Agendum
Oakland University
Board of Trustees Formal Session
June 10, 2019

BACHELOR OF SCIENCE IN NUTRITION

1. **Division and Department:** Academic Affairs, School of Health Sciences, Department of Interdisciplinary Health Sciences

2. **Introduction:** Oakland University (OU) proposes a new degree program in Nutrition, specifically the Bachelor of Science in Nutrition within the Department of Interdisciplinary Health Sciences (IDH), in the School of Health Sciences (SHS).

   Over the past decade, the School of Health Sciences has offered interesting yet limited coursework and programming in Nutrition. Currently within the Health Sciences degree about 50 students are enrolled in the Nutrition and Health concentration, and more broadly across the university, 80 students are enrolled in the Nutrition minor. Three current IDH faculty members have educational background and research expertise in nutrition and each conducts research on food behaviors and community nutrition. The proposed BS in Nutrition degree program is designed to build upon the strengths of the existing faculty, by expanding academic course offerings to include the breadth of nutritional sciences needed by both entry-level practitioners and those pursuing continuing education for advanced nutrition careers. The proposed Nutrition curriculum builds upon our strong foundation in the natural and behavioral sciences, includes new hands-on lab experiences in culinary science, nutrition assessment, and clinical nutrition, and provides experiential learning practice in individual counseling and community education. Several courses will involve deep community engagement and/or service learning projects contributing to OU's commitment to be recognized as a community-engaged campus. Students who will graduate with this degree will pursue careers as dietetic technicians and/or continue in their studies to obtain the Master in Nutrition degree and/or become registered dietitians. Dietetic technicians and registered dietitians work in a variety of health and community settings, including clinics and hospitals, community education, school food service, and within the food and pharmaceutical industries.

Need for the Bachelor of Science in Nutrition degree at Oakland University
Given the fundamental importance of nutrition in daily living, there is an increased demand for nutrition professionals with a projected job growth of 15% in the next 10 years. This new educational major focusing on the knowledge and skills needed by nutrition professionals is needed to advance interdisciplinary health, prevent disease, and is complementary to other SHS programs, including exercise science, wellness and health promotion, and public health. The proposed new degree is designed to be career-ready as it directly matches the accredited program requirements for the Dietetic Technician, while also providing the needed entry requirements for a further Dietetics Master's degree.

Our proposed Nutrition program is carefully planned, and fortuitously timed to meet the new educational and accreditation standards set forth by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for bachelor's programs in nutrition. Simultaneous to our efforts, ACEND has developed a new model for accrediting undergraduate education programs, which incorporates experiential learning within the academic coursework, to replace the stand-alone internship or supervised practice hours previously required. There are currently no accredited dietetic technician programs in Michigan, thus OU may be the first. When our program achieves ACEND accreditation, our graduates will be eligible to take the national registration exam to become a registered dietetic technician.

We are pleased to report that our proposed degree program was competitively selected by ACEND to serve as a model accreditation demonstration program. By agreeing to serve as a demonstration program, we will receive specialized mentorship throughout our accreditation process, including the development of assessment tools and self-study materials required by ACEND. Through this process OU will attain national recognition as an early adopter of the new education model for dietetics, several of the fees associated with accreditation will be waived.

3. **Previous Board Action:** None.

Budget Implications: We estimate that there will be ten to twenty new students each year of the program. Additionally, we anticipate that students studying Health Sciences with a Nutrition concentration will transition to the new major. The budget indicates the Bachelor of Science in Nutrition degree program will generate net revenues each year. A proforma budget is included as Attachment B.

4. **Educational Implications:** The Bachelor of Science in Nutrition degree program shall replace the current Concentration in Nutrition within the Health Sciences degree. Offering greater educational opportunities for undergraduates at Oakland University, the new nutrition major program shall introduce nine new nutrition-specific courses, including a Culinary Science lab providing students with an in-depth comprehensive curricula designed to meet the accreditation standards put forth by ACEND. A greater number of first-time incoming students will be attracted to Oakland University, and in addition, we are working with several community colleges currently offering associate degrees in nutrition, to develop a route for these students to transfer to complete our bachelor's degree. The BS in Nutrition degree program includes the courses required as pre-requisites for a Master's degree in Nutrition. We anticipate the development of such a Master's degree program in the near future, to facilitate OU students moving directly into post-graduate studies without having to take courses at other institutions.

5. **Personnel Implications:** Currently three faculty members in Interdisciplinary Health Sciences with expertise in nutrition teach nutrition content. Four new tenure track faculty lines and one special instructor are requested to increase faculty expertise into the main domains of nutrition practice (Clinical Nutrition, Nutrition Education, Population Nutrition, Food Service Management, and Nutrition Assessment) and to further enhance research opportunities and collaborations within the School of Health Sciences. Beginning in the 4th year of the program, sections of the core courses will be duplicated to support the increased enrollment. To meet the ACEND accreditation standards, many courses must include written assignments, hands-on activities and assessments of competencies and skill development. Graduate teaching assistants are included in the budget to help provide ongoing teaching support. One clerical position is requested to provide support for accreditation, classroom, and community engagement activities.

6. **University Reviews/Approvals:** This proposal for the Bachelor of Science in Nutrition degree was reviewed and approved by the School of Health Sciences Assembly, the Oakland University Committee on Undergraduate Instruction, the Oakland University Senate, and the Senior Vice President for Academic Affairs and Provost.

7. **Recommendation:**

WHEREAS, the Bachelor of Science in Nutrition degree program is consistent with the objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Bachelor of Science in Nutrition degree program will build on the academic and research strengths in the Department of Interdisciplinary Health Sciences and provide new educational and community engagement opportunities in the field of health sciences; now, therefore be it

RESOLVED, that the Board of Trustees authorizes the School of Health Sciences to offer a Bachelor of Science in Nutrition degree program; and, be it further

RESOLVED, that the Senior Vice President for Academic Affairs and Provost will complete annual reviews of the Bachelor of Science in Nutrition degree program to evaluate academic quality and fiscal viability to determine whether the program should continue.

8. **Attachments:**

A. Proposal for the Bachelor of Science in Nutrition degree program
B. Pro Forma budget for the Bachelor of Science in Nutrition degree program

Submitted to the President
on 6/5, 2019 by

James P. Lentini, D.M.A.
Senior Vice President for
Academic Affairs and Provost

Recommended on 6/5, 2019
to the Board for approval by

Ora Hirsch Pescovitz, M.D.
President

ATTACHMENT A

PROPOSAL
FOR A BACHELOR OF SCIENCE MAJOR
IN NUTRITION
Department of Interdisciplinary Health Sciences
School of Health Sciences, Oakland University

Committee members:
Chairperson: Dr. Amanda Lynch, Associate Professor, Interdisciplinary Health Sciences
Dr. Melissa Reznar, Assistant Professor, Interdisciplinary Health Sciences
Dr. Jennifer Lucarelli, Chair and Associate Professor, Interdisciplinary Health Sciences

School of Health Sciences Committee on Instruction
Submitted: 9-25-2018
Approved: 10-2-2018
School of Health Sciences Assembly
Submitted: 10-16-2018
Approved: 10-26-2018
University Committee on Undergraduate Instruction
Submitted: 10-30-2018
Approved: 12-3-2018
University Senate Steering Committee
Submitted: 12-11-2018
Approved: 02-01-2019
University Senate Budget Committee
Submitted: 12-11-2018
Approved: 4-4-2019
University Senate
Submitted: 4-9-2018
Approved: 4-18-2019

Table of Contents

I. RATIONALE

1. Program Need

Nutrition is an integral part of health and well-being. Nutrients provide the foundation of a healthy, functioning body and are the backbone of physical, mental, and social health. Proper nutrition and specialized diets can be used to improve athletic performance, ensure individuals meet their growth and development potential, and promote healthy aging. Nutrition also encompasses the act of eating, which is deeply embedded in social and cultural practices and provides people with opportunities to gather, celebrate, and enjoy food. Furthermore, five of the top ten leading causes of death are influenced by dietary intake. Many chronic diseases such as heart disease, diabetes, and obesity can be both prevented and treated with nutrition. Thus, nutrition has a wide range of implications within health and well-being and has many areas of specialization.

Nutrition professionals work in a variety of practice specialties including food service and management settings, community and public health settings, schools, hospitals, research, and private practice. Professionals can work in a variety of general health settings with a nutrition or health related degree, or may become a credentialed Nutrition and Dietetics Technician Registered (NDTR) or a Registered Dietitian Nutritionist (RDN). Dietetics is the "communication of practice principles derived from food, nutrition, social, business and basic sciences, to achieve and maintain optimal nutrition status of individuals and groups." (Academy of Nutrition and Dietetics, 2016). The descriptions below from the Academy of Nutrition and Dietetics (https://www.eatrightpro.org/about-us/what-is-an-rdn-and-dtr/rdn-and-ndtr-overview) explain the differences in levels of practices between the certifications.

> *Registered dietitian nutritionists — RDNs — are the food and nutrition experts who can translate the science of nutrition into practical solutions for healthy living. RDNs use their nutrition expertise to help individuals make unique, positive lifestyle changes. They work throughout the community in hospitals, schools, public health clinics, nursing homes, fitness centers, food management, food industry, universities, research and private practice. RDNs are advocates for advancing the nutritional status of Americans and people around the world.*
>
> *Nutrition and dietetic technicians, registered — NDTRs — are educated and trained at the technical level of nutrition and dietetics practice for the delivery of safe, culturally competent, quality food and nutrition services. They are nationally credentialed and are an integral part of health care and foodservice management teams. They work under the supervision of a registered dietitian nutritionist when in direct patient/client nutrition care; and they may work independently in providing general nutrition education to healthy populations.*

In general, registered dietitians work on more complex cases and take on more leadership/management roles compared to a nutrition and dietetics technician. Both of these credentialed professions are more likely to be covered by health insurance carriers compared to non-credentialed nutritionists. In addition, a majority of jobs in the field of nutrition specifically require either and RDN or a NDTR credential.

Standards for education for both of these credentialed professions, as determined by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and the Commission on Dietetics Registration (CDR), are changing. Currently, NDTR requires an associate's degree, and RDN requires a bachelor's degree and an internship. ACEND has elevated the educational requirements for both of these certifications, so that by 2024, NDTR will require a bachelor's degree with an RDN needing a master's degree. The new educational requirements are evolving and

are referred to as the "Future Education Model". In this model, "programs must include both the didactic and supervised experiential learning components integrated into a single program." The Bureau of Labor estimates that from 2016-2026, dietitian careers will grow 16%, which is higher than average (US Department of Labor, 2018).

Given the importance of nutrition in health promotion and disease prevention and the increase in demand for nutrition and dietetics professionals, a major that focuses in detail on the knowledge and skills needed by nutrition professionals is warranted at Oakland University. This major will replace the current nutrition and health concentration in B.S. in Health Sciences degree, within the Department of Interdisciplinary Health Sciences. The current nutrition concentration covers neither the breadth nor depth of knowledge needed by nutrition professionals and does not adequately position OU students to continue on in their studies to become dietitians. Our students are currently taking significantly more credits than needed to complete their degree, or take prerequisite courses after graduation to gain entry into accredited RDN programs. This results in dissatisfaction with OU programs, costs students additional time and money, and results in lost tuition revenue for OU. The proposed B.S. in Nutrition major better represents the diversity of learning experiences within the field of nutrition and adequately prepares students for acceptance into a post-graduate program in nutrition and/or dietetics.

This new major is planned to enable Oakland University to develop an accredited NDTR or RDN program, the latter of which will also necessitate the creation of a master's program. Both programs will require extensive built-in experiential, supervised practice learning, and must gain and maintain accreditation from ACEND. To best position the program for accreditation approval, curricula, resources, and expanded faculty expertise must be established, hence the major needs to be developed and implemented first. The facilities and faculty for the undergraduate major could likewise be part of a new master's degree in nutrition.

Even without accreditation, a nutrition major will be useful in preparing students to enter post-bachelor's programs or graduate school and provide them with the pre-requisite courses and skills to help them succeed. In addition, as not all students want to become dietitians, a nutrition major with an emphasis in dietetics will still be useful to students who wish to pursue other careers related to nutrition and health.

2. How program will promote the Role and Mission of the School

The School of Health Sciences aims to provide "clinical and community-based opportunities" for students to learn, serve, and/or participate in research within health and wellness areas with the goal of transforming "students into leaders, impacting the health needs of communities" Creating a nutrition major directly supports the mission of the school by training future health professionals in nutritional sciences to promote optimal health and wellbeing at an individual and community level.

3. Program Goals

The goals of the nutrition program are:

1. To provide students with a foundational knowledge in the life sciences to understand how nutritional status and dietary intake impact health and disease.

2. To use experiential learning opportunities to train students to apply knowledge of biological, chemical, social, and behavioral sciences within clinical nutrition practice settings.

3. To train students to apply knowledge of biological, chemical, social, and behavioral sciences within a variety of community and public health nutrition practice settings.

4. To use experiential learning opportunities where students demonstrate knowledge of biological, chemical, social, and behavioral sciences within food system operation practice settings.

5. To provide students with learning opportunities to develop and apply professional and ethical behaviors across a spectrum of nutrition practice settings.

6. To prepare students intending to continue their education in masters or post-bachelor programs in nutrition and/or dietetics in order to obtain a registered dietitian credential.

7. To attract students with an interest in nutrition and health and allow them to complete their studies at Oakland University.

8. To widen course offerings within the Interdisciplinary Health Sciences and expand the expertise in the faculty.

9. To graduate students capable of pursuing careers in clinical, community, and industry settings or post-graduate degrees in medicine, nutrition, dietetics, or public health.

10. To create a foundation upon which to build an accredited nutrition program at the bachelor's and/or master's level.

4. Comparison to similar programs (State and National)

Both undergraduate and graduate programs in nutrition and dietetics exist at universities across Michigan. A majority of the undergraduate programs have at least one ACEND accredited major in dietetics and all have a general nutrition major (Table 1) similar to our proposed B.S. in Nutrition degree. Similar patterns are seen at peer institutions nationally (Table 2).

There are currently no nutrition and dietetics technician programs in Michigan. As these professionals will be required to have a bachelor's degree in 2024, Oakland University will be uniquely positioned to add the required experiential learning components to this B.S. in Nutrition degree and seek NDTR accreditation. Moreover, a RDN master's degree program could be designed such that students could move directly into a master's degree program and complete a combined B.S./M.S. degree.

Table 1. Nutrition and Dietetics Programs Within Michigan Universities

School	*Undergraduate Majors/ concentrations*	*Graduate (M.S. unless otherwise noted)*	*Supervised Practice*[1]

Andrews University	Nutrition Science and Dietetics, Dietetics Emphasis, B.S. * Nutrition Science and Dietetics, Nutrition Science Emphasis, B.S. Wellness-Nutrition Emphasis, B.S.	MPH Nutrition and Wellness (online only)	Dietetic Internship (separate)
Central Michigan University	Dietetics, B.S.*	Nutrition and Dietetics, M.S. (online only)	Dietetic Internship (separate)
Eastern Michigan University	Dietetics, B.S.* (CP)	Dietetics, M.S.* (CP) Nutrition Science, M.S. (online only)	Co-ordinated program with B.S. & M.S.
Grand Valley University	None	Clinical Dietetics, M.S.* - Track A: obtain RDN credential (CP) -Track B: M.S. current RDN	Co-ordinated program (Track A)
Madonna University	Dietetics, B.S.* Nutrition and Food Service Management, B.S. Nutritional Sciences, B.S.	Nutrition and Dietetics, M.S. * Nutrition and Wellness, M.S.[2]	None
Michigan State University	Dietetics, B.S.* Nutritional Sciences, B.S. *-Biomedical & Molecular Nutrition* *-Global Health Nutrition* *-Public Health Nutrition*	Human Nutrition, M.S. Food Science, M.S. Nutrition and Dietetics, M.S.* (online only)	Dietetic Internship offered with online M.S. starting Fall 2018
University of Michigan	None	MPH-Nutritional Sciences * Nutritional Sciences, M.S. Nutritional Sciences, Dietetics Option, M.S.*	Two cohorts, one for UM graduates only; must have graduate work completed
Western Michigan University	Dietetics, B.S. * Food Service Operations and Sustainability, B.S.	Family and Consumer Sciences, Dietetics Concentration, M.A.[3]	None
Wayne State University	Dietetics, B.S.* (CP) Nutrition and Food Science, B.S. Nutrition and Food Science, B.A.	Post-bachelors certificate Nutrition, M.S. Nutrition, M.A. *-Food Service Management Option* *-combined MPH* *-Public Health certificate*	Co-ordinated Program (B.S. or post-bach certificate)

***ACEND accredited**
[1]all supervised practice components are ACEND accredited
[2]Must have undergrad degree in dietetics or life sciences
[3]Must be RDN, in an internship or eligible for certification
CP: Co-ordinated Program

Table 2. Representative Nutrition and Dietetics Programs at Universities Outside Michigan

School	*Undergraduate Majors/ concentrations*	*Graduate (M.S. unless otherwise noted)*	*Supervised Practice[1]*
Benedictine University (IL)	B.S. Nutrition and Dietetics* Food and Nutrition Management, B.A.	Nutrition, M.S.* Nutrition and Wellness, M.S. (online & in-person)	Internship (combined with M.S.)
Indiana State (IN)	Dietetics, B.S. *(CP, admitted junior year only)	Dietetics, M.S. *(CP) Public Health, Concentration in Nutrition, M.S.	Co-ordinated program (one program B.S./M.S.)
Indiana University of Pennsylvania (PA)	Nutrition, B.S. *-Dietetics track** *-Culinary dietetics track** *-Nutrition track* *-Culinary Arts*	Food and Nutrition, M.S. -Education -Administration	Yes (separate; can be applied towards M.S. degree)
Montclair University (NJ)	Nutrition and Food Science, B.S. *-Applied Nutrition concentration* *-Dietetics concentration** *-Food Science concentration* *-Food Systems concentration*	Nutrition and Food Science, M.S. -Post-bachelors certificate*	None
Pepperdine University (CA)	Nutritional Sciences, B.S.*	Graduate Certificate, Nutritional Sciences	Individualized Supervised Practice Program (w/grad certificate)
Rochester Institute of Technology	Nutrition and Dietetics, B.S.* Nutritional Sciences, B.S.	None	None

***ACEND accredited**
[1]all supervised practice components are ACEND accredited
[2]Must have undergrad degree in dietetics or life sciences
[3]Must be RDN, in an internship or eligible for certification
CP: Co-ordinated Program

II. ACADEMIC UNIT

1. How program supports goal of the Unit

The nutrition major will be housed in the department of Interdisciplinary Health Sciences, which educates students "to improve health and wellness, prevent illness and disease, and eliminate health problems in vulnerable communities and populations" (School of Health Sciences, 2018). Nutrition is an interdisciplinary field combining courses from a wide range of disciplines including chemistry, biology, business, psychology, education, communication, and public health. The practice of nutrition and dietetics is both science- and evidenced-based which is reflected in the course offerings. Nutrition naturally fits within the interdisciplinary health field and will prepare students for careers and/or graduate work in the broader health and life sciences fields.

2. Staffing needs

To meet the needs of developing and delivering 10 additional nutrition-related courses/labs and 1 additional course in health behavior theory, we have analyzed in detail the number of additional credits/sections of existing and new courses in comparison to our current capacity and offerings, to determine future staffing needs. Further, we have consistently "right-sized" our classes to deliver high-quality courses that meet students learning needs (considering in-class case studies, writing assignments, etc.) while also maximizing efficient credit delivery. For example, our introductory nutrition course (HS2500) is capped between 80 and 112 students (depending on the classroom assignment), while most upper-level specialized courses within the major are capped between 40 and 50 students and offered only once per academic year. Our mid-level courses are typically capped at 50 students per section, and offered multiple sections per academic year to accommodate students completing the nutrition minor or taking these courses as electives. We anticipate an average course size of 45 students/section based on this analysis.

While we currently have 3 full-time, tenure track faculty with nutrition expertise, much of their time is spend teaching in and supporting the general B.S. in Health Sciences. Thus, we have approximately 1.5 "full time equivalent" tenure track faculty providing nutrition courses, in addition to extensive support from our highly qualified, part-time instructors. To meet the needs of a B.S. degree while maintaining current teaching commitments, we are requesting: four additional tenure-track positions, one full-time Special Instructor (non-tenure track teaching), and one Clerical Technical support staff.

The areas of expertise required is outlined below:

1. Tenure-track faculty positions (4):
    a. *Clinical nutrition expertise* – will have extensive professional experience in clinical nutrition and will be able to teach NTR 4400 Medical Nutrition Therapy I and NTR 4450 Medical Nutrition Therapy II
    b. *Nutrition Behavior and Nutrition Education expertise* – will have knowledge in applying behavioral health concepts to nutrition behaviors. Will develop and teach NTR 4200 Nutrition Counseling and Communications and HS3500 Health Behavior Theories
    c. *Population nutrition expertise* – will have experience working with diverse populations and will be able to teach NTR 4100 Nutrition and Lifecycles and NTR3120 Community Nutrition.
    d. *Nutrition assessment and research expertise* – will have experience in measuring nutritional intake and status through all life stages and will be able to develop and teach NTR 2600 Nutrition Assessment and NTR3000 Nutrition Research Methods.
2. Special Instructor: *Food science and food service management expertise* - will have extensive experience with the culinary sciences and real-world experience working in diverse food

service settings (e.g., hospitals and restaurants). Will be able to develop and teach NTR 2700 Introduction to Food Science, NTR2750 Introduction to Cooking and Culinary Science, and NTR4300 Food Service Management

3. Clerical Technical: Will assist with general program-related tasks including communications, running the food science and food service management courses, budgeting, purchasing, and maintaining adequate cooking facilities, supporting internship sites and experiential learning, and accreditation.

Given the requirement for supervised experiential learning across the curriculum, we are requesting support from Graduate Teaching Assistants (GTAs). Qualified GTAs can be drawn from the pool of Masters of Public Health and Masters of Exercise Science programs within the School of Health Sciences, or other related fields across campus (e.g., Biology, Nursing). If we are able to develop a Masters in Nutrition and Dietetics degree in the future, those students will also support the teaching needs. Four GTAs will help to support the following courses:

1. HS2500 Nutrition and Human Health; NTR 3130 Nutrition and Lifecycles
2. NTR4440 Medical Nutrition Therapy I; NTR 4450 Medical Nutrition Therapy II
3. NTR2700 Introduction to Food Science; NTR2750 Introduction to Cooking and Culinary Science
4. NTR 2600 Nutrition Assessment; NTR1000 Careers in Nutrition

3. Faculty Qualifications

In the Interdisciplinary Health Sciences, three full-time tenure track faculty (Lucarelli, Reznar, and Lynch) have post-graduate degrees in nutrition. Drs. Jennifer Lucarelli and Melissa Reznar both hold PhDs in Community Nutrition from Michigan State University. Dr. Amanda Lynch (who will serve as the Program Director), holds a B.S. in Nutrition from Penn State University, went on to complete her Dietetic Internship, M.S., and PhD degrees in Nutritional Sciences at Cornell University, and is a registered dietitian. These faculty currently have research agendas that encompass strong nutritional components including community-based public health nutrition, food environment and dietary intervention for behavior change, and dietary and weight behaviors in bariatric surgery patients. These faculty are currently teaching in both nutrition-specific courses, as well as general interdisciplinary health science courses. Current teaching assignments reflect 1.5 "full-time equivalent" teaching within the nutrition curriculum as follows:

- Dr. Amanda Lynch (40% nutrition)– teaches 2 sections (4 credits each, 8 credits total) in Lifecycle Nutrition
- Dr. Melissa Reznar (100% nutrition)– teaches 4 sections (4 credits each, 16 credits total) in Nutrition and Human Health, and 2 sections (2 credits each, 4 credits total) in Contemporary Topics in Nutrition
- Dr. Jennifer Lucarelli (0% nutrition)– while Dr. Lucarelli has taught several nutrition courses in the past, she currently teaches no nutrition courses (serves as Department Chair and teaches HS2000 Introduction to Health and Health Behavior, and HS3000 Community and Public Health)

Our intent is for Dr. Reznar to continue teaching entirely within the nutrition curriculum, Dr. Amanda Lynch will move to teaching only within the nutrition curriculum (adding 1 additional course) and will serve as the Program Director (8 credit course reduction). Dr. Lucarelli will remain Department Chair, and will continue to teach general Interdisciplinary Health Science courses.

Four part-time faculty who support the programs teaching needs are registered dietitians (Barbara Main, Maureen Husek, Sarah Hojnacki, and Jeanne Stevenson). These faculty are practicing

dietitians and have real-world experience to draw from when teaching. We will maintain these faculty to support program growth.

Faculty curriculum vitae and resumes can be found in Appendix A.

4. Impact on Current Programs

The proposed B.S. in Nutrition major will replace the current nutrition and health concentration within the B.S. in Health Sciences degree, which will be eliminated. All but one of the existing courses will continue (HS3110 Contemporary Topics in Nutrition will be eliminated). Students currently enrolled in the B.S. in Health Sciences nutrition and health concentration will be allowed to replace this course with any other non-required nutrition course including the list of currently offered electives, and the 9 new nutrition courses added to the curriculum, giving them plenty of options to meet their degree requirements with minimal disruption.

The minor in nutrition and health (which is currently only 22 credits and includes all but 1 of the required nutrition-specific courses in the current nutrition and health concentration) will continue for those students wishing to receive an introductory level education in the nutritional sciences, a good fit for the B.S. in Health Science degree (concentrations in pre-health professions, pre-pharmacy, and integrative holistic health), other programs across the School of Health Sciences (e.g., Exercise Science, Wellness and Health Promotion), and programs across campus (e.g., Biology, Bachelors of Integrative Studies).

Students in the B.S. in Nutrition major will also take required courses within Biology and Chemistry, which are already integrated into the current B.S. in Health Science degree (all concentrations). We do not expect the increase in students to exceed their capacity

With a more structured, rigorous, and comprehensive curriculum, the major will attract more students to Oakland University, as the degree can lead directly into careers in nutrition and health, and is more useful when applying to post graduate programs. A major will also provide more classes for students pursuing a nutrition minor, a popular option for students across School of Health Science programs, Biology, and Bachelors of Integrative Studies.

III. PROGRAM PLAN

1. Admissions requirements

In this undergraduate program, the admission requirements will be the same as what are currently required for Oakland University.

2. Degree requirements

The B.S. in Nutrition degree requires students to complete 124 credits of study, with an emphasis on natural and behavioral sciences as they apply to nutrition practice. Nine new (indicated by an * in the table) nutrition-specific courses are included that provide in-depth instruction within the three areas of nutrition practice: clinical, food service, and community. One additional new course in health sciences, Health Behavior Theories, is included in the curriculum as well. The 4-year program is outlined in Table 3. The 4-year plan takes into account course sequencing for pre-requisites (e.g., students must take general chemistry, organic chemistry, and biochemistry before

they take Nutrient Metabolism), and balances course load and demands each semester, to provide a suggested course of study.

Proposed courses to fulfill general education requirements are listed in Table 4. New course descriptions and syllabi are in Appendix B and current course descriptions and syllabi are in Appendix C. Proposed elective courses are listed in Table 5. These courses have been selected based on relevance to Nutrition and Health Sciences and include other Nutrition courses and other courses offered in the School of Health Sciences. Electives also include courses commonly required for entry into professional schools (e.g. Anatomy, Physics) and graduate programs in Nutrition (e.g. Economics, Calculus).

