

Application for a New Course v9

Course ID <i>Subject and Number</i>	NUTR 428
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Sheila Jones
2	Course Teacher	Sheila Jones
3	Course Title	Clinical Dietetics II
4	Course Abbreviation (if title is over 30 characters)	N/A
5	College	College of Education and Human Services
6	Department	Kinesiology & Nutrition
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	N/A
11	Maximum number of hours credit	N/A
12	Explanation for variable credit	N/A
13a	Course contact hours - LEC	3 LEC
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 hours
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	Provides working knowledge of pathophysiology related to nutrition care, medical nutrition therapies, assessment of need for adaptive feeding techniques, and nutritional pharmacology, including interpreting medical terminology and laboratory parameters,

		determining nutrient requirements, and calculating therapeutic diets and enteral and parenteral formulations.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	BIOL 292/294; CHEM 112/114 or 132/134; NUTR 322, 323, and 425
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	N/A
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	Fall every year
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Every year
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall of 2013
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	N/A
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes, the NDPD concentration of the B.S. in Nutrition degree.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	NUTR 425

II. Curriculum

1	Degree Plan Explanation of how this	This course adds 3 hours to the nutrition degree
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	course affects degree requirements.	course requirements for the NDPD concentration and decreases the elective hours to 8 for the NDPD concentration.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The course is justified because the student in the NDPD concentration must know thorough information about the physiology of disease states and appropriate medical nutrition therapies. NUTR 425 Clinical Dietetics I is a very rigorous course which provides study of disease states and medical nutrition therapies, but there is not time to cover all the disease states in the textbook. This course satisfies that need for thorough study of more disease states and appropriate medical nutrition therapies. All nutrition majors in the NDPD concentration must take the course.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	It is required for those seeking degrees in nutrition with the NDPD concentration. Prerequisite skills include knowledge of nutritional biochemistry, anatomy, and physiology.
2	State the overarching course goal(s) in performance terms.	The student should be able to integrate the basis for nutritional care with the biological sciences, biochemistry, physiology, pharmacology, immunology, and genetics.

2. Competencies and Measurements

	Competency	Measurement
1	The student will be able to demonstrate utilization of the nutrition care process.	Nutrition care process assignments
2	The student will be able to justify disease prevention theories and guidelines.	Exam questions
3	The student will be able to utilize appropriate medical terminology as it applies to various disease states.	Disease test papers
4	The student will be able to evaluate disease states and conditions and pathophysiology associated with each, evaluate how conditions are affected by various nutrients, and determine how nutritional requirements/recommendations can be met.	Exam questions, Disease test papers
5	The student will be able to explore the methods used to adapt a normal diet to disease	Exam questions, Role play, Disease test papers

	conditions, including calculating and interpreting nutrient composition of foods and modifying recipes/formulas for individual or group dietary needs.	
6	The student will be able to calculate and interpret nutrition formulations.	Exam questions, Formula worksheets
7	The student will be able to interpret physical, laboratory, and dietary data to assess nutritional status.	Exam questions, Role play, Nutrition care process assignments

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Textbook: L. Kathleen Mahan and Sylvia Escott-Stump. Krause's Food & Nutrition Therapy, Twelfth Edition. Saunders, 2008.

Jean M. Dennerll. Medical Terminology Made Easy, Fourth Edition. Delmar Publishers, Inc., 2007.

Web sites: www.eatright.org
www.americanheart.org
www.cancer.gov
www.diabetes.org

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: _____

Course Title: _____

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

NUTR 428 CLINICAL DIETETICS II
ABILENE CHRISTIAN UNIVERSITY
FALL 2013 SYLLABUS

Sheila Jones, Ph.D, R.D., L.D., Associate Professor

Office: 259 Student Wellness and Recreation Center, 674-2089, fax: 674-6788, ACU Box 28084, jones@acu.edu.

Office hours (tentative): M – 9:00 – 11:00 a.m., 2:00 – 3:00 p.m.

