Department/Degree Plan for Integrating the Discipline-specific Visual Expression, Written and Spoken (ViEWS) communication requirement into the Undergraduate Curriculum

Date: March 14, 2007

Department: Human Nutrition Foods & Exercise (HNFE)

Department Contact: Christina M. McIntyre, Undergraduate Coordinator

Contact Phone Number: 231-5987

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Submission of plan includes:
1. Statement of departmental goals and objectives for integrated, sequenced approach to spoken, visual and written communication.
2. A plan for developing and implementing a curriculum reflecting these goals and objectives. Curricular details reflect the goals and objectives of Section 1. of the plan.
3. A plan for assessing outcomes.

Note: There are no resources outside the department to fulfill the needs of this plan.

APPROVAL SIGNATURES

Department Representative: [Signature] Date: 3/14/07

Department Head: [Signature] Date: 3/13/07

College Dean: [Signature] Date: 3/14/07

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
An equal opportunity, affirmative action institution
1. Goals & Objectives

The Department of Human Nutrition, Foods & Exercise (HNFE) strives to prepare our undergraduates for the vast array of careers in the field. More than half of our undergraduate students go on to professional (medical school, pharmacy school, etc.) or graduate schools. Students in the Dietetics curriculum continue on to a required internship through the American Dietetics Association before qualifying to take the national examination to earn the credential of Registered Dietitian (R.D.). Other graduates seek careers related to nutrition, foods and/or exercise science such as: laboratory assistants in a clinical or research lab, nutritionists in public health departments, exercise specialists in a commercial, community or clinical exercise program, and technicians associated with commercial retail.

The value of being able to communicate clearly and effectively by written, visual and spoken means is critical regardless of the career path a HNFE graduate chooses. This communication occurs at a technical level with colleagues as well as explaining concepts at a more elementary level to the general public. Currently the public is bombarded with weight loss and health gimmicks which at best hurt their pocketbooks and at worst may negatively impact their health.

Communication skills needed by our graduates include the ability to write academic research reviews, and create interpretative written, oral and visual summaries of subject-specific information to a lay audience. In addition to developing skills to methodically and accurately record data, students must be able to express this data in a visual format, such as graphs, tables, charts and simple illustrations. Related to these skills students must develop the ability to compare and contrast research findings and propose explanations for conflicting results.

Specific oral communication skills include the ability to participate in meaningful discussions with peers and faculty, and to develop the ability to formulate and ask relevant questions to increase knowledge and understanding. In addition the ability to share knowledge with a variety of audiences through formal presentation is required. The department of HNFE views these communication skills essential for all students in our undergraduate program and attempts to provide a curriculum that prepares them for the challenges of their chosen careers.
2. Plan for Developing and Implementing a Curriculum to Meet Communication Goals.

A. Desired Curricular Communication Outcomes

Written
1. **Explain:** Write clear explanations of concepts and principles related to HNFE.
2. **Summarize:** Write an accurate summary of data and reports.
3. **Analyze:** Evaluate and explain data in tabular and graphical formats.
4. **Analyze:** compare and contrast scientific research and propose reasons for conflicting results.

Visual
5. **Technology:** Use presentation and word processing technology to enhance the viewer understanding.
6. **Graphs/Charts:** Create accurate visual depictions of data.

Oral
7. **Discuss:** Participate in meaningful discussions w/ peers and faculty.
8. **Inquiry:** Ask relevant questions that increase knowledge and understanding
9. **Present:** Share knowledge with others through formal presentation.

B. Curricular Inventory

Table 1. Current courses required of all HNFE students related to ViEWS Outcomes. The numbers in the cells relate to the number associated with each goal stated above.