Table 3: B.S. in Nutrition Proposed 4-year Plan			
YEAR 1			
Fall (14 credits)	**Cr.**	**Winter (17 credits)**	**Cr.**
CHM1440 General Chemistry I	4	CHM 1450 General Chemistry II	4
CHM 1470 General Chemistry Laboratory I	1	CHM 1480 General Chemistry Laboratory II	1
WRT 1060 Composition II	4	NTR 2500 Nutrition and Human Health	4
HS 2000 Health and Health Behaviors	4	BIO 1200 Biology I	4
*NTR 1000 Careers in Nutrition	1	HS 3000 Community and Public Health	4
YEAR 2			
Fall (16 credits)	**Cr.**	**Winter (16 credits)**	**Cr.**
CHM 2340 Organic Chemistry I	4	CDS 4250 Medical Biochemistry	4
*NTR 2600 Nutrition Assessment	3	*NTR 2700 Introduction to Food Science	3
BIO 2600 Human Physiology AND BIO 3621 Physiology Lab OR BIO 1006 Clinical Anatomy and Physiology	5	*NTR 2750 Introduction to Cooking and Culinary Science	2
NTR 3120 Community Nutrition	4	CDS 3300 Microbiology of Infectious Disease OR BIO 3500 General Microbiology	3
		EHS 2550 Basic Statistics for Health Sciences OR STA 2220 Introduction to Statistical Methods	4
YEAR 3			
Fall (15 credits)	**Cr.**	**Winter (15 credits)**	**Cr.**
NTR 4050 Nutrient Metabolism	4	NTR 3230 Foodborne Illnesses	2
*HS 3500 Health Behavior Theories	3	NTR 3130 Nutrition and Culture	4
*NTR 3000 Nutrition Research Methods	4	NTR 4100 Nutrition and Lifecycles	4
Gen Ed	4	PSY 1000 Introduction to Psychology OR SOC 1000 Introduction to Sociology	4
		CDS 2100 Medical terminology	1
YEAR 4			
Fall (16 credits)	**Cr.**	**Winter (13 credits)**	**Cr.**
*NTR 4400 Medical Nutrition Therapy I	4	*NTR 4450 Medical Nutrition Therapy II	4
*NTR 4200 Nutrition Counseling and Communication	4	Nutrition Elective(s)	2-4
*NTR 4300 Food Service Management	4	*NTR 4500 Professional Practice and Ethics in Nutrition	3
Gen Ed	4	Gen Ed	4

TOTAL CREDITS: 124			

* = new course

Table 4: General Education Requirements			
Requirement	**Credits**	**Satisfied by major**	**Course**
Writing Foundations	4	Y	WRT1060 Composition II (pre-req WRT1050 min 2.0 or placement by ACT score, no credit for WRT1050)
Formal Reasoning	4	Y	EHS 2550 Basic Statistics for Health Sciences OR STA 2220 Introduction to Statistical Methods
Arts	4	N	TBD
Foreign Language & Culture	4	N	TBD
Global Perspective	4	Y	NTR 3130 Nutrition and Culture[1]
Literature	4	N	TBD
Natural Science & Technology	4	Y	HS 2000 Health and Health Behaviors
Social Science	4	Y	PSY 1000 Introduction to Psychology OR SOC 1000 Introduction to Sociology
Western Civilization	4	N	TBD
Capstone in Major	3	Y	NTR 4500 Professional Practice and Ethics in Nutrition
Knowledge Applications	N/A	N	TBD
Diversity	N/A	Y	HS 3000 Community and Public Health
Writing Intensive Gen Ed	N/A	N	TBD
Writing Intensive in Major	N/A	Y	NTR 4500 Professional Practice and Ethics in Nutrition

[1]We intend to revise the current Nutrition and Culture course (HS 3130) and submit a Gen Ed proposal for Global Perspectives. The current Nutrition and Culture course is not a Gen Ed

Table 5. Approved Elective Courses	
AN 3133/ENV 3220 The Food Quest	HS 4410 Integrative Holistic Medicine Principles and Practice
AN 3220 Medical Anthropology	HS 4420 Mind-Body Medicine
BIO 2100 Human Anatomy	HS 4430 Modalities for Healing
BIO 2101 Human Anatomy Laboratory	HS 4440 Healing Traditions
BIO 3360 Organic Farming	HS 4450 Laughter as Therapeutic Modality
BIO 3361 Organic Farming Laboratory	HS 4460 Mindfulness
BIO 3400 Genetics	HS 4550 Qualitative Research Methods
BIO 4220 Cell Biology of Cancer	HS 4650 Social Determinants of Health
BIO 4338 Food Systems Biology	HS 4900 Special Topics
BIO 4900 Selected Topics in Biology	

CDS 2010 Careers in Biomedical Diagnostic and Therapeutic Sciences
CDS 2050 Contemporary Issues in Health Care Organizations and Practice
CDS 2100 Medical Terminology
CDS 4000 Medical Genetics
CDS 4010 Human Pathology
CDS 4300 Clinical Microbiology
CDS 4310 Clinical Microbiology Laboratory
CHM 2340 Organic Chemistry I
CHM 2350 Organic Chemistry II
COM 2000 Public Speaking
COM 2001 Professional Communication
COM 2403 Group Dynamics and Communication
COM 3200 Persuasion
COM 3402 Communication in Leadership
ECN 2000 Principles of Macroeconomics
ECN 2010 Principles of Microeconomics
ECN 3670 Economics of Health Care
EXS 2400 Weight Control, Nutrition and Exercise
EXS 2700 Safety and First Aid in Exercise Settings
EXS 3010 Exercise Physiology
EXS 3015 Exercise Physiology Laboratory
EXS 3020 Human Motion Analysis
EXS 3030 Motor Control
EXS 4100 Introduction to Personal Training
EXS 4200 Physical Activity and Aging
EXS 4210 Children and Exercise
EXS 4300 Human Performance Enhancement
EXS 4400 Obesity and Physical Activity
EXS 4500 Healthy Lifestyle Choices
EXS 4600 Health and Disease
EXS 4620 Clinical Biomechanics
EXS 4630 Basic Athletic Training
EXS 4800 Exercise Endocrinology
EXS 4810 Physical Activity Epidemiology
HRD 4320 Program Evaluation
HS 1000 Careers in Health
HS 2150 Stress Management
HS 3200 Nutrition and Physical Activity
HS 3210 Herbs Supplements Nutrition
HS 3220 Eating Disorders
HS 3350 Introduction to Environmental Health Sciences
HS 3430 Sociology of Health and Medicine
HS 3440 Introduction to Community Engagement
HS 3450 Leadership and Healthcare
HS 3460 Community Engaged Research Experience
MIS 3020 Information Systems and Healthcare Informatics
MKT 4040 Consumer Behavior
MTH 1554 Calculus I
NTR 3130 Nutrition and Culture
NTR 3200 Nutrition and Physical Activity
NTR 3210 Herbs Supplements Nutrition
NTR 3220 Eating Disorders
NTR 3260 Food Politics
PHY 1010 General Physics I
PHY 1100 General Physics Lab I
PHY 1020 General Physics II
PHY 1110 General Physics Lab II
PS 3340 Public Policy and Health Care
PSY 2250 Introduction to Life-Span Developmental Psychology
PSY 2360 Introduction to Individual Differences and Personality Psychology
PSY 3210 Child Development
PSY 3220 Adolescence and Youth
PSY 3230 Adulthood and Aging
PSY 3330 Motivation
PSY 3440 Behavior Analysis
PSY 3450 Health Psychology
PSY 3500 Psychometrics
SOC 3430 Sociology of Health and Medicine
WHP 2800 Introduction to Health Literacy
WHP 3000 Wellness Across the Life Span
WHP 3250 Issues in Women's Health
WHP 3500 Health Program Planning, Implementation, and Evaluation
WHP 3600 Wellness Facilitation
WHP 3800 Persuasion and Marketing in Health Promotion
WHP 4000 Assessment and Interventions in Wellness
WHP 4030 Laboratory in Assessment and Interventions
WHP 4100 Advanced Injury Prevention, Control and Safety Promotion (1 TO 4)
WHP 4200 Injury Prevention and the Environment
WHP 4350 Environmental Justice
WHP 4850 Population Health, Health Policy, and Healthcare Delivery
WHP 4900 Special Topics

3. Overview of Curriculum

Upon successful completion of a Nutrition Major students will:

1. Gain foundational knowledge of the life sciences to understand of how nutritional status and dietary intake impact health and disease.
2. Demonstrate the impact environmental, institutional, and community settings have on food and dietary decisions.
3. Apply principles of food science to food service and culinary skills.
4. Explain the effect of cumulative dietary patterns on long-term health outcomes.
5. Perform nutrition assessments and identify appropriate dietary interventions to improve nutritional intake and prevent or manage acute and chronic diseases.
6. Demonstrate leadership, management capabilities, professional behavior and ethical practice in community, food service, and clinical settings.
7. Demonstrate proficient oral and written communication skills.
8. Apply health behavior change principles to nutrition and health related problems in individual and group settings.
9. Use research and understand the role of evidence-based practice in nutrition and health care applications.

4. Support of Other Departments and Academic Units

Please see letters of Support in Appendix D (forthcoming)

5. Source of students

The proposed Nutrition major will be attractive to existing students at Oakland University enrolled in the Health Science degree with a concentration in Nutrition, as well as new students in Southeast Michigan looking to complete a nutrition degree and find a career in the nutrition field or pursue graduate study in Nutrition and Dietetics. This program builds upon the existing concentration in nutrition to serve the needs of our students and our community.

The concentration in Nutrition within the Health Science major was launched in 2012. Since that time, it has grown to serve 51 students enrolled. An additional 78 Students are enrolled in the minor in Nutrition.

According to data provided by students completing the ACT/SAT college entrance exams with an interest in Oakland University, there were 179 students for Fall 2018 and 219 students from the Fall 2019 cohort who indicated "Nutrition" as their interest area.

In addition, we conducted a student interest survey among students in HS2000 Health in Personal and Occupational Environments, HS3000 Community and Public Health, HS 2500 Nutrition and Human Health, and HS4100 Nutrition and Lifecycles (**Tables 6 and 7**). In total, 404 students provided usable responses (although there missing respondents for each question). Overall, 37% of students were extremely or somewhat interested in a major and 52% in a minor. However, the level of interest in the major and minor varied by current student major and the class in which they were surveyed.

HS 2000 is a general education class that is a "gateway" into degrees in Health Science. Compared to other classes surveyed, a higher proportion is freshmen (51%) and undecided major (9%). It is therefore not surprising that explicit level of interest for a major (29%) and minor (44%) was lowest in this class.

HS 3000 is also a general education class that provides an introduction to public health. Students in this class were primarily sophomores and juniors (84%) and primarily pre-health professional (35%) or pre-physical therapy majors (38%). In this class, 37% expressed interest in the major and 60% in the minor.

HS 2500 is the introductory nutrition course. Although this course is required for those in the nutrition concentration and nutrition minors, it is also often taken by those who will need it as a pre-requisite for graduate school, as is the case for many graduate Physician Assistant programs. Indeed, 47% in the class were in the pre-health professions major and 49% were juniors. Forty percent of these students indicated interest in a major and 52% in a minor.

HS 4100, Nutrition and Lifecycles, is a class taken largely by those in the nutrition concentration (53%) or nutrition minors. Most of these respondents were seniors (64%). As may be expected, 72% expressed interest in a major and 83% in a minor.

Table 6. Interest in a B.S. in Nutrition degree

	Interested		Neutral		Not Interested		Total
	n	(%)	n	(%)	n	(%)	
By CURRENT Major							
Health Sciences – Nutrition Concentration	38	(90%)	2	(5%)	2	(5%)	**42**
Wellness and Health Promotion	8	(50%)	5	(31%)	3	(19%)	**16**
Health Sciences – Integrative Holistic Medicine concentration	12	(46%)	6	(23%)	8	(31%)	**26**
Health Sciences – Pre-Physical Therapy **OR** Exercise Science concentration	36	(37%)	24	(24%)	38	(39%)	**98**
Undecided	6	(30%)	7	(35%)	7	(35%)	**20**
Health Sciences – Pre-Health Professions **OR** Pre-Pharmacy concentration	32	(26%)	28	(23%)	63	(51%)	**123**
Environmental Health and Safety	1	(25%)	1	(25%)	2	(50%)	**4**
Other	13	(20%)	9	(14%)	43	(66%)	**65**
Clinical and Diagnostic Sciences	1	(14%)	2	(29%)	4	(57%)	**7**
By Class Level							
Freshman	31	(30%)	28	(27%)	44	(43%)	**103**
Sophomore	28	(30%)	18	(19%)	48	(51%)	**94**
Junior	54	(41%)	29	(22%)	48	(37%)	**131**
Senior	34	(47%)	9	(12%)	30	(41%)	**73**
By Class Survey Taken In							
HS2000 Health in Personal and Occupational Environments	57	(29%)	44	(22%)	99	(50%)	**200**
HS2500 Nutrition and Human Health	31	(40%)	12	(16%)	34	(44%)	**77**
HS3000 Community and Public Health	32	(37%)	24	(28%)	30	(35%)	**86**
HS4100 Nutrition and Lifecycles	26	(72%)	4	(11%)	6	(17%)	**36**
Total	**147**	**(37%)**	**84**	**(21%)**	**170**	**(42%)**	**401**

Table 7. Interest a 20-credit Nutrition minor (can be added to any other degree)

	Interested		Neutral		Not Interested		Total
	n	(%)	n	(%)	n	(%)	
By CURRENT Major							
Wellness and Health Promotion	12	(75%)	2	(13%)	2	(13%)	16
Health Sciences – Nutrition Concentration	31	(72%)	6	(14%)	6	(14%)	43
Health Sciences – Integrative Holistic Medicine concentration	17	(65%)	3	(12%)	6	(23%)	26
Health Sciences – Pre-Physical Therapy **OR** Exercise Science concentration	54	(55%)	18	(18%)	26	(27%)	98
Health Sciences – Pre-Health Professions **OR** Pre-Pharmacy concentration	62	(50%)	24	(20%)	37	(30%)	123
Undecided	9	(45%)	5	(25%)	6	(30%)	20
Other	24	(37%)	8	(12%)	33	(51%)	65
Clinical and Diagnostic Sciences	2	(29%)	2	(29%)	3	(43%)	7
Environmental Health and Safety	0	(0%)	1	(25%)	3	(75%)	4
By Class Level							
Freshman	43	(42%)	22	(21%)	38	(37%)	103
Sophomore	45	(47%)	16	(17%)	34	(36%)	95
Junior	80	(61%)	26	(20%)	25	(19%)	131
Senior	43	(59%)	5	(7%)	25	(34%)	73
By Class Taken							
HS2000 Health in Personal and Occupational Environments	88	(44%)	41	(20%)	72	(36%)	201
HS2500 Nutrition and Human Health	40	(52%)	9	(12%)	28	(36%)	77
HS3000 Community and Public Health	52	(60%)	17	(20%)	17	(20%)	86
HS4100 Nutrition and Lifecycles	29	(83%)	2	(6%)	5	(14%)	35
Total	**211**	**(52%)**	**69**	**(17%)**	**122**	**(30%)**	**402**

6. Recruiting

Existing B.S. in Health Sciences Nutrition concentration students will be encouraged to select the new Nutrition major through the advising office. They will be able to complete their degree in Health Sciences with a concentration in Nutrition and Health as currently outlined, or move into the new degree program. If launched in Fall 2019, students moving into their Sophomore year will be able to transition into the new degree and graduate within 4 years total. Students in their Junior or Senior year will be able to take individual courses within the degree to complement their current degrees, and count them towards elective credits in their current major.

Recruitment for new student enrollment in the Nutrition major will occur with existing recruitment activities of the School of Health Sciences including Human Health Day and Go for the Gold events, transfer student meetings and orientations, summer camps for high school students, and working with the undergraduate admissions office. Having a clear path towards nutrition careers and post-graduate study will make Oakland University a competitive option in the nutrition field.

7. Expected enrollment

Based on current numbers of students enrolled in the B.S. in Health Sciences nutrition and health concentration (approximately 50 students) and the minor (approximately 100 students) and the more focused nutrition curriculum in this proposal, we estimate approximately 160 nutrition majors across all four years (about 40 per "cohort" year), with an additional 200 students selecting nutrition minors across the university. In year 1, we estimate 10 new incoming freshmen, 15 in year 2, and 20 in years 3, 4, and 5. With anticipated 20 students who already coming to Oakland (without a nutrition major), we estimate 30-40 students per cohort.

Graduates from undergraduate nutrition programs average 84 graduates although a majority of universities (Michigan State, Central Michigan, Western Michigan, and Wayne State) graduate over 100 students. Ferris State, Eastern Michigan, and Schoolcraft graduate 31, 12, and 1 respectively. Thus, our anticipated enrollment of 10 to 20 new students each year (with cohorts ranging from 30-40 students) is likely a conservative estimate. Oakland University is in a large metropolitan area and has a large pool of prospective applicants. In addition, a number of community colleges, including Macomb and Oakland, offer an associate's in nutrition which provides opportunity for Oakland to develop a track for students to transfer and complete a bachelor's.

8. Academic advising

There is currently one designated academic adviser (Hnou Vue) who works with students in the Health Science degree Nutrition concentration, who will continue advising students in the nutrition major, and has the capacity to handle the increase in enrollment in the Nutrition major and minor.

IV. NEEDS AND COSTS OF THE PROGRAM

1. New resources needed for the program

Faculty and Staffing: As described in detail above in section II.2 and II.3, we currently have 3 faculty with nutrition expertise teaching the equivalent of 1.5 FTEs in the nutrition curriculum, supported heavily by part-time faculty. To deliver professional courses across diverse nutrition topics, we are requesting the following new resources:

1. Tenure-track faculty positions and expertise:
    a. Clinical nutrition
    b. Nutrition Behavior and Nutrition Education
    c. Population nutrition
    d. Nutrition assessment and research
2. Special Instructor: One full-time staff with a background in nutrition, food service, and dietetics to support teaching and service needs.
3. Clerical Technical: managing food science laboratory, budgeting, purchasing, community engagement and partnerships to support experiential learning across the curriculum, and accreditation.

Facilities: To adequately teach students food science principles and allow them to apply these principles and develop culinary skills, access to teaching kitchens/food laboratories are required. Several options exist that will require the renovation of space at Oakland University to support 4 group cooking stations (each with a range, oven, prep space, and cooking equipment) as well as shared sinks, dry storage, refrigeration/freezer storage areas. There may also be options to integrate this type of facility within larger construction projects on Oakland University's campus in

collaboration with other units (e.g., within a renovation of the Recreation Center or in the building of new dorms). Because we will need this type of a facility available upon the start of the program, we are exploring off-campus community spaces to use for this purpose until a facility is available on campus. This might include working with local schools who have kitchens as part of their home economics coursework or community kitchens in local government and nonprofit organizations. Lastly, for our Food Service Management coursework, we will need large-scale production facilities available for students to gain hands-on experience planning and executing meal service for a large group of individuals. We will collaborate with institutions such as campus dining, community agencies (e.g., Meals on Wheels), or restaurants to provide these facilities and opportunities.

If the opportunity becomes available to build or remodel a dedicated facility on campus in collaboration with other units, new teaching kitchens will ideally have up to 10 cook stations (3-4 students working together per station), each with a 4-burner gas cook-top a gas or electric oven; five sinks with garbage disposals; and general counter space with storage. It will also require a tables and chairs for pre-post laboratory discussions and for consuming lab creations. Additional small appliances that will be necessary but can be shared amongst stations include five microwave ovens and five pressure cookers. Large-scale appliances needed in new teaching kitchens include a walk-in refrigerator, a walk-in or stand-alone freezer, a regular refrigerator/freezer, an industrial dishwashing station, and a demonstration counter with mirror. As this is not currently within Oakland University's development plans, these items are not included in the current pro forma budget. Rather, we have included rental fees for off-campus facilities to fill the need.

Software: Nutrition professionals utilize food and nutrition databases to plan menus and analyze the nutritional aspects of dietary intake. Students will utilize 2 software programs (Nutritionist Pro for dietary intake analysis and the Nutrition Care Manual for diet therapy guidelines) across the curriculum to develop proficiency with these programs and apply nutrition and behavior change knowledge. These software programs will be made available for student use on the 13 computers in the SHS Computer Lab (Human Health Building room 5004). We have included the cost of purchasing 13 licenses (one for each computer) and annual renewals for these 2 programs in the pro forma budget. Nutritionist Pro will cost $2100 for initial licenses (Year 1) with annual renewal of $1200, and the Nutrition Care Manual will cost $2275 for initial licenses (Year 2) with annual renewal of $1755.

Lab Supplies (ongoing): Food for NTR 2750 Introduction to Cooking and Culinary Science includes a $100/student allocation based on estimated course capacity of 36 students in Years 2 and 3 and 48 students in Years 4 and 5. This includes the cost of maintaining kitchen staple food items (e.g., dry goods such as flour, sugar, spices), weekly lab-specific food items, consumable items (e.g., foil and plastic wrap), and cleaning supplies (dish soap, spray cleaner, sink cleaner).

Graduate Assistants/Teaching Assistants: In order to support courses with experiential learning, undergraduate and graduate teaching assistants will be needed to supplement faculty expertise and to allow for the assignment of meaningful projects where students can apply skills and receive ongoing feedback on knowledge and skills mastery. Graduate Teaching Assistants (full-time assistantships, 20 hours/week each) will be utilized in the following courses:

1. HS2500 Nutrition and Human Health; NTR 3130 Nutrition and Lifecycles
2. NTR4440 Medical Nutrition Therapy I; NTR 4450 Medical Nutrition Therapy II
3. NTR2700 Introduction to Food Science; NTR2750 Introduction to Cooking and Culinary Science
4. NTR 2600 Nutrition Assessment; NTR1000 Careers in Nutrition

To support continuation of our large-capacity courses, such as NTR2500 Nutrition and Human Health, which seats between 80 and 150 students per section, we will continue to utilize student teaching assistants, upper-level undergraduate nutrition students who help faculty with administering tests, grading assignments, hosting study sessions, and facilitating in-class activities. This model is commonly used in introductory courses, allows efficient delivery of our entry-level curriculum, and provides leadership opportunities for our students.

2. Source of new resources

New resources will come from tuition dollars generated by students enrolled in the new program. See detailed description in section 3 below.

3. Budget and revenue from program

A complete pro forma budget for the B.S. in Nutrition program can be found in Appendix E.

Tuition revenue projections are based on 124 total required credits in the proposed plan of study and the suggested course sequencing across 4 years of study (freshman, sophomore, junior and senior) in the degree program. The number of credits times the number of students in each year (beginning with 20 new students in Year 1, 30 new students in year 2, 40 new students in years 4 and beyond) equals the tuition revenue for each year of the pro forma budget. The tuition revenue would reach a steady state in Year 6 of the program when all 4 "cohorts" had approximately 40 students.

The tuition revenue considers only students enrolled in the B.S. in Nutrition major, and does not include the additional students who choose to complete the 22-credit Nutrition Minor, adding significant tuition revenue to the University. We currently have nearly 100 students enrolled in the major, and expect to continue at similar or higher enrollment moving forward with the improved curriculum.

Expenses include salaries and operating expenses. Salaries include full-time tenure-track faculty, one special instructor, part-time faculty, and clerical technical support. Full-time faculty salary support begins in Year 2 and reflects the hire of one special instructor, two additional tenure track faculty in Year 3, and 1 tenure track in year 4 and another year 5. The part-time faculty budget reflects the current part-time faculty budget, expected to remain consistent. The budget for one clerical staff member and a laboratory manager are in the clerical-technical line, with one starting in Year 2. Graduate Assistants (full-time, 20 hours/week each) are budgeted for each year with two beginning in the first year, and four total in each subsequent year. We have included hourly student teaching assistants to provide support in our large-enrollment introductory courses.

Operating expenses include supplies and services, equipment, maintenance, travel, and library. Travel, excludes faculty travel, and is for administrative travel, travel to practicum sites and travel for recruitment. In Years 3 and 4, additional travel is expected for the program director to attend ACEND accreditation trainings. Accreditation costs have also been added starting in year 3. Operating expenses are outlines in the Table 8 below.

Table 8: Operating expenses (supplies and services)

	Year 1	Year 2	Year 3	Year 4	Year 5
Nutrient Assessment Lab Equipment	$500 (skin calipers, tape measures, scales, stadiometer, bioelectrical impedance scale)	$100 replenishment	$100 replenishment	$100 replenishment	$100 replenishment
Software	Nutritionist Pro – purchase for computer lab: $2100	Nutritionist Pro renewal - $1200 Nutrition Care Manual purchase - $2275	Nutritionist Pro renewal - $1200 Nutrition Care Manual renewal - $1755	Nutritionist Pro renewal - $1200 Nutrition Care Manual renewal - $1755	Nutritionist Pro renewal - $1200 Nutrition Care Manual renewal - $1755
Food and Culinary Science lab		$3320 for kitchen supplies (pots, pans, serving ware, utensils, etc.); $100 cleaning replenishing	$1000 supplies replenishing; $100 cleaning replenishing	$1000 supplies replenishing; $100 cleaning replenishing	$1000 supplies replenishing; $100 cleaning replenishing
Food costs (lab)		$3,600	$3,600	$4,800	$4,800
Kitchen facility rental		$16,800	$16,800	$22,400	$22,400
Travel	$900	$900	$900 $2000 for accreditation travel	$900 $2000 for accreditation travel	$900
Accreditation	N/A	N/A	$2700	$7130	$2325
Library	$7,692	$8,275	$8,903	$9,580	$10,307

4. Library Holdings

Please see letter from the library in Appendix D.

5. Classroom, Laboratory, and Space needs

Most of our courses are lecture-based and will take place in general purpose classrooms across campus. Current classrooms are adequate for most courses. Our NTR2600 Nutrient Assessment

course requires a laboratory setting, in which we will collaborate with the Wellness and Health Promotion program to use their existing lab space within the Human Health Building (HHB5054). Additional office and research space will be needed for new faculty.

6. Equipment needs

New equipment will be needed for Nutrition Assessment and Food Science courses.

Nutrition assessment laboratory: New supplies will be skin fold calipers, tape measures, scales, stadiometer, bioelectrical impedance scales. Equipment needed but already owned by SHS are a BodPod and Dexa Scan for assessing body composition. Total cost is estimated at $500 initially, with $100 allocation each year for replacement of equipment as needed.

Food and Culinary Science Courses: Start-up equipment for the Introduction to Food Science Cooking lab is based on utilizing current lab spaces, which currently have 4 cooking stations. If and when teaching kitchens are complete, additional equipment will need to be purchased to accommodate increased class sizes and diversity in cooking experiences.

Supplies for each cook station include: dishes (large and small plates, bowls), serving containers and serving utensils, flatware, glasses, measuring cups, measuring spoons, liquid measuring cups, meat/candy thermometer, cutting boards, knives (chefs knives, paring knives, serrated knives), pots and pans, baking dishes (casserole, cake pans), Dutch oven, stand mixer with beaters, hand mixer with beaters, food processor, mixing bowls, wooden spoons, metal and silicone spatulas, soap, sponges, towels, dish racks. A first aid kit and fire extinguisher will also be needed for the kitchen. Total cost is estimated at $3220 initially (Year 2), with $1000 allocation each year for replacement of equipment as needed. $100 annual estimate of consumable items such as soap, sponges, towels.

V. IMPLEMENTATION PLAN AND TIMELINE

The proposal for the B.S. in Nutrition will be reviewed by the required groups beginning in April 2018 (Department of Interdisciplinary Health Sciences, School of Health Sciences Committee on Instruction, School of Health Sciences Assembly, University Committee on Undergraduate Instruction, OU Senate, OU Board of Trustees, Michigan Association of State Universities), with full approval anticipated by August 2019.

Existing Oakland University students completing the B.S. in Health Science Nutrition concentration may enter the program in Fall 2020. Freshman and Sophomores could be on track to graduate in 4 years, as there is only 1 new course (NTR 1000 Careers in Nutrition) in the first year of the 4-year plan. Juniors and Seniors choosing to enter the Nutrition degree may increase their time to graduation. Figure 1 depicts the timeline across the 2020-2025 academic years to portray the first 5 years of the program and anticipated acceptance as an ACEND candidate program. Anticipated full accredited status is 2025 to allow for one-year as a candidacy program and 18 months to complete a self-study, application for accreditation, and site visits.

Figure 1. Timeline to depict the first 5 years of the program and anticipated approval for ACEND Accreditation Candidacy

2020-2021	2021- 2022	2022-2023	2023-2024	2024-2025
Accept new majors, matriculate existing sophomores *Special Instructor Search* *Clerical Technical Search* *New Courses* *Fall:* NTR 1000, NTR 2600 *Winter :* HS 3500,NTR 3000	*Faculty Searches:* Clinical Nutrition and Nutrition behavior & education expertise *New Courses:* *Fall:* NTR 2700, NTR 2750, NTR 4440 *Winter:* NTR 4450, NTR 4500	*Faculty search:* Population Nutrition expertise *New Courses:* Fall: NTR 4300, NTR 4200	*Faculty search:* Nutrition Assessment Expertise *Begin DTR candidacy application for accreditation through ACEND* *Increase sections (Fall and Winter):* NTR 4100, NTR 3120, NTR 3130	*Complete and Submit ACEND Candidacy Application* *Complete Self-Study and Prepare for Site Visit (Fall 2025)*

VI. PROGRAM DELIVERY METHOD

The Nutrition degree will be offered in person, though courses will be a mix of online and in-person courses. Certain classes including NTR 2600 Nutrition Assessment Methods, NTR2750 Introduction to Cooking and Culinary Science, NTR 4300 Food Service Management, and NTR 4200 Nutrition Counseling and Communication, need to be in person due to the nature of the course. Other courses may include online components as appropriate.

