

ACADEMIC POLICIES COMMITTEE

UNDERGRADUATE CURRICULAR PROPOSAL(S) PROCEDURES

CHANGE 2012-2013 CATALOG

(Approved by APC September 1, 2011)

Department of Family and Consumer Sciences

November 1, 2011

NAME OF SCHOOL OR DEPARTMENT:

Department of Family and Consumer Sciences

ACTION ITEMS/SUBSTANTIVE CHANGES INCLUDE

Addition/deletion of courses, additions/deletions of a major, changes in degree requirements and changes in general education requirements.

I. List proposal(s) with a one line abstract (examples):

Proposal I:

Add a new course *FCS 250 (1) Introduction to Family and Consumer Sciences Research* to the Department of Family and Consumer Sciences curriculum ,and specifically the Dietetics major.

II. Rationale: Each proposal needs thorough explanations as to why the change is being suggested. Please answer the following questions in your rationale and include other appropriate reasons in this section

Proposal I:

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review? For example, have

alumni, outside reviewers, etc., suggested improvements?

The Department of Family and Consumer Sciences last conducted a program review in 2006-2007 academic year. Additionally, the Dietetics program had an accreditation site visit in March 2009. It was during the initial ADA accreditation report that FCS 335 became a course that combined two different ADA learning outcomes, research and lifecycle nutrition, into one 2-unit course. Because the Dietetics major was already requiring 138 units to graduate, we were trying to keep total units manageable, but still needed to meet all learning outcomes set by ADA. Recently the Biology and Chemistry departments reduced the number of units in three courses required by Dietetics majors (BIO 220 five units to four units, CHE 295 five units to four units, and eliminated the prerequisite MTH 123 three units for CHE 152), thus providing a five unit reduction of total units required for the Dietetics major.

FCS 335 has been taught for three alternate year cycles. In addition, it is apparent through assessment of research projects in other FCS courses (including FCS 497 Senior Seminar) that a one unit research course, taught earlier in the curriculum, would help provide the foundation for research projects and other assignments in several upper-division FCS courses.

2. What are comparable universities and colleges doing?

A list-serve question was distributed to directors of Didactic Program in Dietetics (DPD) asking if their ADA research learning outcome was taught in a stand-alone course or embedded into another course, nine directors responded. Eight out of the nine stated that a separate 2 to 3 unit class in research was taught. Communication with other DPD directors shared that they had already created a stand-alone course after finding the topic embedded into another class “wasn’t working”. All of the research courses are 2 or 3 units. Olivet Nazarene University’s Department of Family and Consumer Sciences has an ADA accredited DPD dietetics program; a separate one unit research course is required for the Dietetics program.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?

ADA’s accrediting body has always required a research component. Due to unit restrictions at PLNU, research was embedded into another course. Three recent events have occurred to re-visit this decision. First, the research component of the existing *FCS335 Nutrition Research Through The Life Cycle* course is crucial to the dietetic students’ success. To help build critical thinking skills in their area of expertise, several 300 and 400 level courses in the major rely on competency in research in the students’ skill set. However, FCS335 is currently an alternate year course, and some Dietetics students are not able to take the course until their last semester at PLNU. This proposal would create a separate one-unit course in research techniques, to be offered yearly as a requirement for sophomore-level FCS students. This new course would be a prerequisite for FCS335, FCS365, FCS455 and potentially other FCS courses in the future. This course will help provide the foundation for research projects and other assignments in these upper-division courses.

Second, the recent reduction in science prerequisite units for the dietetic majors (moving from 138 units to 134 units), provides a bit more flexibility with total units for graduation.

Third, other FCS professors are recognizing the need for a stronger foundation in research methods earlier in their FCS majors' educational curriculum.

4. How does the proposed change relate to the mission of the university?

Providing a greater foundation of research knowledge fits in well with the university's mission, known for excellence in academic preparation, wholeness in personal development, and faithfulness to mission. Learning to effectively read, write and critique research is a life-long skill graduates will need for their careers.

5. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

A stand-alone course in research methods, taught at the sophomore level will strengthen the FCS programs, and add depth to each major in the department. It will become a prerequisite course to several upper division FCS courses, allowing those professors to teach research in their fields in a deeper manner.

6. What impact will it have on the size of the major, minor, etc.?

Offering this course should not change the size of the major or minor. It will add one more unit for graduation requirement to dietetic majors (135 units), and reduce one unit of electives for other majors within the department. For example, the Child and Adolescent Development major's 12 unit elective requirement would change from 12 units to 11 units of required electives; thus not increasing the total units required for the major.

7. Will the change(s) be sustainable with human and financial resources?

FCS 250 Introduction to Family and Consumer Sciences Research will be taught every fall semester. An increase of one (1) unit will be added to a faculty member.

- III. Tentative Syllabus/Course Learning Outcomes:** If you are proposing new courses, please include a tentative syllabus with course learning outcomes. This should not include textbooks, calendar, etc., but merely an idea of what the course content will include as well as what you hope the student will accomplish by the end of the course. **State four course learning outcomes at the most.**

Syllabus and course learning outcomes are attached at the end of this APC proposal.

- IV. Catalog Copy:** What will these changes look like in the catalog?

Catalog Copy (Present)	Catalog Copy (New)
<p>FCS 335 (2) NUTRITION RESEARCH THROUGH THE LIFE CYCLE</p> <p>A study of nutrition specifically applied to the stages of human development and the life cycle. Current scientific literature is reviewed and applicable research methodologies are discussed. The role of statistics in scientific research is reviewed. Computer applications and laboratory. Offered alternate years.</p> <p><i>Prerequisites: Family and Consumer Sciences 225, Biology 210, Chemistry 152, and Mathematics 203.</i></p>	<p>FCS 250 (1) INTRODUCTION TO FAMILY AND CONSUMER SCIENCES RESEARCH</p> <p>Introduction to the research process, including methodologies and statistics, in the execution and evaluation of family and consumer sciences research. Scientific literature is reviewed, including articles in peer-review professional journals. Offered once a year.</p> <p>.</p> <p>FCS 335 (2) NUTRITION RESEARCH THROUGH THE LIFE CYCLE</p> <p>A study of nutrition specifically applied to the stages of human development and the life cycle. Current scientific literature is reviewed and applicable research methodologies are discussed. The role of statistics in scientific research is reviewed. Offered alternate years.</p> <p><i>Prerequisites: Family and Consumer Sciences 225, Family and Consumer Sciences 250,</i></p>

	<i>Biology 210 and Mathematics 203.</i>
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V. Recorded Department/School Vote:

Please state the number and percentage of department school faculty who voted for the proposal. If other departments are affected, please inform the committee how those departments voted.

The four full-time faculty members voted, there was 100% agreement to this proposal.

VI. Library Impact:

What new library acquisitions, if any, will be needed to support the proposed changes? (If none, please state that.)

No new library acquisitions are needed.

VII. Technological Impact:

What new software, hardware or additional lab space will be needed to support the proposed changes? (If none, please state that.)

No new software acquisitions are needed.

VIII. Final Summary: Review course and staffing impact with your College Dean.

Total course additions: 1

Total course deletions: 0

Total unit additions: 1

Total unit deletions: 0

Rotation of courses or deletion of sections to accommodate additions:

Staffing impact/increase or decrease: 1 additional unit

IX. Academic Policies Information to facilitate your work:

Majors:

1. Maximum number of units for a B.A. major: **49 units beyond G.E.**
2. Maximum number of units for a B.S. major: **59 units beyond G.E.**
3. Minimum number of upper division units in any major: **24 units**, half of which must be completed in residency.