<table>
<thead>
<tr>
<th>Course</th>
<th>Academic year taken</th>
<th>Written</th>
<th>Visual</th>
<th>Oral</th>
</tr>
</thead>
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<tr>
<td>HNFE 1114 HNFE Orientation</td>
<td>Freshman</td>
<td>1</td>
<td>5</td>
<td>7, 8</td>
</tr>
<tr>
<td>HNFE 1004 Foods &amp; Nutrition</td>
<td>Freshman Sophomore</td>
<td>2, 3</td>
<td>6</td>
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<tr>
<td>Core Area I</td>
<td>Freshman</td>
<td>2, 4</td>
<td>5</td>
<td>7, 8, 9</td>
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<td>HNFE 2014 Nutrition Across the Lifespan</td>
<td>Sophomore Junior</td>
<td>1</td>
<td></td>
<td>7, 8</td>
</tr>
<tr>
<td>HNFE 3025 Metabolic Nutrition</td>
<td>Junior Senior</td>
<td>1, 2, 4</td>
<td>7, 8</td>
<td></td>
</tr>
<tr>
<td>HNFE 3026 Metabolic Nutrition</td>
<td>Junior Senior</td>
<td>1, 4</td>
<td>8</td>
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<tr>
<td>HNFE 4004 Seminar in HNFE</td>
<td>Senior</td>
<td>1, 2, 3, 4</td>
<td>5, 6</td>
<td>7, 8, 9</td>
</tr>
</tbody>
</table>

The courses indicated in Table 1. are required for all HNFE undergraduate options. In addition each option requires courses that also incorporate many of the ViEWS objectives (Tables 2, 3, 4 Appendix A). The HNFE faculty believe that the current curriculum already meet the Universities ViEWS requirements. However, the faculty have identified a need to improve
the communication skill development in the lower-level (1000, 2000) courses to better prepare students for the expectations of the upper-level (3000, 4000) courses.

C. Revisions in Process

In order to reallocate teaching resources to the lower-level courses the two currently writing intensive (WI) courses (HNFE 3025, 4004) will need to reduce the quantity of graded written assignments. This would allow a reallocation of graduate teaching assistants (GTA) to support the development of the lower-level courses. For example, in the Fall 2006 HNFE 3025 had eight GTAs assigned to fulfill the WI designation. By reducing the GTAs in this area, additional GTAs could be assigned to HNFE 1004 (currently only two GTAs) and 2014 (currently only one GTA).

HNFE 1114, HNFE Orientation, is currently going through governance process (CUSP approval on March 1, 2007). This course has first-year students establishing an ePortfolio which can serve as the basis for adding samples of their work as they progress through the major. A variety of in-class and individual and group assignments incorporate HNFE ViEWS goals 5, 7 and 8.

HNFE 1004, Foods & Nutrition, due to the large enrollment in this course (> 500 per year) an oral component is not feasible. The major project required in this course incorporates many aspects of evaluating the results of a three-day diet analysis, interpreting and creating graphical representations to communicate a summary of their findings. No course revision is required. HNFE ViEWS goals 1, 2, 3 and 6 are addressed in this course.

Core Area 1: Students in HNFE are given the choice of fulfilling the University Liberal Education (Core Curriculum) Area I requirement through either the COMM 1015, 1016, Communications Skills, sequence or the ENGL 1105, 1106, Freshman English sequence. Both of these sequenced courses address the communication goals 2, 4, 5, 7, 8 and 9.

HNFE 2014, Nutrition Across the Lifespan, is also a large enrollment course (261) and oral presentations by students are not realistic. However, seven “Discussion Board” assignments have been incorporated into the course. Instructions provide clear direction on the type of response required for a student to earn credit. Discussion board entries are monitored for quality of content and the instructor has reported success in having students provide thoughtful comments with supporting evidence. No course revision is required. Goals 1, 7, and 8 are addressed in this course.

HNFE 3025, Metabolic Nutrition, is currently writing intensive and has high enrollment (193 in Fall 2006). This course meets in smaller recitation sections for review of lecture material and to discuss writing assignments. The proposed revision (< 20%) would drop the Writing Intensive status of this course. The course would still provide smaller recitations for discussion and clarification of topics covered in the large lecture. By reducing the volume of writing and focusing on the quality of work and providing feedback and an opportunity to improve and develop their writing skills students should be better prepared for the expectations of HNFE 4004. The revised assignments would focus on interpretation of current research, comparing and
contrasting the findings of research with conflicting results, and interpretation of data expressed in a tabular form or graphical formats. To better prepare students for the expectations of the upcoming HNFE 4004 seminar course an assignment to attend and summarize a senior seminar has been incorporated into the HNFE 3025 assignments Revision of this course is currently on-going at the departmental level and should progress to the College level for approval by early Fall 2007. HNFE ViEWS goals 1,2,3 and 4 are addressed in this course.