VII. ASSESSMENT OF STUDENT LEARNING

The assessment plan is located in Appendix F. Program assessment will occur using data from assignments in four courses to assess student learning in three areas of nutrition practice and ethics.

VIII. EXPECTED CAREER OPTIONS FOR GRADUATES

Graduates will be able to work in a variety of fields, including government (Centers for Disease Control and Prevention, Veterans Affairs), health insurance companies, the food service industry, grocery food companies, pharmaceuticals, wellness centers, and community and non-profit health organizations. Additionally, graduates from the nutrition major will have strong biological and social sciences background to be able to apply to graduate programs in nutritional sciences, dietetics, and public health as well as medical (MD, DO) or physician's assistant school.

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School of Health Sciences. (2018). (https://www.oakland.edu/shs/)

U.S. Department of Labor, Bureau of Labor Statistics. (April 12, 2018). Dietitians and nutritionists. Retrieved from https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm

IX. Appendices

A. Faculty CV

B. Proposed Courses

C. Current Courses

D. Letters of Support

E. Budget and Pro Forma

F. Program Assessment

Appendix A: Faculty CVs

Amanda Lynch, PhD, RD

Jennifer Lucarelli, PhD

Melissa Reznar, PhD, MPH

Rosemarie D'Angelo, PhD

Maureen Husek, MA, RD, DHCFA

Barbara Main, RD

Kelley Cox, MS, RD, LD, CSG, CFPP

Jeanne Stevenson, RD, CSSD, CDE

Akua (Kathy) Woolbright, PhD

Sarah Hojnacki, MS, RD

Amanda Lynch, Ph.D., R.D.
3103 Human Health Building
Oakland University
Rochester, MI 48309
1-248-364-8669
lynch3@oakland.edu

Current Position

Associate Professor, Health Sciences **2012-present**
Oakland University, Rochester, MI

Education

Cornell University **2011**
Ph.D., Nutritional Sciences
Dissertation: "Making it work:" The role of goals, strategies and self-monitoring in dietary change and weight management after gastric bypass surgery

Cornell University **2008**
M.S., Nutritional Sciences
Thesis: "Surgery is a tool, not a lobotomy:" How changes in perception of the body and awareness influence food and eating after gastric bypass surgery

Dietetic Internship **2001-2002**
Cornell University, Ithaca, NY

Pennsylvania State University **2001**
B.S., with High Distinction, Applied Nutrition

Work Experience

Adjunct Professor, Applied Nutrition, September 2011-May 2012
Canisius College, Buffalo, NY

Adjunct Professor, Health and Human Performance, August-December 2010
Canisius College, Buffalo, NY

Clinical Dietitian, June 2002- June 2004
Strong Memorial Hospital, Rochester, NY

Research Kitchen Staff, January-May 2001
Noll Laboratory, General Clinical Research Center, Penn State University

TEACHING

Classes Taught at Oakland University

Fall 2017
- HS 4100 (HS310) Nutrition and Lifecycles (43 students)
- HS 2000 (HS201) Health in Personal and Occupational Environments (101 students)

Summer 2017
- HS 201 Health in Personal and Occupational Environments (30 students)

Winter 2017
- HS 310 Nutrition and Lifecycles (49 students)
- HS 201 Health in Personal and Occupational Environments (97 students)

Fall 2016
- HS 310 Nutrition and Lifecycles (47 students)
- HS 201 Health in Personal and Occupational Environments (94 students)

Summer 2016
- HS 201 Health in Personal and Occupational Environments (16 students)

Winter 2016
- HS 460 Nutrient Metabolism (42 students)
- HS 201 Health in Personal and Occupational Environments (2 sections, 189 students)

Fall 2015
- HS 310 Nutrition and Lifecycles (97 students)
- HS 201 Health in Personal and Occupational Environments (129 students)

Summer 2015
- HS 201 Health in Personal and Occupational Environments (13 students)

Winter 2015
- HS 460 Nutrient Metabolism (30 students)
- HS 201 Health in Personal and Occupational Environments (2 sections, 284 students)

Fall 2014
- HS 310 Nutrition and Lifecycles (42 students)
- HS 201 Health in Personal and Occupational Environments (169 students)

Summer 2014
- HS 201 Health in Personal and Occupational Environments (39 students)

Winter 2014
- NH 450 Nutrient Metabolism (23 students)
- HS 201 Health in Personal and Occupational Environments (2 sections, 181 students)

Fall 2013
- HS 201 Health in Personal and Occupational Environments (2 sections, 275 students)

Summer 2013
- HS 201 Health in Personal and Occupational Environments (19 students)

Winter 2013
- NH 450 Nutrient Metabolism (14 students)
- HS 201 Health in Personal and Occupational Environments (130 students)

Fall 2012
- HS 201 Health in Personal and Occupational Environments (2 sections, 280 students)

Classes Taught at Canisius College

- NTR 510A Adult and Pediatric Obesity (Spring 2012, 4 students)
- NTR 603A Nutrition Seminar: Research and Professional Practice (Spring 2012, 8 students)
- NTR 512A Eating Disorders in Children and Adults (Fall 2011, 10 students)
- HHP 602A Cardiopulmonary Pathophysiology (Fall 2010, 23 students)

Teaching Awards

Nominations
2014 Teaching Award, Oakland University

SCHOLARSHIP

Publications, Manuscripts, and Presentations
*Represents worked completed at Oakland [§] Denotes student co-author

Peer-reviewed Publications

***Lynch, A.,** McGowan E.[§], Zalesin, K.C. (2018) "Take me through the history of your weight:" Using qualitative interviews to create personalized weight trajectories to understand the development of obesity in patients preparing for bariatric surgery. *Journal of the Academy of Nutrition and Dietetics. 118:*1644-1654.

***Lynch, A.,** Reznar, M.M., Zalesin, K.C., & Bohn, D.[§] (2018) "To keep myself on track:" The impact of dietary and weight monitoring behaviors on weight loss after bariatric surgery. *Bariatric Surgical Practice and Patient Care. 13(1): 44-52*

***Lynch, A.** (2016) "When the honeymoon is over, the real work begins:" Gastric bypass weight outcome trajectories and dietary change experiences. *Social Science and Medicine. 151: 241-249*

***Lynch, A** & Bisogni, C. (2014) Gastric bypass patients' goal-strategy-monitoring networks for long-term dietary management. *Appetite. 81:*138-51.

Lynch, A & Bisogni, C. (2012) Understanding self-monitoring and weight loss after gastric bypass surgery: An exploratory study. *Obesity Surgery. 22(12):*1818-26.

Sobal, J. Blake, C. Jastran, M., **Lynch, A.** Bisogni, C. & Devine, C. (2012) Eating maps: Places times, and people in eating episodes. *Ecology of Food and Nutrition. 51(3):*247-264.

Other Publications (Not Peer-reviewed)

Lynch, A. (2012, Winter) Eating disorders and bariatric surgery. *Weight Management Matters. 10(1),*1, 22-23.

Neighbors, L., & **Lynch, A.** (2007) Fat girls. In C. Mitchell & J. Reid-Walsh (Eds.), *Girl Culture: An Encyclopedia.* Westport: Greenwood Press.

Conference Presentations and Abstracts (Peer-reviewed)

Golaszewski, R. §, McIntosh, K. §, **Lynch, A.** (2018) *The transformation of appetite and satiety after bariatric surgery.* October 21, 2018. Poster presentation, Academy of Nutrition and Dietetics Annual Food and Nutrition Conference and Exposition, Washington, DC.

Lupher,V. §, **Lynch, A.** (2018) *Understanding bariatric surgery decisions: Gastric bypass vs sleeve gastrectomy procedures.* October 22, 2018. Poster presentation, Academy of Nutrition and Dietetics Annual Food and Nutrition Conference and Exposition, Washington, DC.

***Lynch, A.,** Zalesin, KC. *Locus of control and weight loss after bariatric surgery for obesity.* Submitted to the Society of Behavioral Medicine 39th Annual Meeting and Scientific Session, April 11-14, 2018.

*Schobert, R. §, **Lynch, A.** *Exploring the dietary strategies, influences, and rationales used by patients preparing for obesity surgery.* April 13, 2018, Poster Presentation. Society of Behavioral Medicine 39th Annual Meeting and Scientific Session, April 11-14, 2018.

***Lynch, A.,** Handu, D., Isom, K., Crowley, N. (2017) *Elevate your bariatric nutrition practice: Bring your 'A' game.* October 22, 2017. Educational Session. Academy of Nutrition and Dietetics Annual Food and Nutrition Conference and Exposition, Chicago, IL.

***Lynch, A.**, Reznar, MM., Zalesin, KC. (2016) *The use of dietary and weight monitoring behaviors among bariatric surgery patients: A twelve-month follow-up study examining relationships with weight loss.* October 18, 2106. Poster presentation, Academy of Nutrition and Dietetics Annual Food and Nutrition Conference and Exposition, Boston, MA.

***Lynch, A.**, McGowan E. §, Zalesin, KC., Powell, A.§ (2015) *Explaining weight histories: Creating and using timelines in qualitative research as data analysis method and interview technique.* June 8, 2015, Poster presentation, International Society for Behavioral Nutrition and Physical Activity Annual Conference, Edinburgh, Scotland.

***Lynch, A.**, Powell, A. §, Zalesin, KC., McGowan E§. (2015) *Preparing, training, and practicing: Motivations and influences on dietary behavior change among patients preparing for bariatric surgery.* June 7, 2015, Poster presentation, International Society for Behavioral Nutrition and Physical Activity Annual Conference, Edinburgh, Scotland.

Lynch, A. (2012) *"I've got to know which way I'm going:" Post-gastric bypass patients' experiences with weight monitoring.* May 25, 2012, Symposia presentation, "To weigh or not to weigh: An exploration of body weight monitoring and its relationship to body image and weight management within various populations." International Society for Behavioral Nutrition and Physical Activity Annual Conference, Austin, TX.

Lynch, A. (2007) *Managing food and eating after gastric bypass surgery: Patients' perspectives.* September 30, 2007, Poster presentation, American Dietetic Association's annual Food and Nutrition Conference and Exposition, Philadelphia, PA.

Lynch, A. (2002) *Mothers' perceptions of serving sizes and assessment of current dietary recommendations for fruits and vegetables.* May 10, 2002, Poster presentation, New York State Dietetic Association Annual Meeting, Saratoga Springs, NY.

Seminar Presentations and Invited Talks (Not Peer-reviewed)

***Lynch, A.,** Zalesin, KC. (2014) *An exploratory study of short-term changes in weight, health, and monitoring behaviors in bariatric surgery patients.* October 31, 2014. OU-Beaumont Research Symposium, *Oakland University.*

Lynch, A. (2009, 2010) *Where am I going, and how do I get there? A story of a dissertation.* August 14, 2009 & August 17, 2010, Cornell Dietetic Internship panel on the uses of theory in research, *Cornell University.*

Lynch, A. (2010) *"I thought I did this surgery not to eat and all I think about is food:" Gastric bypass surgery patients' strategies for managing health, weight, negative reactions and food enjoyment.* April 19, 2010, Community Nutrition Seminar, *Cornell University.*

Lynch, A. (2007) *"Surgery is a tool, not a lobotomy:" How changes in awareness and body influence food and eating after gastric bypass surgery.* September 17, 2007, Community Nutrition Seminar, *Cornell University.*

Lynch, A. (2007) *Eating for energy.* January 23, 2007, Naval ROTC, *University of Rochester.*

Lynch, A. (2006) *Dietary changes after gastric bypass surgery.* April 17, 2006, Community Nutrition Seminar, *Cornell University.*

Grants and Awards

Grants/Awards Received

*Prevention Research Center Research Award, 2014 $5,000
Examining dietary and weight changes after bariatric surgery: A follow-up study
School of Health Sciences, Oakland University
Role: Principal Investigator

*Oakland University-Beaumont Hospital Multidisciplinary Research Award, 2012-2013 $20,012
Examining dietary and weight changes after bariatric surgery: A pilot study
Role: Co-investigator

Division of Nutritional Sciences Small Grant, Cornell University, 2006 $3,000
The experience of gastric bypass: Processes of change and perceptions of outcomes
Role: Principal Investigator

Grants/Awards Unfunded

*Sugar Association/Research Dietitians Dietetic Practice Group Pilot Grant Award, 2017 $9,930
A qualitative investigation of weight management strategies in non-obese adults
Role: Principal Investigator

Other Funding Sources

*Oakland University Summer Student Campus Corp, April-August 2014
17 week support for a full time research assistant

Other Research Activities

**Examination of habitual sleep trajectories across the first two years of college: Relation to weight gain risk behaviors and outcomes*
National Institutes of Health 1R15HL130955-01A1, 8/15/16-7/31/19 $426,251
Principal Investigator: Andrea T. Kozak, Ph.D.
Role: Consultant

**Vitamin D supplementation and bone turnover in NCAA D1 collegiate basketball players: A pilot study.*
University Research Committee Faculty Research Fellowship, 2017 (Funded)
Principal Investigator: Tamara Hew-Butler, MD, PhD
Role: Consultant

Health and Performance Institute (HAPI)-for a Happier yOU
Oakland University's Institute Award Fund, 2016 (Unfunded)
Lead Investigator: Tamara Hew-Butler, MD, PhD
Role: Consultant

The social cost of reducing a New York state nutrition education program.
USDA/Hatch 10/1/11-1/31/13 $23,000
Investigators: Jamie Dollahite, PhD, RD and Katherine Dickin, PhD
Role: Qualitative data analyst (2012-2013)

Graduate Research Assistant, May-August 2005
Cornell University
Supervisor: Jeffrey Sobal, PhD

SERVICE

Oakland University

Oakland University Institutional Review Board, 2018
Full Board Member

University Senate General Education Committee, 2016-present
Committee Member
Committee Chair: Lori Ostergaard

OU Pre-Health Council, 2015-present
Committee Member
Council Chair: Carmen Gamlin

School of Health Sciences Dean Search Committee, 2015-2016
Committee Member
Committee Chair: Robert Folberg

Honors College Thesis Reviewer, 2016

Medical School Capstone Mini-Manuscript Reviewer, 2016

American Heart Association Twitter Chat for National Healthy Eating Day, 2015
Member, Expert Panel for Southeast Michigan

Uncomfortable Conversations Series, "Fifty Shades of Diversity in Pubic Health," February 19, 2015
Presenter, "Diversity in Health"
Organizer: Raquel Wills, Zeta Sigma Chi president

Dissertation and Thesis Selection Committee, 2014

Committee Member/Reviewer

School of Health Sciences

HS 2000/HS 201 Course Coordinator, 2013-present

Nutrition Program Planning Committee, 2018
Committee Chair

Human Health Day Volunteer, 2017
Interdisciplinary Health Sciences Representative

School of Health Sciences Faculty Research Award Committee, 2014-2017
Committee Chair, 2014-2017

School of Health Sciences Faculty Search Committee, 2016
Committee Chair: Jennifer Lucarelli

Faculty Marshall, School of Health Sciences Graduation, Winter 2013, 2015, 2016
Graduation Chair: Flora Dallo

Nursing and Health Sciences Camp, July 29-31 2013
Presenter for Nutrition

School of Health Sciences Advising Search Committee, 2013
Committee Chair: Michelle Southward

Masters in Public Health Formation Committee, 2013
Committee Chair: Patricia Wren

Professional Service

Bariatric Surgery Evidence Analysis Library Project, 2014-2017
Academy of Nutrition and Dietetics
Workgroup Member

Weight Management Dietetics Practice Group Newsletter, 2014-present
Academy of Nutrition and Dietetics
Editing Team Member

Ad Hoc Reviewer
Appetite 2017, 2018
Preventing Chronic Disease 2014, 2016

Student Mentoring Experience

Honors College Mentor, 2014-2016
Student: Kramer Kamp
Thesis: A cross-cultural comparison of food entrees available to college students between a Spanish and an American University

Medical School Capstone Mentor, 2012-2016
Student: Stephanie Langer
Capstone: Following physical activity and weight loss 6 months post-bariatric surgery

Student Organization Advisor

American Red Cross, 2013-present
Foundation for International Medical Relief of Children, 2016-present

Non-Oakland University Service

St. Mary's Catholic Church Volunteer, 2015-present
Into the Fire, prepare bag lunches for the homeless
Warming Center, overnight monitor and check-in volunteer
Garden Club, co-chair, oversee maintenance of church gardens

Memberships

Academy of Nutrition and Dietetics, 1996-present
Weight Management Practice Group
Research Dietitians Practice Group
Michigan State Affiliate

The Obesity Society, 2013-2016

International Society for Behavioral Nutrition and Physical Activity, 2015-2016

Certifications

Registered Dietitian 2002-present
Commission on Dietetics Registration, #916230

Jennifer F. (Mosack) Lucarelli, PhD

Curriculum Vita

CONTACT INFORMATION

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Health Sciences
School of Health Sciences
Oakland University
Rochester, MI 48309-4482
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lucarell@oakland.edu

ACADEMIC EXPERIENCE

Doctor of Philosophy in Human Nutrition, 2010
Michigan State University, East Lansing, MI
Dissertation: *Examination of the Facilitators, Barriers, and Relationships Between School Nutrition Policies, School Nutrition Environments, and Student Dietary Intakes in Low-Income Michigan Middle Schools*
Advisor: Dr. Katherine Alaimo

Master of Arts in Physical Education, Exercise Science Concentration, 2008
Central Michigan University, Mt. Pleasant, MI
Thesis: *Incidence of Multiple Cardiovascular Disease Risk Factors in Mid-Michigan Adolescents*
Advisor: Dr. William Saltarelli

Bachelor of Arts with Honors in Psychology, 2004
Central Michigan University, Mt. Pleasant, MI
Honors Project: *Long Term Effects of Dopamine Denervation on Neuropeptide Y and Glucocorticoid Expression in Rat Striatum*

PROFESSIONAL EXPERIENCE

Associate Professor of Health Sciences, August 2015 – present
School of Health Sciences, Oakland University, Rochester, MI

Assistant Professor of Health Sciences, August 2009 - 2015
School of Health Sciences, Oakland University, Rochester, MI

PROFESSIONAL AFFILIATIONS

American Public Health Association
Society for Nutrition Education

AWARDS/SCHOLARSHIPS/RECOGNITIONS/CERTIFICATIONS/TRAININGS

1. Oakland University 2016 Research Award – School of Health Sciences Annual Faculty Recognition Lunch.

2. Innovations in Health Care Award on behalf of the Healthy Pontiac, We Can! coalition, National Kidney Foundation of Michigan, May 2014.

3. Students Reinventing Michigan, Third Place Mentor Award, May 2014

4. Participant, Diversity, Equity and Inclusion Conference - Leveraging Diversity: Affirming and Empowering the Educational Community, Oakland University, April 1, 2014.

5. Training, Coordinated Approach To Child Health CATCH Kids Club physical activity program, March 8, 2013.

6. Nominee, Governor's Service Awards, Outstanding Service Organization category (Oakland University, for our work with the Baldwin Center), July 2012.

7. Academic Service Learning Faculty Fellow, 2011/2012.

8. Nominee, Teaching Excellence Award, Senate Teaching and Learning Committee, Oakland University, Academic Years: 2010/11, 2011/12, 2012/13, and 2013/14.

9. Participant, Putting the "Learning" into Service-Learning in the First-Year Experience, Office of Academic Service Learning, Oakland University, December 8, 2010

10. Participant, Effective Grading and Assessment: Strategies to Enhance Student Learning, Senate Committee on Assessment and Teaching and Learning, Oakland University, February 5, 2010

11. Participant, Moodle Online Faculty Training, e-Learning & Instructional Support, Oakland University January – February 2010

12. John Harvey Kellogg Endowed Fellowship, Summer 2006, Spring 2007, Fall 2007 – Spring 2009

13. Honorable Mention, School Health Education and Services Student Abstract Award, American Public Health Association, November 2009

14. Scholarship Recipient, Society for Nutrition Education Foundation Student Scholarship, July 2007

15. Participant, Responsible Conduct of Research Workshop Series, The Graduate School, Michigan State University, East Lansing, MI, 2006-2007

16. Participant, Measuring Nutrition Environments in Communities, American Public Health Association, Continuing Education Institute, November 5, 2006

17. Participant, Community-Based Participatory Research, American Public Health Association, Continuing Education Institute, December 10-11, 2005

GRANTS AND CONTRACTS FUNDED

1. Centers for Disease Control and Prevention CDC-RFA-DP14-1419PPHF14, PPHF 2014: Racial and Ethnic Approaches to Community Health. Healthy Pontiac, We Can! Eliminating health disparities in a low-income minority community. September 2014-September 2017, Award Amount $1,952,244. Role: Principal Investigator.

2. Michigan Department of Community Health SNAP Education Grant, Award Amount $49,958 to Oakland County Health Division, Oakland University in-kind contribution for match requirements. Role: Program planning and evaluation.

3. Michigan Department of Community Health 4x4 Wellness Grant FY2014/2015 Award Amount $73,540 to Oakland County Health Division, Oakland University subcontract $4,538. Role: Program planning and evaluation.

4. Michigan Department of Community Health Building Healthy Communities FY2014/2015 Award Amount $55,781 to Oakland County Health Division, Oakland University subcontract $5,585. Role: Program planning and evaluation.

5. Prevention Research Center, Oakland University. Expert review of assessment tool for school health climate to establish face and content validity. Award Amount $5,000. September 2014-May 2016. Role: Principal Investigator.

6. National REACH Coalition Community Transformations Grant Program (a Centers for Disease Control and Prevention program), FY2013/2014 Award Amount: $64, 285 to Oakland County Health Division. Role: Program planning and evaluation.

7. Michigan Department of Community Health 4X4 Wellness Grant. (FY2013/2014 Award Amount: $109,000 to Oakland County Health Division, Oakland University sub-contract $6,900. Role: Program planning and evaluation.

8. Michigan Department of Community Health SNAP Education Grant FY2013/2014 Award Amount: $50,073, Oakland University in-kind contribution for match requirements. Role: Program planning and evaluation.

9. Prevention Research Center, Oakland University. Changes in physical therapy students' self-efficacy for health promotion counseling skills following instruction in motivational interviewing techniques. June 2012-August 2014 Award Amount: $1680. Role: Co-investigator (Principal Investigator: Dr. Beth Black).

10. Michigan Department of Community Health 4X4 Wellness Grant. FY 2012/2013 Award Amount $105,063 to Oakland County Health Division, Oakland University subcontract $7,354. Role: Program planning and evaluation.

11. Michigan Department of Community Health SNAP Education Grant FY2012/2013 Award Amount: $26,916 to Oakland County Health Division, Oakland University in-kind contribution for match requirement. Role: Program planning and evaluation.

12. "Baldwin Stars Fit for Life" program evaluation. Prevention Research Center, Oakland University, December 2011-August 2012. Award Amount $5,000. Role: Co-Principal Investigator (Co-Principal Investigator: Dr. Tanis Hastmann).

13. Utilizing Factor Analysis to Develop a Theoretical Model of "School Health Culture", University Research Committee. Summer 2012. Award Amount, $9500. Role: Principal Investigator.

14. Michigan Department of Community Health SNAP Education Grant FY2011/2012 Award Amount: $15,279 to Oakland County Health Division, Oakland University in-kind contribution for match requirement. Role: Program planning and evaluation.

15. Michigan Department of Community Health Building Healthy Communities. FY2011/2012 Award Amount: $9,000 to Oakland County Health Division. Role: Coalition development.

16. School Nutrition Pilot Study. Prevention Research Center, Oakland University, June 2011 – August 2012. Award Amount: $5,000 Role: Principal Investigator

17. "Drum Majors" Needs Assessment: A Child Obesity Prevention Initiative in the Faith-Based Communities of Detroit. $7100, School of Health Sciences/School of Nursing Collaboration Award, Provost Research Award, Dr. Jackson, February 2011 – May 2013. Role: Principal Investigator

18. A pilot study of the health needs of Michigan school districts. $5,000 Prevention Research Center, Oakland University, November 2009- May 2011. Role: Principal Investigator

19. Michigan Department of Community Health, Building Healthy Communities. FY2010/2011 Award Amount $15,000 to Oakland County Health Division. Role: Coalition development.

GRANTS AND CONTRACTS SUBMITTED (UNFUNDED)

1. Robert Wood Johnson Foundation Healthy Eating Research Program. Special solicitation in two childhood obesity prevention areas: Healthy food retail and early care and education. Submitted January 7, 2015. Application amount $33,297.

2. Centers for Disease Control and Prevention CDC-RFA-DP14-1417: Partnerships to Improve Community Health (PICH). $1,061,493 Submitted by Oakland County Health Division on behalf of Healthy Pontiac, We Can! on July 21, 2014.

3. Cornell Center for Behavioral Economics in Child Nutrition Programs Small Grants Programs. The impact of increased variety of and access to fruits and vegetables on student dietary intake. $40,000. Submitted January 22, 2014

4. CDC Public Prevention Health Fund: Community Transformation Grant Small Communities Program. CDC RFA-DP12-1216PPHF12. Community Partnerships Working for a Healthier Pontiac. $180,000 Submitted by Oakland County Health Division on behalf of Healthy Pontiac, We Can! FY2012/2013

5. Robert Wood Johnson Foundation Health Eating Research Round 7. Development and Pilot Testing of a School Health Climate Survey. $107,156. Submitted August 9, 2012.

6. Johns Hopkins Global Center on Childhood Obesity – Research Grants for Rapid Response Studies – 2012 2nd Round RFA. School Health Climate and Student Behaviors – A Systems Research Approach in Schools. $30,000. Submitted July 22, 2012.

7. WK Kellogg Foundation. Breakfast First! Enhancing School Meal Programs. $168,000. Submitted May 26, 2011.

8. Reducing Chronic Disease Risk Factors and Promoting Health among Underserved Populations using Community-Based Participatory Research Methods. $510,000, Submitted August 2011.

9. Robert Wood Johnson Foundation Healthy Eating Research Round 6 grants. Breakfast First! Evaluating the Impact of Enhanced School Breakfast Programs. $166,146 Submitted March 2011.

10. Oakland University - Beaumont Multidisciplinary Research Award. Coordinated school health teams – Creating and leading wellness initiatives one school at a time. $15,000 Submitted December 2010.

11. General Mills Foundation. Champions for Healthy Kids. $10,000 Submitted December 2010.

12. Oakland University Research Committee. Assessment of Michigan school breakfast programs. $9,000 Submitted October 2010

13. Meemic Foundation. Service-learning at Oakland University. $2,500 Submitted August 2010.

14. Meemic Foundation. School breakfast evaluation. $2,500 Submitted August 2010.

15. Robert Wood Johnson Foundation Healthy Eating Research 2010 Rapid Response Grants Food navigators – Promoting healthy school breakfast. $96,700 Submitted July 2009.

OTHER CURRICULAR/RESEARCH SPONSORED ACTIVITIES

Program and Community Initiatives Funded

1. U.S. Soccer Foundation Soccer for Success Program grant, January 2017 – June 2018, $14,000. *(Request for an additional $16,000 in matching funds from St. Joseph Mercy Oakland Hospital currently under review- January 2017)*

2. St. Joseph Mercy Oakland Hospital, Parks and Recreation Master Plan Development, December 2016 – December 2017, $15,000.

3. Oakland University Summer Student Campus Corps, Healthy Pontiac, We Can! intern, Summer 2016, $6,800.

4. U.S. Soccer Foundation Programming Grant, Pop Up Soccer program, Summer 2015, $8,500.

5. Oakland University Summer Student Campus Corps, Pop Up Soccer program intern, Summer 2015, $6,800.

6. Independently raised $7,000 from local businesses to pilot test Pop Up Soccer program in collaboration with Oakland Livingston Human Service Agency's Meet Up & Eat Up program. Summer 2015.