Minors:

1. Minimum number of units for a minor: **16 units**
2. Minimum number of upper division units: **12 units**
3. Minimum number of units completed in residency: **9 units**

NON ACTION OR PROCEDURAL CHANGES

These changes will not go to the faculty floor for a vote. These are changes that include: revision of course descriptions including title, number or prerequisites, alternate year listing in the Catalog and the cross listing of courses.

I. List proposals with a one line abstract.

Proposal I:

Add the prerequisite *FCS 101 (1) Introduction to Family and Consumer Sciences* to *FCS 497 (2) Family and Consumer Sciences Senior Seminar* (both are core courses for all majors within the Department of Family and Consumer Sciences).

III. List current descriptions and new descriptions side by side.

Current Descriptions	New Descriptions
<p>Analysis and discussions of interrelated issues found within the areas of Family and Consumer Sciences. Topics studied are research, public policy, professionalism and leadership, and historical significance. Required of all seniors graduating in the Department of Family and Consumer Sciences. Offered every semester.</p> <p><i>Prerequisite: Senior standing in the Department of Family and Consumer Sciences.</i></p>	<p>Analysis and discussions of interrelated issues found within the areas of Family and Consumer Sciences. Topics studied are research, public policy, professionalism, leadership, and historical significance. Required of all seniors graduating in the Department of Family and Consumer Sciences. Offered every semester.</p> <p><i>Prerequisite: FCS 101 and senior standing in the Department of Family and Consumer Sciences.</i></p>

IV. Rationale.

<p>Rationale:</p> <p>To better prepare students who complete any program within the Department of Family and Consumer Sciences. Each program has five core FCS courses which all students must take, including the requirement of FCS 101 and FCS 497.</p> <p>Students entering into <i>FCS 497 Family and Consumer Sciences Senior Seminar</i> before taking <i>FCS 101 Introduction to Family and Consumer Sciences</i> do not have the necessary foundation knowledge in mission, goals, historical significance, and career pathways of the family and consumer sciences profession. It has been noted over the past three years by the course professor that students are at a distinct disadvantage and lag behind those students who took <i>FCS 101</i> before <i>FCS 497</i>.</p>

Final Check-off List:

- YES The College Dean has been consulted.
- NA All affected departments have been contacted and the results are indicated in the proposal.
- YES The proposal has been voted on by the department.
- NA Appropriate contacts have been made with the library and media services.
- NA Staffing impact has been addressed.

Department of Family and Consumer Sciences
FCS 250(1) Introduction to Family and Consumer Sciences Research
Fall

Instructor: Cindy Swann, MS, RD, CDE (Tentative)

Office Location/Hours: Evans Hall 134E

Office Hours: Mon 10-11 am; Wed 11 am – 12 pm;

Tues 12-1 pm (or by appointment)

Contact: Voice Mail = x2351

Email = cindyswann@pointloma.edu

Course Location and Time:

TBA

COURSE DESCRIPTION:

Introduction to the research process, including methodologies and statistics, in the execution and evaluation of family and consumer sciences research. Scientific literature is reviewed, including articles in peer-review professional journals. Offered once a year.

DEPARTMENT LEARNING OUTCOMES:

1. Students will identify appropriate resources to use in application for problem solving.
2. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.

COURSE STUDENT LEARNING OUTCOMES:

As a result of participation in this course, students will:

1. Describe basic types of research studies that can be used to study FCS-related science.
2. Interpret, evaluate and synthesize current research literature to formulate appropriate conclusions;
3. Describe and explain how basic types of data analyses are used in inferential statistics;
4. Be able to conduct oral presentations on journal articles pertaining to FCS topics;
5. Write a proposal to conduct a FCS-related research study.

DIETETIC PROGRAM LEARNING OUTCOMES:

- Utilize principles of health literacy, including critical thinking skills, literature searches, data
- collection and interpretation, necessary for the implementation of food and nutrition services in
- professional settings.
- Analyze, interpret and evaluate current evidence-based research related to nutrition topics.
- Develop skill at writing science based papers using analyzed research data as references.
- Be able to conduct oral presentations on journal articles pertaining to FCS topics;
- Write a proposal to conduct a FCS-related research study.