W – 9:00 – 11:00 a.m., 1:00 – 3:00 p.m.

ACU Mission: Our mission at Abilene Christian University is to educate our students for Christian service and leadership throughout the world.

College of Education and Human Services Mission: to equip students for global ministry through exemplary practice and service in education and human services.

Department of Kinesiology and Nutrition Mission: to prepare students to serve and lead through the development of healthful lifestyles.

Didactic Program in Dietetics Mission: to prepare students to serve and lead through living and teaching healthful nutrition practices and wellness. Christian values will be modeled in any area of dietetics the student chooses, including clinical nutrition, community nutrition or health promotion/disease prevention, foodservice, food industry, research, or education.

Course Description:

Credit: 3 hours

When: TR from 3:00 – 4:20 p.m.

Where: Room 130 in the Student Recreation and Wellness Center

Prerequisites: BIOL 292/294; CHEM 112/114 or 132/134; NUTR 322, NUTR 425

Course description: Provides working knowledge of pathophysiology related to nutrition care, medical nutrition therapies, assessment of need for adaptive feeding techniques, and nutritional pharmacology. The student will demonstrate the ability to interpret medical terminology and laboratory parameters, calculate and define therapeutic diets, determine nutrient requirements, and calculate enteral and parenteral formulations. Different disease states and conditions will be studied in this course than in NUTR 425.

Purpose and audience: The course is required for those seeking degrees in nutrition with the NDPD concentration.

Format: Lecture, class reports, discussion, role play.

Conduct of the Course: Daily reports will be given by students over assigned material along with some lecture and discussion by and with the professor. Weekly reviews will be given via podcasts by the professor. Role play will be utilized to depict situations in the healthcare setting for patients and dietitians.

Overview of Content: Comprehensive information concerning the physiology of nutrition in disease and nutritional therapy in a clinical setting. The relationship between various disease states and appropriate diet therapy will be reviewed.

Texts: L. Kathleen Mahan and Sylvia Escott-Stump. Krause's Food & Nutrition Therapy, Twelfth Edition. Saunders, 2008.
Jean M. Dennerll. Medical Terminology Made Easy, Fourth Edition. Delmar Publishers, Inc., 2007.

Library: The Brown Library has hundreds of resources concerning Medical Nutrition Therapy.

Websites: www.eatright.org
www.americanheart.org
www.cancer.gov
www.diabetes.org

Course goal: The goal is for the student to integrate the basis for nutritional care with the biological sciences, biochemistry, physiology, pharmacology, immunology, and genetics. The student should be able to assess nutritional problems that perpetuate disease states or conditions or are caused by disease states or conditions, formulate appropriate plans, and be able to justify nutrition plans to others.

Instructor's philosophy: I Cor. 10:31 states "Whether, then, you eat or drink or whatever you do, do all to the glory of God." We should try to be as Christ-like as possible in all of our activities. Nourishment is a basic need. This course prepares you to help yourself and others obtain or receive the proper nourishment for specific conditions. Clinical Dietetics is a service to those in need, and it can be a part of your service to the Lord – read Matt. 25:34-35.

	Competency	Measurement Instrument	Measurement Standard
1	The student will demonstrate utilization of the nutrition care process (KR* 3.1 and 3.1a.).	A. Nutrition care process assignments (LO* #14)	A. The student will correctly demonstrate assessment, diagnosis statement writing, and development of intervention, monitoring, and evaluation plans for various disease states.
2	The student will justify disease prevention theories and guidelines.	A. Examination questions	A. The student will correctly answer questions concerning disease prevention theories and guidelines.
3	The student will utilize appropriate medical terminology as it applies to various disease states.	A. Disease test papers	A. The student will use medical terminology while explaining background information and physiological processes in the papers.
4	The student will evaluate disease states and conditions and pathophysiology	A. Examination questions	A. The student will correctly answer questions concerning pathophysiology of diseases and

	associated with each, evaluate how conditions are affected by various nutrients, and determine how nutritional requirements/recommendations can be met.	B. Disease test papers	requirements of nutrients on exams. B. The student will correctly determine requirements of nutrients and how they can be met with foods in the papers.
5	The student will explore the methods used to adapt a normal diet to disease conditions, including calculating and interpreting nutrient composition of foods and modifying recipes/ formulas for individual or group dietary needs	A. Examination questions B. Role play C. Disease test papers (LO* #14)	A. The student will correctly calculate diets and modify formulas for disease conditions. B. The student will correctly adapt a normal diet to disease conditions and explain composition of foods and recipe modification in role play. C. The student will correctly calculate a diet and explain foods appropriate for the diet for disease conditions in the papers.
6	The student will calculate and interpret nutrition formulations.	A. Examination questions B. Formula worksheets (LO* #14)	A. The student will correctly calculate and interpret formulations as to adequacy on exams. B. The student will correctly calculate formulations on worksheets.
7	The student will interpret physical, laboratory, and dietary data to assess nutritional status.	A. Examination questions B. Role play C. Nutrition care process assignments	A. The student will correctly interpret data to assess nutritional status on exams. B. The student will correctly interpret data for counseling a patient in role play. C. The student will correctly interpret data in assessing, diagnosing, and in planning intervention, monitoring, and evaluation in the assignments.

* Required in accreditation standards.

Course Requirements:

- | | |
|--|----------------|
| 1. Three major exams plus a comprehensive final exam. Major exams are worth 100 points each, and the final exam is worth 150 points. | 47.4% of grade |
| 2. Enteral and parenteral formula sheets – worth 100 points. | 10.5% of grade |
| 3. Each student will be called upon to role play three times during the semester - worth 50 points each. | 15.8% of grade |
| 4. Three Disease Test Papers – each worth 50 points. | 15.8% of grade |
| 5. Two Nutrition Care Process Assignments – worth 50 points each. | 10.5% of grade |
| 6. A total of 950 points is possible for the course. | |

Grading Scale: A = 90-100%, B= 80-89%, C = 70-79%, D=60-69%, F=59% or below

How to prepare for class:

1. Read each chapter before it is covered in class.
2. Make your own notes of important points of each chapter.
3. Review each chapter to be covered in order to prepare to discuss it in class.

Class Policies:

1. Any unexcused absences after 3 will result in a lower grade. Regular class attendance is imperative. If you miss class, obtain notes from another student.
3. Late assignments will not be accepted after the day they are due and will result in a grade of 0, unless extreme circumstances occur.
4. Students will not be permitted to take an exam late unless **prior approval is obtained in advance** from the instructor or unless extreme circumstances occur. If a student does not take a test when scheduled and does not meet the above criteria, a grade of 0 will be given. Exams may only be made up on Tuesdays or Fridays at certain times. You must check with the main KINE office in SRWC room 257 concerning times and you must make up exams within 2 weeks or you will be assigned a 0.
5. Christian conduct is expected, including honesty and consideration of others. Cheating on a test or other assignment will result in an automatic grade of 0.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

425 SYLLABUS OUTLINE

Aug.	27	Introduction
	29	Review of GI Disorders and Liver Disease
Sept.	3	Review of Enteral and Parenteral Nutrition Enteral and Parenteral Worksheets Assigned
	5	Review of Diabetes Mellitus
	10	Review of Cardiovascular Diseases Enteral and Parenteral Worksheets Due
	12	Role Play
	17	Exam I - Review
	19	Chapter 33 – Medical Nutrition Therapy for Hypertension Hypertension Test Paper Explained
	24	Chapter 34 – Medical Nutrition Therapy for Heart Failure and Transplant
	26	Chapter 35 – Medical Nutrition Therapy for Pulmonary Disease Hypertension Test Paper Due Nutrition Care Process Assignment Explained
Oct.	1	Chapter 36 – Medical Nutrition Therapy for Renal Disorders
	3	Chapter 36 – Medical Nutrition Therapy for Renal Disorders

Oct.	8	Role Play Nutrition Care Process Assignment Due Renal Test Paper Explained
	10	Exam II
	15	Chapter 37 – Medical Nutrition Therapy for Cancer Renal Test Paper Due
	17	Chapter 37 – Medical Nutrition Therapy for Cancer Cancer Test Paper Explained
	22	Chapter 38 – Medical Nutrition Therapy for Human Immunodeficiency Virus (HIV) Disease
	24	Chapter 39 – Medical Nutrition Therapy for Metabolic Stress: Sepsis, Trauma, Burns, and Surgery Cancer Test Paper Due
	29	Chapter 39 – Medical Nutrition Therapy for Metabolic Stress: Sepsis, Trauma, Burns, and Surgery
	31	Chapter 40 – Medical Nutrition Therapy for Rheumatic Disease Nutrition Care Process Assignment Explained
Nov.	5	Chapter 41 – Medical Nutrition Therapy for Neurologic Disorders
	7	Chapter 41 – Medical Nutrition Therapy for Neurologic Disorders
	12	Role Play Nutrition Care Process Assignment Due
	14	Exam III
	19	Chapter 42 – Medical Nutrition Therapy for Psychiatric Conditions
	21	Chapter 43 – Medical Nutrition Therapy for Low-Birth-Weight Infants
	26	Chapter 44 – Medical Nutrition Therapy for Genetic Metabolic Disorders
	27-29	Happy Thanksgiving!!!
Dec.	3	Chapter 45 – Medical Nutrition Therapy for Developmental Disabilities
	5	Review
	11	Final – 10:30 a.m. – 12:30 p.m.

HAVE A VERY MERRY AND SAFE CHRISTMAS!!!

This schedule is tentative and subject to change at the instructor's discretion.

Role Play Assignment

The student will be given a scenario and must counsel a mock patient on an assigned disease state and appropriate medical nutrition therapy for that disease state. The introduction is important so that the patient knows the student's name, job title, why they are counseling the patient, and what they are counseling about. Explanation of the disease state must be thorough enough to explain what is happening physiologically to the patient because of the disease state but should be in layman terms. Explanation of medical nutrition therapy (MNT) must include why components of the diet are beneficial to the patient. Components of the diet must be related verbally to real foods and how to modify recipes and must be according to the patient's preferences. The student must have a pleasant demeanor and must be encouraging to the patient.

Criteria for Assessment	Possible Score	Score	Comments
Introduction	7		
Explanation of disease state	12		
Explanation of MNT	12		
Relation to foods and recipe modification	12		
Demeanor, encouragement	7		
Total points	50		

Hypertension Test Paper

- The student must follow a low-sodium diet (2000 mg) for one day. The foods eaten at meals and snacks along with beverages must be illustrated. In other words, all foods and the amounts that are consumed of each food must be listed for each meal or snack. The student must also list the amount of sodium (in milligrams) contained in the amount of each food consumed. The student must discuss perceived difficulty in following a low-sodium diet. The student must explain the reasoning for a low-sodium diet for hypertension utilizing medical terminology. Construct your paper with each of the criteria listed below as a separate heading and include appropriate information under each heading.

Criteria for Assessment	Possible Score	Score	Comments
All foods eaten at meals and snacks along with beverages and amounts	5		
Milligrams of sodium for all foods and beverages	15		
2000 mg diet actually followed according to food record	10		
Perceived difficulty in following a low-sodium diet	5		
Reasoning for low-sodium diet in medical terms	15		
Total points	50		

Renal Test Paper

The student must follow a high calorie, 50 gram protein, low-sodium, low-potassium, low-phosphorus diet for lunch and dinner of one day. The student must state what calorie level is followed and how many protein ounces/servings are allowed daily according to the prescription of 50 grams of protein per day. The pattern of protein servings (at meals and snacks) and other foods must be illustrated. Show the entire daily pattern of all food groups, and show your calculations of protein and kcals similar to what I have shown you in class. A 1-page summary must detail the food pattern that was followed or attempted to follow, and all foods that were consumed must be listed for each meal or snack. The student must discuss perceived difficulty in following a protein-restricted renal diet, including other restrictions besides protein. The student must explain the reasoning for a low-sodium diet for hypertension utilizing medical terminology. Construct your paper with each of the criteria listed below as a separate heading and include appropriate information under each heading.