Teaching Grants Funded

1. Online Course Development Award for NH301 Nutrition and Human Health course. Office of e-Learning and Instructional Support, March 2013 for Summer 2013 course. $3,000.

2. Incentives for High Impact Practices and Learner-Centered Teaching Initiative. Course revision for NH301 and HS201 courses ($1,680/course). May 22, 2012.

Student Grant Proposals (funded)

1. Body, Katherine. From My Eyes: Living Through Food Insecurity in Pontiac, Michigan. April 2016. Provost Graduate Student Research Award, $1,500.

2. Findakly, Saif. Estimating the Prevalence of Eating Disorders and Body Image Disorders Among College Students. April 2014. Provost Graduate Student Research Award, $2,000; University Research Committee Student Research Award, $500.

3. DeWitte, James. A Qualitative Study of Disordered Eating and Body Image in College Athletes. April 2014. Provost Graduate Student Research Award, $2,000; University Research Committee Student Research Award, $500.

4. Gellish, Arielle. Super Foods Taste and Try Challenge. May 2012 Oakland University Provost Undergraduate Research Award, $2,000.

5. Pomaranski, Jessica. Comparison of Physical Education Practices and Written Wellness Policies. December 2010 Oakland University Provost Undergraduate Research Award, $2,000

6. Lauhoff, Andrea. Comparison of Administrator Reported Physical Activity Practices with Written Wellness Policies. December 2010 Oakland University Provost Undergraduate Research Award, $2,000

7. Adams, Kate. Comparison of School Nutrition Practices with Wellness Policies. December 2010 Oakland University Provost Undergraduate Research Award, $2,000

PEER-REVIEWED PUBLICATIONS

1. Pare E, Body K, Gilstorf S, and **Lucarelli J**. "Because it is easy": The influence of the social environment on Hispanic/Latino food and physical activity decision making. *Under Review, Qualitative Health Research.*

2. Black B, **Lucarelli J**, Ingman M, and Briskey C. Changes in Physical Therapist Students' Self-Efficacy for Physical Activity Counseling Following a Motivational Interviewing Learning Module. *Journal of Physical Therapy Education,* 2016; 30(3):28-32.

3. Alaimo K, Oleksyk S, Golzynski D, Drzal N, **Lucarelli J**, Reznar M, Wen Y, Yoder K. The Michigan Healthy School Action Tools generate improvements in school nutrition policies and practices, and student dietary intake. *Health Promotion Practice.* 2015 May;16(3):401-10. *DOI: 10.1177/1524839915573923.*

4. **Lucarelli JF**, Alaimo K, Belansky ES, Mang E, Miles R, Kelleher DK, Bailey D, Drzal NB, Liu H. Little association between written wellness policies and school-reported nutrition policies and practices. *Health Promotion Practice*, 2015 Mar;16(2):193-201. doi: 10.1177/1524839914550245.

5. **Lucarelli JF,** Alaimo K, Mang E, Martin C, Miles R, Bailey D, Kelleher DK, Drzal NB, Liu H . Facilitators to Promoting Health in Schools: Is School Health Climate the Key? *Journal of School Health*, 2014; 84:133-140.

6. Alaimo K, Oleksyk S, Drzal, Golzynski DL, **Lucarelli JF,** Wen Y, and Velie EM. Effects of changes in lunch-time competitive foods, nutrition practices and nutrition policies on low-income middle-school children's diets. *Childhood Obesity*, 2013:9(6).

7. Alaimo K, Bassett EM, Wilkerson R, Petersmarck K, **Mosack J**, Mendez D, et al. (2008). The Promoting Active Communities program: improvement of Michigan's self-assessment tool. *J Phys Act Health, 5*(1), 4-18.

MANUSCRIPTS IN PREPARATION

1. Pare E, Gilstorf S, Body K, and **Lucarelli J.** The CARES Framework: Adopting a Community-Based Participatory Approach in Program Evaluation. *Role: conceptualization and development of research, review of analysis, assisted with manuscript editing.*

2. **Lucarelli J**, Alaimo K, Oleksyk SC, Drzal, Golzynski DL, Petersmarck K, Krabill Yoder K. Challenges and benefits of implementing the Michigan Healthy School Action Tools self-assessment and action planning process in low-income middle schools. *Role: participated fully in grant writing, project development, implementation, data collection, lead in data analysis, primary writer and editor for manuscript. To be submitted to Preventing Chronic Disease.*

3. **Lucarelli** J and T Hastmann. Effects of an after-school obesity prevention program on low-income, minority children. *Role: participated fully in project design, implementation, evaluation, data analysis, and manuscript writing and editing. To be submitted to Child Obesity.*

4. **Lucarelli J** and EA Gellish. Yoga in youth: benefits of a 6-week yoga program in low-income urban youth. *Role: PI, participated fully in project design, conducting interviews, data analysis, manuscript writing and editing. To be submitted to Academic Pediatrics.*

NON-PEER REVIEWED PUBLICATIONS

1. **Lucarelli J.** Super Baby Food: Your Complete Guide to What, When, and How to Feed Your Baby and Toddler, 3rd ed [New Resources for Nutrition Educators]. J Nutr Educ Behav. 2014;46:456.e1.

2. **Lucarelli J,** Drogowski J. The Great Plate Game [New Resources for Nutrition Educators]. J Nutr Educ Behav. 2014;46:153.e5.

3. **Lucarelli J.** Eat Less! The Upside of Downsizing Portions. [New Resources for Nutrition Educators]. Journal of Nutrition Education and Behavior, 2012; 44:e1.

4. Michigan Nutrition Standards – Michigan Department of Education Recommendations for all Foods and Beverages Available in Michigan Schools. Approved by the State Board of Education October 12, 2010. Contributor.

5. **Mosack, J.** (2010). Examination of the Facilitators, Barriers, and Relationships Among School Nutrition Policies, School Nutrition Environments and Practices, and Student Dietary Intakes in Low-Income Michigan Middle Schools. Dissertation, Michigan State University.

6. SNE Advisory Council on Public Policy Child Nutrition Reauthorization Subcommittee. State of Nutrition Education & Promotion for Children and Adolescents (2009) Report, Society for Nutrition Education. Contributing Author.

7. Alaimo K, Bassett E, Wilkerson R, Smiley M, Warbach J, Hines A, Guzman L, Krupp C, **Mosack J**, and Petersmarck K. *Design Guidelines For Active Michigan Communities: Imagining, Creating, and Improving Communities for Physical Activity, Active Living, and Recreation*. Lansing, MI: Michigan Department of Community Health. 98 pages. May 2006.

8. **Mosack J**, Saltarelli B, Visich P, Haight S, and Walter T. (2008) Incidence of Multiple Cardiovascular Disease Risk Factors in Mid-Michigan Adolescents. Master's Thesis, Central Michigan University.

PEER-REVIEWED PRESENTATIONS

1. Forest A, **Lucarelli J**, and Wiltfang K. A Participatory Approach to Engaging Community Members in Non-Motorized Transportation Policy Planning. Oral presentation at the American Public Health Association Conference, November 2, 2016, Denver CO.

2. Body K, Pare E, Gilstorf S, and **Lucarelli J**. "Here is where I gain weight.": Influence of environmental factors and context in Hispanic-Latino Food and Physical Activity Culture. Poster Presentation at the American Public Health Association conference, October 30, 2016, Denver CO.

3. Hastmann T and **Lucarelli J**. Effects of an after-school obesity prevention program on low-income, minority children. Poster to be presented at the American Public Health Association. November 15-19, 2014. New Orleans, LA.

4. Black B, and **Lucarelli J**. Multimodal Instructional design to Support the Development of Health Coaching Skills and Self-Efficacy in Physical Therapy Students. Oral presentation at the Eighth Annual Conference on Teaching and Learning. May 14-15, 2014. Oakland University, Rochester, MI.

5. **Lucarelli J**, Hastmann T, Gellish AE. Effects of an enhanced physical activity curriculum on students in a low-income after-school program. Oral presentation at the Michigan Academy of Science Arts and Letters Conference, March 22, 2013 Holland, MI.

6. Gellish EA, Cutler C, **Lucarelli J**. Yoga in youth: benefits of a 6-week yoga program in low-income urban youth. Oral presentation at the Michigan Academy of Science Arts and Letters Conference, March 22, 2013, Holland, MI.

7. Alaimo K, Carney Oleksyk S, Drzal N, Golzynski D, **Lucarelli J,** Wen Y, Sobczak H, Reznar M, Petersmarck K, Velie E. Effects of changes in lunch-time school meals, competitive foods, nutrition practices and nutrition policies on low-income middle-school children's total diet: Results from the Michigan School Nutrition Advances Kids (SNAK) Study. Oral presentation at the Robert Wood Johnson Foundation Healthy Eating Research Program Annual Grantees Conference, March 13-15, 2013, New Orleans, LA.

8. **Lucarelli J**, Alaimo K, Carney Oleksyk S, Drzal D, Golzynski D, Petersmarck K, Martin C, Mang E. The Michigan Healthy School Action Tools (HSAT): Benefits, Barriers, and Improvements in School Nutrition Policies and Practices. Poster presentation at the Robert Wood

Johnson Foundation Healthy Eating Research Program Annual Grantees Conference, March 13-15, 2013, New Orleans, LA.

9. Augustyniak RA, Rodenbaugh DW, Bee MT, Hartrick CT, Kitchens MS, Schanzer B, Reygaert, WC, Rozek RJ, **Lucarelli JF,** Sabina RL. Development of an Undergraduate Pre-Medical Student Course Using Team-Based Learning to Integrate Basic Sciences. Submitted to Team Based Learning Collaborative. March 2011, Las Vegas, NV.

10. **Mosack J**, Kelleher D, Mang E, Belansky E, Bailey D, Miles R, Carney S, Drzal N, Golzynski D, Alaimo K. Quality and Enforcement of Local School Wellness Policies – Reasons for Concern. Oral Presentation at the American Public Health Association Conference, November 10, 2009, Philadelphia, PA.

11. Society for Nutrition Education Advisory Council for Public Policy Child Nutrition Reauthorization Subcommittee, Child Nutrition Reauthorization 2009, July 19, 2009. Committee Member

12. **Mosack J,** Alaimo K, Bassett R, Wilkerson R, Panken S, Petersmarck K, Mendez D, Coutts C, Grost L, and Stegmier L. Expansion and Evaluation of Michigan's Promoting Active Communities. Poster Presentation, Graduate Academic Conference, Michigan State University, March 20, 2009, East Lansing, MI.

13. Miles R, Alaimo K, Drzal N, Carney S, Golzynski D, and **Mosack J**. *Healthy Eating and Physical Activity Environments, Policies and Programs among Michigan Schools: The Healthy Schools Study.* Poster presentation at the American Public Health Association Annual Meeting, October 27, 2008, San Diego, CA.

14. Alaimo K, Miles R, **Mosack J,** Drzal N, Carney S, Golzynski D, Bailey D, and Kelleher D. *School food offerings and 7th-grade student dietary consumption in low-income Michigan middle schools.* Oral presentation at the American Public Health Association Annual Meeting, October 28, 2008, San Diego, CA.

15. **Lucarelli J**, Alaimo K, Miles R, Drzal N, Carney S, Golzynski D, Bailey D, and Kelleher D. *Association between school nutrition policies and food and beverages offerings in low-income Michigan middle schools.* Oral presentation at the American Public Health Association Annual Meeting, October 27, 2008, San Diego, CA.

16. Alaimo K, Wilkerson R, **Mosack J**, Bassett R, Petersmarck K, Grost L, Mendez D, and Panken S. Michigan's Promoting Active Communities program: Building local capacity for physical activity environments through self-assessment. Oral presentation at the American Public Health Association Annual Meeting, November 5, 2007, Washington, D.C.

17. Alaimo K, Bassett EM, Karen Petersmarck K, Wilkerson R, Mendez D, Mosack J, Coutts C, L Stegmier L. Promoting Active Community Environments: Development of Michigan's Self-Assessment Tool. Poster presentation, Robert Wood Johnson Active Living By Design Annual Conference, February 17, 2006 San Diego, CA

18. Alaimo K, Basset E, Petersmarck K, Wilkerson R, Mendez M, **Mosack J.** *Active Living Promotion and Surveillance in Michigan: Promoting Active Communities Award.* Presented at the International Congress on Physical Activity and Public Health, Atlanta, April 18, 2006.

19. **Mosack J.** Going Beyond Individual Behavior: Promoting Active Community Environments. Oral presentation at the Michigan American College of Sports Medicine Annual Meeting, February 10, 2006, Gaylord, MI.

20. Mosack J, Saltarelli W, and Visich P. Cardiovascular Disease Risk Factors in Mid-Michigan Children (CHIP 2004 Results). Poster presentation at the Student Research and Creative Endeavors Exhibition, April 20, 2005, Mt. Pleasant, MI.

21. **Mosack J**, Saltarelli W, and Visich P. Prevalence of Cardiovascular Disease Risk Factors in Mid-Michigan Adolescents. Oral presentation at the Michigan American College of Sports Medicine Annual Meeting, February, 2004, Gaylord, MI.

22. **Mosack J**, Clay D, Demny S, and Wessell R. Long Term Effects of Dopamine Denervation on NPY and Glucocorticoid Expression in Rat Striatum. Poster presentation at the Student Research and Creative Endeavors Exhibition, April 14, 2004, Mt. Pleasant, MI.

23. Miller A, and **Mosack J.** The Potential Therapeutic Effects of Behavioral Intervention on Operantly Conditioned Motor Task in 6-OHDA Rats. Poster presentation at the Student Research and Creative Endeavors Exhibition, April 23, 2003, Mt. Pleasant, MI.

NON-PEER REVIEWED PRESENTATIONS

1. Eating Disorders Awareness workshop. Center for Excellence in Teaching and Learning, February 28th, 2013, Oakland University, Rochester, MI.

2. Lucarelli, Jennifer. Oncology Nutrition. Oncology Rehabilitation Symposium, August 25th, 2012, Oakland University, Rochester, MI.

TEACHING AND INSTRUCTION

Oakland Instruction Record

Course	CRN(s)	Credits	# of students	Total students/ course
Fall 2009				
HS201: Health in Personal and Occupational Environments	41537	4	96	96

HS201: Health in Personal and Occupational Environments (co-taught)	42114	4	98	98
Winter 2010				
EXS540: Nutrition, Weight Management and Exercise	10617	2	34	34
WHP350: Health Program Implementation	14217	4	24	24
Summer 2010				
WHP350: Health Program Implementation	31560	4	16	16
HS490/BIO491 (co-taught): Integrated Biomedical Sciences using Team-Based Learning	32806	4	8	8
Fall 2010				
HS201: Health in Personal and Occupational Environments	41537	4	97	97
NH311: Contemporary Topics in Nutrition	46249	2	28	28
WHP350: Health Program Implementation	45898	4	22	22
Winter 2011				
WHP350: Health Program Implementation	14725	4	17	17
EXS540: Nutrition, Weight Management and Exercise	14700	2	22	22
Summer 2010				
WHP350: Health Program Implementation	31455	4	11	11
Fall 2011				
HS201: Health in Personal and Occupational Environments	40848	4	92	92
HS311/NH311: Contemporary Topics in Nutrition	43215 43213	2	7 14	21
WHP350: Health Program Implementation	42875	4	20	20
Winter 2012				
HS301/NH301/AHS301: Human Nutrition and Health	11153 11594 11947	4	50 34 5	89
HS301/NH301/AHS301: Human Nutrition and Health	13756 13694 13757	4	41 25 5	71
HS311/NH311: Contemporary Topics in Nutrition	14339 14338	2	6 14	20
WHP350: Health Program Implementation	12977	4	18	18
Fall 2012				
AHS301/HS301/NH301: Human Nutrition and Health	41331 41199 41198	4	5 66 22	93
HS301/NH301: Human Nutrition and Health	44890 44920	4	44 31	75
HS311/NH311: Contemporary Topics in Nutrition	42632 42634	2	16 1	17

HS326/NH406: Food Politics	45073	2	10	10
Winter 2013				
AHS301/NH301/HS301: Human Nutrition and Health	11688 11385 11017	4	2 37 61	100
AHS301/NH301/HS301: Human Nutrition and Health	13122 13060 13121	4	5 40 55	100
Summer 2013				
AHS301/NH301/HS301: Human Nutrition and Health (Online)	33277 33279 33278	4	5 20 23	48
Fall 2013				
AHS301/NH301/HS301: Human Nutrition and Health	41214 41094 41095	4	10 22 47	79
NH301/HS301: Human Nutrition and Health	44497 44498	4	38 39	77
Winter 2014				
AHS301/NH301/HS301: Human Nutrition and Health	11491 11242 10909	4	2 34 65	101
AHS301/NH301/HS301: Human Nutrition and Health	12564 12533 12563	4	5 39 56	100
Fall 2014				
HS301: Human Nutrition and Health	40980	4	100	100
HS301: Human Nutrition and Health	43604	4	78	78
HS302: Community and Public Health	42906	4	147	147
Winter 2015				
HS326: Food Politics	14434	2	35	35
Fall 2015				
HS205: Human Nutrition and Health	44707	4	79	79
HS205: Human Nutrition and Health	44708	4	62	62
HS326	44728	2	23	23
Fall 2016				
HS302 (online): Community and Public Health	45893	4	40	40
HS326: Food Politics	44527	2	25	25
Winter 2017				
HS302 (online): Community and Public Health	15283	4	41	41

** Courses with multiple designations (e.g., AHS/HS/NH301) were cross-listed under several disciplines. Nutrition courses were renumbered and combined under HS rubric beginning in Fall 2014.*

Guest Lectures

1. Nutrition 101. Professional development for staff in School of Education and Human Services, Speaker. May 20th, 2014. Contact: Lisa Hawley, hawley@oakland.edu

2. Nutrition Basics for Physical Therapists, given to graduate-level Physical Therapy students. October 2nd, 2013.

3. Nutrition Basics for Physical Therapists, given to graduate-level Physical Therapy students. October 1st, 2012.

4. Careers in Nutrition and Dietetics. Delivered to HS101 class, September 30th, 2012.

5. Nutrition for Cancer Survivors. Lecture delivered to Oncology Survivorship Program, November 14th, 2011.

6. Nutrition Basics for Physical Therapists, given to graduate-level Physical Therapy students. October 3rd, 2011.

7. Invited lecture, EPI390, Michigan State University, March 26, 2009 "Obesity in the US".

Student Mentorship Activities

1. Faculty Mentor, Katherine Body, MPH Student, Photovoice practicum study. Oakland University, January 2016 - present

2. Faculty Mentor, Saif Findakly, Provost's Graduate Student Research Award, Oakland University January 2014 – September 2014

3. Faculty Mentor, James DeWitt, Provost's Graduate Student Research Award, Oakland University, January 2014 – September 2014

4. Independent Study Mentor, DeMille O'Connor, Nursing program, Oakland University, September 2012 – May 2013

5. Faculty Mentor, Jessica Drogowski, Honors College Undergraduate Thesis, Oakland University, September 2012-May 2013

6. Faculty Mentor, Kari Woloszyk, WHP402: Senior Culminating Experience, Wellness, Health Promotion, and Injury Prevention Program, Oakland University, 2010- April 2012

7. Faculty Mentor, Kelly Torgensen, Honors College Undergraduate Thesis, Oakland University, 2010 – April 2012

8. Faculty Mentor, Kaitlyn Biegas, WHP402: Senior Culminating Experience, Wellness, Health Promotion, and Injury Prevention Program, Oakland University, 2010- 2011

9. Faculty Mentor, Brittany Zedde, WHP402: Senior Culminating Experience, Wellness, Health Promotion, and Injury Prevention Program, Oakland University, 2010- 2011

10. Faculty Mentor, Sarah Robinson, WHP402: Senior Culminating Experience, Wellness, Health Promotion, and Injury Prevention Program, Oakland University, 2010- 2011

11. Faculty Mentor, Erin Pyykkonen, WHP402: Senior Culminating Experience, Wellness, Health Promotion, and Injury Prevention Program, Oakland University, 2010- 2011

12. Faculty Mentor, Jessica Pomaranski, WHP402: Senior Culminating Experience, Wellness, Health Promotion, and Injury Prevention Program, Oakland University, 2010-2011

13. Faculty Mentor, Andrea Lauhoff, WHP402: Senior Culminating Experience, Wellness, Health Promotion, and Injury Prevention Program, Oakland University, 2010- 2011

14. Faculty Mentor, Tracy Hamparian, WHP402: Senior Culminating Experience, Wellness, Health Promotion, and Injury Prevention Program, Oakland University, 2010- 2011

15. Faculty Mentor, Kelsey Carmean, WHP402: Senior Culminating Experience, Wellness, Health Promotion, and Injury Prevention Program, Oakland University, 2010- 2011

16. Faculty Mentor, Kate Adams, WHP402: Senior Culminating Experience, Wellness, Health Promotion, and Injury Prevention Program, Oakland University, 2010- 2011

17. Committee Member, Angellyn West, Exercise Science Program, Oakland University, 2010-2011

SERVICE ACTIVITIES

Program-Related Service

1. Health Sciences Program Assessment Committee, Chair. September 2014 – present. Program Director: Patricia Wren

2. Nutrition Society of Oakland University, Faculty Advisor. February 2012 – August 2014. Program Director: Patricia Wren

3. Nutrition Concentration Planning Committee, Chair. October 2010-present. Program Director: Patricia Wren

4. Master of Public Health Program Planning Committee, Member. April 2012 – March 2013. Chair: Patricia Wren.

School of Health Sciences Service

1. School of Health Sciences Dean's Search Committee. December 2015 – May 2016. Interim Dean: Richard Rozek.

2. Health Science Faculty Search Committee, Chair. January 2016 – May 2016. Program Director: Patricia Wren

3. Health Science Faculty Search Committee, Chair. September 2012 – April 2013. Program Director: Patricia Wren

4. Joint Health Science and Wellness, Health Promotion and Injury Prevention faculty search committees, Chair. October 2011 – June 2012. Program Directors: Patricia Wren and Stafford Rorke

5. Faculty Retreat Planning Committee (joint with School of Nursing), Member. Summer 2012. No chair selected.

6. Faculty Retreat Planning Committee, Member. Summer 2011. Chair: Chris Stiller.

7. School of Health Sciences Executive Committee (former name), Member. September 2010 – 2011. Chair: Florence Dallo. New committee: School of Health Sciences Elections Committee, Member. September 2011-August 2014. Chair: Kristine Thompson.

8. Occupational Health and Safety Faculty Search Committee, Member. November 2010 – May 2011. Chair: Charles McGlothlin.

9. Health Science Faculty Search Committee, Member. November 2010 – May 2011. Chair: Patricia Wren

10. School of Health Sciences FPAC Committee, Member. September 2010 – August 2013. Chairs: Brian Goslin (2010-2011), Melodie Kondratek (2011-12), and Kris Thompson (2012-13).

11. Exercise Science Faculty Search Committee, Member. November 2009 – May 2010. Chair: Brian Goslin

University-Wide Service

1. Oakland University – Pontiac Partnership Steering Committee. 2016 – present. Chair: Diane Baldwin baldwin2@oakland.edu

2. National Eating Disorder Awareness Week Planning Committee, Member and Speaker. December 2011 - present. Chair: Julie Proctor jkprocto@oakland.edu

3. Bachelors of Integrative Studies Program, Faculty Mentor. Ongoing. Contact: Scott Crabill, slcrabill@oakland.edu

4. Avondale Research Partnership, Member. June 2014 – present. Chair: Cynthia Carver carver2@oakland.edu

5. Women and Gender Studies Executive Committee, Member. August 2012 – August 2015. Chair: Jo Reger, reger@oakland.edu, and Valerie Palmer-Mehta, vpalmer@oakland.edu

6. University Senate Research Committee, Member. September 2012 – August 2014. Chair: Christopher Clason, clason@oakland.edu.

7. Caniff Liberty Academy Charter School Site Visit and Assessment, Oakland University Office of Public School Academies, one-day visit. September 30th, 2013. Contacts: Dean Robert Maxfield, maxfield@oakland.edu and Mildred Taylor, taylor28@oakland.edu

8. Commencement, Participant. Spring 2011, Winter 2012, Fall 2014.

9. New Student Convocation, Participant. 2012.

XI.D. ***External Service***

Local Community

1. Healthy Pontiac, We Can! coalition, Chairperson, Founding Member, Evaluator, and extensive community involvement. 2011 – present. Staff: Jennifer Kirby, kirbyj@oakgov.com.

2. Healthy Kids and Kidneys program, National Kidney Foundation of Michigan, Faculty Coordinator and Volunteer. April 2010 – present. Coordinator: Maureen Smith, msmich@nkfm.org.

3. Beaumont Hospitals Dietetic Internship Advisory Council, Member. August 2009 – present. Director: Barbara Main, bmain@beaumont.edu.

4. The Baldwin Center Wellness Initiatives (Service-learning project for the WHP350 course, wellness policy implementation, consultant for various health—related programming), Participant. August 2010 – present. Youth Director: Lauren Fuller, lfuller@baldwincenter.org.

5. Spartners in Health,OU Coordinator. 2012 – 2013. Principal Investigator: Joseph Carlson, Joseph.Carlson@radiology.msu.edu.

6. Tri-City Sustainability Health and Wellness working group, Representative. Contact: Nina Misuraca Ignaczak, misuracan@oakgov.com.

Profession

1. Manuscript Reviewer: Journal of School Health; Journal of Nutrition Education and Behavior; Health Promotion Practice. Ongoing.

2. Grant Reviewer: United States Department of Agriculture, NIFA Small Business Awards. 2011, 2012.

3. Advisory Committee on Public Policy, Society for Nutrition Education, Child Nutrition Reauthorization Subcommittee Member. July 2007 – 2011.

One-time events

1. Oakland University-Macomb Career Exploration Summer Camp, Speaker. July 2012. Contact: Julie Trube, dichtel@oakland.edu.

2. Oakland University Public School Academy Summer Camp, Speaker. July 2012. Contact: Majela Morris morris23@oakland.edu.

3. University Hills Elementary School Health Fair for 5th grade students, Speaker. May 2011, University Hills Elementary PTA Chairperson and event organizer: Laura Mattox, l.mattox@att.net; Discussed nutrition education with approximately 75 5th grade students, also involved two undergraduate Oakland University students in this initiative.

4. Sundaes and Science at Avondale Middle School, Speaker. April 2010. Sponsored by the American Association for University Women - Rochester Branch, Chair: Deborah Fordree, fordreelaw@yahoo.com; Developed "Designer Trail Mix" nutrition education session for approximately 50 middle school girls and their mothers.

MELISSA M. REZNAR, PhD, MPH

CURRICULUM VITAE

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Google Scholar: https://goo.gl/DozFtn

BACKGROUND INFORMATION

A. EDUCATION

2012 **PhD** in Human Nutrition
Michigan State University
East Lansing, MI

Dissertation Title: Application of behavior change and persuasion theories to a multi-media intervention that improves home food environment and diet quality of resource-limited families with young children

2002 **MPH** in Epidemiology
University of Michigan School of Public Health
Ann Arbor, MI

1999 **BS** in Biomedical Science, *summa cum laude*
Minor: Chemistry
Western Michigan University
Kalamazoo, MI

B. ACADEMIC & PROFESSIONAL EXPERIENCE

2013-present **Assistant Professor**
Department of Interdisciplinary Health Science
School of Health Sciences
Oakland University
Rochester, MI

2012-2013	**Visiting Assistant Professor** School of Health Sciences Oakland University Rochester, MI
2011-2012	**Part-Time Instructor** School of Health Sciences Oakland University Rochester, MI
2008-2011	**Graduate Research Assistant** Department of Food Science and Human Nutrition Michigan State University East Lansing, MI
2005-2009	**HIV Epidemiologist** Michigan Department of Community Health Detroit, MI
2003-2005	**Clinical Research Coordinator** Department of Neurology Wayne State University Detroit, MI
2002-2003	**Maternal and Child Health Epidemiologist** Michigan Department of Community Health Lansing, MI

C. PROFESSIONAL AWARDS AND ACTIVITIES

C1. Awards, Trainings, and Recognitions

2018	Teaching Excellence Award Nominee
2018	Student-Athlete Faculty Recognition Night Nominee
2017-2018	PI Academy for Research and Engagement delegate Mentor: Joel Gittelsohn, PhD, Johns Hopkins Bloomberg School of Public Health
2017	Consortium of Michigan Veterans Educators, Veterans on Campus training module
2017	Featured in "2017's Best Cities for Vegans & Vegetarians," https://wallethub.com/edu/best-cities-for-vegans-vegetarians/39706/#melissa-reznar

2017	CETL Workshop (Research Positioning: Learning What It Takes to Be Competitive for External Funding. Presenter: David Stone)
2017	CETL Workshop (Getting a Foundation to Fund Your Research)
2016	Michigan Campus Food Pantry Summit Attendee, University of Michigan-Dearborn
2015	Teaching Excellence Award Nominee
2014	CELT Workshop (Active Learning)
2014	Grant Writing Workshop by Grant Writers' Seminar
2013-2016	Scholar-Athlete and Senate Athletic Committee Professor of Recognition
2011-2012	Gerber Foundation Endowed Scholarship in Pediatric Nutrition
2010-2011	LeAnn B Goodwin Endowed Graduate Research Fund
2010	Susan T Borra Fellowship in Nutrition Communication
2009-2010	Michigan State University Graduate Student Organization Leader, nominated and elected by peers
2008-2010	John Harvey Kellogg Scholarship
2008	Michigan Women and AIDS Outstanding Advocate Red Ribbon Award Recipient
2000-2002	University of Michigan School of Public Health Scholarship
1998-1999	Western Michigan University Phi Beta Kappa Honor Society
1996-2002	Western Michigan University & University of Michigan Dean's Lists, all Semesters
1996	University of Michigan William J Branstrom Freshman Prize, top 5% of class

C2. Professional Affiliations

Academy of Nutrition and Dietetics
American Society for Nutrition
Society for Nutrition Education & Behavior

TEACHING

D. OAKLAND UNIVERSITY INSTRUCTIONAL RECORD

Semester	Course	Enrollment
2018 Winter	HS 2500 Human Nutrition and Health, 1	92
	HS 2500 Human Nutrition and Health, 2	50
	HS 4995 Directed Study	2
2017 Fall	HS 2500 Human Nutrition and Health, 1	75
	HS 2500 Human Nutrition and Health, 2	77
	HS 3110 Contemporary Topics in Nutrition	29
	HS 4995 Directed Study	2

Semester		Course	Enrollment
2017	Summer	HS 205 Human Nutrition and Health	17
		HS 311 Contemporary Topics in Nutrition	18
	Winter	HS 205 Human Nutrition and Health, 1	96
		HS 205 Human Nutrition and Health, 2	76
		HS 311 Contemporary Topics in Nutrition	33
2016	Fall	HS 205 Human Nutrition and Health, 1	77
		HS 205 Human Nutrition and Health, 2	75
		HS 311 Contemporary Topics in Nutrition	34
	Summer	HS 205 Human Nutrition and Health	22
		HS 311 Contemporary Topics in Nutrition	17
	Winter	HS 205 Human Nutrition and Health	96
		HS 205 Human Nutrition and Health	58
		HS 311 Contemporary Topics in Nutrition	43
2015	Fall	HS 201 Health Personal, Social, and Occup Env, 1	188
		HS 201 Health Personal, Social, and Occup Env, 2	105
		HS 311 Contemporary Topics in Nutrition	43
	Summer	HS 301 Human Nutrition and Health	47
		HS 311 Contemporary Topics in Nutrition	21
	Winter	HS 301 Human Nutrition and Health, 1	98
		HS 301 Human Nutrition and Health, 2	98
		HS 311 Contemporary Topics in Nutrition	43
		HS 323 Foodborne Illness	26
2014	Fall	HS 201 Health Personal, Social, and Occup Env, 1	193
		HS 201 Health Personal, Social, and Occup Env, 2	108
		HS 311 Contemporary Topics in Nutrition	27
	Summer	AHS/HS/NH 301 Human Nutrition and Health	46
		HS/NH 311 Contemporary Topics in Nutrition	23
	Winter	HS 201 Health Personal, Social, and Occup Env	144
		HS/NH 311 Contemporary Topics in Nutrition	27

Semester		Course	Enrollment
2013	Fall	HS 201 Health Personal, Social, and Occup Env	185
		HS 302 Community and Public Health	145
		HS/NH 311 Contemporary Topics in Nutrition	30
	Summer	AHS/HS/NH 301 Human Nutrition and Health	38
		HS 302 Community and Public Health	40
	Winter	EXS 540 Nutrition, Weight Management, Exercise	27
		HS 201 Health Personal, Social, and Occup Env	146
		HS/NH 311 Contemporary Topics in Nutrition	22
2012	Fall	HS 201 Health Personal, Social, and Occup Env *(co-taught with Patricia Wren)*	173
		HS 302 Community and Public Health	148
		NH 446 Foodborne Illness	6
	Summer	AHS/HS/NH 301 Human Nutrition and Health	48
	Winter	AHS/HS/NH 301 Human Nutrition and Health *(co-taught with Jennifer Lucarelli)*	89
2011	Fall	NH 446 Foodborne Illness	7

SCHOLARSHIP

E. RESEARCH IN PROGRESS

E1. Principal Investigator

1. **Mobile Food Vending and the Nutrition Landscape.**
   Aim: To investigate the impact of mobile food vendors on our food environment. Consists of three phases: (1) survey of food truck operators, (2) environmental assessment and menu analysis of food trucks, (3) interviews with food truck operators.
   Status: Phase 1 manuscript submitted and under review. Phase 2 data collection nearly complete. Phase 3 interviews (data collection) in progress, with 9 of an anticipated 16 completed thus far.

2. **OU EATS.**
   Aim: To explore student perceptions of the food environment on Oakland University's campus with focus groups.
   Status: Manuscript submitted and under review.

E2. Other Research Projects

3. **Developing a Lifestyle Intervention for Patients of a Family Medicine Clinic in the Detroit Metropolitan Area.**
   Aim: Conduct formative evaluation with the goal of developing a lifestyle intervention for adult family medicine patients. Overall goal is to reduce risk of obesity and other chronic diseases among patient populations.
   Status: IRB approval granted in July 2018. Currently collecting survey data for the initial formative research stage.
   Role: Co-Investigator

4. **Examining Dietary and Weight Changes After Bariatric Surgery: A Pilot Study.**
   Aim: To examine the relationships between self-monitoring behaviors, physical activity, dietary intake and weight loss and maintenance.
   Status: One manuscript published. Data analysis planning underway for future manuscripts.
   Role: Consultant. Assist with data analysis, manuscript preparation, and revision.

F. GRANT ACTIVITY

	Date	Agency	Amount Funded or Requested	Decision
1.	2018 July	Robert Wood Johnson Foundation	$200,000	Not funded
2.	2018 Apr	Oakland University Summer Student Campus Corps	$ 7,480	Funded
3.	2018 Jan	Oakland University Research Committee (URC) Research Grant	$ 1,200	Funded
4.	2017 Oct	Oakland University Research Committee (URC) Research Fellowship	$ 10,000	Not funded
5.	2016 Apr	Oakland University Summer Student Campus Corps	$ 6,800	Funded
6.	2016 Mar	Oakland University School of Health Sciences Research Award	$ 4,200	Funded
7.	2015 Mar	Oakland University Summer Student Campus Corps	$ 13,600	Not funded
8.	2014 Apr	Oakland University Prevention Research Center Research Award	$ 10,200	Funded

G. PUBLICATIONS (**designates student co-authors)

G1. Journal Articles (Peer-Reviewed)

Submitted, Under Review

1. **Reznar MM,** Lynch AI, Bohn D**, Brennecke K**, Jarbo C**. A qualitative investigation of the interaction between food environment and college student characteristics influencing food choice. *Submitted to Journal of Nutrition Education and Behavior.*

2. **Reznar MM**, Brennecke K**, Eathorne J**, Gittelsohn J. A cross-sectional description of food truck operators and the foods they serve: potential partners in delivering healthier food-away-from-home choices. *Submitted to BMC Public Health.*

Accepted

3. **Reznar MM**, Dallo FJ, Kurecka AJ**, Ruterbusch JJ, Schwartz K, Tariq M. The burden of chronic health conditions among Iraqi refugees in Michigan. *Accepted by the Michigan Journal of Public Health May 2018.*

Published

4. Lynch AI, **Reznar MM**, Zalesin KC, Bohn D** (2018). "To keep myself on track": The impact of dietary and weight monitoring behaviors on weight loss after bariatric surgery. *Bariatric Surgical Practice and Patient Care.* 13(1): 44-52.

5. Alaimo K, Oleksyk S, Golzynski D, Drzal N, Lucarelli J, **Reznar M**, Wen Y, Krabill Yoder K (2015). The Michigan Healthy School Action Tools process generates improvements in school nutrition policies and practices, and student dietary intake. *Health Promotion and Practice.*16(3): 401-10.

6. **Reznar MM**, Carlson JS, Hughes SO, Pavangadkar AS, Scott MK, Hoerr SL (2014). An interactive parents' guide for feeding preschool-aged children: pilot studies for improvement. *Journal of the Academy of Nutrition and Dietetics.* 114(5): 788-95.

7. Horacek TM, White AA, Byrd-Bredbenner C, **Reznar MM**, Olfert MD, Morrell JS, Koenings MM, Brown ON, Shelnutt KP, Kattelmann KK, Greene GW, Colby SE, Thompson-Snyder CA (2014). PACES: a Physical Activity Campus Environmental Supports Audit on university campuses. *American Journal of Health Promotion.* 28(4): e104-17.

8. Horacek TM, Erdman MB, **Reznar MM**, Olfert M, Brown-Esters ON, Kattelmann KK, Kidd T, Koenings M, Phillips B, Quick V, Shelnutt KP, White AB (2013). Evaluation of the food store environment on and near the campus of 15 post-secondary institutions. *American Journal of Health Promotion.* 27(4): e81-e90.

9. Horacek TM, White AA, Greene GW, **Reznar MM**, Quick VM, Morrell JS, Colby SM, Kattelmann KK, Herrick MS, Shelnutt KP, Mathews A, Phillips BW, Byrd-Bredbenner C (2012). Sneakers and spokes: an assessment of the walkability and bikeability of U.S. postsecondary institutions. *Journal of Environmental Health.* 74(7): 8-15.

10. Khan O, Shen Y, Caon C, Bao F, Ching W, **Reznar M**, Buccheister A, Hu J, Latif Z, Tselis A, Lisak R (2005). Axonal metabolic recovery and potential neuroprotective effect of glatiramer acetate in relapsing-remitting multiple sclerosis. *Multiple Sclerosis.* 11(6): 646-51.

11. Alozie Arole CN, Puder KS, **Reznar M**, Eby E, Zhu BP (2003). Folic acid awareness in Michigan, 1996-1999. *Obstetrics & Gynecology,* 102(5 Pt 1): 1046-50.

G2. Other Professional Publications (Non-Peer-Reviewed)

1. Reznar M, Guo W (2009). Michigan State University Campus Environmental Assessment. East Lansing, MI: Michigan State University Department of Food Science and Human Nutrition.

2. Michigan Department of Community Health, **Reznar M** (report author). Injection Drug Use in the Detroit Area, 2005: Results from the National HIV Behavioral Surveillance IDU1 Cycle. Lansing, MI: Michigan Department of Community Health. 2009. http://www.michigan.gov/documents/mdch/IDU_Report_FINAL_291860_7.pdf

H. PRESENTATIONS

H1. Oral Presentations (Peer-Reviewed)

1. **SYMPOSIUM SPEAKER**: Hoerr SL, O'Connor T, Guo W, Hughes SO, Murashima M, **Reznar M**. An Integrated Approach To Understanding How Feeding Impacts The Socialization Of Appropriate Child Eating Behaviors And Weight Status In Low-Income Families. International Society for Behavioral Nutrition and Physical Activity Annual Meeting, Austin, TX, May 2012.

H2. Poster Presentations (Peer-Reviewed) **designates student co-authors

1. **Reznar MM**, Eathorne J**, Brennecke K**, Metcalf B**. Exploring the Importance of Healthfulness Among Food Truck Operators. Society of Nutrition Education Annual Meeting 2018, Minneapolis, MN, July 2018.

2. Brennecke K**, Golaszewski R**, McIntosh K**, **Reznar MM**. Analysis of student perceptions of the campus nutrition environment at a four-year public university. Michigan Academy of Arts, Science and Letters, Mount Pleasant, MI, March 2018.

3. **Reznar MM**, Bohn D**. Undergraduate Student Perceptions of the Food Environment at a University Commuter Campus. Experimental Biology: American Society for Nutrition, Chicago, IL, April 2017.

   (also accepted for different poster presentation after re-analysis)
   Jarbo C**, Brennecke K**, **Reznar MM**. "It's pretty much the same thing every day": Food Environment at a Four-Year Public University. Michigan Academy of Arts, Science and Letters, Mount Pleasant, MI, March 2018.

4. Brennecke K**, Bohn D**, Metcalf B**, **Reznar M**. Analysis of the food environment surrounding a four-year public university. Michigan Academy of Arts, Science, and Letters, Kalamazoo, MI, March 2017.

5. Lynch A, **Reznar M**, Zalesin K. The Use of Dietary and Weight Monitoring Behaviors Among Bariatric Surgery Patients: A 12-month Follow-up Study Examining Relationships with Weight Loss. Academy of Nutrition and Dietetics, Food and Nutrition Conference & Expo 2016, Boston, MA, October 2016.

6. Hoerr S, **Reznar M**, Scott M, Karp J, Harris D. SNAP-Ed Parents Prefer Interactive Materials with Activities They Can Do with Their Preschoolers. Society of Nutrition Education and Behavior Annual Meeting 2013, Portland, OR, August 2013.

7. Guo W, Hoerr S, **Reznar M**, Sigal Y, Scott M, Rosalez A. Development and Evaluation of a Nutrition Screener for Preschool Children. International Society for Behavioral Nutrition and Physical Activity Annual Meeting 2012, Austin, TX, May 2012.

8. Guo W, **Reznar MM**, Kidd T, Long K, Lawson K, Hoerr SL. College students were more interested in learning stress reduction and time management than in weight reduction. Society of Nutrition Education Annual Meeting 2010, Reno, NV, July 2010.

9. **Reznar MM**, Guo W, Long KA, Lawson K, Murashima M, Horacek TM, Hoerr SL. Support for low-fat food choices at eating establishments on a large college campus. International Society of Behavioral Nutrition and Physical Activity Annual Meeting 2010, Minneapolis, MN, June 2010.

10. **Reznar MM**, Hoerr SL, Sigal Y, Randall M, Boote J, Mckinley K. Development of nutrition education materials for nutrition screening and counseling in a well child clinic. Michigan State University/Wayne State University Ninth Annual Pediatric Research Day 2010, East Lansing, MI, March 12, 2010.

11. Hoerr SL, Long K, Guo W, **Reznar M**, Murashima, M. How well does Michigan State University's campus support physical activity? International Society of Behavioral Nutrition and Physical Activity Annual Meeting 2009, Lisbon, Portugal, July 2009.

12. Guo W, Long K, **Reznar M**, Murashima, M, Hoerr SL. How well do campus buildings support diet and health? Society of Nutrition Education Annual Meeting 2009, New Orleans, LA, Jun 2009.

SERVICE

I. SCHOOL OF HEALTH SCIENCES

2018-present	Founding Coordinator, Faculty Writing Accountability Group
2018-present	Member, Nutrition Curriculum Development Committee, Chair: Amanda Lynch
2018	Faculty Participant, Interdisciplinary Health Science Faculty Search
2018	Presenter, Human Health Day
2017-present	Member, Faculty Personnel Action Committee (FPAC), Chair: Deb Doherty
2016-present	Faculty Adviser, Student Organic Farm Student Society – Oakland University
2016-2017	Member, Student Leadership Initiative Committee (now known as ECLIPsE), Chairs: Michelle Southward and Kristin Landis-Pivovar
2016-2017	Member, School Department Transitions Committee
2015-2016	Chair, Master of Public Health Faculty Search Committee, Biostatistician
2015-2016	Faculty Mentor, Honors College student (Vincenzo Julian, Still Fighting: The State of HIV/AIDS in the Metro Detroit)
2014-present	Faculty Adviser, Nutrition Society – Oakland University
2014	Guest Lecturer, Nutrition for Physical Therapy Students (Professors: Sara Arena, Jackie Druin)
2014	Guest Lecturer, HS 302, 2 lectures (Professor: Jennifer Lucarelli)
2013-2014	Member of Thesis Committee, EXS 670 Research in Exercise Science Thesis (student: Michael Caravaggio)
2013-2014	Member, Master of Public Health Faculty Search Committee, Chair: Dr. Rebecca Cheezum
2013	Member, School of Health Sciences Academic Adviser Search, Chair: Michelle Southward
2013-present	Participant, School Commencement Ceremony (Roles: Attendee, Student Marshall, Graduate Name Reader)
2012-present	Member, School of Health Sciences Faculty Assembly
2012-2013	Faculty Mentor, WHP 402 Senior Culminating Experience Research Project (advisee: Alicia Knudsen)
2012-2013	Member, Master of Public Health Formation Committee

2012-2013 Founder, Health and Nutrition Campus Advisory Board

J. UNIVERSITY-WIDE SERVICE

2017-present Faculty Adviser, Honors College students (Katherine Brennecke, Rachel Muxlow, consultant for Tara Maudrie)
2017-present Embark OUWB Faculty Mentor (Alyssa Perozich)
2015-present Member, Oakland University e-Learning and Instructional Support Committee, Chair: Shaun Moore
2015-2016 Member, Campus Master Plan Oversight Committee
2015 Guest Lecturer, LBS 200 and BIO 491 (Professor: Fay Hansen)
2014-2016 Member, Oakland University Campus Development and Environment Committee, Chair: Kim Serota
2014-2015 Member, School of Health Sciences-School of Nursing Task Force, Chair (SHS): Kris Thompson
2014 Facilitator, OU Macomb Nursing and Health Sciences Camp, Coordinator: Meaghan Bartz
2013-2014 Faculty Mentor, Honors College student (Jamie George, The effect of antibacterial agent triclosan on antibiotic resistance)
2013 Provost presentation of National College Health Association data

K. EXTERNAL AND PROFESSIONAL SERVICE

2018 – present Member of CDC NOPREN (Nutrition and Obesity Prevention Research Evaluation Network) and the CDC-NOPREN/Robert Wood Johnson Healthy Food Retail Working Group
2018 – present Member of the MOTION Coalition (Michigan Organizations To Impact Obesity & Nutrition)
2018 Reviewer, American Society for Nutrition annual conference abstracts
2018 Society for Nutrition Education and Behavior Conference Mentor (mentee: Elizabeth Villegas)
2017-present State Ambassador, Society of Nutrition Education and Behavior
2017, 2018 Reviewer, Society of Nutrition Education and Behavior annual conference abstracts
2012-present Reviewer, Michigan Fitness Foundation, Supplemental Nutrition Assistance Program Education (SNAP-Ed) Grant Applications

CURRICULUM VITAE

Rosemarie Chirco D'Angelo, Ph.D.

Home Address: 1038 Newgate Court, Oakland, MI 48363
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TRAINING FELLOWSHIPS

1/2011-6/2012 — National Science Foundation, Michigan State University's Kellogg Biological Research Station (Hickory Corners, MI)
Postdoctoral teaching fellow, Faculty Institutes for Reforming Science Teaching (FIRST IV) Fellowship.

2/2009-9/2011 — University of Michigan Comprehensive Cancer Center, Ann Arbor, MI
Postdoctoral Fellow, Internal Medicine (Hematology/Oncology)

EDUCATION

2008 — Wayne State University, Detroit, MI
Ph.D. in Cancer Biology, GPA 3.9

2003 — Wayne State University, Detroit, MI
M.S. in Basic Medical Sciences, GPA 3.7

2000 — Michigan State University, East Lansing, MI
B.S. in Human Biology, GPA 3.4

PROFESSIONAL EXPERIENCE

Academic Positions:

8/2016-current — **Visiting Assistant Professor**, Interdisciplinary Health Science Department, Oakland University School of Health Science, Rochester, MI

- Taught large lecture classes (>100 students) and smaller classes (<10 students) and adapted courses to be more learner-centered by incorporating active learning strategies such as problem-based collaborative learning
- Worked cooperatively to design assessments and train undergraduate student graders
- Collaboratively taught a pilot course in community based participatory research to develop a new Parks and Recreation Master Plan for an underserved urban city (Summer 2017)
- Taught students quantitative and qualitative research methods: surveys, interviews/focus groups, environmental observations, data dissemination, and youth engagement strategies

1/2015-8/2016 **Adjunct Professor of Biology**, Arts and Sciences Department, Macomb Community College South Campus, Warren, MI

- Accomplished specific learning outcomes using a backward design for assessments and activities in an Introductory Biology course.
- Conducted an active learning classroom with emphasis on collaborative learning
- Chosen as the first adjunct to teach Anatomy and Physiology at Macomb

8/2012-1/2014 **Adjunct Professor of Biology**, Science and Math Department, Marygrove College, Detroit, MI

- Chosen to be responsible for the organization of all the Introductory Biology laboratories
- Incorporated student-centered learning activities, formative and summative assessments, and new inquiry-based laboratory exercises
- Worked cooperatively with other adjunct and full-time faculty in the department to develop assessments across all sections of a course

1/2011-6/2012 **Postdoctoral Teaching Fellow and Intermittent Lecturer**, FIRST IV Fellowship, Michigan State University's Kellogg Biological Research Station (Hickory Corners, MI) and Molecular Cellular and Developmental Biology Department, College of Literature, Science, and the Arts, University of Michigan, Ann Arbor, MI

- Participated in a professional development program for postdoctoral fellows interested in learning the evidence-based research behind the science of teaching and learning and STEM education
- Attended two, all expenses paid summer workshops, designed and taught a student-centered biology course in a cooperative group and received feedback on teaching experience
- Fully developed and taught Human Genetics course for the Molecular Cellular and Developmental Biology Department, College of Literature, Science, and the Arts, University of Michigan, Ann Arbor, MI (Summer 2011)

Research Positions:

2/2009-9/2011 **Postdoctoral Fellow,** University of Michigan Comprehensive Cancer Center, Ann Arbor, MI
Principle Investigator: Max Wicha, M.D.
Research Project: The Activation and Tumorigenesis of the Notch Stem Cell Pathway in Breast Cancer Cells

- Earned a National Cancer Institute Institutional Research Training (T32) Fellowship: The Activation and Tumorigenesis of the Notch Stem Cell Pathway in Breast Cancer Cells
- Collaborated with Merck to test therapeutics on cell lines and mice tumor imaging studies to develop new drugs or drug combinations

targeting the Notch Pathway (gamma secretase inhibitors with or without docetaxel (chemotherapy)
- Coordinated daily research activities and fellowship applications of students as an Undergraduate Research Opportunity Program (UROP) Mentor
- Presented at local and national oncology meetings including American Association of Cancer Research (AACR)
- Trained in cancer stem cell biomarker essays and mouse tumor assays in NOD/SCID mice: aldefluor assay, bioluminescent reporter assays, mammosphere assays, processing of breast tissue from reduction mammoplasties to isolate cancer stem cells, establishment of tumor xenografts and humanization of the mammary fat pads with normal human breast cells

8/2003-1/2009 **Graduate Research Assistant/Ph.D. Candidate**, Wayne State University School of Medicine/Karmanos Cancer Institute, Detroit, MI
Dissertation Mentor: Hyeong-Reh Choi Kim, Ph.D.
Dissertation Project: The Novel Functions of the Tissue Inhibitor of Metalloproteinase (TIMP-1): Inhibition of Apoptosis and Induction of an Epithelial-Mesenchymal Transition
- Chosen to receive a competitive U.S. Army Medical Research and Materiel Command (USAMRMC), Department of Defense (DOD) Breast Cancer Research Program (BCRP) Predoctoral Traineeship Award (BC061743): The Novel Functions of the Tissue Inhibitor of Metalloproteinase (TIMP-1): Inhibition of Apoptosis and Induction of an Epithelial-Mesenchymal Transition
- Earned a National Cancer Institute Research Training Fellowship (T32), declined due to overlap with DOD Traineeship
- Mentored and managed the research projects of fellow graduate and undergraduate students
- Participated in clinical rotation/shadowing of oncologists at Karmanos Cancer Institute
- Chosen among a competitive group of predoctoral students to attend and present research at national and international conferences including Pathobiology of Cancer Workshop and National Institute of Health Graduate Student Research Festival
- Trained in basic cellular/molecular biology methods: 2D/3D aseptic cell culture, migration/invasion, multi-color flow cytometry, immunohistochemistry, immunofluorescence, confocal microscopy, DNA cloning/transformation, isolation of DNA/RNA, DNA sequencing, rtPCR/PCR, spectrophotometry, protein knockdown/overexpression, immunoblotting, and recombinant protein production

5/2002-8/2003 **Graduate Research Assistant**, Wayne State University School of Medicine Karmanos Cancer Institute, Detroit, MI

M.S. in Basic Medical Sciences Program and Graduate Research Assistant
Essay Advisors: Richard Everson, M.D., M.P.H & James Eliason, Ph.D.
Essay Project: Using the Comet Assay to Observe DNA Damage of Breast Cancer Cells after Treatment with Chemotherapeutic Drugs

- Earned a WSU School of Medicine Graduate Student Summer Research Fellowship: Using the Comet Assay to Observe DNA Damage after Chemotherapy
- Collaborated with Asterand Bioscience to separate tumor cells from frozen bone marrow samples to access for resistance to chemotherapy
- Trained in cellular biology assays: laser scanning microscopy and separation of cancer cells in patient samples using magnetic beads

Mentor Positions:

8/2010-9/2011	**Undergraduate Research Opportunity Program (UROP) Mentor,** University of Michigan Comprehensive Cancer Center, Ann Arbor, MI Coordinated daily research activities and summer fellowship applications of many undergraduate students in the Wicha laboratory
8/2006-1/2009	**Graduate Student Research Mentor,** Wayne State University School of Medicine/Karmanos Cancer Institute, Detroit, MI Mentored and trained fellow graduate and undergraduate students in basic molecular and cellular biology techniques in the Kim laboratory

Clinical/Volunteer Positions:

5/2004-8/2004	**Clinical rotation/Shadowing Oncologists** at Karmanos Cancer Institute
12/2000 – 12/2001	**First Response Advocate/Counselor for sexual assault survivors** at Turning Point Women's Shelter, Mt. Clemens, MI.
8/1999 – 8/2000	**Health Concerns and Sexual Health Counselor** at Gateway Community Health Clinic, East Lansing, MI.

MEMBERSHIP

2017-Present	Faculty Representative for College Diabetes Network
2015-Present	Michigan Association of Biology Teachers
2007-Present	Member of AACR Women in Cancer Group
2007-Present	Associate Member of American Association of Cancer Research (AACR)
2006-2007	Student Member of Cancer Biology Curriculum Committee
2006-2009	American Association for the Advancement of Science (AAAS)
2005-2006	Student Representative for Cancer Biology Program at Wayne State

AWARDS AND HONORS

10/2017	Lilly Conference Travel Grant Awardee for Attendance and Presentation of Oral Presentation. Award Amount: $1,200

9/2008	NIH Graduate Student Research Festival Poster Presentation, Bethesda, MD
6/2008	The DOD Era of Hope Meeting, Poster Presentation, Baltimore, MD
4/2008	AACR-Aflac, Incorporated Scholar-in-Training Award for Associate Members at the AACR Annual Meeting. Award Amount: $1000
9/2007	Wayne State University School of Medicine Graduate Student Research Day Award for Best Oral Presentation. Award Amount: $800
7/2007	The Edward A. Smuckler Memorial Workshop: Pathobiology of Cancer (AACR) Workshop in Cancer Research, Snowmass Village, CO
9/2006	Wayne State University School of Medicine Outstanding Graduate Student Award. Award amount: $500
9/2006	Wayne State University Graduate Student External Support Award. Award amount: $2,000

GRANTS AND FELLOWSHIPS

1/2011-6/2012 — National Science Foundation
Title: Faculty Institutes for Reforming Science Teaching (FIRST IV) Fellowship
CO-PIS: Diane Ebert-May, Ph.D. (Michigan State University, East Lansing, MI) &Terry Derting, Ph.D. (Murray State University, Murray, KY). Attended two, all expenses paid summer workshops, designed and taught a student-centered Human Genetics course at U of M and received feedback on teaching experience

9/2009-9/2011 — National Cancer Institute
Title: Ruth L. Kirschstein National Research Service Award Institutional Research Training Grants (T32) for University of Michigan
PI: Michael Imperiale, Ph.D.
Award: $42,000/year

9/2006-8/2008 — U.S. Army Medical Research and Materiel Command (USAMRMC)
Title: Department of Defense (DOD) Breast Cancer Research Program (BCRP) Predoctoral Traineeship Award
Proposal: Tissue inhibitor Of Metalloproteinases (TIMP-1) regulation of tetraspanin/integrin signal transduction pathways (BC061743).
PI: Rosemarie Chirco; % effort 100%
Sponsor: Hyeong-Reh Choi Kim, Ph.D.
Award: $30,000/year

8/2006-8/2008 — National Cancer Institute
Title: Ruth L. Kirschstein National Research Service Award Institutional Research Training Grants (T32) for Wayne State University
PI: Larry Matherly, Ph.D., declined due to overlap with DOD Traineeship

5/2002-8/2002 Wayne State University School of Medicine, Graduate Affairs Office
Title: Graduate Student Summer Research Fellowship.
CO-PIs: Richard Everson, M.D., M.P.H & James Eliason, Ph.D.
Award: $2,500

PROFESSIONAL DEVELOPMENT

1. **Oakland University Center for Teaching and Learning (CETL):** Day with Diane Ebert May- What Faculty Can Really Do to Promote Student Learning. 6/5/2018
2. **CETL Instructional Fair.** April 4, 2018.
3. **CETL Lilly Lightning Round Session.** January 10, 2018.
4. **Lilly Conference.** A conference on the presentation of the scholarship of teaching and learning. October 19-21, 2017.
5. **Oakland/Windsor University Conference in Teaching and Learning.** Conference on the science of teaching and learning. May 3 and 4, 2017.
6. **CETL Instructional Fair.** April 6, 2017
7. **National Drug Abuse Treatment Clinical Trials Network (NDAT CTN) Training:** International Council for Harmonization (ICH) and Good Clinical Practice (GCP) guidelines. June 2016
8. **Association of Clinical Research Professionals: Introduction to Clinical Research Webinar.** March 30, 2016
9. **Instructional Methods in Health Professions Education.** A Cousera course taught by members of the faculty at University of Michigan Medical School. The course provides educators in medical education an asynchronous, interdisciplinary, and interactive way to obtain, expand, and improve their teaching skills. June-August 2015.
10. **University Teaching 101.** A Coursera course taught by faculty from Johns Hopkins University. The course covered the foundational knowledge of the science of teaching and learning at the university level. March-April 2015.
11. **An Excellence in Teaching and Learning Series: What The Best College Teachers Do.** The series was based on the book by Ken Bain, What the Best College Teachers Do. It explored and discussed the six common practices of effective college teachers and focused on teaching and learning strategies that help support student engagement and success. Macomb Community College, Feb 2015.
12. **An Introduction to Evidence-Based Undergraduate STEM Teaching Course.** A Coursera course that explores effective teaching strategies for college or university STEM classrooms. The course drew on the expertise of experienced STEM faculty, educational researchers, and staff from university teaching centers. Oct-Dec 2014.
13. **Flipping the Classroom Workshop: A Magical Approach to Learning.** The workshop was conducted by the Elsevier academic consulting group and it focused on how to provide a learner-centered classroom for students using many different active learning strategies. October 2013.
14. **FIRST IV Teaching Workshops.** The workshops focused on training postdoctoral fellows in biological science teaching reform. Funded by National Science Foundation and housed at Michigan State University's Kellogg Biological Research Station (Hickory Corners, MI). June 2011 and June 2012.

15. **Preparing Future Faculty Conference: Getting Ready for an Academic Career.** The conference was provided by the Center for Research on Learning and Teaching (CRLT) at the University of Michigan. October 2010.
16. **Career Roadmaps for Post Docs Conference.** The conference discussed different career options for postdoctoral fellows. Provided by the Postdoctoral Association at the University of Michigan. October 2009.

PUBLICATIONS

Manuscripts Published:

1. **D'Angelo, RC**, Ouzounova, M, Davis, A, Choi, D, Tchuenkam, SM, Kim, G, Luther, T, Quraishi, A, Senbabaoglu, A, Conley, SJ, Clouthier, SG., Hasan, KA, Wicha, MS and Korkaya, H. Notch Reporter Activity in Breast Cancer Cell Lines Identifies a Subset of Cells with Stem Cell Activity. Mol Cancer Ther. 2015 Feb 11.
2. **D'Angelo RC**, Liu XW, Najy AJ, Jung YS, Won J, Chai KX, Fridman R, Kim HR. TIMP-1 via TWIST1 Induces EMT Phenotypes in Human Breast Epithelial Cells. Mol Cancer Res. 2014 Jun 3.
3. Kim G, Ouzounova M, Quraishi AA, Davis A, Tawakkol N, Clouthier SG, Malik F, Paulson AK, **D'Angelo RC**, Korkaya S, Baker TL, Esen ES, Prat A, Liu S, Kleer CG, Thomas DG, Wicha MS, Korkaya H. SOCS3-mediated regulation of inflammatory cytokines in PTEN and p53 inactivated triple negative breast cancer model. Oncogene. 2014 Feb 17.
4. Liu S, Cong Y, Wang D, Sun Y, Deng L, Liu Y, Martin-Trevino R, Shang L, McDermott SP, Landis MD, Hong S, Adams A, **D'Angelo R**, Ginestier C, Charafe-Jauffret E, Clouthier SG, Birnbaum D, Wong ST, Zhan M, Chang JC, Wicha MS. Breast Cancer Stem Cells Transition between Epithelial and Mesenchymal States Reflective of their Normal Counterparts. Stem Cell Reports. 2013 Dec 27;2(1):78-91.
5. Korkaya H, Kim GI, Davis A, Malik F, Henry NL, Ithimakin S, Quraishi AA, Tawakkol N, **D'Angelo RC**, Paulson AK, Chung S, Luther T, Paholak HJ, Liu S, Hassan KA, Zen Q, Clouthier SG, Wicha MS. Activation of an IL6 inflammatory loop mediates trastuzumab resistance in $HER2^+$ breast cancer by expanding the cancer stem cell population. Mol Cell. 2012 Aug 24;47(4):570-84.
6. Jung YS, Liu XW, **Chirco R**, Warner RB, Fridman R, Kim HR. TIMP-1 induces an EMT-like phenotypic conversion in MDCK cells independent of its MMP-inhibitory domain. PLoS One. 2012;7(6).
7. **Rosemarie Chirco D'Angelo** and Max S. Wicha, Stem cells in normal development and cancer. In Raymond W. Ruddon, editor: Progress in Molecular Biology and Translational Science, Vol. 95, Burlington: Academic Press, 2010, pp. 113-158.
8. Clark MK, Scott SA, Wojtkowiak J, **Chirco R**, Mathieu P, Reiners JJ Jr, Mattingly RR, Borch RF, Gibbs RA. 2007. Synthesis, biochemical, and cellular evaluation of farnesyl monophosphate prodrugs as farnesyltransferase inhibitors. J Med Chem. 50(14):3274-82.
9. Jung, K-K., Liu, X-W., **Chirco, R.**, Fridman, R., and Kim, H.R.C. 2006. Identification of CD63 as a Tissue Inhibitor of Metalloproteinase-1 interacting cell surface protein. EMBO J, 25(17): 3934-42.

10. **Chirco, R.**, Liu, X-W., Jung, K-K., and Kim, H.R.C. 2006. Novel functions of TIMPs in cell signaling. Cancer Metastasis Rev, 25: 99-113.

Manuscripts Submitted:

11. Liu, X-W., **D'Angelo, R.C.**, Jung, K-K., Bernardo, M.M, Fridman, R., and Kim, H.R.C. Structural basis for TIMP-1 interaction with CD63: The MMP-inhibitory domain of TIMP-1 is not necessary for induction of CD63-mediated cell survival signaling.

PRESENTATIONS

Abstracts from Conference Participation:

1. Lucarelli, Jennifer and **Rosemarie Chirco D'Angelo**. Development of Community-Engaged Research Training Course: Connecting Students, Faculty, and Community. Oral Presentation, Oral Presentation, MParks Conference, Detroit, MI, February 8, 2018.
2. **D'Angelo, Rosemarie Chirco** and Jennifer Lucarelli. Development of Community-Engaged Research Training Course: Connecting Students, Faculty, and Community. Oral Presentation, Lilly Conference, Traverse City, MI, October 19-21, 2017.
3. **D'Angelo, Rosemarie Chirco**, PhD, Hasan Korkaya, PhD, Gwangil Kim, MD, April Davis, Daejin Choi, Tahra Luther, Ahmed A. Quraishi, Shawn G. Clouthier and Max Wicha, MD. Therapeutic targeting of the Notch pathway in breast cancer stem cells. Poster Presentation, The AACR Annual Meeting, Orlando, FL, April 2-6, 2011.
4. **Chirco, R**, Won, J., Fridman, R., and Hyeong-Reh Choi Kim. TIMP-1 induces an epithelial mesenchymal transition via upregulation of the transcription factor Twist in human breast epithelial cells. Poster Presentation, NIH Graduate Student Research Festival poster presentation, Bethesda, MD, Sept. 10-12, 2008.
5. **Chirco, R**, Won, J., Fridman, R., and Hyeong-Reh Choi Kim. TIMP-1 induces an epithelial mesenchymal transition via upregulation of the transcription factor Twist in human breast epithelial cells. Poster Presentation, The DOD Era of Hope Meeting, Baltimore, MD, June 25-27, 2008.
6. **Chirco, R**, Won, J., Fridman, R., and Hyeong-Reh Choi Kim. TIMP-1 induces an epithelial mesenchymal transition via upregulation of the transcription factor Twist in human breast epithelial cells. Poster Presentation, The AACR Annual Meeting, San Diego, CA, April 12-16, 2008.
7. **Chirco, R.** and Hyeong-Reh Choi Kim. TIMP-1 induces an epithelial mesenchymal transition via upregulation of the transcription factor Twist in human breast epithelial cells. Poster Presentation, The Edward A. Smuckler Memorial Workshop: Pathobiology of Cancer (AACR) Workshop in Cancer Research, Snowmass Village, CO, July 15 - 22, 2007.
8. **Chirco, R** and Hyeong-Reh Choi Kim. TIMP-1 induces an epithelial mesenchymal transition via upregulation of the transcription factor Twist in human breast epithelial cells. Poster Presentation, The 2nd Annual Cancer Biology Training Consortium, a meeting of directors and student representatives of US Cancer Biology Training Programs, Monterrey, CA, Oct. 27-29, 2006.
9. **Chirco, R**, Jung, K-K., Liu, X-W, and Hyeong-Reh Choi Kim. June 2006. TIMP-1 regulation of tetraspanin/integrin survival signaling pathways affecting apoptosis, cell-

cell adhesion, morphology and polarity of breast epithelial cells. Poster Presentation, Gordon Research Conference on Basement Membranes, Barga, Italy, June 18-23, 2006.

Campus or Department Presentations:

10. **D'Angelo, Rosemarie.** Mapping Cellular Respiration. Poster Presentation, Oakland University CETL Instructional Fair. April 4, 2018.
11. **D'Angelo, Rosemarie** and Jennifer Lucarelli. Development of Community-Engaged Research Training Course: Connecting Students, Faculty, and Community. Oral Presentation, Oakland University CETL: Lilly Lightning Round Session. January 10, 2018.
12. Lucarelli, Jennifer and **Rosemarie Chirco D'Angelo.** Development of Community-Engaged Research Training Course: Connecting Students, Faculty, and Community. Oral Presentation, Presented for Dr. Lucarelli at the Oakland University/Pontiac Initiative Town Hall Meeting. December 9, 2017.
13. **D'Angelo, Rosemarie Chirco.** Guest lecturer in PT 663 Essentials of Oncology Rehabilitation, WebEx session on Nutrition and Cancer Treatment and Prevention. Oakland University Online Course. Feb. 1, 2017 (Winter semester).
14. **D'Angelo, Rosemarie Chirco**, Poster Presentation, Cancer Research Symposium Poster, University of Michigan Comprehensive Cancer Center, Ann Arbor, MI. Dec 17, 2010.
15. **Chirco, Rosemarie**. A Novel Function of TIMP-1 for Cell Signaling in Breast Cancer. Oral Presentation, Wayne State University School of Medicine, Graduate Student Recruitment Day, Oct. 2, 2008.
16. **Chirco, Rosemarie**. TIMP-1 induces an epithelial mesenchymal transition via upregulation of the transcription factor Twist in human breast epithelial cells. Oral Presentation, Wayne State University School of Medicine, Graduate Student Research Day Oral, Sept. 20, 2007.
17. **Chirco, Rosemarie.** TIMP-1 regulation of tetraspanin/integrin signal transduction pathways. Oral Presentation, Wayne State University School of Medicine, Graduate Student Research Day, Sept. 21, 2006.
18. **Chirco, Rosemarie**. Tissue Inhibitor of Metalloproteinases (TIMP-1) Inhibition of Apoptosis is Mediated Through Interaction with the Tetraspanin Receptor CD63 and Integrin b1. Poster Presentation, Wayne State University School of Medicine, Graduate Student Research Day, Sept. 20, 2005.

TEACHING EXPERIENCE/INTERESTS

Introductory Courses:

- **Nutrition and Cancer Prevention and Treatment**, Oakland University (Winter 2017). WebEx session for Physical Therapy department (PT 663) Essentials of Oncology Rehabilitation (online course).
- **Health in Personal and Occupational Environments**, Oakland University (Winter 2017 - current), and general education introductory lecture course on the impact of environmental and lifestyle factors on health for non-health science and health science majors, 94 students.

- **General Biology I**, Macomb Community College (Winter 2015 & Fall 2015), introductory lecture and laboratory course for non-science and science majors, 30 students.
- **Introductory Biology: From Molecules to Cells,** Marygrove College (Fall 2012, Winter 2013, Fall 2013), introductory lecture and laboratory course for Science majors, 20 students.

Higher Level Courses

- **Law, Values, and Health Care,** Oakland University (Fall 2017-current), general education writing lecture course with an examination of the ethical theories, legal concepts, and institutions of health care professionals, Health Science upper level students, 35 students.
- **Community Engaged Research Training,** Oakland University (Summer 2017), pilot service-learning based course providing students with knowledge and hands-on experience with applied research methodologies in community settings in partnership with the Oakland-Pontiac Initiative, Health Science upper level students, 5 students. First professor to run the course and helped develop it as a new pilot course for students interested in community research.
- **Nutrient Metabolism,** Oakland University (Fall 2016 - current), lecture course about the metabolism of carbohydrates, proteins, fats, vitamins, and minerals for Health Science majors with minor or interest in Nutrition, 23 students.
- **Human Pathology,** Oakland University (2 sections Fall 2016), lecture course that covers the basic principles of human pathology appropriate for students pursuing curricula in the health-related disciplines, students were Health Science majors or graduate students in the Physical Therapy program, 60 students. Took over the course for a professor on sabbatical.
- **Anatomy and Physiology**, Macomb Community College (Winter 2016), combined lecture and laboratory course in structure and function of all of the human body systems, the class consists of 30 students in the Health and Human Services programs.
- **Introduction to Organic and Biochemistry,** Marygrove College (Fall 2013). A combined lecture and laboratory course for health science majors focused on applications to human physiology and biochemistry, 10 students. Main topics included pH and buffers, enzyme structure/regulation, the three main biomolecules (carbohydrates, proteins, lipids), and the integration of metabolic pathways.
- **Human Genetics**, University of Michigan (Summer 2011), advanced class consisted of 63 upper-division pre-medical biology majors. Main topics included: genetics in society & research, central dogma of biology, mutations, gene regulation, mendelian genetics/modes of inheritance, and population genetics/evolution.

Teaching Interests/Training: evidence-based research supporting the science of teaching and learning including active learning, prompt feedback, high expectations, collaboration, time on task, diverse ways of learning, student/faculty interaction, backwards design in course development, adult learning theory, technology in the classroom, problem-based learning, and medical simulation

Also Prepared to Teach: Biochemistry, Molecular and Cellular Biology, Cancer Biology, Nutrition, Immunology, Pharmacology, and Embryology

REFERNCES

Jennifer Lucarelli, Ph.D., Chair, Interdisciplinary Health Sciences
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Rochester, MI 48309-4452
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Hasan Korkaya, D.V.M, Ph.D., Assistant Professor, Biochemistry and Molecular Biology Department, Augusta University Medical College of Georgia
(Former colleague at University of Michigan Cancer Center, Ann Arbor, MI)
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(former Associate Professor of Biology; Chair Science and Mathematics Department at Marygrove College, Detroit, MI)
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Hyeong-Reh Choi Kim, Ph.D., Professor of Pathology at Wayne State University
Address: 540 E. Canfield, Scott Hall Room 9271, Detroit, MI 48202
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MAUREEN HUSEK, MA, RD, DHCFA
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(248) 399-4530 jshmkh@aol.com

PROFESSIONAL EXPERIENCE

2001-present

BEAUMONT HOSPITAL, ROYAL OAK
Director, Nutrition and Retail Services
Provide strategic direction and manage operations for Nutrition and Retail Services, Breast Feeding Support, and Cashiering departments for this 1061 bed tertiary care hospital. Monitor key metrics for cost and quality for each of these departments to ensure efficiency and effectiveness of the services provided. Participate in national benchmarking programs and monitor clinical productivity.

- Served as project owner for $18M design build project to expand and renovate patient and production kitchens. Project completed on budget within schedule.
- Converted from cook chill to cook serve tray delivery system in anticipation of transition to house wide room service. Pilot room service programs currently in place on four patient units.
- As part of the South Hospital expansion, served as project owner for design and construction of a retail concourse including a gift shop, maternal-child shop, Starbucks, Ben & Jerry's, bakery deli, and concourse café.
- Led negotiations with vendors for retail food service contracts.
- Core team member for negotiation of departmental purchasing contracts.
- Implemented corporation wide automated payroll deduction system.
- With the acquisition of Beaumont Grosse Pointe, managed conversion from contract management to self op food service department.
- Gained approval for corporate wide Nutrition Care Committee.
- Instituted Beaumont Health System Dietetic Internship program with a concentration in Medical Nutrition Therapy.
- Developed worksite and community wellness programs including my Healthier Choice menu program, Apples a Day weight reduction program, and weekly Farmer's Market on the Royal Oak campus.
- Member MHA Healthy Food Workgroup and MHA Michigan Green Health Care Committee. Beaumont certified Green Officer.

1999-2001

DETROIT MEDICAL CENTER
Executive Director, Nutrition and Food Services
Served as DMC liaison to food service management company to ensure that contractual obligations were met. Provided oversight for program implementation, and monitored financial and quality metrics for food service contract for seven hospitals and two extended care facilities.

- Core team member for negotiation of management contract.
- Directed clinical nutrition programs that remained outside of the Nutrition and Food Service contractual agreement.
- Directed Medical Photography, Medical Library, and Conference Support departments.
- Led negotiations for retail food service franchise leases. Monitored contract compliance of franchise operations within DMC facilities.

MAUREEN HUSEK

1996-1999

DETROIT MEDICAL CENTER
Director, Nutrition and Food Services
Provided strategic system leadership and operational oversight for Nutrition and Food Services for a seven hospital system and two extended care facilities. Ensured high quality, cost competitive services across the corporation.

- Implemented corporate management structure for the department.
- Centralized patient tray and bulk food production to one facility on the downtown campus to serve the entire system.

1989-1996

CHILDREN'S HOSPITAL OF MICHIGAN
Director, Dietetics
Planned and directed food service and clinical nutrition care programs for this NACHRI affiliated hospital.

- Managed conversion from contract management to self op department.
- Implemented cook chill patient tray delivery system.
- Completed $3M construction project to expand and renovate cafeteria servery and seating area.
- Corporate process improvement and Service Plus trainer.

1986-1989

HUTZEL HOSPITAL
Assistant Director, Nutrition and Food Service
Directed workflow of food service and clinical nutrition care programs for this women's services hospital. Member of the Pharmacy and Therapeutics Committee.

- Implemented obstetrics rotation for Harper Hospital Dietetic Interns.
- Implemented new cook serve patient tray delivery system.

1977-1986

HARPER HOSPITAL
Clinical Dietitian, Food and Nutrition Services
Provided clinical nutrition care to inpatients and outpatients for this large tertiary care hospital. Completed nutritional assessments, care plans, and diet instructions.

- Served as a preceptor to Dietetic Interns.
- Acted as consultant dietitian for geriatric outreach clinics.

EDUCATION

1995

Master of Arts Degree, Nutrition and Food Science
Wayne State University, Detroit, Michigan

1976

Bachelor of Science Degree, Dietetics
Michigan State University, East Lansing, Michigan

TRAINING

Lean Certified
ServSafe Certified

AFFILIATIONS

American Dietetic Association
Association for Healthcare Foodservice (formerly ASHFSA, HFM)
National Restaurant Association

BARBARA J. MAIN, R.D.
14135 Cavell St.
Livonia, Michigan 48154-4655
(H) (734) 425-4947
(W) (248) 898-3024
(fax) (248) 898-0766
(E-mail) Bmain@beaumont.edu

Current Position:

Manager, Education and Standards
William Beaumont Hospital
Nutrition and Retail Services
3601 West Thirteen Mile Road
Royal Oak, Michigan 48073

April 2001-Present

Primary Responsibilities:

Plan, implement, educate, evaluate and update as necessary department Compliance program. Develop and provide departmental New Hire Orientation. Revise and update departmental policy and procedure manual to assure compliance with JCAHO standards, Federal and State laws, and hospital policies. Provide in service education to 400+ employees on a variety of topics related to food and nutrition. Coordinate Customer Service activities. Coordinate departmental Process Improvement activities. Assist with the implementation of Cook Chill and transition from Cook Serve. Starbucks trained Barista and learning coach.

Previous Work Experience:

Clinical Dietitian-Home Health Services

Beaumont Home Health Services
21355 Melrose Ave.
Suite 6
Southfield, Michigan 48075

April 1998-April 2001

Primary Responsibilities:

Develop and implement nutrition screening program for nursing agency, home infusion and home medical equipment divisions to meet JCAHO requirements. Review, revise, and develop patient education materials for normal and therapeutic nutrition. Nutrition consultant interfacing with patients, multi-disciplinary clinical staff, administration and managed care. Patient related responsibilities include: chart review, nutrition assessment, phone and in -home education. Nutritional assessment, monitoring and care planning for all home parenteral nutrition recipients. Educate nurses, pharmacists, technicians, physicians, and etc. re: parenteral, enteral, normal and therapeutic nutrition. Liaison to hospitals dietetic staff and Nutritional Support Services.

Committee Appointments: Home Infusion CQI Committee, Corporate Enteral Formulary Committee, Hospital Nutrition Committee, Home Services Nursing Education and Research Committee.

Clinical Dietitian-Nutritional Support Services

William Beaumont Hospital
Nutritional Support Service
Department of Pharmaceutical Services

3601 West Thirteen Mile Road
Royal Oak, Michigan 48073

May 1988-April 1998

Primary Responsibilities:

Nutritional and metabolic management of adult patients receiving parenteral and enteral nutrition both as in patients and out patients. PICC (Peripherally inserted central catheter) education, troubleshooting and maintenance. Medical, Surgical and Obstetric resident education. Ancillary staff education. Metabolic Cart program. Multi- disciplinary student education. Hospital policies and procedures related to the provision of enteral and parenteral nutrition. Member of corporate enteral formulary committee and hospital nutrition committee. Development of clinical pathway related to enteral feedings.

Relief Pool Dietitian

University of Michigan Medical Center
Ann Arbor, Michigan

1986-1988

Primary Responsibilities: Nutrition screening, assessment, formulation and implementation of Nutrition Care plans for adult medical, surgical and psychiatric patients receiving regular and modified diets and /or enteral feedings.

Graduate Assistant-Dietetics Program

Eastern Michigan University
Department of Human, Environmental and Consumer Resources
Ypsilanti, Michigan

1986-1988

Primary Responsibilities: Precepting of undergraduate dietetic students during clinical rotations. Liaison between University, students and hospital dietitians. Lectures on a variety of topics related to clinical nutrition and individual tutoring as requested.

Relief Dietitian/Clinical Dietitian

Samaritan Health Center
(now Mercy Health Center)
Detroit, Michigan

1985-1986

Primary Responsibilities: Nutrition care of adult patients receiving regular and modified diets, enteral and/or parenteral nutrition. Member of Nutrition Support Committee.

Specialty Certification/Education:

Certified Food Service Manager 6/03.
Certified HACCP Manager 8/03.
Certified Specialist Metabolic Nutrition (CSM): Awarded October 1993 from the American Dietetic Association Commission on Dietetic Registration. Expired October 1998 (Program discontinued Nov. 1998).

Certified Nutrition Support Dietitian (CNSD): Awarded April 1989 from the American Society of Parenteral and Enteral Nutrition. Re-certified April 1995 and September 2000.

Coordinated Undergraduate Program in General Dietetics/Bachelors of Science Degree in Dietetics Awarded April 1985 Eastern Michigan University, Ypsilanti, Michigan.

Awards and Honors:

Eastern Michigan University Distinguished Alumni Award September 1994.

Publications:

Clinical Pathway for the Management of Hyperemesis Gravidarum in the Home Setting. Poster presented to American Society for Parenteral and Enteral Nutrition 23rd Clinical Congress, San Diego, California. **Main, B.,** Bagnall, N., et al. February 1999.

Clinical Trends in the Use of Parenteral and Enteral Nutrition. Poster presented to American Society of Parenteral and Enteral Nutrition 22nd Clinical Congress, Orlando, Florida. **Main, B.** and Jepsen, S. January 1998.

Main, B. and Morrison, D. Development of a Clinical Pathway for Enteral Nutrition, *Nutrition in Clinical Practice*. 1998; 13(1): 20-24.

Clinical Pathway for Enteral Nutrition. Poster presented to American Society of Parenteral and Enteral Nutrition 21st Clinical Congress, San Francisco, California. **Main, B.** and Morrison, D. January 1997.

Aspiration Pneumonia Associated with Tube Feedings. Poster presented to American Society of Parenteral and Enteral Nutrition 21st Clinical Congress, San Francisco. Morrison, D., **Main, B.** and Kadro, O. January 1997.

Complications Associated with Enteral Nutrition. Poster presented at the Michigan Dietetic Association Annual Meeting. **Main, B.** and Morrison, D. April 1994.

Yuzbaslyan-Gurkan, V., Brewer, G., Abrams, G., **Main, B.,** and Giacherio, D. 1989. Treatment of Wilson's Disease with Zinc. V. Changes in Serum Levels of Lipase, Amylase, and Alkaline Phosphatase in Patients with Wilson's Disease. *The Journal of Laboratory and Clinical Medicine*. 114(5): 520-526.

Professional Activities:

Michigan Chapter of the American Society for Parenteral and Enteral Nutrition.
Founding member 1990
Director-at-large Dietitians 1993-1995.

Macomb, Oakland and St. Clair Counties Dietetic Association
Member: 1990-1996
Treasurer: 1991-1993
Secretary: 1994-1996

Southeastern Michigan Dietetic Association
Member: 1996-Present
Recording Secretary: 2004-2006
Internal Auditor: 1996-1998

Dietitians in Nutrition Support Practice Group of the American Dietetic Association.
Member: 1988-2002.

American Dietetic Association
Member: 1985-Present.
Commission on Dietetic Registration-Certified Specialist Representative: 1998-2001.

Michigan Dietetic Association
Member: 1985-Present.
Chair, Division of Clinical Nutrition: 1997-1999

American Society of Parenteral and Enteral Nutrition
Member: 1988-2002.

Professional Presentations/Workshops:

American Society for Parenteral and Enteral Nutrition. Interdisciplinary Review Course: "Nutrition Assessment". January 2001. Chicago, Illinois.

Southeastern Michigan Dietetic Association Membership Meeting. Dietetic Credentialing In The New Millennium-CDR Year 2001 Proposal. (with C. Rutkowski). February 1999. Southfield, MI.

American Society for Parenteral and Enteral Nutrition. Luncheon with the Expert. Development of Clinical Pathways for Enteral Nutrition. February 1999. San Diego, California.

American Dietetic Association-Commission on Dietetic Registration Test Assembly Workshop for the Metabolic Nutrition Specialty Practice Examination. July 1997.

American Dietetic Association-Commission on Dietetic Registration Item Review Workshop for the Metabolic Nutrition Specialty Practice Examination. June 1996.

American Dietetic Association-Commission on Dietetic Registration Item Writing Workshop for the Metabolic Nutrition Specialty Practice Examination May 1996.

Michigan Dietetic Association Annual Meeting. Parenteral Nutrition Order Writing. May 1996.

American Dietetic Association-Commission on Dietetic Registration Test Assembly Workshop for the Metabolic Nutrition Specialty Practice Examination June 1994.

American Dietetic Association-Commission on Dietetic Registration Item Review Workshop for the Metabolic Nutrition Specialty Practice Examination April 1994.

Macomb, Oakland and St. Clair Counties Dietetic Association Membership Meeting. "Team Leadership and Improved Managerial Skills for the Nutrition Professional "(Panel Discussion). May 1994.

Northern Michigan Dietetic Association Annual Meeting. "Nutrition Support for the 1990's: Parenteral Nutrition", Fall 1993.

Michigan Society of Parenteral and Enteral Nutrition. "Parenteral Nutrition in Pregnancy" Round table discussion. Fall 1990.

References provided upon request.

Barbara J. Main, R.D.

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Work Experience

Beaumont Health at Home — Clinical Dietitian
Beaumont Infusion Pharmacy — 2015 - present

Oakland University – Rochester, MI — Lecturer / Part Time
School of Health Sciences — 2008 – present
Courses Taught: Nutrition and Lifecycles (classroom), Eating Disorders (classroom and on-line), Nutrition and Culture (classroom)

Beaumont Health System – Royal Oak, MI
Clinical Nutrition Manager/Dietetic Internship Program Coordinator — 2012 - 2015
Manager, Education and Standards — 2001 - 2015
Nutrition and Retail Services

Beaumont Home Health Services – Southfield, MI — Registered Dietitian / Full Time
Beaumont Infusion Pharmacy — 1998 – 2001

Beaumont Hospitals – Royal Oak, MI — Nutrition Support Dietitian / Full Time
Department of Pharmaceutical Services — 1988 – 1998

University of Michigan Hospitals – Ann Arbor, MI — Relief Pool Registered Dietitian — 1986 – 1988

Eastern Michigan University – Ypsilanti, MI — Graduate Teaching Assistant
Coordinated Undergraduate Program in General Dietetics — 1986 – 1988

Skills/Interests

Staff Management, Training, Development and Engagement:
Responsible for 15.5 FTE Clinical Dietitians including hiring, discipline, scheduling, growth of services, involvement in clinical research, tracking and generation of revenue.
Serve as Secretary for Corporate Nutrition Committee scheduling meetings, preparation of agenda and minutes and coordinating policy and procedure changes.
Coordinate all activities of Dietetic Internship Program including web site maintenance, application review, candidate selection, development of rotation schedule, coordination of inter-professional education, communication with preceptors, resolution of issues/conflicts, management of required paperwork and forms for ACEND and other regulatory requirements. Completed ACEND self-study and required documentation, coordinated and successfully completed site visit resulting in program attaining full accreditation.
Provide leadership experience for dietetic interns during food service rotations, food and workplace safety, sanitation and food defense.
Effective, sought after public speaker. Comfortable speaking with and/or teaching groups of all sizes and the media.
Editor in chief, of monthly department newsletter, *What's Cookin'?,* for 10+ years. Selected software, digital camera and solicit information from all areas of the department and organization to meet goals of increased communication, staff engagement and staff recognition.
Developed, expanded and maintained department new hire orientation program for new Nutrition Services staff, contract employees and volunteers.
Select and distribute on-going leadership development opportunities (readings, webinars) to facilitate growth and development of department leaders.
Responsible for development, implementation and on-going improvements of 300-400 level nutrition courses including text book selection, lesson plans and activities to promote and support learning.

Emergency Preparedness
Attended Centers for Domestic Preparedness, FEMA sponsored training in Emergency Management for Environmental Health Specialists (EHTER) including food and water safety, sheltering and pest management.
Successfully completed FEMA sponsored on-line training IS 100, 200, 700 and 800.
Developed and implemented emergency preparedness policies and procedures for food and water safety.
Actively participates on hospital Emergency Preparedness Committee, assigned sub committees and represents department during drills and events. Developed and executed table top drills to assess and strengthen staff preparedness.

Food & Water Safety & Sanitation
Serve as liaison with local health department to ensure compliance with all standards
ServSafe certified instructor and proctor provide training to staff, with a variety of skills and educational levels, to successfully complete certification examination.
Provide on-going food safety education on hot topics and identified needs to Nutrition Services leadership team across the system. Serve as the go-to person for Beaumont Health System for regulatory compliance concerns related to food and water safety.

Regulatory Compliance
On-going review of regulatory standards from multiple agencies, determining impact on current and future practice and developing and implementing policies and procedures to maintain compliance with often conflicting regulations and/or individual interpretations (CMS, The Joint Commission, OSHA, MIOSHA, Michigan Department of Community Health, Oakland County Health Division, state and local fire codes). Accomplished through partnerships with other stakeholders within the system including: Infection Control and Prevention, Corporate Human Resources, Safety, Security, Corporate Compliance, Occupational Health Services and Beaumont Services Corporation (plumbers, electricians, HVAC). Responsible for the development, annual updates and on-going maintenance of corporate compliance plans for Nutrition Services.

Publications
Sabina R, Uhley V, **Main B**, Lucia V, Lindsley J, Pippitt K, Morton D, Twining S, Havas N. Blood Glucose Laboratory: Collective Experiences at Three US Medical Schools. MedEdPORTAL Publications; 2014. Available from: https://www.mededportal.org/publication/9978 http://dx.doi.org/10.15766/mep_2374-8265.9978

Clinical Pathway for the Management of Hyperemesis Gravidarum in the Home Setting. Poster presented to American Society for Parenteral and Enteral Nutrition 23rd Clinical Congress, San Diego, California. **Main, B.**, Bagnall, N., et al. February 1999.

Clinical Trends in the Use of Parenteral and Enteral Nutrition. Poster presented to American Society of Parenteral and Enteral Nutrition 22nd Clinical Congress, Orlando, Florida. **Main, B.** and Jepsen, S. January 1998.

Main, B. and Morrison, D. Development of a Clinical Pathway for Enteral Nutrition, Nutrition in Clinical Practice. 1998; 13(1): 20-24.

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Education & Certifications
Registered Dietitian Commission on Dietetic Registration (013595) 1985 – present

ASPEN Enteral Nutrition Therapy Safety Webinar Series and Certificate of Training Program

Quality Online Teaching Certification Course (QOTCC) at Oakland University – November 2015

BS in Dietetics, Coordinated Program in General Dietetics (CUP), Eastern Michigan University, Ypsilanti, MI 1985

ServSafe® Certified Instructor and Registered Examination Proctor March 2008, February 2013

Certified Nutrition Support Dietitian 1989 – 2005 | American Society for Parenteral and Enteral Nutrition

Additional Training and Skills
Proficient in Microsoft Office (Word, Excel, Publisher, Outlook) | Moodle (Oakland University) | CPR + | CBORD | United Dairy Industry of Michigan Media Training | Crucial Conversations | CITI (Collaborative Institutional Training Initiative) 2013

References provided upon request.

Kelley Cox, *MS, RD, CSG, CFPP*

20431 Brentwood St. Livonia, MI 48152 (734) 612-3204 kelleycox.rd@gmail.com

EDUCATION

Masters of Science, Human Nutrition
Eastern Michigan University, 2012

Bachelors of Science, Dietetics
Eastern Michigan University, 2010
Coordinated Program – Cum Laude

CREDENTIALS

- ***Registered Dietitian***
  Commission on Dietetic Registration
  Registration No. 1035614
- ***Board Certified Specialist - Gerontological Nutrition***
  Commission on Dietetic Registration
- ***Certified Food Protection Professional***
  ServSafe Food Protection Manager
  National Restaurant Association
  Certification No. 104402
- ***Certified ServSafe Instructor & Registered Exam Proctor***
  National Restaurant Association
  Certification No. 1300859

AFFILIATIONS

- ***Academy of Nutrition & Dietetics***
  Member since 2009
- ***Michigan Academy of Nutrition & Dietetics***
  Member since 2009
- ***Association of Nutrition & Foodservice Professionals***
  Member since 2015

PROFESSIONAL EXPERIENCE

Dietary Manager, Dietitian — ***November 2014—Present***
Michigan Surgical Hospital | Warren, MI

- *Management of Dietary Services for Specialty Surgical Hospital including Retail Café outlet*
- *Developed comprehensive Policies & Procedures for Clinical Nutrition and Foodservice, per JACCHO and CMS regulations*
- *Performs all purchasing, requisitions, cash reconciliation, and service planning needs for Department; Completes Clinical Nutrition Assessments as ordered*
- *Reduced department expenditures 9% in Q1 2015; Increased retail sales 12% in Q1 2015*
- *Appointed as Safety Officer as part of the facility Life Safety Management Team*

Consultant Dietitian — ***January 2014—Present***
Metropolitan Nutrition | Southeast Michigan

- *Provide monthly consultant clinical dietetic services for two LTC and rehab facilities; conducts sanitation audits for adjacent assisted living facility on a quarterly basis*
- *Provide guidance to Foodservice Directors for corrective action when operational or sanitation deficits are identified*

Clinical Nutrition Manager — ***August 2013—April 2014***
Unidine Corporation | Southeast Michigan

- *Provided clinical and operational support to three senior care communities in SE Michigan*
- *Developed policies and procedures for the Nutrition Services Department and conducted related staff in-services in preparation for community application for CMS licensure*
- *Key member of community outreach the program "Creating a Healthier Sanctuary" aimed at low income senior citizens residing in homes managed by Trinity Senior Living Communities*

Clinical Dietitian, Department Head — ***February 2012—August 2013***
Regency at Canton Nursing & Rehab Center | Canton, MI

- *Originated Culinary & Nutrition Department for new 113-bed skilled nursing rehab facility including development of meal delivery process and corresponding systems*
- *Responsible for a clinical responsibilities including completion of nutrition assessments and charting via electronic medical record and MDS 3.0*
- *Fulfilled staffing, staff disciplinary action, and budget oversight; Key team member of QAPI and Risk Management teams*
- *Completed two annual surveys with zero citations*

Per Diem Dietitian — ***January 2012—August 2013***
Unidine Corporation | Livonia, MI

- *Performed menu planning and data entry for proprietary web-based menu system*
- *Functioned as adjunct operations support for local accounts for new RD mentorship, process improvement, clinical support and training, menu development*

Food & Nutrition Manager — ***January 2011—January 2012***
Marywood Nursing Care Center | Livonia, MI

- *Managed foodservice operation for 103-bed facility; fulfilled staffing, scheduling, and disciplinary needs of department staff of 30 pursuant to SEIU union contract*
- *Reconciled P&L expenditures with budgetary oversight*
- *Fulfilled bi-weekly food and supply orders for meal service and retail café operation*
- *Completion of annual survey with zero citations*

Server, Regional Trainer — ***December 2006—July 2010***
Fleming's Steakhouse & Wine Bar | Livonia, MI

- *Executed full delivery of fine dining hospitality services; Trained new wait staff; Appointed as regional trainer for new point-of-service order management program*
- *Sales equal to 7% of gross annual unit revenue during 2009 and 2010*
- *Developed comprehensive knowledge of culinary terms and wine/food pairings*

Kelley Cox, *MS, RD, CSG, CFPP* 20431 Brentwood St. Livonia, MI 48152 (734) 612-3204 kelleycox.rd@gmail.com

PROFESSIONAL REFERENCES

Jennifer Bauer, RDN, CFPP
Corporate Registered Dietitian Nutritionist
Ciena Healthcare
4000 Town Center Suite 700
Southfield, Michigan 48075
(248) 807 - 0819 | jbauer@cienahmi.com

Cathie Coleman, NHA, ACC, RAC-CT, DCP
Nursing Home Consultant
Lecturer, Madonna University
9635 Bloomsbury Circle
Northville, MI 48167
(248) 437-7450 | cathclmn@aol.com

Kendall A. Page, NHA
Nursing Home and Health Care Administrator – Michigan, Indiana, Illinois
Home (616) 335-3016 | Cell (616) 834-4988 | kapage99@gmail.com

Jeanne M. Stevenson

5 Boone Lane, Dearborn, MI 48120 313-645-5138 jsso@novonordisk.com

Education

Bachelor of Science Degree in Clinical Dietetics
Northern Michigan University Marquette, MI

Dietetic Internship
Oakland County Public Health Department Southfield, MI

Experience

Diabetes Care Specialist

2004 to present Novo Nordisk Pharmaceuticals, Princeton, NJ
Responsibilities include implementing Novo Nordisk sales strategies on a local level with a focus on improving the standard of care for diabetes by providing better methods of prevention, detection and treatment.

Registered Dietitian
1979-2004 Henry Ford Health System, Detroit, MI

- Department of Preventive Cardiology
  Responsibilities included: teaching the nutrition component of the Cardiac Rehabilitation Program, implementing the Heart Smart Program, a community nutrition education program, developing Heart Smart recipes for publication in the Detroit Free Press.

- Department of Endocrinology
  Responsibilities included: educating patients on various special diets, teaching classes in an American Diabetes Association approved program in an outpatient setting.

- Department of Pediatric Endocrinology
  Responsibilities included: educating patients and their families on the the diet for diabetes, assisting them with meal planning, attending diabetes camp as camp dietitian for pediatric campers with diabetes.

Sports Nutritionist
1995-present Detroit, MI

- Provide sports nutrition counseling to the following organizations:
  Detroit Tigers Baseball
  University of Detroit Mercy Athletics
  Detroit Skate Club
  Detroit Lions
  Velocity Sports
  American Ballet Theater
  Henry Ford Center for Athletic Medicine

Professional Associations

Memberships with: American Dietetic Association
Sports and Cardiovascular and Wellness Nutritionists Practice Group

Jeanne M. Stevenson, RD CSSD CDE

1447 Yosemite Birmingham, MI 48009 313-645-5138 jsteven1@hfhs.org

Education

Bachelor of Science Degree in Clinical Dietetics
Northern Michigan University Marquette, MI

Oakland County Public Health Department Dietetic Internship
Southfield, MI

Work Experience

Diabetes Educator

2004 to present Novo Nordisk Pharmaceuticals, Princeton, NJ
Responsibilities include Diabetes Education on behalf of Novo Nordisk, with a focus on improving the standard of care for patients with diabetes by providing education on better methods of prevention, detection and treatment.
Vision Award recipient
2009 Circle of Excellence
2015 Circle of Excellence

Registered Dietitian
1979-2017 Henry Ford Health System, Detroit, MI

- Department of Preventive Cardiology
  Responsibilities included: teaching the nutrition component of the Cardiac Rehabilitation Program, developing Heart Smart recipes.
- Department of Endocrinology
  Responsibilities included: educating patients on various special diets, teaching classes in an American Diabetes Association approved Program in an outpatient setting.
- Department of Pediatric Endocrinology
  Responsibilities included: educating patients and their families on the the diet for diabetes, assisting them with meal planning, attending diabetes camp as camp dietitian for pediatric campers with diabetes.

Sports Nutritionist
1995- present Detroit, MI

- Provide sports nutrition counseling to the following organizations:
  Detroit Tigers Baseball
  University of Detroit Mercy Athletics
  Detroit Skate Club
  Henry Ford Center for Athletic Medicine

Adjunct Sports Nutrition Instructor Oakland University
2004-present

Professional Certifications

Registered Dietitian

Board Certified Specialist in Sports Dietetics

Certified Diabetes Educator

Kathy Akua Woolbright, PhD
22712 Nottingham Lane, Southfield, MI 48033
akua.woolbright@wholefoods.com; (313) 354-6150

WORK EXPERIENCE

Whole Cities Foundation (National Headquarters)
Nutrition Program Director
9/2014 to present

- Design nutrition and wellness curriculum
- Launch nutrition programs in various cities around the country
- Recruit, train and manage local educators
- Plan small and large-scale celebrity events
- Write job descriptions
- Recruit, hire and manage nutrition educators (multiple cities)

Whole Foods Market (Detroit, MI)
Community Health and Wellness Educator
8/2012 to present

- Expanded company's outreach and community engagement initiatives
- Recruited guest presenters and other community partners
- Taught healthy eating and wellness classes
- Created class content on a wide variety of plant-based topics
- Planned community wellness events
- Wrote job descriptions
- Recruited, hired and managed local nutrition educators (multiple cities)

Whole Foods Market (Global Headquarters)
Healthy Eating Cultural Outreach Coordinator
8/2011 to 7/2012

- Created community outreach guidelines and materials for diverse audiences
- Built partnerships and outreach strategies with community-based organizations
- Helped community partners design and implement their own healthy eating programs
- Conducted extensive train-the-trainer healthy eating workshops
- Planned community wellness events

Whole Foods Market (Global Headquarters)
Senior Healthy Eating and Wellness Educator
4/2009 to 8/2011

- Researched current nutritional facts
- Designed and taught healthy eating classes for internal and external audiences
- Handled healthy eating related communications, including media inquiries
- Launched national healthy eating program
- Coordinated regional and local healthy eating specialists
- Helped to design and implement the company's premiere wellness programs
- Recruited doctors to join the company's scientific and medical advisory board

The DC Department of Health, DC WIC State Agency
Public Health Nutritionist, Breastfeeding Program Coordinator
1/2007 to 4/2009

- Oversaw the operations of 23 clinics
- Performed annual evaluations
- Revised and implemented policies and procedures
- Created training materials and conducted staff trainings
- Coordinated and supervised the efforts of 7 breastfeeding counselors
- Prepared and provided legislative testimonies
- Organized annual festivals, conferences and other events
- Wrote grant applications (over $1M awarded)

The Physician's Committee for Responsible Medicine, Dr. Neal Barnard
Cooking Instructor
5/2006 to 12/2007

- Conducted vegan cooking classes
- Presented lectures on fat, fiber, dairy, animal protein, antioxidants, and other topics
- Received food safety certification

Howard University Hospital C.A.R.E.S
HIV Nutrition Program Manager
2/2006 to 11/2006

- Increased patient show rates and caseload
- Conducted nutrition workshops
- Performed nutrition and anthropometric assessments
- Created individualized diet plans
- Tracked clients and monitored progress

Healing Our Village
Public Health Educator, Nutritionist
2/2006 to 8/2006

- Taught weight loss and nutrition classes for morbidly obese patients
- Facilitated support group meetings
- Performed anthropometric measurements

National Science Foundation, Alliances for Graduate Education and the Professoriate
Research Fellow
8/2000 to 5/2005

- Assisted chairperson, Department of Nutritional Science, Howard University
- Focused on international nutrition issues
- Conducted literature reviews and summarized findings on the academic impacts of malnutrition
- Visited Ghana to collect case studies on eating patterns
- Completed the two-year *Preparing Future Faculty* training program

Kolectiv Healing Center
Natural Health Educator, Founder & Workshop Facilitator
1/1998 to 12/2003

- Coordinated outreach activities
- Created program curriculum
- Organized meetings and events
- Conducted motivational health, nutrition and wellness seminars
- Conducted self empowerment/personal growth workshops
- Offered individualized life path coaching sessions
- Provided Reiki, massage, reflexology, crystal therapy, herbal regimens, and other healing services
- Organized heal the healer and world healing days

ADDITIONAL EXPERIENCE

USDA ▪ Summer Food & Nutrition Institute Fellow ▪ Accra, Ghana ▪ Summer 2001
Non-Profit Consultant ▪ Event Planner, Volunteer Coordinator, Fundraiser ▪ 1/1998 to 3/2009
Howard University Occupational Safety ▪ Research Coordinator ▪ 3/1997 to 9/1998
Congressman Tony Hall (D-Oh, ret.) ▪ WREI Congressional Fellow ▪ 9/1996 to 5/1997
The Hunger Center ▪ Legislative Assistant ▪ 9/1996 to 5/1997
Howard University Infant Mortality Review ▪ Research Coordinator ▪ 6/1995 to 8/1996
Howard University Violence Prevention Program ▪ Community Outreach Worker ▪ 1/1995 to 12/1996
Howard University Department of Sociology ▪ Instructor ▪ 8/1993 to 6/1997
RESULTS Hunger & Poverty Grassroots Lobby ▪ Legislative Assistant ▪ 7/1993 to 5/1994
Howard University ▪ Research Assistant & Grant Project Manager ▪ 1/1991 to 5/1996
TransAfrica, Randall Robinson ▪ Legislative Assistant ▪ 3/1991 to 9/1991
The National Rainbow Coalition, Rev. Jesse Jackson ▪ Community Liaison ▪ 1/1991 to 6/1991

EDUCATION

Howard University ▪ Ph.D. Nutritional Sciences (Community Nutrition) ▪ August 2007
Howard University ▪ MA Sociology (Public Policy, Urban Problems, Race, Class and Gender) ▪ May 1997
Southern Methodist University ▪ BA Sociology (African American, Anthropology, Psychology) ▪ August 1990

Sarah Hojnacki, M.S., R.D.

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EDUCATION

Graduate Program at Michigan State University, East Lansing, MI
- Master of Science in Human Nutrition, emphasis in Community Nutrition (May 2010)
- Didactic Program in Dietetics in addition to graduate coursework
- Thesis research: "Development and Piloting of an Instrument that Measures Company Support for Breastfeeding"

Undergraduate Program at Michigan State University, East Lansing, MI
- Bachelor of Science in Nutritional Sciences (May 2006)
- Lyman Briggs College of Natural Science: An honors residential-learning community

DIETETIC INTERNSHIP

University of Michigan School of Public Health, Ann Arbor, MI (Jul 2010-Mar 2011)
- Completed a diverse, individualized Master's level certification program
- Participated in 17 weeks clinical, 9 weeks community, and 5 weeks foodservice management experience

PROFESSIONAL EXPERIENCE

Registered Dietitian (Apr 2013-present)
Mattawan Family Eye Care, Mattawan, MI
- Develop a nutrition program for local residents
- Market nutrition services throughout the community
- Provide preventive and therapeutic nutrition education and counseling
- Manage in-office supply and sales of health supplement products

Consultant Dietitian (Jun 2011-present)
Self Employed, Southern MI
- Conduct thorough nutritional assessments of home health care patients
- Assess patients' readiness to change using the Transtheoretical Model
- Provide nutrition education and counseling to patients, family members, and caretakers
- Evaluate the effectiveness of dietary interventions

Registered Dietitian (Apr 2011-Jun 2012)
Ciena Health Care, HCR Manor Care, Detroit, MI
- Performed nutrition risk assessments for residents of long-term care & rehabilitation facilities
- Collaborated with interdisciplinary care team members to determine appropriate resident care plans
- Provided individual nutrition education to patients
- Maintained body weight records of all residents and developed weight maintenance interventions

Research Assistant & Project Manager (Aug 2006-Dec 2009)
Michigan State University, East Lansing, MI
- Coordinated the development process of three instruments measuring workplace breastfeeding support
- Designed an instrument that assesses formal breastfeeding support in companies
- Collected data and performed data entry and data analysis
- Managed a USDA grant budget

PUBLICATIONS

Hojnacki, S., Bolton, T., Fulmer, I., Olson, B. (2012). Development and piloting of an instrument that measures company support for breastfeeding. *Journal of Human Lactation, 28,* (1); 20-27.

Appendix B. Proposed Courses

HS 3500 Health Behavior Theories

NTR 1000 Careers in Nutrition

NTR 2600 Nutrition Assessment Methods

NTR 2700 Introduction to Food Science

NTR 2750 Introduction to Cooking and Culinary Science

NTR 3000 Nutrition Research Methods

NTR 4200 Communication and Counseling in Nutrition Practice Methods

NTR 4300 Food Service Management

NTR 4400 Medical Nutrition Therapy I

NTR 4450 Medical Nutrition Therapy II

NTR 4500: Professional Practice and Ethics in Nutrition

HS 3500 Health Behavior Theories
Department of Interdisciplinary Health Sciences
School of Health Sciences, Oakland University

COURSE INFORMATION
3 credits
CRN#, Semester and Year, Day/Time/ Date range of course duration

INSTRUCTOR INFORMATION
Name, Office Location (Building, room number), Office hours, Contact information

COURSE DESCRIPTION: This course provides an introduction to determinants of health-related behaviors and how health behavior theory can be used in health education and behavior research and practice.

PRE-REQUISITES: HS2000 Introduction to Health and Health Behaviors

COURSE FORMAT: This course will include in-class meetings as well as supplemental readings and resources available online through Moodle.

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

- Identify the causes of social and behavioral factors that affect health of individuals and populations.
- Identify and describe the most commonly used theories of health behavior.
- Discuss applications of health behavior theory in developing health interventions.
- Assess personal health behaviors utilizing a theoretical approach.
- Apply a health behavior theory to a topic of interest in order to address a health issue.

TEXTBOOKS AND MATERIALS:
(Required) Glanz K, Lewis FM, Rimer BK. (Eds.) (2015) *Health Behavior and Health Education* (5th edition). San Francisco: Jossey-Bass.

(Recommended) Ariely, Daniel (2010) Predictably Irrational: The Hidden Forces that Shape our Decisions. New York: Harper Collins Publishers

Additional required readings will be made available through the course website on Moodle.

ASSIGNMENTS

A. WEEKLY QUIZZES ON READINGS (25%, 10 quizzes @ 25 points each, 250 points total)
Students are expected to review assigned readings and other materials before class and be prepared to complete a short weekly quiz or reflection on this information. These will be unannounced.

B. THEORY-BASED PERSONAL HEALTH CHANGE INTERVENTION (20%, 200 points total)
Throughout the semester, you will select one health behavior that you would like to change. You will complete an introductory assessment of your health behavior and the factors that influence it. You will then adopt a theory to explain the factors that influence your health behavior and create a behavior change plan. You will monitor your progress towards the behavior change for several weeks, and assess your successes. You will be required to submit weekly progress reports and a final reflection paper.

C. THEORY-BASED ARTICLE REVIEWS (15%, 3 article reviews @ 50 points each, 150 points total)
Each student must critically review 3 relevant peer-reviewed research articles that apply a health behavior theory to a health behavior intervention. It is highly recommended that the students send proposed articles to the instructor ahead of time to ensure that they are, in fact, an intervention research article. Popular media articles (from news sites, blogs, Wikipedia, etc.), review articles, and meta-analysis are not acceptable. Written guidelines will be provided via Moodle.

D. EXAMS (40%, 2 exams @ 200 points each, 400 points total)
There will be a midterm exam and a final exam (not comprehensive). Exams may include multiple choice, true/false, matching, and essay questions.

COURSE SCHEDULE

WEEK	TOPIC	ASSIGNED READING
1	Introduction to Health Behavior Theory	Glanz, Chapter 1, 2
2	Ecological Model of Health Behavior	Glanz, Chapter 20
3	Health Belief Model	Glanz, Chapter 3
4	Theory of Reasoned Action, Theory of Planned Behavior	Glanz, Chapter 4
5	The Transtheoretical Model and Stages of Change	Glanz, Chapter 5
6	Behavioral Economics	TBD
7	Midterm exam	
8	Social Cognitive Theory	Glanz, Chapter 8
9	Social Networks and Social Support	Glanz, Chapter 9
10	Stress, Coping, and Health Behavior	Glanz, Chapter 10
11	Diffusion of Innovations	Glanz, Chapter 14
12	Social Marketing	Glanz, Chapter 19
13	Applying Theory to Culturally Diverse and Unique Populations	Glanz, Chapter 21
14	Final exam	

NTR 1000 Careers in Nutrition
Department of Interdisciplinary Health Sciences
School of Health Sciences, Oakland University

COURSE INFORMATION
1 credit
CRN#, Semester and Year, Day/Time/ Date range of course duration

INSTRUCTOR INFORMATION
Name, Office Location (Building, room number), Office hours, Contact information

COURSE DESCRIPTION: This course introduces students to careers in nutrition and dietetics and provides information in obtaining relevant volunteer and employment experience.

PRE-REQUISITES: None

COURSE FORMAT: This course will meet in-person once a week. Classes will include lectures, guest speakers, videos, and/or activities.

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

- Describe various careers in nutrition.
- Identify professional organizations related to food and nutrition.
- Identify volunteer, professional, or academic activities that provide practical experience in the field of nutrition.
- Write a cover letter and resume.
- Explain one career in nutrition based on interview or job shadowing.

TEXTBOOKS AND MATERIALS
Required readings will be made available through the course website on Moodle.

Recommended textbook: Winterfelt, E.A., Bogle, M.L, & Ebro, L.L. Nutrition & Dietetics: Practice and Future Trends, 5th Ed. (2017) Burlington: Jones & Bartlett learning.

ASSIGNMENTS

A. IN-CLASS REFLECTIONS (20%)
At the conclusion of class, students will write a 5-minute reflection on the content of guest speaker's talk including thoughts about that particular career. These are graded pass/fail. Students must turn in a minimum of 8 reflections to receive full credit; each reflection is worth 2.5 points. Check the course timeline for dates reflections will be completed.

B. RESUME (20%)

Students will create a resume tailored for a job in food and/or nutrition employment. Students will bring resumes to class and participate in peer-review of resumes. They will then take feedback from classmates and create a final resume. BOTH the original resume and final are to be turned in. Further information and examples will be posted on Moodle.

C. COVER LETTER (15%)
Students will write a cover letter for a hypothetical job in nutrition and dietetics. Further information and examples will be posted on Moodle.

D. NUTRITION ORGANIZATION REVIEW (20%)
Students will identify one food or nutrition related professional organization and review their website, providing a short summary of the organization and how it fits within their current interests and future plans for a career in nutrition.

E. JOB SHADOWING (25%)
Students will contact a nutrition professional in a career of interest to request an interview and job shadowing experience. Students will write a reflection based on this interaction including what they learned and their thoughts about having that job in the future.

COURSE SCHEDULE

Week 1	Introduction to the field of Nutrition and Dietetics	*Assigned Readings/Activities:* Bureau of Labor and Statistics: https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm O*NET Summary Report: https://www.onetonline.org/link/summary/29-1031.00	Due: In-class reflection
Week 2	Credentialing and Certifications in Dietetics	*Assigned Readings/Activities:* https://www.cdrnet.org/certifications/registered-dietitian-rd-certification https://www.cdrnet.org/certifications/dietetic-technician-registered-dtr-certification	Due:
Week 3	Job searching and networking Resume and Cover Letter Writing Guest Lecture: Career Services	*Assigned Readings/Activities: TBD*	Due:
Week 4	Clinical Dietetics Guest Speaker: Inpatient/outpatient dietitians	*Assigned Readings/Activities: TBD*	Due: Cover letter In-class reflection
Week 5	Clinical Dietetics: Guest Speaker: Long-term care	*Assigned Readings/Activities: None*	In-class reflection

Week 6	Resume review Professional organizations	*Assigned Readings/Activities:* Bring to class resume draft Review website: https://www.eatrightpro.org/practice#dietetics-resources	
Week 7	Public Health Nutrition: Guest Speaker: Office of Aging	*Assigned Readings/Activities: TBD*	Due: Final Resume In-class reflection
Week 8	Public Health Nutrition Guest Speaker: WIC dietitian	*Assigned Readings/Activities: None*	In-class reflection
Week 9	Food Service Management Guest Speaker: School dietitian	*Assigned Readings/Activities: TBD*	In-class reflection
Week 10	Food Service Management Guest Speaker: Chef	*Assigned Readings/Activities: None*	In-class reflection
Week 11	Nutrition Communications Guest Speaker: Grocery Store	*Assigned Readings/Activities: TBD*	Due: Nutrition Organization Review In-class reflection
Week 12	Food and Supplement Industry Guest Speaker: Food Industry speaker or sales rep	*Assigned Readings/Activities: None*	Due: In-class reflection
Week 13	Nutrition Research Guest Speaker	*Assigned Readings/Activities:* Review NIH websites, links provided on Moodle	Due: In-class reflection
Week 14	Creating a Career Pathway: Volunteering, student activities, and job seeking	*Assigned Readings/Activities: TBD*	Due: Job Shadowing Reflection

NTR 2600 Nutrition Assessment Methods
Department of Interdisciplinary Health Sciences
School of Health Sciences, Oakland University

COURSE INFORMATION
3 credits
CRN#, Semester and Year, Day/Time/ Date range of course duration

INSTRUCTOR INFORMATION
Name, Office Location (Building, room number), Office hours, Contact information

COURSE DESCRIPTION: Students will learn about and practice nutritional assessment methods including anthropometric, biochemical, clinical, dietary and ecological approaches to assessing nutritional status of individuals and households.

PRE-REQUISITES: H2500 Human Nutrition and Health

COURSE FORMAT: This course will include in-class lectures, hands-on laboratory practice, as well as supplemental readings and resources available online through Moodle.

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

- Compare anthropometric, biochemical, clinical, dietary, and ecological nutrition assessment methods
- Describe in detail how to conduct various nutrition assessment methods
- Compare and contrast the strengths and limitations of different nutrition assessment methods
- Obtain hands-on experience in performing anthropometric and diet assessment methods
- Choose appropriate nutrition assessment tools to be used in various settings

TEXTBOOKS AND MATERIALS:
Nutritional Assessment, 7th Edition, David Neiman (2019), McGraw Hill Education
Additional required readings will be made available through the course website on Moodle.

ASSIGNMENTS

A. WEEKLY HOMEWORK ASSIGNMENTS (60%, 12 assignments @ 50 points each, 600 points total)
Students will be assigned interactive homework assignments each week to help them understand and gain experience with each nutrition assessment method, be able to understand the strengths and limitations of each methodology, and to display and understanding of the appropriate application of diet assessment methods.

B. LAB ASSIGNMENTS (2@ 50 POINTS)
Anthropometrics I and II

C. DIET ASSESSMENT COMPARISON PROJECT (20%, 200 points total)
Completed throughout the semester in several stages, students will conduct and compare results from a 24 hr food recall, 3 day food record, food frequency questionnaire, and estimated energy requirement calculations. They will reflect upon the appropriate use of each nutrition assessment method in nutrition practice and research.

COURSE SCHEDULE

WEEK	TOPIC
1	Introduction to nutrition assessment, diet history, food frequency questionnaires
2	Dietary approaches: 24 hour recalls
3	Dietary approaches: food records – estimated, weighed
4	Nutrient reference databases and sources of error in dietary assessment, national nutrition data sets
5	Assessment of energy needs, energy expenditure, and macronutrient intake
6	Anthropometric approaches: measures of body size and composition (BMI, skinfold thickness, waist-hip circumference and ratio), growth (fetal and infant and children),bioelectrical impedance, DEXA
7	Anthropometrics lab 1 – body composition
8	Anthropometrics lab 1 – DEXA + BodPod
9	Biochemical approaches – blood measurements
10	Biochemical approaches – urine measurements
11	Clinical assessments – physical examination, medical history
12	Ecological assessments, food environment, and household food insecurity
13	Decisions making in selecting nutrition assessment methods in practice and research
14	Innovative strategies in nutrient assessment and population-based nutrient assessment methods (e.g., online trackers)

NTR 2700 Introduction to Food Science
Department of Interdisciplinary Health Sciences
School of Health Sciences, Oakland University

COURSE INFORMATION
3 credits
CRN#, Semester and Year, Day/Time/ Date range of course duration

INSTRUCTOR INFORMATION
Name, Office Location (Building, room number), Office hours, Contact information

TEXTBOOKS AND MATERIALS

Brown AC (2019) *Understanding Food: Principles and Preparation*, 6th edition

COURSE DESCRIPTION: This class explores the chemistry of food and cooking and how chemical properties of food affect taste, nutrition, and appearance. Students will learn about the physical, chemical, and nutrition changes that occur with cooking and other food preparation methods. This lecture-based course is complemented by the laboratory demonstration course, NTR 2750 Introduction to Cooking and Culinary Science.

PRE-REQUISITES: CHM 2340 Organic Chemistry I

COURSE FORMAT: This course will meet face to face and will include a mixture of lectures and in-class activities designed to facilitate application of course material. There is a lab section to emphasize hands-on application of principles learned in lecture.

LEARNING OUTCOMES

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

- Explain the reactions of certain cooking methods on foods.
- Learn food safety and sanitation principles in the production and service of food.
- Connect chemical properties of foods to disease.
- Explain how chemical and nutritional properties of foods vary by preparation and storage methods.
- Identify and explain different preparation methods for foods and food products
- Apply fundamental chemistry and organic chemistry principles to the understanding of food.

ASSIGNMENTS

<u>Exams</u>

Three exams based on lecture material.

COURSE SCHEDULE

Week	Lecture Topic
1	Chapter 1: Food Selection Chapter 3: Chemistry of Food Composition
2	Chapter 12: Eggs
3	Chapter 7: Meat Chapter 7: Meat
4	Chapter 8: Poultry Chapter 9: Fish and Shellfish
5	Chapter 10: Milk Chapter 11: Cheese
6	Exam I Chapter 13: Vegetables
7	Chapter 15: Salads & Gelatins (pages 338-341) Chapter 14: Fruits
8	Chapter 16: Cereal Grains and Pastas Chapter 17: Flours and Flour Mixtures Chapter 18: Starches and Sauces
9	Chapter 19: Quick Breads Chapter 20: Yeast Breads
10	Exam II Chapter 21: Sweetener
11	Chapter 22: Fats and Oils
12	Chapter 23: Cakes and Cookies Chapter 24: Pastries and Pies
13	Chapter 25: Candy Chapter 26: Frozen Desserts
14	Chapter 28: Food Preservation Chapter 27: Beverages
	Final Exam

NTR 2750 Introduction to Cooking and Culinary Science
Department of Interdisciplinary Health Sciences
School of Health Sciences, Oakland University

COURSE INFORMATION
2 credits
CRN#, Semester and Year, Day/Time/ Date range of course duration

INSTRUCTOR INFORMATION
Name, Office Location (Building, room number), Office hours, Contact information

COURSE DESCRIPTION: This class applies the chemistry of food and cooking and how chemical properties of food affect taste, nutrition, and appearance. Students will demonstrate cooking and other food preparation methods. This laboratory course is complemented by the lecture, NTR 2700.

PRE-REQUISITES (OR CO-REQUISITE): NTR 2700 Introduction to Food Science

COURSE FORMAT: This course will meet face to face and emphasize hands-on application of principles learned in NTR 2700.

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

- Explain the reactions of certain cooking methods on foods.
- Demonstrate different preparation methods for foods and food products.
- Demonstrate food safety techniques in the preparation and storage of food.
- Troubleshoot when there is a problem with a food product.
- Evaluate foods for sensory characteristics.
- Describe functions of ingredients in a recipe.
- Work as a team-member to prepare and serve palatable food.
- Apply knowledge of sensory aspects food that promote food enjoyment.
- Identify social, cultural, environmental, and personal influences on food selection and preparation.

TEXTBOOKS AND MATERIALS
Required

- Betty Crocker Cookbook: Everything you need to know to cook from scratch.
- Apron
- Hair ties/nets
- Non-skid close-toed shoes

Recommended

- Brown AC (2019) *Understanding Food: Principles and Preparation*, 6th edition
- Food storage containers.

ASSIGNMENTS

A. Lab assessments.

- Pre-lab assessments. In class quizzes at beginning of each class based on readings and recipes relevant to that day's lab.
- Post-lab assessments. End of class quiz that assesses knowledge of that day's lab.

B. Comprehensive lab practical. End of semester cooking station assessment.

C. Group project. Each group develops a set of recipes (e.g. several dishes to comprise a meal or comparison baking – low-fat versus regular-fat), prepares the recipes, and presents the results to the class.

D. Attendance and participation. Must attend and sign-in to each lab session. May not miss any laboratory sessions without university-mandated excuse. Group members will evaluate their group-mates, which will be used to evaluate participation.

COURSE SCHEDULE

Week	Laboratory Topic
1	Brown Chapter 2: Food Evaluation Brown Chapter 4: Food Safety
2	Brown Chapter 5: Food Preparation Basics (lecture/lab activity)
3	Brown Chapter 12: Eggs
4	Brown Chapter 7: Meats Brown Chapter 8: Poultry Brown Chapter 9: Fish and Shellfish
5	Brown Chapters 10 and 11: Milk Foam, Custard, and Cheese TBD: Non-dairy milk alternatives, tofu
6	Brown Chapters 13 and 14: Fruits and vegetables TBD: Pigments & enzymatic browning
7	Brown Chapter 13: Legumes TBD: Meat Alternatives
8	Brown Chapter 16: Pasta & Other Grains Brown Chapter 18: Starches & Sauces
9	Brown Chapter 19: Quick Bread & Starches
10	Brown Chapter 20: Yeast Breads
11	Brown Chapter 22: Emulsions, cooking with fats
12	Brown Chapter 23: Shortened Cake Brown Chapter 24: Cookies/Pastry
13	Brown Chapter 21: Sugar Crystallization Brown Chapter 26: Frozen Dessert
14	Group project day
	Lab practical (on final exam day)

NTR 3000 Nutrition Research Methods
Department of Interdisciplinary Health Sciences
School of Health Sciences, Oakland University

COURSE INFORMATION
3 credits
CRN#, Semester and Year, Day/Time/ Date range of course duration

INSTRUCTOR INFORMATION
Name, Office Location (Building, room number), Office hours, Contact information

COURSE DESCRIPTION: Students will gain an understanding of nutrition research methods and evaluate and critique both scientific literature and lay sources of information. An emphasis will be placed on synthesizing information from a variety of sources and presenting information in both verbal and written formats.

PRE-REQUISITES: HS 2500 Human Nutrition and Health, NTR 2700 Nutrition Assessment, STA 2221 Introduction to Statistical methods or EHS 2550 Basic Statistics for Health Sciences

COURSE FORMAT: This course will include lectures, class discussions, hands-on practice of statistical software programs, and student presentations.

TEXTBOOKS AND MATERIALS

Drummond & Murphy-Reyes (2018). *Nutrition Research: Concepts and Applications*

Other assigned readings and research studies will be posted on moodle.

LEARNING OUTCOMES

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

- Demonstrate understanding of ethical issues in human subjects research
- Explain a variety of experimental and observational nutrition research designs.
- Identify and explain strengths and limitations of research designs.
- Evaluate the basic principles of data collection/sample selection for a given study design.
- Explain how choice of research methodologies influence interpretation of research findings
- Critique nutrition information and messages using scientific, peer-reviewed sources.
- Synthesize evidence and formulate conclusions about nutrition topics
- Demonstrate effective written and verbal presentation skills.

ASSIGNMENTS

A. Research Paper

Students will write a research paper on an approved topic of their choice related to nutrition and health or disease. The research paper will examine the strength of evidence for a health claim related to nutrition. Students must find two articles that support the health claim and two that do not support the claim, evaluate the strengths of the studies, and come to a conclusion about the health claim based on the evidence provided. This paper will be written in 4 parts, each component graded separately. The final paper must contain at minimum 6 peer-reviewed, scientific sources.

1. Topic proposal
2. Article critique
3. Paper outline
4. Final research paper

B. Presentation of Contemporary topic

Students will work in groups to explore the literature surrounding an approved nutrition related topic and create and deliver a group presentation of their findings.

C. Data analysis

Students will practice both statistical and qualitative data analysis methods. Students will identify a research question and answer it using both statistical analysis and qualitative data analysis using data sets provided by the instructor. They will then compare the differences in the methods, findings, and interpretation of findings. Further information will be provided in class.

D. Exams

There will be a midterm exam.

COURSE SCHEDULE

Week	Topic/Readings
1	Introduction to course and health claims
2	Intro to research/scientific method *Due: Topic Proposal*
3	Library lecture: finding research articles, databases, credible non-peer reviewed sources Ethics *Due: Complete CITI training*
4	Quantitative/Epi, part 1 & 2 *Due: Article Critique*

5	Quantitative/Epi, part 3 Introduction to statistical software and data analysis
6	Qualitative, part 1 & 2 *Due: Outline*
7	Qualitative, part 3 Introduction to qualitative data analysis
8	Systematic Reviews/Meta-Analyses, part 1 & 2 *Due: Data analysis comparison*
9	EXAM Individual assessment, group dynamics, working as a group
10	Food and nutrition information & consumption trends *Due: Health Claim Paper*
11	Health literacy and communication Presentation development and delivery skills (group work and topic selection)
12	Critiquing Popular Sources
13	Presentations
14	Presentations

NTR 4200 Communication and Counseling in Nutrition Practice Methods
Department of Interdisciplinary Health Sciences
School of Health Sciences, Oakland University

COURSE INFORMATION
4 credits
CRN#, Semester and Year, Day/Time/ Date range of course duration

INSTRUCTOR INFORMATION
Name, Office Location (Building, room number), Office hours, Contact information

COURSE DESCRIPTION: Covers nutrition communication and counseling in individual and group settings. Students will develop and practice skills in counseling for behavior change, education individuals and groups, and communicating to lay and professional audiences.

PRE-REQUISITES: NTR 2500 Human Nutrition and Health, NTR 2700 Nutrition Assessment, HS 3500 Health Behavior Theories

COURSE FORMAT: This course will meet face to face and will include lectures, practice and skill development sessions, and student presentations. In general, one class a week will comprise lecture and one will be an active practice or presentation session.

TEXTBOOKS AND MATERIALS

Required Textbooks:

- Bauer, K.D., Liou, D.,Sokolik, C.A. (2016) *Nutrition Counseling and Education Skill Development, 3rd edition.* Cengage Learning: Boston.
- Contento,I.R. (2016). Nutrition Education: Linking theory, research and practice

LEARNING OUTCOMES
Upon completion of this course, students will be able to:
- Demonstrate competency in basic interviewing and counseling skills.
- Develop, evaluate and use assessment tools in counseling and nutrition education settings.
- Perform nutrition assessment and dietary analysis on a low-risk client.
- Recommend appropriate dietary and behavioral changes for a low-risk client.
- Identify social and behavioral factors that impact dietary behaviors.
- Apply theory to nutrition counseling and education strategies.
- Create tailored communication and educational materials.
- Develop, lead, and evaluate a tailored lesson plan.
- Demonstrate effective interpersonal and group communication skills.

ASSIGNMENTS

A. Individual Counseling and Dietary Assessment

Students will practice nutrition counseling and education skills in a real-world setting. Students will identify a healthy "client" and meet with them a minimum of three times: Initial assessment, goal-setting, and follow-up meetings. As part of this project students will:

- Develop a nutrition and dietary assessment form and use this form in a counseling setting
- Use counseling and interviewing techniques to perform nutrition and behavior assessments, goal-setting, and to guide the client through self-reflection and evaluation of behavioral performance.
- Obtain a 24-hour recall, analyze intake using nutrient analysis software, and identify strengths and weaknesses in client's dietary intake including both foods and nutrients.
- Identify areas of behavior change and work with client to create a behavioral goal.
- Create a tailored educational handout for the client.
- Maintain a professional provider/client relationship and adhere to privacy practices.
- Reflect on their use of counseling and educational skills.
- Prepare 10-minute presentation on counseling experience and participate in group processing

Further instructions will be posted on Moodle and discussed in class. Please review course timeline for due dates for individual project assignments and presentation dates.

B. Group Nutrition Education

Students will work in groups to develop and carry-out a nutrition lesson plan in a group setting. Groups will submit their preference for groups (e.g. elementary school children, older adults, high school students, community groups) but the groups will ultimately be assigned by the instructor. Students are responsible for ALL communications with educational placement contact. To allow enough time to reflect and evaluate the experience, students should arrange to implement their lesson plans NO LATER THAN WEEK 12. In this project students will:

- Assess nutrition education needs and audience characteristics
- Create a nutrition lesson plan with learning objectives and least one activity
- Apply theory to the nutrition lesson plan
- Create an evaluation form for the audience and a self-evaluation form
- Implement nutrition lesson plan
- Using evaluations conduct a self-assessment of the educational experience
- Prepare 20 minute presentation on educational experience

Further instructions will be posted on moodle and discussed in class. Please review course timeline for due dates for individual project assignments and presentation dates. The final report will include a formal narrative that details the lesson plan, theory, application of theory, a narrative of the educational experience, and evaluation.

C. Exams

There will be a midterm and a non-cumulative final exam

COURSE SCHEDULE

Week	Topic, Reading, *Due*
1	Influences on Eating Behaviors Reading: Food Choice Process Model (Sobal & Bisogni, 2009) & Contento Chapter 2
2	Client Interviewing and Nutrition and Dietary Assessment Tools Reading: Bauer, Liou, &Sokolik Chapter 1: Preparing to meet your client
3	Counseling Techniques Reading: Bauer, Liou, &Sokolik Chapter 3: Communication Essentials & Chapter 4: Meeting your Client *Due: Nutrition & Dietary Assessment Form*
4	Goal-setting and Behavior Change and Motivational Interviewing Reading: Bauer, Liou, &Sokolik Chapter 2: Frameworks for Understanding and Attaining Behavior Change & Chapter 6: Promoting Change to Facilitate self-management
5	Developing a Nutrition Care Plan Reading: Bauer, Liou, &Sokolik Chapter 5: Developing a nutrition care plan *Due: Interview Transcript Evaluation*
6	Education & theory Reading: Contento, Chapter 9 & 10, Chapter 15 *Due: Client presentations*
7	Counseling, Diversity, and Cultural Competence Reading: Bauer, Liou, &Sokolik Chapter 9: Communication with Diverse Groups, Contento Chapter 8 *Due: Client presentations*
8	Lesson Plans and Learning Activities Reading: Contento Chapter 11, 12 *Due: Observation reflection of educational audience*
9	Designing evaluations Reading: Contento, Chapter 13 *Due: Lesson Plan*
10	Communication theories and media Reading: Contento, Chapter 16
11	Communicating nutrition information: Writing and handouts Reading: TBD
12	Communicating nutrition information: Audio and visual Reading: TBD *Due: Educational handout and Counseling follow-up presentations*
13	Nutrition Educators and Advocacy Reading: Contento, Chapter 18 *Due: Education presentations*
14	Topic to be determined *Due: Education presentations and Reflection*

NTR 4300 Food Service Management
Department of Interdisciplinary Health Sciences
School of Health Sciences, Oakland University

COURSE INFORMATION
4 credits
CRN#, Semester and Year, Day/Time/ Date range of course duration

INSTRUCTOR INFORMATION
Name, Office Location (Building, room number), Office hours, Contact information

COURSE DESCRIPTION: Covers principles of food systems and management and provides students with real-world experience in management, food production, and food service operations.

PRE-REQUISITES: NTR 2700 Introduction to Food Science and NTR 2750 Introduction to Cooking and Culinary Science

COURSE FORMAT: This course will meet face to face and will include a mixture of lectures and in-class activities designed to facilitate application of course material. There is a lab section to emphasize hands-on application of principles learned in lecture. A majority of the work in this class will be done in groups.

LEARNING OUTCOMES

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

- Plan and prepare nutritionally-balanced menus for a food service event.
- Develop budgets and financial plans for food service operations.
- Provide nutritional analysis of recipes.
- Apply knowledge of proper food preparation techniques and portion control methods.
- Demonstrate food safety and sanitation in a food service operation.
- Create marketing plans and design marketing materials.
- Plan a food service event.
- Demonstrate management skills and techniques in a food service context.

TEXTBOOKS AND MATERIALS

- Gregoire M. (2017). Foodservice Organizations: A Managerial and Systems Approach, 9th ed. Pearson: .
- Molt, M. Food for Fifty, 14th ed. Pearson: New York.
- ServSafe Manual.

ASSIGNMENTS

A. Food Service Event

The final project for this class is the execution of a large food-service event. Teams of students will be assigned to one of 4 food service locations and will be responsible for the planning, budgeting, organizing, production, execution, and evaluation of a food service event. Lab activities and assignments are designed to guide students through the steps involved. Each group will be responsible for:

- Menu planning
- Recipe creation
- Budgeting and purchasing
- Production schedules
- Event marketing
- Managing food service events
- Working as a member of a food production team

B. Lab Performance

All laboratory sessions are required. Students will be assigned groups during the first lab. Any students who miss this laboratory will not be permitted to continue in the course. Students must write a lab reflections including skills assessment to turn in at the beginning of the subsequent lab. Lab performance will also include evaluation of team members.

C. Recipe modifications

Students will perform a nutrient analysis on a recipe and then modify the recipe for a specific dietary restriction (e.g. low fat, gluten-free). Students must bring recipes to class and compare/contrast the nutrient content.

D. Food Service Management Case Study

Students will complete a case study where they will evaluate the situation and determine future courses of action.

COURSE SCHEDULE

Week	Date	Lecture Topic	Lab Activity
1		Institutional food service Reading: Gregoire, Chapter 1	Groups assigned Group dynamics & mission statements
2		Managing Quality Reading Gregoire: Chapter 2	Meet at assigned locations for tours; Complete site

			schematic and evaluation
3		Dietary restrictions and observances Menu Planning Reading Gregoire, Chapter 3	Recipe modification for dietary restrictions (meet in kitchens)
4		Kitchen Flow and Procurement Reading: Gregoire, Chapter 4 & 5 *Due: Recipe modification and nutrient analysis*	Management teams; kitchen roles and responsibilities
5		Communication & business plans Budgeting, financial management Reading: Gregoire Chapter 13, Molt Appendix A *Due: Management teams, mission statement, and theme*	Review and evaluate business plans and budgeting
6		Recipes Reading: Molt Chapter 1& 2 Food production Reading: Molt Chapter 3 *Due: Menu plans*	Introduction to food service management software
7		Safety, Sanitation, and Maintenance Reading: Gregoire, Chapter 8 *Due: Business plans*	Serv Safe Training
8		Marketing Reading: Gregoire Chapter 14	Advertisements and menu design;
9		Management & leadership Reading: Gregoire Chapter 10 *Due: Marketing plan and marketing materials*	Recipe testing at site location
10		Hospital and school food service operations Reading: Gregoire Chapter 9 *Begin marketing event* *Due: Purchasing forms for event*	Meet at locations sites to plan event; create flow charts, production schedules
11		Communication and Decision making Reading: Gregoire Chapter 11	Scenario-based problems in food service
12		Events (2 teams)	No Lab
13		Events (2 teams)	No Lab
14		Wrap-up *Due: Team portfolio and self-assessment*	
Final Exam			

NTR 4400 Medical Nutrition Therapy I
Department of Interdisciplinary Health Sciences
School of Health Sciences, Oakland University

COURSE INFORMATION
4 credits
CRN#, Semester and Year, Day/Time/ Date range of course duration

INSTRUCTOR INFORMATION
Name, Office Location (Building, room number), Office hours, Contact information

COURSE DESCRIPTION: This course covers disease pathology, nutrition assessment, and nutrition intervention for chronic diseases including obesity, cardiovascular disease, diabetes, and kidney disease.

PRE-REQUISITES: NTR 2600 Nutrition Assessment, BIO 2600 Human Physiology or BIO 1006 Clinical Anatomy and Physiology, NTR 4050 Nutrient Metabolism

COURSE FORMAT: This course will meet face to face and will include a mixture of lectures and lab activities designed to facilitate application of course material. All laboratory classes are required. Weeks without a lab activity will still meet for the entire scheduled time but will consist of lecture only.

TEXTBOOKS AND MATERIALS
Required Textbooks (also used in Medical Nutrition Therapy 2):

- Mahan, L.K., Raymond, J.L. (2017) *Krause's Food and the Nutrition Care Process*, 14th edition
- Pronsky, Z. Elbe, D., Ayoob, K. (2017) *Food Medication Interactions, 19th edition*.

Other Required Materials

- Diabetes Meal Planning booklet
- Academy of Nutrition and Dietetics' Nutrition Care Process Terminology subscription (eNCPT). http://ncpt.webauthor.com. This is online ONLY and not available through the campus bookstores.

LEARNING OUTCOMES

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

- Describe the nutrition care process.
- Explain the development, progression, and consequences of obesity, eating disorders, thyroid disorders, cardiovascular diseases, diabetes, and kidney disease.
- Explain the role of dietary patterns and food intake in the treatment of diseases and conditions.
- Use lab values, health history, and patient symptoms to identify nutritional risk.
- Identify appropriate dietary therapy based on nutritional assessment.

- Understand the effect medications have on treatment of disease and interactions with nutrient and food intake.
- Create tailored meal plans meeting an individual's physical needs and health condition.
- Explain the role of nutrigenomics in health and disease.

ASSIGNMENTS

A. Case Study

There will be one case study. Students will be presented with health history, physical, biochemical, and psychosocial information about a patient. They will assess nutritional risk, develop a nutrition care plan, and create a meal plan meeting nutrient needs, taking into account current health concerns. