New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed):

Example: PHL 361 RH

NUTR 499

Course Title: Capstone for Dietetics

Abbreviated Course Title (≤ 30 chars):

Capstone for Dietetics

First Semester to be Offered:

Spring 2015

Submitted by:

Melody Anacker

Submitter’s Contact Info: Phone, Email:

406-994-6337

Instructor:

Melody Anacker

Department:

HHD

College:

EHHD

New Course Review Process

APPROVALS

Submitter *

2/14/14

Date

Department Head *

3/17/14

Date

Chair, College Curriculum Comm.

2-17-14

Date

Chair *

2-17-14

Date

Chair, CPC

Date

Assoc. Provost *

Date

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. **Course learning outcomes are prepared for the new course.**

2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   ```
   www.mus.edu/Qtools/CCN/ccn_default.asp
   ```

   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.

4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)

5. The assigned common course number is reported back to the person submitting the new course request.

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<table>
<thead>
<tr>
<th>Requested Rubric, Course Number, Core Designation (if needed):</th>
<th>NUTR 499 Capstone for Dietetics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Capstone for Dietetics</td>
</tr>
<tr>
<td>Abbrev. Course Title (≤ 30 char):</td>
<td>Capstone for Dietetics</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>HHD</td>
</tr>
<tr>
<td>College:</td>
<td>EHHD</td>
</tr>
</tbody>
</table>

Is this course “equivalent” to a course in the MUS System?:

- [ ] Yes
- [x] No

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**Learning Outcomes for the Course:**

- Interpret the evidence based research literature and integrate this information into evidence-based pre-professional practice in a wellness and community setting. (KRD 1.1)

- Develop and enhance their oral and written communication skills sufficient for entry into pre-professional practice in a wellness and community setting. (KRD 2.1)

- Practice techniques for effective teaching and behavior change for pre-professional practice in a wellness and community based setting. (KRD 2.2, KRD 3.3)

- Apply the nutrition care process to a wellness and community setting. (KRD 3.1)
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):

Course Title (for Catalog):

Course Title (for Schedule of Classes, 30 characters, max.):

First Semester to be Offered:

Restricted Entry/Consent of Instructor Required:

Instructor’s GID (last 4 digits only):

Department Offering Course:

College:

Is the requested course number available? (x4155 to check):

Frequency of course offering:

Semester(s) offered (check all that apply):

Summer Options (check all that apply):

Credits by mode of instruction:

Lecture:

Seminar:

Independent Study:

Lab/Studio:

Recitation/Discussion:

TOTAL CREDITS:

Primary Mode(s) of Delivery:

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s):

Assigned Time(s):

Assigned Building:

Assigned Room:

Capacity (room capacity, or enrollment “cap”):

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):

Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

The Capstone for Dietetics course will be a 1 credit offering that will be resource neutral. NUTR 426 Medical Nutrition Therapy II, a 3 credit course has included this Capstone experience within its 3 credits. The NUTR 426 course will become a 2 credit course in the fall of 2014, releasing 1 credit that would be applied toward the new Capstone for Dietetics course.
February 17, 2014

To whom it may concern:

Please accept this statement in support of Melody Anacker’s proposal for a new course in the Nutrition program titled: “Capstone for Dietetics” (NUTR 499). This course is currently being offered as NUTR 491 and we are now converting it to a permanent course via this mechanism. This course will be added without additional financial impact to the Department or to the College.

Please do not hesitate to contact me should additional questions arise.

Sincerely,

Lynda Ransdell, Ph.D., FACSM
Dean and Professor
College of Education, Health and Human Development
250 Reid Hall
Montana State University, Bozeman
Bozeman, MT 59717
Lynda.Ransdell@montana.edu or 406-994-4133
6. What are the estimated enrollment and student credit hour (SCH) production? 
   \[ \text{SCH} = \text{(enrollment} \times \text{credits)} \]

   > The Capstone for Dietetics course would include approximately 30 seniors X 1 credit =30 student credit hour production.

7. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

   > No, all senior dietetic students who have completed NUTR 425 and NUTR 426 would be required to take the course each year.

8. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

   > Yes, only senior dietetics students would have completed the required prerequisite coursework. This is a pre-professional development course for students in the accredited dietetics program.

9. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

   Graduates and Dietetic Internship Directors who evaluate the program will be the main determinants of success for the course. All graduates of the MSU dietetics program are surveyed annually to determine how well prepared they were for a dietetic internship. This course would be included in that evaluation and the feedback that is provided will determine how effective the course was in preparing the student for an internship. Directors of dietetic internships are also surveyed annually to determine how well prepared MSU students are for a dietetics internship.

10. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

   > Yes, Melody Anacker is a full time non-tenure track faculty member who is also director of the dietetics program at MSU.

**Level of Offering**

11. Has the course been offered previously under 280/29I or 480/49I? If so, when? Under what number? What was the enrollment? What level of students took the course?

   > Yes it is currently being piloted as a NUTR 491 with 10 students.

12. Justify the level of course offering.

   > The NUTR 499 is based on completing senior level coursework as prerequisites.
Relationship to other Courses, Curricula, and Departments

13. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

Yes, it builds on the Nutrition Care Process from the Medical Nutrition Therapy classes but also will allow students to integrate the knowledge from the Community, Food Service, Lifecycle and Nutrition Assessment and Counseling classes during their preparation for the various pre-professional activities.

14. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

No, this is course specific to the skills needed in order for dietetic students to be prepared at the entry level for pre-professional practice.

15. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

The one credit for the course is coming directly from the NUTR 426 Medical Nutrition Therapy coursework in the dietetics curriculum and does not change overall student credit hour production.

16. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

n/a

Students Served

17. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

This is specific to food and nutrition majors in the dietetics concentration.

Resources

18. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

Students will not be required to purchase any additional technology and the resources utilized are the same as those for the prerequisite coursework which the student will already have available.
New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)
   > NUTR 499

2. Course Title
   > Capstone for Dietetics

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

> The learning outcomes for this course are based on the Accreditation Council on Education for Nutrition and Dietetics (ACEND) student learning objectives that are required for all accredited undergraduate dietetics programs.

The overall goal for the Capstone for Dietetics course is to give dietetic students the opportunity for experiential learning so as to practice and enhance their pre-professional skills in communication, apply evidence based research principles, and utilize, education and behavior change techniques, all while applying the nutrition care process in a variety of community and wellness settings.

During the semester, all students will be involved in a wellness based setting where they can apply their knowledge of assessment, dietary analysis and nutrition education. This will be completed in collaboration with Mary Miles, PhD in the HHD department. Students will gain experience in understanding the use of body composition equipment such as the Bod Pod and how to establish a baseline caloric requirements using Indirect Calorimetry. Many nutrition professionals are employed in the area of wellness and this hands-on opportunity will give the students the ability to apply the nutrition care process in a simulated wellness setting.

Based on self-evaluation, students will also choose a minimum of one additional project to practice their pre-professional skills in community/campus settings. Possible projects to select from will include designing a group education class, a supermarket tour, a cooking demonstration, an educational pamphlet or brochure (related to cultural competence principles). Additionally they could select to research reimbursement for nutrition services as related to private practice.
Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

> The instructor will evaluate each student in the following areas: use of evidence based research, use of professional oral and written communications and demonstrated ability to apply the nutrition care process in both wellness and community based settings. Students will conduct self-evaluations and collect evaluations and feedback from individuals and groups who they are directly involved with during the semester.

4. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.
   -Wellness setting: This capstone experience will involve working with Dr. Mary Miles’ anthropometric and resting metabolic rate equipment (Indirect Calorimetry) as part of a wellness based package that would include general nutrition education for participants.
   -Education in Groups: This capstone experience will involve creating a nutrition education class to be presented to a campus or community organization such as the Residence Halls, an Afterschool Program in the local elementary schools, the YMCA or in an assisted living setting.
   -Promoting Healthy lifestyles: This capstone experience will involve the ability to demonstrate how to shop for healthy and budget conscious foods during a tour of a local Supermarket or the COOP. The audience for the tour could include a small group of undergraduate students living off campus or a group of middle and high school students. A second healthy lifestyle experience would be the development of a cooking demonstration (or class) related to teaching basic cooking skills.