AMERICAN DIETETICS ASSOCIATION'S FOUNDATION KNOWLEDGE AND SKILLS FOR ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD):

1. Use of oral and written communications in presenting an educational session from a group. (1j)
2. Use the current information technologies (1n)
3. Research methodologies (4a)

4. Outcomes based research (4c)
5. Scientific method (4d)
6. Interpret current research (4f)
7. Interpret basic statistics (4g)

REQUIRED TEXT:

Holcomb, Z. **Interpreting Basic Statistics, 6th ed.** Glendale, CA: Pyczak Publishing, 2010.

POLICIES AND PROCEDURES:

1. All assigned work is due during the class period on the date assigned. Late work is subject to a 50% deduction if not turned in by the end of class.
2. An emergency or compelling situation whereby a student must miss an assignment or presentation must be discussed with the instructor PRIOR to the due date for permission to reschedule it. Written documentation of health or other emergency situations must be given to the instructor upon return to class, and the make-up exam or presentation must be completed within one week of the student's return to class.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At PLNU, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. (See Academic Policies in the undergraduate student catalog).

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number will be used in publically posted grades or returned sets of assignments. This class will meet the federal requirements by distributing all grades and papers individually. Also in compliance with FERPA, a student will be the only person given information about their progress in this class unless they have designated others to receive it in the "Information Release" section of the student portal.

PLNU CLASS ATTENDANCE POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If an emergency arises that will cause you to be late or miss class, communicate immediately with the teacher by text, email or phone. If you are absent for more than 10 percent of class meetings, the teacher has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, you may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, you will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. Absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. Exceptions to this attendance policy due to extenuating circumstances may be granted by appeal to the Vice Provost for Academic Administration. (See [Academic Policies](#) in the undergraduate student catalog)

ACADEMIC HONESTY

Because we are a community that emphasizes Christian character, students are expected to demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the result of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course." (See [Academic Policies](#) in the undergraduate student catalog)

COURSE GRADING CRITERIA:

Journal Article Examples	50 pts
Journal Review Notebook (6 articles)	150 pts.
Statistic Workbook @ 10 pts. each	350 pts
Total	550 pts.

Grade Distribution:

GRADE	PERCENTAGE	GRADE	PERCENTAGE
	RANGE		RANGE
A	≥ 93%	C	73-76%

A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

EXPLANATION OF REQUIREMENTS:

Journal Article Review:

At the end of the semester, a notebook containing 6 research articles will be submitted. These articles must be from a referred journal within the last 3 years and cover topics related to your FCS discipline.

Copy the article, write a brief summary of the research, including the type of study conducted, a description of the methodology used, the meaning of the statistical data reported (which data was statistically significant), and a brief conclusion. On the due date, be prepared to orally present one or two of the articles in your notebook (your oral presentation will be part of your grade).

COURSE SCHEDULE (Tentative)

Dates	Topics	Text
		Exercises
8/30	Introduction	
9/06	Research Vocabulary	
9/13	Library On-Line Tour	
9/20	Types of Research Studies	1,2,3
9/27	Examples of Studies	4,5,6
9/29	Histograms	7,8,9
10/04	Mean, Median, Mode	10,11,12
10/11	Standard Deviation	14,15,16

10/18	T Score	17,18,19,20
10/25	Correlation Coefficient	24,25,26
11/01	Confidence Interval	31,32,33
11/08	<i>t</i> Test for Independent Groups	34,35,36
11/15	Correlation Coefficient	37,40
11/22	ANOVA	44,45,46
11/29	Chi Square	49,51,55
12/06	Journal Articles due – Oral Presentation	

Submission to APC – November 1, 2011