

**Experiential Learning Course Proposal Cover Sheet**  
(use this form if your program is seeking approval for a whole course to count as an ELR)

Program/Department/School Submitting Proposal Nutrition/HS Date Submitted 09/21/2011

Contact Person Karen Lowry Gordon E-mail klowry@kent.edu Phone 330-672-2248

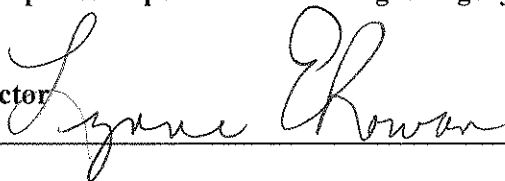
Course Number/Title NUTR 43515 Community Nutrition Number of Credits 3

Check one:

☒ New Proposal      ☐ Resubmission with Revision; Date of Original Submission \_\_\_\_\_

Select Appropriate Experiential Learning Category/Categories: Practical Experiences

Chair/Director  
Signature



Date 10/6/11

Date Approved by College Curriculum Committee \_\_\_\_\_

Dean

Signature: \_\_\_\_\_ Date \_\_\_\_\_

*For URCC use only*

Date Received by URCC \_\_\_\_\_

Decision:	Approved	_____ (Date)	<input type="checkbox"/>
	Withdrawn by Submitter	_____ (Date)	
	Minor Revision – Resubmit	_____ (Date)	
	Major Revision – Resubmit	_____ (Date)	
	Denied	_____ (Date)	

**Course-Based Experiential Learning Requirement Form**  
*(use this form if you program is seeking approval for a whole course as an ELR)*

Please consult the Experiential Learning Guidelines as you respond to each item on this form.

**Course Subject/Nuber/Title:** NUTR 43515 Community Nutrition

**Credit Hours:** 3

**Prerequisite(s):** NUTR 33512 Nutrition and NUTR 33522 Applied Nutrition

**1. Describe how the course provides opportunities for the student to:**

NUTR 43515/53515 Community nutrition is a two credit lecture class combined with a one credit lab experience. In the lecture portion of the class students are taught how to assess the nutrition education needs of a community, how to plan nutrition education programs and community interventions as well as how to evaluate, market, and manage ongoing community nutrition programs. With this knowledge, the students then engage in service-learning projects through field experiences throughout the semester. Community partners include: School classrooms, Parent Teachers Associations, School Foodservice, Community and Non-profit Agencies (Kent Social Services, Center of Hope, Town Hall II, Independence of Portage County, AmeriCorps, Advanced Rehab and Specialist of Mantua, Campus Kitchens, Maplewood Career Center). Students participate in nutrition education with at least two different community partners using the principles of service-learning. By completing service-learning projects in the field of nutrition, students are gaining an understanding of the needs and diversity of their surrounding community as well as how to communicate with community members and partners to create an environment whereby they can create pertinent and successful community nutrition programs.

**2. Explain how the three learning outcomes will be assessed:**

Students are required to complete seven written reflections on their service-learning experiences by relating their experience to material discussed in the course lecture as well as the personal meaning of their experience. As a culmination experience in the course, students must present on the nutrition education project that they developed in teams and then evaluate how their program met the needs of the community partner they worked with. Students are graded using a standard rubric for both the reflections and the presentations. Students are also required to complete project plans and assessments as part of the lab course that require them to be able to tie course material to their experience with their community partner as well as their creation and implementation of a nutrition education program based on the community partners needs.

3. It what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

The Nutrition Program has been committed to Experiential Learning before it became a university requirement. As such, the course was revised to a two credit lecture and one credit lab course. Within the lab portion of the course, as part of the curriculum, it is required for students to participate in service-learning and to reflect on their experiences. Because this is part of the curriculum of the course it will be enforced by making sure that curriculum requirements are met through program area meetings. The course will also be taught by faculty who are engaged in the Center of Nutrition Outreach. Part of the mission of the Center of Nutrition Outreach is nutrition education through the engagement of the local community.

**URCC USE ONLY**

*Date Received by URCC* \_\_\_\_\_

*Date Approved by EPC* \_\_\_\_\_

*Date Approved by URCC* \_\_\_\_\_

*Date Removed as ELR* \_\_\_\_\_

**NUTR 5/43515**  
**Community Nutrition**  
**Fall 2011**

<b>Instructors:</b>	Karen Lowry Gordon, Ph.D., R.D., L.D. &	Jodie Luidhardt, M.S., R.D., L.D.
<b>Office:</b>	126 Nixson Hall	123 Nixson Hall
<b>Telephone:</b>	672-2248	672-2063
<b>Email:</b>	<a href="mailto:klowry@kent.edu">klowry@kent.edu</a>	<a href="mailto:jluidhar@kent.edu">jluidhar@kent.edu</a>

**Class Schedule:** Tuesday, Thursday 12:30 – 2:10 P.M. 206 Nixson Hall

**Prerequisites:** NUTR 33512 Nutrition; NUTR 33522 Applied Nutrition

**Office Hours:** **Karen Gordon:**  
Monday 9:30-10:45 a.m; 1:00-2:00 p.m.  
Tuesday 9:30-10:30 a.m.  
Thursday 9:30-10:30 a.m.; 12:30-1:30 p.m. or by appointment.

**Jodie Luidhardt:**  
Thursdays 2:00-4:00 p.m. or by appointment

**Required Text:** Community Nutrition in Action: An Entrepreneurial Approach, 5<sup>th</sup> Edition by Marie A. Boyle and David Holben

**ADA Foundation Knowledge Requirements and Learning Outcomes for Didactic Program in Dietetics Met:**

**2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**

KR 2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

KR 2.1.a. Learning Outcome: Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.

KR 2.1.b. Learning Outcome: Students are able to demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.

**3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations**

KR 3.1. The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KR 3.1.a. Learning Outcome: Students are able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.

KR 3.2 The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

KR 3.2.a. Learning Outcome: Students are able to apply knowledge of the role of environment, food and lifestyle choices to develop interventions to affect change and enhance wellness in diverse individuals and groups

KR 3.3. The curriculum must include education and behavior change theories and techniques.

KR 3.3.a. Learning Outcome: Students are able to develop an educational session or program/educational strategy for a target population.

**4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations**

KR 4.1. The curriculum must include management and business theories and principles required to deliver programs and services.

KR 4.1.a. Learning Outcome: Students are able to apply management and business theories and principles to the development, marketing and delivery of programs or services.

KR 4.1.b. Learning Outcome: Students are able to determine costs of services or operations, prepare a budget and interpret financial data.

KR 4.1.c. Learning Outcome: Students are able to apply the principles of human resource management to different situations

**Course Goals:**

1. Provide an introduction to nutrition problems and practices in the community.
2. Discuss needs assessment, program development, program evaluation and program management.
3. Review and discuss policies, philosophies and interventions impacting nutritional care.
4. Deepen the comprehension and practice of community practice of community partnerships and relationships in the community.

**Course Objectives:**

1. Students will develop, implement, and evaluate community nutrition services with community partners.
2. Students will recognize the role of a dietitian in health education and community programming.
3. Expose students to different populations across the lifespan.
4. Students will be able to describe how nutrition education is beneficial to a community partner.

This is an Experiential Learning Course for Nutrition Majors. As part of graduation requirements for Kent State University, all students must complete an experiential learning activity. As part of this activity you will meet the following learning outcomes.

**Experiential Learning Outcomes:**

1. Connect ideas, concepts, and skills developed at the University with their applications to new and different contexts;
2. Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
3. Reflect on the meaning of the experience.

**Grading (undergraduate students):**

1. Quizzes on lecture material – 4 worth 25 points each for a total of 100 points.
2. Exams – 2 take-home exams (mid-term and final) worth 50 points each for a total of 100 points.
3. Service learning reflections – 7 worth 10 points each for a total of 70 points.
4. Lab assignments – 3 worth 10 points each for a total of 30 points.