   -Cultural Competence: This capstone experience will include the development of an educational pamphlet or brochure that is directed toward a target group that has known health disparities in our state such as Native Americans or Hispanics.
   -Entrepreneurism/Communication: This experience will involve research into reimbursement for nutrition services as part of a private practice scenario or creating a blog for the Montana Academy of Nutrition and Dietetics website.

5. List required texts or other required references.

> There will not be a text for the course. Students will use the Academy of Nutrition and Dietetics Evidence Based Library, the Nutrition Care Manual (available to senior dietetic students online) and other professional website materials as resources in the development of their educational communications and presentations.
19. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> n/a

Other Supporting Material
20. Include any additional information you feel is needed to support this request.

> Our dietetics program is accredited through the Accreditation Council for Nutrition and Dietetics. As part of the preparation, the accreditation standards have specific learning objectives that must be attained by all graduates of the program. This Capstone for Dietetics course demonstrates MSU’s commitment to preparing students that are ready to become nutrition professionals.
NUTR 499
Capstone for Dietetics
Spring 2015
Department of Health and Human Development
Montana State University

Professor: Melody Anacker, MS, RD LN

Office: 301 Romney Gym

Phone: 994-6337

E-Mail: manacker@montana.edu or through my D2L email. I expect that you will check your university email at least once a week for any messages or announcements related to the course.

Office Hours: Tuesdays 12:30-2:30 PM & Wed, 1-3 PM

Course Meeting Times and Location:
Mondays, 10-10:50am, 308 Herrick Hall

Course Credits: 1 Credit

Prerequisite:
NUTR 425 & NUTR 426

Course Description
The overall goal for the Capstone for Dietetics course is to give dietetic students the opportunity for experiential learning so as to practice and enhance their pre-professional skills in communication, apply evidence based research principles, and utilize, education and behavior change techniques, all while applying the nutrition care process in a wellness setting and a variety of community settings.

Course Text:
There will not be a text for the course. Students will use the Academy of Nutrition and Dietetics Evidence Based Library, the Nutrition Care Manual (available to senior dietetic students online) and other professional website materials as resources in the development of their educational communications and presentations.

Grading will be based on:
- Self Evaluations – Pre and Post Capstone experience 20%
- Application of Nutrition Care Process in a Wellness Setting 35%
- Application of Nutrition Care Process in a Community based Setting and Participants’ Evaluations 35%
- Presentation to Peers 10%

Total 100%
Learning Outcomes

Learning outcomes for this course are based on the Accreditation Council for Education in Nutrition and Dietetics requirements for entry level pre-professional practice. Upon completion of the Capstone for Dietetics course each student will:

- Interpret the evidence based research literature and integrate this information into evidence-based pre-professional practice in a wellness and community setting (KRD 1.1)

- Develop and enhance their oral and written communication skills sufficient for entry into pre-professional practice in a wellness and community setting. (KRD 2.1)

- Practice techniques for effective teaching and behavior change for pre-professional practice in a wellness and community based setting. (KRD 2.2, KRD 3.3)

- Apply the nutrition care process to a wellness and community setting. (KRD 3.1)

Special Needs Information

If you have a documented disability for which you are or may be requesting accommodations, you are encouraged to contact your instructor and Disabled Student Services as soon as possible. Their office is located in the Strand Union Building Room 155, phone 994-2824.

Student Conduct

Behavioral Expectations
Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information reference see MSU’s Student Conduct Code at: http://www2.montana.edu/policy/student_conduct/cg600.html.

Collaboration
University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

Plagiarism
Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another’s work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

Academic Misconduct
Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others’ misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

Academic Expectations
Section 310.00 in the MSU Conduct Guidelines states that students must:

A. be prompt and regular in attending classes;

B. be well prepared for classes;

C. submit required assignments in a timely manner;

D. take exams when scheduled;

E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and result in course failure and

F. make and keep appointments when necessary to meet with the instructor.
**NUTR 499**

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC &amp; READINGS</th>
<th>ASSIGNMENTS / ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 19th</td>
<td>Martin Luther King Day</td>
<td></td>
</tr>
<tr>
<td>Jan. 26th</td>
<td>Introduction &amp; Course Overview</td>
<td>Complete Pre-Capstone Self evaluation and submit through D2L</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>Nutrition Care Process in the Community Setting</td>