Criteria for Assessment	Possible Score	Score	Comments
Calorie level, percentage of high-biological protein, number of protein servings	10		
Protein pattern illustrated with number of protein servings at meals and snacks according to the pattern and total number of protein servings	15		
All foods eaten at meals and snacks	5		
Perceived difficulty in following a protein-restricted renal diet	5		
Reasoning for low-protein diet in medical terms	15		
Total points	50		

Cancer Test Paper

The diet to be followed in this paper is for the prevention of cancer. The student must include 7-10 servings of fruits and vegetables in one day. Only 1 serving may be juice during the day. Foods eaten at meals and snacks along with beverages must be illustrated. In other words, all foods and the amounts that are consumed of each food must be listed for each meal or snack. Serving sizes for this project will be the same as in the diabetic exchange lists. All serving sizes for fruits and vegetables must be listed. Phytochemicals and antioxidants contained in the fruits and vegetables must be listed next to the foods that contain them. The student must discuss perceived difficulty in including 7-10 servings of fruits and vegetables in the daily diet. If the student is not accustomed to eating a high-fiber diet, fiber in the form of fruits and vegetables should be increased gradually several days before the day of the test. The student must explain the reasoning for a low-sodium diet for hypertension utilizing medical terminology. Construct your paper with each of the criteria listed below as a separate heading and include appropriate information under each heading.

Criteria for Assessment	Possible Score	Score	Comments
All foods eaten at meals and snacks	5		
Fruit and vegetable pattern illustrated with number of servings at meals and snacks and total number of servings	10		
Phytochemicals/antioxidants listed next to the foods that contain them.	15		
Perceived difficulty in including 7-10 fruits and vegetables in the daily diet	5		
Reasoning for fruit and vegetable consumption in medical terms	15		
Total points	50		

Nutrition Care Process Assignment

Each student will be given a patient scenario with initial information. The student should apply the ADIME format (see table 17-2) and write a nutrition note for the patient's medical record. You may "make up" additional information about the patient if you would like, but that information should be reflected in the note. Information about the patient should be placed in the appropriate section of ADIME.

Criteria for Assessment	Possible Score	Score	Comments
Assessment	10		
Diagnosis	10		
Intervention	10		
Monitoring	10		
Evaluation	10		
Total points	50		

IV. Supporting Documentation

Departmental Resources Supporting NUTR 428:

1. Classrooms and all equipment in the classrooms: SRWC 260, Gibson 130, 132, and 135-136.
2. Department of Kinesiology & Nutrition faculty and staff.

Other Resources Supporting NUTR 428:

There are no other resources needed.

Expenses Needed:

There are no additional expenses needed to implement this course.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 17, 2012
TO: Sheila Jones
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for NUTR 428 – Clinical Dietetics II

After reviewing the course application and syllabus, the library can adequately support the proposed course. Thank you for letting us examine the course proposal.

MEMORANDUM

To: Academic Councils

From: Sheila Jones

Director, Didactic Program in Dietetics

Subject: Justification for New Course Offering, NUTR 428 Clinical Dietetics II

NUTR 428 Clinical Dietetics II is justified because the student in the NDPD concentration must know thorough information about the physiology of disease states and appropriate medical nutrition therapies. NUTR 425 Clinical Dietetics I is a very rigorous course which provides study of disease states and medical nutrition therapies, but there is not time to cover all the disease states in the textbook. This course satisfies that need for thorough study of more disease states and appropriate medical nutrition therapies. All nutrition majors in the NDPD concentration must take the course.