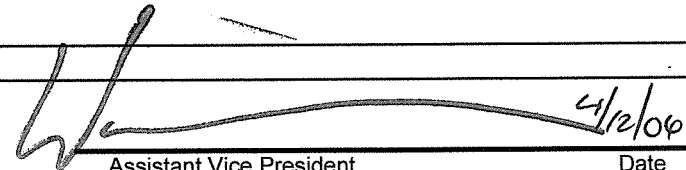
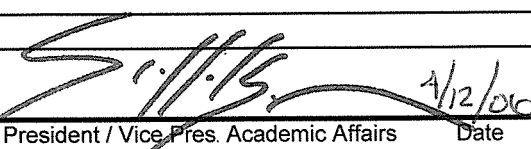
<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		10-26-05
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Department Chair	Date
Comments:			
College Curriculum Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		2/13/06
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Committee Chair	Date
Comments:			
College Dean			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		2/14/06
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Dean	Date
Comments:			
General Education Subcommittee			
<input type="checkbox"/> Recommended	(Category/ies _____)		
<input type="checkbox"/> Not Recommended	(Category/ies _____)	General Education Subcommittee Chair	Date
Comments:			
Undergraduate Curriculum and Academic Policy Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		4/5/06
<input type="checkbox"/> Not Recommended	(Category/ies _____)	UCAP Faculty Chair	Date
Comments:			
Faculty Association Graduate Committee			
<input type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Faculty Association Graduate Chair	Date
Comments:			
Graduate Dean			
<input type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Graduate Dean	Date
Comments:			
Academic Affairs Council			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		4/12/06
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Assistant Vice President	Date
Comments:			
Senior Vice President and Vice President for Academic Affairs			
<input checked="" type="checkbox"/> Approved	(Category/ies _____)		4/12/06
<input type="checkbox"/> Not Approved	(Category/ies _____)	Sr. Vice President / Vice Pres. Academic Affairs	Date
Comments:			

Resources Needed and Impact on Staffing

A well-equipped Nutrition Assessment Laboratory already exists in the FCS Department and is equipped with two computers, a balance scale, standometer, skinfold calipers, food models, and a hand-held indirect calorimeter. Sphyngomonometers have been ordered in the most recent equipment request. A dietary analysis program is used, and FCS shares a service contract with Health Services on this program for yearly updates. The hand-held indirect calorimeter will need to be replaced every year or two, and it is expected that this equipment will be shared (and the expense also shared) with the Human Performance Department. Any additional equipment needed can be requested under annual opportunities for such purchases.

The instructor for this course, Dr. Sue Fredstrom, currently teaches one section each of FCS 240 Nutrition I, FCS 440 Nutrition II, and FCS 448 Clinical Dietetics II during spring term. Additionally, she has two credits dedicated to DPD director. A staffing option is to have Dr. David Bissonnette, the third Dietetics faculty, teach the FCS 440 section to free Dr. Fredstrom to teach this course. Dr. Bissonnette's spring teaching load includes FCS 352 Food Production Management, two sections of FCS 240, and FCS 439 Nutrition in Sport and Exercise, which is team-taught with the HP Department. The credit load for 439 is taken in the fall.

Syllabus
FCS 420/520 Nutrition Assessment
3 credits

Spring

Prerequisites: FCS 240, Biol 230,
And concurrent registration with FCS 440

Instructor: Sue Fredstrom, PhD, RD

Office: B106 Wiecking

Phone: 389-6016

susan.fredstrom@mnsu.edu

Course Description: In-depth study and practice of nutrition assessment techniques including dietary histories, anthropometrics, physical signs and symptoms, and laboratory interpretation in various age groups and conditions. Students will use findings to determine nutritional needs and make nutritional diagnoses.

Required Text: Charney P. & Malone A. *ADA Pocket Guide to Nutritional Assessment*, 2004, American dietetic Association, Chicago, IL.

Further required reading will be placed on electronic reserve through Memorial Library. Subjects will include interviewing techniques, nutrigenomics, and complementary medicine/herbal and other supplements.

Objectives: Upon completion the student will be able to:

1. obtain a meaningful dietary history using different methods including 24 hour recall, food frequency questionnaires, intake records
2. analyze nutrient intake data and use in the nutritional assessment of individuals and groups to identify strengths and weaknesses of diet
3. take and interpret anthropometric measures and vital signs
4. calculate protein, energy and fluid needs of individuals across the lifespan
5. recognize physical signs and symptoms of nutritional problems
6. interpret basic laboratory measures in simple, common nutritional problems including iron deficiency anemia, dehydration, hyperlipidemia and diabetes.
7. demonstrate the use of nutritional assessment in care planning for at risk populations, such as the elderly, pregnant women, infants and children and others.

Course Requirements:

1. Students are expected to participate in class discussions, role play situations, and practical lab sessions. Participation will be counted in the final grade.
2. Worksheet assignments:
 - a. Computer assessment of dietary intake
 - b. Anthropometric measurements and body composition
 - c. Vital signs
 - d. Calculating energy balance, protein and fluid needs
 - e. Laboratory Worksheet
 - f. Assessment of infants and children
3. Skills test
4. 3 case studies
5. Assessment project: You will select a person to be your “client” for this project and conduct a thorough nutrition assessment, including a dietary history, social history, and anthropometric measures. From the assessment, you will make any appropriate nutritional diagnosis, state lab work you would recommend to complete your assessment, and state your recommendations for this client.
6. 3 Exams

Graduate Students will be expected to an additional assessment project involving a “client” selected by the instructor. These clients may be a volunteer or a recipient of services at Open Door, the campus fitness center, Campus Kitchens or similar program.

Grading:

- 90% of total points - A
- 80% of total points - B
- 70% of total points - C
- 60% of total points - D

ASSISTANCE AVAILABLE:

If you are a student with disabilities, or related academic concerns who will need academic accommodations, please meet with the Instructor as early in the term as possible to discuss your needs. Every attempt will be made to accommodate students who have a documented disability, or anxiety about their ability to succeed academically

Proposed Weekly Schedule

Week	Topic	Assignment
1	Nutrition Assessment Tools for Individuals and Groups	
2	Interviewing techniques for the most information	Role Play in Class
3	Diet surveys, histories	Case Study 1
4	Computer analysis of nutrient intake	Computer Analysis Worksheet
5	Body composition and fluid balance	
6	Anthropometrics	Anthropometrics Worksheet
7	Energy Balance	Energy, Protein, Fluid Needs Worksheet
8	Physical Assessment	Vital Signs Worksheet
9	Making a Nutritional Diagnosis	Case Study 2
10	Labs in Nutrition Assessment	Lab Worksheet
11	Food and Drug Interactions	
12	Herbal and Other Dietary Supplements	Case Study 3
13	Nutrigenomics, Nutrigenetics	
14	Special Needs Groups: Assessing infants, children, pregnancy, geriatrics	Assessment of infants and children
15	Special Needs Patients: Feeding problems, swallowing problems, conditions leading to malabsorption, others	Final Assessment Project