**HNFE 3026**, Metabolic Nutrition, is the second semester of this sequence. It has historically required assignments that require critical thinking of course content and explanation of lecture content in the students own words. These types of assignments would continue. No course revision is required. HNFE ViEWS goals 1 and 4 are addressed in this course.

**HNFE 4004**, Seminar in HNFE, Writing & Discourse in the Major, is the department’s capstone course. The department has intentionally kept the enrollment of this course to fifteen students per section to allow more in-class discussion, student to faculty interaction, and intensive development of skills to prepare each student to present their seminar. This seminar is approximately thirty minutes in length and presents background, current research and a projection into the future of a topic related to the student’s career goals as it relates to the HNFE major. Currently this course is writing intensive with a major review paper, lay article and annotated bibliography. The proposed revision would reduce the total volume of writing, but still provide opportunities for students to resubmit written work for an improved grade. Faculty have expressed a desire to expand the types of writing to serve the needs of the students professional goals (vitaes / resume, personal statements, impact statements, and proposals) Revision of this course is currently on-going at the departmental level and should make it to the College level by early Fall 2007. HNFE 4004 will continue to encompass all HNFE ViEWS goals as a final capstone experience.

In response to the ViEWS initiative there has been increased communication in last two years among the faculty teaching these courses. The focus has been to connect these courses and the assignments in a more transparent fashion and to incorporate pedagogical principles such as those of Marcia Baxter Magolda’s model of creating contexts for learning and self-authorship. Additional benefits of this intentional communication is improved development of information literacy skills from Freshman through Senior level, facilitating communication between faculty teaching courses that string together and providing a model for improving communications for other courses that are linked by content. The department librarian plays a critical role in this Information Literacy Skills and involvement of this individual in HNFE courses has increased at all academic levels.

3. **Assessment Plan**

A new sub-committee charged with HNFE ViEWS review will be formed from the HNFE faculty starting with the 07/08 academic year. A sample of student written work in 3025 and 4004 will be collected randomly and anonymously for evaluation by the members the ViEWS Review sub-committee. In order to allow review of work from someone other than the instructor of record students in the identified HNFE courses will be requested to complete a release waiver. (Appendix D)
The Center for Excellence in Undergraduate Teaching will be consulted on rubric design to evaluate these samples on the basis of the stated ViEWS goals and objectives in order to provide consistent assessment between evaluators. If it is identified that specific goals and objects are not being met adjustments will be made to the identified lower and upper level courses in response to the findings.

Student seminars in HNFE 4004 course are currently assessed through the instructor, peer and guest evaluations. An end-of-semester class discussion as well as an added question on the teaching evaluations could provide students with an opportunity to express their impressions on their preparedness to present the seminar. Senior exit surveys and interviews and alumni and employer surveys and interviews will be revised to specifically target the written, visual and oral goals stated above. This information will be passed on to the ViEWS committee.

Since the instructor assignment of these courses may change from one semester to another a mechanism of confirming that the specified outcomes have been addressed will be confirmed each semester by the individual faculty assigned to each course. (Appendix E)

In the spirit of continuing self-evaluation and improvement the department will sponsor an end-of-semester conversation with faculty teaching the HNFE identified courses. This conversation would include discussion on the deficiencies identified in high level courses, and how to improve the delivery and carry over these skills throughout the students’ progression in the major. A summary of this discussion and recommendations for appropriate action would be provided to all HNFE faculty. An appropriate opportunity for this conversation would be “Reading Day” (the day prior to the beginning of Final Exams).

4. Sample Checksheet

The ying-yang symbol (♀) indicating balance will be used to designate the ViEWS required courses. This first page is identical to all HNFE options (except for an additional specified requirement for Core Curriculum Area III for the Dietetics option). The courses identified as components of the ViEWS requirement are all located on this first page. See Appendix F for a complete checksheet.

