I. Course Description:
Survey of food and nutrition issues pertinent to public health and consumerism. Investigation of food and nutrition assistance programs, research and analysis of current policies and goals.

Course Description:
Students in this course receive extensive course content information via online content modules equivalent to 150 minutes per week for 15 weeks and includes a major final project. Students in the course will engage in a variety of assignments that can include, but are not limited to, significant course readings, course content quizzes or exams online discussions, application assignments related to course readings, and reviewing academic research papers. For every hour a student spends engaging with the course content, they spend at least 2 hours completing associated activities and assessments.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The learning outcomes for this course are based on the James I. Perkins College of Education mission and core values, and the eligibility requirements and accreditation standards as established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) Competencies/Learning Outcome for Dietetic Internship Programs.

<table>
<thead>
<tr>
<th>PCOE Mission</th>
<th>Relation to learning experiences in NUTR 5332</th>
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<tbody>
<tr>
<td>The Mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.</td>
<td>This course will promote competence and intellectual development through the critical analysis of a framework for public health nutrition practice.</td>
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<tr>
<td>PCOE Core Values</td>
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<td>-----------------------------------------------------------</td>
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<tr>
<td>**Academic excellence through critical, reflective and</td>
<td>Critical thinking will be developed when reviewing a current framework for public health</td>
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<tr>
<td>creative thinking**</td>
<td>nutrition practice and the impact of such a framework on the nutrition of the public.</td>
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<td><strong>Life-long learning</strong></td>
<td>Students will utilize the process of learning to develop and/or expand interests in key</td>
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<td></td>
<td>nutrition concepts taught in the course.</td>
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<td><strong>Collaboration and shared decision making</strong></td>
<td>Students will participate in online group discussion in selected classes.</td>
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<td>**Openness to new ideas, culturally diverse people and</td>
<td>Students will be challenged to reflect on the dietitian’s role of using a framework for</td>
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<tr>
<td>innovation and change**</td>
<td>public health nutrition practice.</td>
</tr>
<tr>
<td><strong>Integrity, responsibility, diligence and ethical behavior</strong></td>
<td>Students will be required to conduct themselves in compliance with the Code of Ethics for</td>
</tr>
<tr>
<td>and</td>
<td>the Profession of Dietetics.</td>
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<tr>
<td><strong>Service that enriches the community</strong></td>
<td>Recognition and use of the framework for public health nutrition practice will enable</td>
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<td>students to become more proficient and effective when working in the area of public</td>
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<td></td>
<td>health nutrition, ultimately to the community and public’s benefit.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 1.8</td>
<td>Students will conduct a community needs assessment and write a grant proposal for an</td>
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<tr>
<td></td>
<td>assigned need, program, or service based on their research.</td>
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<tr>
<td>CRDN 2.13</td>
<td></td>
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<tr>
<td>CRDN 3.11</td>
<td></td>
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<tr>
<td>CRDN 4.7</td>
<td></td>
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<tr>
<td>CRDN 4.8</td>
<td></td>
</tr>
<tr>
<td>CRDN 3.8</td>
<td>Students will develop an educational presentation over an assigned public health</td>
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<tr>
<td></td>
<td>nutrition policy / food and nutrition assistance program.</td>
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</tbody>
</table>
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

D2L will be used for this course. You can access D2L via [http://d2l.sfasu.edu](http://d2l.sfasu.edu). If you need help with D2L, please contact Center for Teaching and Learning (CTL) at 936-468-1919. It is important for you to check-in almost daily in this class. Each assignment has a set amount of time that it is available. Waiting until the last minute and then having computer problems is not an excuse for missing an assignment. D2L tech support is available at 936-468-1919.

Using technology in online testing

If you choose to take an exam at a computer that is not supported by the University you will do so at your own risk. Inability to access the exam, finish the exam or submit an exam during the designated exam time due to unreliable internet connections or other technical problems at an off-campus computer will not be accepted as a valid excuse. Your exam will be graded “as is.” Using a campus computer does not guarantee that connections may be lost, however they do guarantee a reliable way to verify interruptions of service. This alone could save your grade. Similarly, the use of a web browser other than Internet Explorer (IE) has proven to be problematic. We do not promote Microsoft; however, we know that IE has complete compatibility with D2L while some other browsers have had problems. If you need technical assistance during an exam, please call 936-468-1919.

Assignments/Quizzes will be due weekly. Assignments/quizzes are due every Sunday at 11:59 p.m. Failure to turn in an assignment in Dropbox or to complete a quiz by the due date may result in a grade of 0. Quizzes will be timed receiving one question available at a time. This is to simulate the RD exam delivery. Contact the instructor if extenuating circumstances prevent you from completing the assignments/quizzes on time PRIOR to the due date. Only valid excuses will be accepted. Assessment instruments can be found in D2L Dropbox.

Quizzes will cover the content posted in Brightspace/D2L, including research articles, websites and other learning materials within the content. Quizzes will be timed (60-90 seconds/question) and are to encourage you to read the material. Please take notes while you are going through the module. You are welcome to use your notes while taking the quiz.

Assignments are heavily focused on applying the content and utilizing peer-reviewed research to develop interventions related to the grant proposal project. Expect to read, interpret, and abstract in your own words research studies for each assignment. APA formatting is required for in-text citations and references. Turnitin will be utilized for all assignments.

A. Peer Introductions = 10 points
B. Module Quizzes = 60 points
C. Educational Presentation on a Public Health Nutrition Policy [100 points]
D. Class Assignments [6 assignments, 30 points each = 180 points]
E. Institutional Review Board (IRB) [20 points]
F. Grant Proposal Project * [200 points]

Please note assignments must be turned into Dropbox and Q-Classroom t for the Grant Proposal. **Late assignments will be deducted by 20% of the total assignment points available daily.**

* Failure to achieve an 80% or above will require that you resubmit the assignment (see DI handbook, policy #9).

If the assignment associated with ACEND required learning outcomes is less than satisfactory (see specific course syllabi and rubrics for what is considered satisfactory), the DI Director/faculty member will provide feedback and/or review the assignment with the student and allow them to resubmit an assignment of appropriate quality within one week.

IV. Evaluation and Assessments (Grading):

A = 513 – 570 points
B = 456 – 512 points
C = 399 – 455 points
D = 343 – 398 points
F = Less than 342 points
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Week #1 (1/18 – 1/21) | Introduction to Public Health Nutrition  
Syllabus review | Peer Introductions  
Due 1/21 at 11:59pm  
Read module document:  
Food Insecurity, Childhood Obesity,  
Diabetes Noncommunicable Diseases |
| Week #2 (1/22 – 1/28) | An Introduction to Nutritional Epidemiology | Module #2 Quiz  
Due 1/28 at 11:59pm |
| Week #3 (1/29 – 2/4)   | Public Policy Impacting Nutrition           | Module #3 Quiz  
Due 2/4 at 11:59pm |
| Week #4 (2/5 – 2/11)  | Federal Agencies / Nutrition Programs       | Module #4 Quiz  
Select education presentation topic (Discussions)  
Due 2/11 at 11:59pm |
| Week #5 (2/12 – 2/18) | Community Needs Assessment                  | Module #5 Quiz  
Education Presentation due (Dropbox)  
Due 2/18 at 11:59pm |
| Week #6 (2/19 – 2/25) | Evaluating Nutrition Services / Program Planning | Module #6 Quiz  
Due 2/25 at 11:59pm |
| Week #7 (2/26 – 3/3) | Cultural Influences / Populations at Nutritional Risk | Module #7 Quiz  
Due 3/3 at 11:59pm |
| Week #8 (3/4 – 3/10) | Grant Writing for Public Health Nutrition   | Read Ch. 1 – 3  
Due 3/10 at 11:59pm |
| **SPRING BREAK!!** |                                            |                                                                           |
| Week #9 (3/18 – 3/24) | Go Over Grant Assignment                   | Read Ch. 4 – 6  
Dropbox assignment 1  
Due 3/24 at 11:59pm |
| Week #10 (3/25 – 3/31) | Step 4: Determinant analysis  
Step 5: Capacity analysis  
Step 6: Mandates for public health nutrition action | Read Ch. 7 – 9  
Dropbox assignment 2  
Due 3/31 at 11:59pm |
| Week #11 (4/1 – 4/7) | Step 7: Intervention research and strategy options  
Step 8: Risk assessment and strategy prioritization  
Step 9: Writing action statements | Read Ch. 10 – 12  
Dropbox Assignment 3  
Due 4/7 at 11:59pm |
| Week #12 (4/8 – 4/14) | Step 10: Logic modeling  
Step 11: Implementation and evaluation planning  
Step 12: Managing implementation | Read Ch. 13 – 15  
Dropbox assignment 4  
Due 4/14 at 11:59pm |
|---|---|---|
Step 14: Impact and outcome evaluation  
Step 15: Evaluating capacity gains | Read Ch. 16 – 18  
Dropbox assignment 5  
Due 4/21 at 11:59pm |
| Week #14 (4/22 – 4/28) | Step 16: Economic evaluation  
Step 17: Reflective practice and valorization | Read Ch. 19 – 20  
Dropbox assignment 6  
Due 4/28 at 11:59pm |
Grant Proposal Project – Intervention Plan  
Grant Proposal Project – Grant application  
Grant Proposal Project - Finalization | Work on and finalize the IRB  
Work on and finalize Intervention Plan  
Work on & finalize Grant application  
Finalize Grant Proposal Project  
Upload Grant Proposal Project into Dropbox and **Q-Classroom**  
Due 5/5 at 11:59pm |
| 5/6 – 5/7 | **Culminating Project: Grant Proposal Submission**  
(opens Monday 5/6 at 12am – closes Tuesday 5/7 at 11:59pm) |  |

*Syllabus and Schedule are subject to change

### VI. Readings (Required and recommended—including texts, websites, articles, etc.):


**Q-Classroom:**
This course uses the Q-Classroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

### VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation
2. Instruction evaluation purposes
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy Information:

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby) • www.sfasu.edu/deanofstudents • 936.468.7249 • dos@sfasu.edu
  - SFASU Counseling Services • www.sfasu.edu/counselingservices • Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp • Human Services Room 202 • 936-468-1041
  - **The Health and Wellness Hub** “The Hub” Location: corner of E. College and Raguet Street
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

- www.sfasu.edu/thehub
- 936.468.4008
- thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

X. Other Relevant Course Information:

Professional Writing:
All written assignments must reflect professional writing skills. If there are five or more errors of grammar, spelling, sentence structure and/or organization the assignment will NOT be graded and will result in a grade of zero. If you have difficulty with appropriate professional writing, you should utilize the services offered by the Academic Assistance and Resource Center located in Steen Library. You should also consider the use of the SFA Online Writing Lab (OWL). For a reference style guide, please utilize the following website for APA formatting guidelines https://www.mendeley.com/guides/apa-citation-guide.

Withdrawal from the course: Last day to drop a course or withdraw from the University without WP or WF is Monday, April 10, 2024.

Other policies: All other policies as printed in the handbook for students and other official publications of the University shall be followed in class.

Disclaimer: This syllabus represents a “best” plan for this course; however, plans can change when circumstances necessitate change. Any changes to this syllabus will be announced to the class in a timely manner. Your feedback is greatly appreciated to aid in the development of this class for future semesters.