<td></td>
</tr>
<tr>
<td>Feb. 9</td>
<td>Wellness Nutrition Services</td>
<td>Guest Speaker</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>President’s Day Holiday</td>
<td></td>
</tr>
<tr>
<td>Feb. 23</td>
<td>Wellness—Anthropometrics component</td>
<td>Visit to Mary Miles lab, practice assessment with anthropometric measurements and interpretation of data</td>
</tr>
<tr>
<td>March 2</td>
<td>Wellness—Body Composition component</td>
<td>Visit to Mary Miles Lab, demonstration of body pod and baseline caloric measurements equipment for use in assessment of body composition and RMR.</td>
</tr>
<tr>
<td>March 9</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 16</td>
<td>Wellness—Dietary Analysis component</td>
<td>Dietary Analysis using Nutritionist Pro software, use of Academy Evidence Based Library, Nutrition Care Manual to develop general education materials for use in a wellness setting.</td>
</tr>
<tr>
<td>March 23</td>
<td>Community Setting -group education</td>
<td>Assess target group, determine educational need, use evidence based research and resources to develop an intervention (class) and evaluation tool.</td>
</tr>
<tr>
<td>March 30</td>
<td>Community Setting- Supermarket &amp; Cooking Demonstrations</td>
<td>Assess target group's knowledge of food purchasing and preparation. Development of a supermarket tour or cooking demonstration as an intervention and develop an appropriate evaluation tool.</td>
</tr>
<tr>
<td>April 6</td>
<td>Cultural Competence</td>
<td>Recognize the most common health disparities in Montana and develop a nutrition educational pamphlet or brochure to address one health disparity.</td>
</tr>
<tr>
<td>April 13</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>April 20</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>April 27</td>
<td>Presentations</td>
<td>Post Capstone evaluation submitted through D2L.</td>
</tr>
</tbody>
</table>
VITA
Melody Anacker, MS, RD, LN

ADA Registration Number: 462038

License Number: MT License #110

Institution: Montana State University
Department of Health and Human Development

Academic Title: Didactic Program Director, Instructor

Position in Unit/Program: Didactic Program Director & Instructor in Food & Nutrition

Education:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Inclusive Dates</th>
<th>Major</th>
<th>Degree</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana State University</td>
<td>1982-87</td>
<td>Home Economics</td>
<td>M.S.</td>
<td>1987</td>
</tr>
<tr>
<td>Miami Valley Hospital</td>
<td>1976-77</td>
<td>Dietetic Internship</td>
<td>Dietitian</td>
<td>1977</td>
</tr>
<tr>
<td>University of Montana</td>
<td>1972-76</td>
<td>Home Economics</td>
<td>B.S.</td>
<td>1976</td>
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Teaching Experiences:
Montana State University 1989 - Present

- Basic Human Nutrition- on campus and online courses
- Food Fundamentals
- Introduction to Normal and Clinical Nutrition
- Nutrition through the Life Cycle
- Nutrition Assessment and Counseling
- Senior Seminar
- Capstone for Dietetics

Administrative Experience:
Didactic Program Director 2008 - Present

Practitioner Experience

<table>
<thead>
<tr>
<th>Institution</th>
<th>Inclusive Dates</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadwater/Meagher/Jefferson County WIC Program Nutritionist</td>
<td>1982 - 2012</td>
<td>Public Health Nutritionist</td>
</tr>
<tr>
<td>Nutrition Consultant</td>
<td>1983 - 2002</td>
<td>Private Practice</td>
</tr>
<tr>
<td>Missoula County WIC Program</td>
<td>1978 - 1982</td>
<td>Public Health Nutritionist</td>
</tr>
</tbody>
</table>

Publications:

Additional Projects and Activities:


1998-99 Updated Montana WIC Pyramid Project- in collaboration with Margaret Conwell, RD Developed a set of 6 individualized pamphlets targeted to the WIC population.

1998 Involved in Standardization of Nutrition Education for Montana WIC staff— module development and training for approximately 140 WIC staff from local agencies.

2002-2004 Received a grant from the MSU Montana Learning Community to assist in incorporating nontraditional teaching methods into the large lecture class HDFN 221CS: Human Nutrition.

2002-2004 Member of the Strategic Steering Committee for the Montana State WIC Program. Purpose was to advise the State WIC Director regarding delivery of WIC services in Montana based on budgetary restraints.

2003-2004 Assisted with the preparation of the MSU Didactic Program Self Study Report for the Commission on Accreditation of Dietetics Education (CADE) 2004 site review.

2007 Developed an online version of Human Nutrition for Summer session.

2008 Presented VENA training for the State WIC Office for WIC employees

2009 Prepared CADE Program Assessment Report for MSU DPD program

2013-2014 Preparation of the MSU Didactic Program in Dietetics Self Study Report for the Accreditation Council for Education in Nutrition and Dietetics. (Due 09/07/2014)

Awards:
2003 Outstanding Montana WIC Employee
2004-06 "Influential Educator" Montana State University
2005 "Award for Excellence" MSU Alumni/Chamber of Commerce
2005 "Montana R.D. of the Year"
2005 "Adjunct Faculty of the Year" in Health and Human Development, MSU
2009 "Award for Excellence" MSU Alumni/Chamber of Commerce
2011 Nominee for “Award for Excellence in Online Teaching”
2012 Nominee for “Award for Excellence in Online Teaching” Nominee for “Academic Advising Award”