

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number NUTR 422 Nutrition Assessment or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

New course application attached.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
Change to a Course								Provost
								President
1.	Title (description unchanged)	A	A	A		I		I
2.	Description (not affecting content)	A	A	A		I		I
3.	Course term(s)	A	I	A		I		I
4.	Content (substantive change)	A	A	A		I		A
5.	Number of hours (lecture, lab, contact)	A	A	A		A		A
6.	Course number within the hundred	A	A	I		I		I
7.	Course number beyond the hundred	A	A	A		A		A
8.	Prerequisites	A	A	A		I		I
9.	Course fee(s)	A	--	A		--		A
10.	From U to G or G to U	A	A	A		A		A
11.	Cross list with another department: U or G level	A	A	A		A		A
12.	Department of record	A	A	A		A		A
13.	Open or close a course	A	A	A		A		A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A		A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

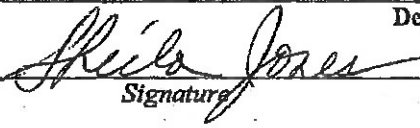
Approval Chart for Curriculum Changes

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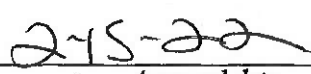
		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	NUTR 422
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Bethany Brady
2	Course Instructor	Bethany Brady
3	Course Title	Nutrition Assessment
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	Education and Human Services
6	Department or School	Kinesiology and Nutrition
7	Number of Credit Hours	2
8a.	Number of contact hours – lecture	15
8b.	Number of contact hours – lab/activity	15
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	2
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☐ Traditional lab ☒ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	2

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	24
17	Catalog Description (50 words or less)	This course provides information concerning objective and subjective measurement of nutritional status and determination of responsiveness to medical nutritional therapy. Assessment of diet history, anthropometrics, biochemical data, nutrition focused physical exams, and clinical history as it relates to nutrition will be explored.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	NUTR 221, junior standing
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? All
22b	Will the course be offered in spring terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2022
24	Is this course required for a degree/s?	☐ No

		☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	No

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course is being added to the NDPD concentration of the BS in Nutrition.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The Accreditation Council for Education in Nutrition and Dietetics has added additional nutrition assessment objectives starting July 2022 which are not contained in other courses.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is required for NDPD students and an option for other nutrition students.

2. State the overarching course goal(s) in performance terms.

By completing this course, students will be able to explain and perform various types of anthropometric, biochemical, clinical, and dietary assessment.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	"Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol)" KRDN 3.4	Blood pressure assessment lab; glucose assessment lab
2	Identify and utilize various guidelines available to assess diet quality	Final Exam, case studies
3	Demonstrate steps involved in assessing diet history	Final Exam, lab assignments
4	Practice various techniques involved in anthropometric assessment	Lab assignments
5	Identify indicators for diagnosing malnutrition	Final Exam, lab assignments, case studies
6	Complete a nutrition focused physical exam	Lab assignment
7	Assess client/patient's social history	Case studies
8	Describe how biochemical tests are used in assessing nutritional status	Exams, case studies

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Required Textbook:

1. Nieman, David. (2019). Nutritional Assessment, 7th edition, McGraw-Hill. ISBN: 978-0-07-802140-4
2. Mordarski, Beth. (3031). Nutrition Focused Physical Exam. 3rd edition, Academy of Nutrition and Dietetics. ISBN: 978-0-88091

Recommended Textbook:

1. Charney, Pamela; Malone, Ainsley. (2021). Pocket Guide to Nutrition Assessment. 4th edition, Academy of Nutrition and Dietetics. ISBN: 978-0-88091-188-7

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	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.
7	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.
8	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.
9	Justification — Attach any documents to which you refer in Section II-B.

NUTR 422
Nutrition Assessment
SYLLABUS
ABILENE CHRISTIAN UNIVERSITY

Instructor: Bethany Brady, MPH, RDN, LD, CDCES

Office: Teague 162

Email: Bethany.brady@acu.edu

Office hours: (update each semester)

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: The mission of the College of Education and Human Services is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

Department of Exercise Science and Health Mission: The mission of this department is to prepare students to serve and lead through the development of healthful lifestyles. Our students will be change agents among those they serve as they model a wellness lifestyle and provide a role model for Christian values to participants and colleagues

Didactic Program in Dietetics Mission: To prepare graduates to enter supervised practice leading to eligibility for the CDR credentialing exam to become Registered Dietitians Nutritionists who serve and lead through exemplary practice in fields of nutrition or dietetics while modeling Christian values.

Integrating Christian faith in the course: During this course students will be encouraged to think about how their Christian values, such as service and compassion, can be embodied throughout the skill labs.

Course Description:

Credit: 2 hours

Prerequisites: NUTR 221, junior standing

When: Monday 2:00 – 4:00 pm

Location: Money SRWC 146A

Course description: This course provides information concerning objective and subjective measurement of nutritional status and determination of responsiveness to medical nutritional therapy. Assessment of diet history, anthropometrics, biochemical data, nutrition focused physical exams, and clinical history as it relates to nutrition will be explored.

Purpose and audience: This course is required for students on the Didactic Program in Dietetics track and an option for students on the nutrition generalist track.

Format: lecture, skills labs and related assignments, case studies, discussion, final exam

Required Textbook:

1. Nieman, David. (2019). Nutritional Assessment, 7th edition, McGraw-Hill. ISBN: 978-0-07-802140-4
2. Mordarski, Beth. (3031). Nutrition Focused Physical Exam. 3rd edition, Academy of Nutrition and Dietetics. ISBN: 978-0-88091

Recommended Textbook:

1. Charney, Pamela; Malone, Ainsley. (2021). Pocket Guide to Nutrition Assessment. 4th edition, Academy of Nutrition and Dietetics. ISBN: 978-0-88091-188-7

Course goal: By completing this course, students will be able to explain and perform various types of anthropometric, biochemical, clinical, and dietary assessment.

Course Objectives/Competencies:

Upon completion of this course, students will be able to:

Competencies	Measurements
“Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol)” KRDN 3.4	Blood pressure assessment lab; glucose assessment lab
Identify and utilize various guidelines available to assess diet quality	Final Exam, case studies
Demonstrate steps involved in assessing diet history	Final Exam, lab assignments
Practice various techniques involved in anthropometric assessment	Lab assignments
Identify indicators for diagnosing malnutrition	Final Exam, lab assignments, case studies
Complete a nutrition focused physical exam	Lab assignment
Assess client/patient’s social history	Case studies
Describe how biochemical tests are used in assessing nutritional status	Exams, case studies

Assessment Activities and Grading

Assessment Activities	Points Possible	Weighting
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Lab Assignments (6 total – 50 points each)	300	60%
Case Studies (2 Total – 50 points each)	100	20%
Final Exam	100	20%
Total	500 Points	100%

Grading Scale:

Range of Points	Final Letter Grade
90%-100%	A
80%- 89.9%	B
70%-79.9%	C
60%-69.9%	D
59.9% and below	F

Course Policies

Discussing Grades: Please schedule a private appointment to discuss grades. Discussing grades before or after class is discouraged in order to keep grades confidential.

Attendance: Students are required to attend class. If a student has an “unexcused absence” more than 20% of the class (3 times for a once-a-week class), that student may be dropped from the class or receive an “F” as a final grade.

Unexcused is defined as anything that is not included in the below list for excused absence.

Excused absence: a. serious illness of the student (Primary Care Provider note required) b. death or critical illness in immediate family (documentation required) c. approved university off-campus activities (documentation and pre-approval required) d. Other absolutely unavoidable occurrence (documentation will be required)

Tardiness: Students are expected to arrive to class on time.

Computer/phone policy: Please silence phone prior to class time. Electronic devices are to be used for taking notes or class activities only. If electronic devices are suspected to be used otherwise, you may be asked to put away all electronic devices.

Assignment Submission: All assignments are to be submitted via Canvas. Emailing of assignments is not permitted and will result in a zero unless previously discussed with professor. Please include your name on all Canvas submissions.

Late assignments: Late submissions will be deducted 10% for each calendar day late (all assignments are due at 11:59 pm on the date per the schedule, the 10% deduction begins at 12:00 am).

Final Exams: Final exams will be given according to ACU schedule. Early/late exams are not permitted. Accommodations for extreme and unavoidable circumstances will be reviewed on case by case scenario.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

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 email alpha@acu.edu call their office directly at 325-674-2667.

Anti-Harassment Policy:

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

NUTR 429 Course Schedule*

Fall

**Please note, the course schedule is subject to change at the discretion of the professor.*

Week	Day	Class Content	Assignments Due This Week
1	Monday	Course Overview: Nutrition Assessment Introduction	
2	Monday	Ch 2: Standards for Nutrient Intake (DRI, AMDR, DQI, Dietary Guidelines)	
3	Monday	Ch 3: Measuring Diet	Lab 1: Food frequency questionnaires, 24 hour diet recall, food record, dietary screeners
4	Monday	Ch 4: National Dietary and Nutrition Surveys	
5	Monday	Ch 5: Computerized Dietary Analysis Systems	Lab 2: Assessing diet quality
6	Monday	Ch 6: Anthropometry: Adults	Lab 3: Assessing energy needs
7	Monday	Ch 6: Anthropometry: Pediatric and Special Populations	Lab 4: Anthropometric lab
8	Monday	Ch 7: Assessment of the Hospitalized Patient	
9	Monday	Ch 8: Nutritional assessment in prevention and treatment of cardiovascular disease	
10	Monday	Ch 9: Biochemical Assessment of Nutritional Assessment	Lab 5: Blood pressure and blood glucose lab
11	Monday	Ch 9: Biochemical Assessment of Nutritional Assessment	
12	Monday	Ch 10: Clinical Assessment of Nutritional Status	Case Study #1
13	Monday	Nutrition Focused Physical Exam & ASPEN criteria for malnutrition	
14	Monday	Nutrition Focused Physical Exam micronutrients	Lab 6: Nutrition Focused Physical Exam Lab
15	Monday	Assessing Social Determinants of Health & Stage of Change	Case Study #2
Finals Week		Final Exam per schedule on MyACU	

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: 16:40
TO: Sheila Jones
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for NUTR 422 – Nutrition Assessment

After reviewing the course application and syllabus, the library can be able to adequately support the proposed course. Please contact our Library Acquisitions Coordinator, Holly Dameron, if additional resources are needed for the course. Thank you for letting us examine the course proposal.

Professor Bethany Brady
Teague 162
(325)674-4809
bethany.brady@acu.edu

January 25, 2022

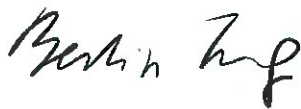
Re: Review of NUTR422

Dear Professor Brady,

Thank you for submitting NUTR422: Nutrition Assessment. I have reviewed it based on the [ACU Syllabus Guidelines](#) and found it to be meeting all requirements.

This letter is used during the review process as a reference. It is not meant to be final approval. Others in the review process may have recommendations too.

If you have any questions, please feel free to let me know. Please also let the instructional design team know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Bethany Brady". The signature is written in a cursive, flowing style.

Director of Instructional Design, Adams Center