<table>
<thead>
<tr>
<th>DEPARTMENT OF HUMAN NUTRITION, FOODS AND EXERCISE CURRICULUM</th>
<th>CREDITS</th>
<th>RECOMMENDED YEAR</th>
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<td>HNFE 1114 ♀</td>
<td>♀HNFE Orientation</td>
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<td>HNFE 1004 ♀</td>
<td>♀Foods and Nutrition (minimum grade of C required)</td>
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<tr>
<td>HNFE 2014 ♀</td>
<td>♀Nutrition Across the Life Span (Pre: HNFE 1004, 1 yr Biology or Chemistry)</td>
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<tr>
<td>BIOL 2405-2406</td>
<td>♀Nutrition Across the Life Span (Pre: HNFE 1004, 1 yr Biology or Chemistry) (Spring)</td>
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<tr>
<td>CHEM 2535</td>
<td>♀Human Anatomy and Physiology (2405 Fall ; 2406 Spring)</td>
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<tr>
<td>BCHM 2024</td>
<td>♀Organic Chemistry 1 (Pre: 1 year Chemistry) (Fall)</td>
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<tr>
<td>COMM 2004</td>
<td>♀Concepts of Biochemistry (Pre: CHEM 2514 or 2535) (Spring)</td>
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<tr>
<td>HNFE 3025-3026 ♀</td>
<td>♀Public Speaking (Sophomore Standing required) 2</td>
<td>3</td>
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<tr>
<td>HNFE 4004 ♀</td>
<td>♀Metabolic Nutrition (Pre: BIOL 2406, HNFE 2014, and BCHM 2024)</td>
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<td></td>
<td>♀Seminar in HNFE: Writing and Discourse in the Major (Pre: 3025) (Senior standing)</td>
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TOTAL DEPARTMENTAL REQUIREMENTS 30

♀ Required component of Visual Expression Written and Spoken Communications for students entering Fall 2005 and after.
### Appendix A

Courses specific to HNFE options related to the stated Outcomes for the Written Component of ViEWS

<table>
<thead>
<tr>
<th>WRITTEN</th>
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<th>DIET</th>
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<td>HNFE 2004</td>
<td>HNFE 3634</td>
<td>HNFE 3034</td>
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<td>HNFE 2234</td>
<td>HNFE 2234</td>
<td>HNFE 3024</td>
<td>HNFE 3864</td>
<td>HNFE 2224</td>
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<td>HNFE 3214</td>
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<td><strong>Summarize: Write an accurate summary of data and reports.</strong></td>
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<td>HNFE 3214</td>
<td>HNFE 2004</td>
<td>HNFE 3634</td>
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<td><strong>Analyze: Evaluate and explain data in tabular and graphical formats.</strong></td>
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<td>HNFE 3214</td>
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<td>HNFE 2824</td>
<td>HNFE 3034</td>
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<td><strong>Analyze: compare and contrast scientific research and propose reasons for conflicting results.</strong></td>
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Appendix B

Courses specific to HNFE options related to the stated Outcomes for the Visual Component of ViEWS

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<th>VISUAL</th>
<th>CF</th>
<th>CIN</th>
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<th>EHP</th>
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<tr>
<td>Technology: Use presentation and word processing technology to enhance viewer understanding.</td>
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<td>Graphs/Charts: Create accurate visual depictions of data.</td>
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Appendix C

Courses specific to HNFE options related to the stated Outcomes for the Oral Component of ViEWS

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<td>Discuss: Participate in meaningful discussions w/ peers and faculty.</td>
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<td>HNFE 2004</td>
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<td>HNFE 3034</td>
<td>HNFE 3864</td>
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<td>Inquiry: Ask relevant questions that increase knowledge and understanding</td>
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<td>Present: Share knowledge with others through formal presentation.</td>
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<td>HNFE 3234</td>
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Appendix D

RELEASE and AUTHORIZATION FORM

To the student: Please complete the following:

Name: ________________________________

Student Identification Number: _______________________

(Last, first, middle or maiden)

The student should sign and date one of the following statements:

1) I agree to have my course assignments for _______________ copied and maintained by the Department of Human Nutrition, Foods & Exercise at Virginia Tech. I understand that other faculty members and/or external program reviewers may view my completed and graded course assignments during program evaluation and review processes. I further understand that my name will be removed from my course assignments but that my student identification number may appear on my completed and graded course assignments.

Applicant's Signature ____________________________ Date ____________

2) I do not agree to have my course assignments for _______________ copied and maintained by the Department of Human Nutrition, Foods & Exercise at Virginia Tech.

Applicant's Signature ____________________________ Date ____________
Appendix E

Semester confirmation of outcome goals being covered in identified HNFE courses

ViEWS – Review

**HNFE 1114: HNFE Orientation**

According to the HNFE ViEWS proposal this course should be addressing the highlighted communication outcome goals listed below, through instruction, assignments, and in-class activity.

**Desired Curricular Communication Outcomes**

**Written**
1. **Explain:** Write clear explanations of concepts and principles related to HNFE.
2. **Summarize:** Write an accurate summary of data and reports.
3. **Analyze:** Evaluate and explain data in tabular and graphical formats.
4. **Analyze:** compare and contrast scientific research and propose reasons for conflicting results.

**Visual**
5. **Technology:** Use presentation and word processing technology to enhance viewer understanding
6. **Graphs/Charts:** Create accurate visual depictions of data.

**Oral**
7. **Discuss:** Participate in meaningful discussions w/ peers and faculty.
8. **Inquiry:** Ask relevant questions that increase knowledge and understanding
9. **Present:** Share knowledge with others through formal presentation.

As instructor of this course for the Fall / Spring / Summer (circle one) semester of

_________ (year) I was able to include these aspects into the course.

_________________________________________________________________

Printed name

_________________________________________________________________

Signature

Indicate highlighted goals you were unable to meet in the course of this semester and provide insight into the obstacles that prevented you from meeting these goals.
ViEWS – Review

HNFE 1004: Foods and Nutrition

According to the HNFE ViEWS proposal this course should be addressing the highlighted communication outcome goals listed below, through instruction, assignments, and in-class activity.

**Desired Curricular Communication Outcomes**

**Written**
1. **Explain:** Write clear explanations of concepts and principles related to HNFE.
2. **Summarize:** Write an accurate summary of data and reports.
3. **Analyze:** Evaluate and explain data in tabular and graphical formats.
4. **Analyze:** Compare and contrast scientific research and propose reasons for conflicting results.

**Visual**
5. **Technology:** Use presentation and word processing technology to enhance viewer understanding.
6. **Graphs/Charts:** Create accurate visual depictions of data.

**Oral**
7. **Discuss:** Participate in meaningful discussions w/ peers and faculty.
8. **Inquiry:** Ask relevant questions that increase knowledge and understanding.
9. **Present:** Share knowledge with others through formal presentation.

As instructor of this course for the Fall / Spring / Summer (circle one) semester of 

_________ (year) I was able to include these aspects into the course.

Printed name ________________________________  Signature ________________________________

Add additional comments below:
ViEWS – Review

HNFE 2014: Nutrition Across the Lifespan

According to the HNFE ViEWS proposal this course should be addressing the highlighted communication outcome goals listed below, through instruction, assignments, and in-class activity.

**Desired Curricular Communication Outcomes**

**Written**

1. **Explain:** Write clear explanations of concepts and principles related to HNFE.
2. **Summarize:** Write an accurate summary of data and reports.
3. **Analyze:** Evaluate and explain data in tabular and graphical formats.
4. **Analyze:** compare and contrast scientific research and propose reasons for conflicting results.

**Visual**

5. **Technology:** Use presentation and word processing technology to enhance viewer understanding
6. **Graphs/Charts:** Create accurate visual depictions of data.

**Oral**

7. **Discuss:** Participate in meaningful discussions w/ peers and faculty.
8. **Inquiry:** Ask relevant questions that increase knowledge and understanding
9. **Present:** Share knowledge with others through formal presentation.

As instructor of this course for the Fall / Spring / Summer (circle one) semester of ________ (year) I was able to include these aspects into the course.

_________________________  _______________________
Printed name               Signature

Add additional comments below:
ViEWS – Review

HNFE 3025: Metabolic Nutrition

According to the HNFE ViEWS proposal this course should be addressing the highlighted communication outcome goals listed below, through instruction, assignments, and in-class activity.