5. Windham Nutrition Education Program – 50 points.
6. Service learning experience including in class presentation and write-up – 50 points.
7. Final grades will be based on a total of 400 pts. and will be assigned on a straight scale:
 

A = 360-400 (90-100%)	C = 280-319 (70-79%)
B = 320-359 (80-89%)	D = 240-279 (60-69%)

**Grading (graduate students):**

1. Quizzes on lecture material – 4 worth 25 points each for a total of 100 points.
2. Exams – 2 take-home exams (mid-term and final) worth 50 points each for a total of 100 points.
3. Service learning reflections – 7 worth 10 points each for a total of 70 points.
4. Lab assignments – 3 worth 10 points each for a total of 30 points.
5. Windham Nutrition Education Program – 50 points.
6. Service learning experience including in class presentation and write-up – 50 points.
7. As a group, develop a grant proposal to submit to Youth Service America. **Final draft due October 6, 2011** – 50 points. See below for details.
8. Final grades will be based on a total of 450 pts. and will be assigned on a straight scale:
 

A = 405-450 (90-100%)	C = 315-359 (70-79%)
B = 360-404 (80-89%)	D = 270-314 (60-69%)

**Funder:** Youth Service America

**Title/Opportunity:** UnitedHealth HEROES Service-Learning Grants

*“...to help youth, ages 5-12, create and implement local, hands-on programs to fight childhood obesity.”*

**Eligibility:**

- Schools (e.g. elementary, post-secondary)
- Educators
- Service-learning coordinators
- Non-profits
- Students in the health professions

**Amount/duration:** \$500 - \$1000 for spring semester (it is encourage projects launch on Martin Luther King, Jr. Day of Service (1/16/12) and culminate on Global Youth Service Day (4/20-22/12).

**Application deadline:** October 17, 2011

**Full details** can be found at <http://www.ysa.org/HEROES>

- *Note:* listing of, and abstracts from, previous year’s grantees are available via this page

## POLICIES AND PROCEDURES

**Course Registration.** It is the student's responsibility to ensure proper enrollment in classes. You are advised to review your official class schedule during the first week of the semester to ensure proper enrollment! You have the opportunity to adjust your schedule. If registration errors are not corrected by the dates listed in the Registrar's website at <http://www.registrars.kent.edu/home/>, even if you continue to attend and participate in classes for which you are not officially enrolled, you will NOT receive credit for the course at the conclusion of the semester. For dates to drop and withdraw from classes, please check the Registrar's website: <http://www.registrars.kent.edu/home/>.

**Students with Disabilities.** University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit <http://www.registrars.kent.edu/disability/default.htm> for more information on registration procedures).

**Academic Integrity.** The Kent State University policy and procedures for student cheating and plagiarism will be followed, including notification of the Office of Student Conduct. Plagiarism essentially is the use of someone else's work, either in part or in total, as your own. The use of appropriate citations is important in any written work that you submit. Submitting the same paper in two courses is considered to be cheating.

### What is Service Learning?

Service-learning as: a structured learning experience that combines community service with explicit learning objectives, preparation, and reflection. Students involved in service-learning are expected not only to provide direct community service but also to learn about the context in which the service is provided, the connection between the service and their academic coursework, and their roles as citizens (Seifer, S.; Jacoby, B.).

Service-learning is a form of experiential education that:

- is developed, implemented, and evaluated in collaboration with the community;
- responds to community-identified concerns;
- attempts to balance the service that is provided and the learning that takes place;
- enhances the curriculum by extending learning beyond the classroom and allowing students to apply what they've learned to real-world situations; and
- provides opportunities for critical reflection

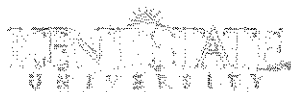
Service-learning is significantly different from other forms of experiential education in that it:

- offers a balance between service and learning objectives;
- places an emphasis on reciprocal learning;
- increases an understanding of the content in which clinical and/or service work occurs;
- focuses on the development of civic skills;
- addresses community identified concerns; and
- involves community in the service-learning design and implementation.

## COURSE OUTLINE

<u>Date</u>		<u>Topic</u>	<u>Text Reading</u>
August	30	Introduction/Working in the Community	Chapter 1
September	1	Introduction to Lab/Field Experience	
September	6	Assessing the Community	Chapters 2 & 3
	8	Program Development Lab- Assignment due	
September	13	Assessment (con't)	
	15	Educational Material Lab - Assignment due	
September	20	Program Planning; <b>Quiz 1</b>	Chapter 4
September	22	Field experience	
September	27	FNCE – Graduate students work on grant Undergraduate students – no class	
	29	Field experience – Reflection due	
October	4	Designing Community Interventions	Chapter 4, 15
	6	Field Experience – Reflection due	
October	11	Program Evaluation	pp. 112-119
	13	Field Experience – Reflection due	
October	18	Principles of Nutrition Education; <b>Quiz 2</b>	Chapter 17
	20	Field Experience – Reflection due	
October	25	Delivering Oral Presentations /Selecting & Using Media; <b>Midterm Exam Due</b>	
	27	Field Experience – Reflection due	
November	1	Marketing Nutrition	Chapter 18
	3	Field Experience – Reflection due	
November	8	Managing Community Programs	Chapter 19
	10	Field experience-Reflection due	
November	15	Food Insecurity/Food Assistance Programs; <b>Quiz 3</b>	Chapter 10
	17	Grant writing lab – Assignment Due	
November	22	Maternal and Infant Nutrition Programs	Chapter 11
	24	NO CLASS- Happy Thanksgiving	
November	29	Child and Adolescent Nutrition Programs	Chapter 12
December	1	Windham-- Nutrition Education Exhibit	
December	6	Nutrition Programs for Adults and Elderly; <b>Quiz 4</b>	Chapter 13
	8	Presentations	
December	16 F	Final paper for lab due by 3:00 pm. <b>Final Exam 12:45-3:00</b>	





Name: Susan M Augustine

Submission Date: 9/21/2011



Organization: Vacca Office of Student Services

**Course Catalog Update**

&lt;&lt; Return to Search Results

**Course Catalog Update Information:****STU0004**

Reference Number: CCU000730

Date: 12-MAR-10

Level: 3.00 of 2.00

Currently On The Worklist Of: Joanne Arhar, jarhar

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

**Basic Course Data**

Change type: Revise

Faculty member submitting this proposal: Natalie Caine-Bish

Requested Effective Term: 201110

Campus: Kent

College: EH-Education, Health and Human Services

Department: HS-Health Sciences

Course Subject: NUTR-Nutrition

New Course Subject:

Course Number: 43515

New Course Number:

Course Title: COMMUNITY NUTRITION

Title Abbreviation: COMMUNITY NUTRITION

Slash Course and Cross-list Information: NUTR43515+NUTR53515

**Credit Hours**

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 2 to 2

Contact Hours: Lab - Minimum Hours/Maximum Hours: 1 to 1

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes**

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat

Course Limit:

OR Maximum Hours:

Course Level: Undergraduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. LAB-Laboratory 3.

Credit by Exam: N-Credit by exam-not approved

**Prerequisites & Descriptions****Current Prerequisite/Corequisite/Catalog Description:** Introduction to nutrition problems and practices in the community. Study of legislation, philosophies, management strategies and agencies affecting nutritional care. Prerequisites: NUTR 33522 and NUTR 43513.**Catalog Description (edited):** Introduction to nutrition problems and practices in the community. Study of legislation, philosophies, management, nutrition education processes, food assistance programs and agencies affecting nutritional care. Includes a experiential laboratory component with focuses in planning, implementation, evaluation and outcomes in nutrition education.**Prerequisites (edited):** Prerequisites NUTR 33522 and NUTR 33512**Corequisites (edited):**

Registration is by special approval only: No

**Content Information**

**Content Outline:**

Content Hours per Course Topic	Topic Description
2	Introduction to community nutrition including component of health care, role of the dietitian, and trends and policies
2	Community assessment
2	Strategic planning
4	Outcomes & action plans (2 hours in lab)
2	Grants and project proposals
10	Planning, implementing, and evaluation learning (8 hours will be devoted in lab)
3	Educational tools (2 hrs devoted to lab)
2	Nutrition Legislation
4	Organization and Leadership
6	Nutrition Education Processes (3 hours devoted to lab)
7	Program Evaluation and Cost Effectiveness ( 5 hrs devoted in lab)
16	Community Nutrition Programs for Maternal Child, Adolescents, & Adults (10 hours devoted to lab)

Display/Hide Delimited Course Outline

**Total Contact Hours: 60****Textbook(s) used in this course:** Boyle, M. and Holber, D. Community Nutrition in Action. An Entrepreneurial Approach.**Writing Expectations:** Abstracts, grant proposals, educational objectives, lesson plans, teaching materials, project summaries.**Instructor(s) expected to teach:** Karen Lowry Gordon**Instructor(s) contributing to content:** Karen Lowry Gordon & Natalie Caine-Bish**Proposal Summary****Explain the purpose for this proposal:**

The purpose of this proposal is to add an experiential lab experience to the course. The course will remain a 3 credit hour course with a 2 credit hour lecture and 1 credit hour lab that . The addition of the laboratory will allow students to receive individualized instructor feedback and experiences in the field with directed laboratory activities. The course prerequisites have also changed to instead of NUTR 33522 and NUTR 43513 they have been changed to NUTR 33522 and 33512 because these are more logical coursework prerequisites than previously.

**Explain how this proposal affects program requirements and students in your unit:**

The inclusion of a laboratory to this course strengthens the learning outcomes for this course which were necessary for accreditation purposes. It also allows for the formalization of an experiential component to this course which has become a goal of the nutrition program area to include for students. The change in prerequisites will allow for more flexibility in the student's schedule especially for students that are transferring into the major.

**Explain how this proposal affects courses, program requirements and student in other units:**

This change does not affect any students outside of the nutrition and dietetics program because only nutrition majors take this course.

**Explain how this proposal affects enrollment and staffing:**

The course is currently taught by faculty and the credit hours have not changed so there should be no impact.

**Units consulted (other departments, programs or campuses affected by the proposal):**

There should be no other units involved in this change because this course is housed within the nutrition and dietetics program area.

**Revisions made to form (if applicable):**

<input checked="" type="checkbox"/> Course Content	<input type="checkbox"/> Number
<input type="checkbox"/> Credit by Exam	<input checked="" type="checkbox"/> Prerequisites
<input type="checkbox"/> Credit Hours	<input checked="" type="checkbox"/> Schedule Type
<input type="checkbox"/> Cross-Listed / Slash	<input type="checkbox"/> Subject
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Title
<input type="checkbox"/> Diversity	<input type="checkbox"/> Title Abbreviation
<input type="checkbox"/> Grade Rule	<input type="checkbox"/> Writing-Intensive (WIC)
<input type="checkbox"/> Liberal Education Requirement (LER)	<input type="checkbox"/> Other

Curriculum Services Information:	
Approved by EPC: 30-Aug-2010	Curriculum Bulletin: 187
Cross-list Banner Code: NAH	OBR Course Level: 3
OBR Program Code: 61	OBR Subsidy Code: 07
CIP Code: 190504	Term Start:
	Term End:

**Comments (500 Character Maximum):**

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

**Comments:**

Date	User	Comment
4/19/2010	Natalie L Caine-Bish	Contact Hour revision

**History:**

Date	User	Status
9/10/2010	Lisa N Delaney	Completed
5/10/2010	Hilda A Pettit	Approved
4/19/2010	Lynne E Rowan	Approved
4/19/2010	Natalie L Caine-Bish	Submitted