**Desired Curricular Communication Outcomes**

- **Written**
  1. **Explain:** Write clear explanations of concepts and principles related to HNFE.
  2. **Summarize:** Write an accurate summary of data and reports.
  3. **Analyze:** Evaluate and explain data in tabular and graphical formats.
  4. **Analyze:** compare and contrast scientific research and propose reasons for conflicting results.

- **Visual**
  5. **Technology:** Use presentation and word processing technology to enhance viewer understanding.
  6. **Graphs/Charts:** Create accurate visual depictions of data.

- **Oral**
  7. **Discuss:** Participate in meaningful discussions w/ peers and faculty.
  8. **Inquiry:** Ask relevant questions that increase knowledge and understanding.
  9. **Present:** Share knowledge with others through formal presentation.

As instructor of this course for the Fall / Spring / Summer (circle one) semester of

_______ (year) I was able to include these aspects into the course.

_____________________________  _________________________
Printed name                           Signature

Add additional comments below:
ViEWS – Review

HNFE 3026: Metabolic Nutrition

According to the HNFE ViEWS proposal this course should be addressing the highlighted communication outcome goals listed below, through instruction, assignments, and in-class activity.

Desired Curricular Communication Outcomes

Written
1. **Explain:** Write clear explanations of concepts and principles related to HNFE.
2. **Summarize:** Write an accurate summary of data and reports.
3. **Analyze:** Evaluate and explain data in tabular and graphical formats.
4. **Analyze:** compare and contrast scientific research and propose reasons for conflicting results.

Visual
5. **Technology:** Use presentation and word processing technology to enhance viewer understanding
6. **Graphs/Charts:** Create accurate visual depictions of data.

Oral
7. **Discuss:** Participate in meaningful discussions w/ peers and faculty.
8. **Inquiry:** Ask relevant questions that increase knowledge and understanding
9. **Present:** Share knowledge with others through formal presentation.

As instructor of this course for the Fall / Spring / Summer (circle one) semester of ___________ (year) I was able to include these aspects into the course.

Printed name _______________________ Signature ________________________

Add additional comments below:
ViEWS – Review

HNFE 4004: Seminar in HNFE, Writing & Discourse in the Major

According to the HNFE ViEWS proposal this course should be addressing the highlighted communication outcome goals listed below, through instruction, assignments, and in-class activity.

**Desired Curricular Communication Outcomes**

**Written**
1. **Explain:** Write clear explanations of concepts and principles related to HNFE.
2. **Summarize:** Write an accurate summary of data and reports.
3. **Analyze:** Evaluate and explain data in tabular and graphical formats.
4. **Analyze:** compare and contrast scientific research and propose reasons for conflicting results.

**Visual**
5. **Technology:** Use presentation and word processing technology to enhance viewer understanding.
6. **Graphs/Charts:** Create accurate visual depictions of data.

**Oral**
7. **Discuss:** Participate in meaningful discussions w/ peers and faculty.
8. **Inquiry:** Ask relevant questions that increase knowledge and understanding.
9. **Present:** Share knowledge with others through formal presentation.

As instructor of this course for the Fall / Spring / Summer (circle one) semester of __________ (year) I was able to include these aspects into the course.

______________________________
Printed name

______________________________
Signature

Add additional comments below:
Appendix F

2010 HNFE Checksheets for the Dietetics option
College of Agriculture and Life Sciences
Bachelor of Science: Human Nutrition, Foods and Exercise Major
Dietetics Option
For students graduating in the calendar year 2010

UNIVERSITY CORE CURRICULUM

I. Writing and Discourse
   ENGL 1105-1106 Freshman English or COMM 1015-1016 Communication Skills
   3__3

II. Ideas, Cultural Traditions and Values
   Choose any University approved Core Area 2 course.
   3
   3

III. Society and Human Behavior
   PSYC 2004 Introductory Psychology (Mandatory for ADA Didactic Program in Dietetics)
   PSYC 2084 Social Psychology (Mandatory for ADA Didactic Program in Dietetics)
   3
   3

IV. Scientific Reasoning and Discovery
   ➢ General Chemistry: CHEM 1035 and CHEM 1036
   ➢ General Chemistry Lab: CHEM 1045 and CHEM 1046
   3__3
   1__1

V. Quantitative and Analytic Reasoning
   MATH 1015-1016 Elementary Calculus with Trigonometry I
   3__3

VI. Creativity and Aesthetic Experience
   Choose any University approved Core Area 6 course.
   1

VII. Critical Issues in a Global Context
   Choose any University approved Core Area 7 course.

Total credits: University Core Curriculum Requirement 36

Foreign Language Requirement
A sequence of 2 foreign languages courses is required for graduation unless 2 high school credits of the same foreign language or 6 transfer credits of foreign language have been earned. These credits do not count toward graduation.

DEPARTMENT OF HUMAN NUTRITION, FOODS AND EXERCISE CURRICULUM

HNFE 1114 ➢ HNFE Orientation
HNFE 1004 ➢ Foods and Nutrition
HNFE 2014 ➢ Nutrition Across the Life Span (Pre: HNFE 1004, 1yr Biology or Chemistry) (Spring)
BIOL 2405-2406 ➢ Human Anatomy and Physiology (2405 Fall, 2406 Spring)
CHEM 2514 OR 2535 ➢ Survey of Organic Chemistry OR Organic Chemistry (Pre: 1 year Chemistry) (Fall)
BCHM 2024 ➢ Concepts of Biochemistry (Pre: CHEM 2514 or 2535) (Spring)
COMM 2004 ➢ Public Speaking (Sophomore Standing required) 1
HNFE 3025-3026 3 ➢ Metabolic Nutrition (Pre: BIOL 2405, HNFE 2014, and BCHM 2024)
HNFE 4004 ➢ Seminar in HNFE: Writing and Discourse in the Major (Pre: 3025) (Senior standing)

TOTAL DEPARTMENTAL REQUIREMENTS

1 A student who takes COMM 1015-1016 will fulfill the COMM 2004, Public Speaking, requirement. +3 credits should be added to the Free Electives requirement.
2 Students taking CHEM 2535 are also recommended, but not required, to take CHEM 2535 to complete the material covered in Organic Chemistry. Many graduate programs require a full year of Organic Chemistry.
3 HNFE 3025 (Fall only), HNFE 3026 (Spring only)

Required component of Visual Expression Written and Spoken Communications for students entering Fall 2005 and after.

In-major GPA: These courses are included in the In-major GPA (continued on 2nd page)

Minimum grade requirements for graduation:
The following courses require a minimum grade of C.

Note: A student must earn grades in CHEM 1035, 1036 (General Chemistry) of C or better before progressing on to CHEM 2535 (Organic Chemistry) or 2514 (Survey of Organic Chemistry)
DIDACTIC PROGRAM IN DIETETICS

<table>
<thead>
<tr>
<th>Required</th>
<th>Credits</th>
<th>Recommended Year</th>
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</thead>
<tbody>
<tr>
<td>ACIS 2004</td>
<td>3</td>
<td>Sophomore</td>
</tr>
<tr>
<td>STAT 2004</td>
<td>3</td>
<td>Sophomore</td>
</tr>
<tr>
<td>HNFE 2004</td>
<td>1</td>
<td>Sophomore</td>
</tr>
<tr>
<td>HNFE 2234</td>
<td>2</td>
<td>Sophomore</td>
</tr>
<tr>
<td>HNFE 2224</td>
<td>1</td>
<td>Sophomore</td>
</tr>
<tr>
<td>BIOL 2604</td>
<td>3</td>
<td>Sophomore</td>
</tr>
<tr>
<td>BIOL 2614</td>
<td>1</td>
<td>Sophomore</td>
</tr>
<tr>
<td>HNFE 3025</td>
<td>2</td>
<td>Junior</td>
</tr>
<tr>
<td>HNFE 3214</td>
<td>3</td>
<td>Junior</td>
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<tr>
<td>HNFE 3234</td>
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<td>Junior</td>
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<td>HTM 3414</td>
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<td>Sophomore</td>
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<tr>
<td>MGT 3304</td>
<td>3</td>
<td>Junior</td>
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<tr>
<td>HNFE 4644</td>
<td>3</td>
<td>Junior</td>
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<tr>
<td>HNFE 4125, 4126</td>
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<td>Senior</td>
</tr>
<tr>
<td>HNFE 4624</td>
<td>3</td>
<td>Senior</td>
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</table>

TOTAL FOR OPTION: 42

MINIMUM FREE ELECTIVE CREDITS: 12

TOTAL CREDITS REQUIRED FOR GRADUATION: 120

1 Students completing this option meet The American Dietetic Association Didactic Program in Dietetics academic requirements and receive a verification statement.

2 A total of 120 credits must be completed for graduation, regardless of a course counting in two checked areas.

* In-major GPA: These courses are included in the In-major GPA, (along with those noted on first page)

Suggested Free Electives to strengthen an area of interest: Check Undergraduate Catalog for prerequisites.

** Community **
- HNFE 3634- Epidemiological Concepts of Health & Disease (3cr) (Spring)
- HNFE 4614- International Nutrition in Developing Countries (3 cr) (Fall)
- HNFE 4634 - Socio-Cultural Food Systems (3cr) (fall)
- HNFE 4134- Experiential Approach to Nutrition Therapy (2 cr) (Fall)
- HNFE 4224- Alternative & Complementary Nutr. Therapies (2 cr) (Spring)
- ED/HL 3534-Drug Education (3 cr) (Spring)
- UAP 1024-Public Issues in an Urban Society (3cr)
- PSCI 3724-Poverty and Welfare Policy (3cr) (Fall)
- CSES 3444-World Crops and Crop Production Systems (3cr) (Spring)

** Foods **
- HNFE 3014-Food, Nutrition & Wellness Study Tour (1cr) (Spring)
- HNFE 4234-Experimental Foods (2cr) (Spring)
- FST 4004-Food Microbiology (4cr) (Spring)
- FST 2104-Dairy Product Sensory Evaluation (3cr) (Fall)
- FST 3214-Meat Science (4cr) (Fall)
- FST 4014-Food Product Development (3cr) (Fall)
- FST 4405,4406-Food Processing (4405-4cr, Fall) (4406-2cr, Spring)
- FST 4504-Food Chemistry (3cr) (Fall)
- FST 4514-Food Analysis (3cr) (Spring)
- FST 4523-Food Quality Assurance (3cr) (Spring)

** Other Free Elective Recommendations:**
- CHEM 2536 - Organic Chemistry (3cr) (Spring)
- VMS 4074 - Pharmacology (3cr) (Fall)
- STS 3314 - Medical Dilemmas in the Human Experience (3 credits) (Spring)

STANDARDIZED SUBSTITUTIONS

<table>
<thead>
<tr>
<th>Required course</th>
<th>Acceptable Substitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACIS 2004</td>
<td>ACIS 2115</td>
</tr>
<tr>
<td>PSYC 2084</td>
<td>SOC 1004 or PSYC 2034 or PSYC 3054</td>
</tr>
<tr>
<td>STAT 2004</td>
<td>STAT 3604 or STAT 3615</td>
</tr>
<tr>
<td>HNFE 4944</td>
<td>EDVT 4324 + 1 elective credit</td>
</tr>
</tbody>
</table>

* It is the responsibility of the student to seek approval of these substitutions through your assigned academic advisor.

Prerequisite Policy: Prerequisites for courses are listed in the Undergraduate Course Catalog. It is the responsibility of the student to make sure the prerequisites for each course have been met. The department of HNFE will strictly enforce prerequisites for all HNFE courses. Students who enroll in a course for which they clearly have not satisfied the prerequisites or equivalent will be dropped from the course. Deliberately false statements testifying to the satisfaction of prerequisites constitute a violation of the honor code.

SATISFACTORY PROGRESS TOWARDS THE DEGREE:

An HNFE student will be considered to have made satisfactory progress toward the degree when he/she has successfully completed...
- HNFE 1004 by the time the student has completed 30 hours...
- CHEM 1035, 1036 and BIOL 2405, 2406 by the time the student has completed 60 hours...
- CHEM 2514, BCHM 2024, and HNFE 2014 by the time the student has completed 80 hours...

... with an overall GPA of 2.0 and in-major GPA ≥ 2.0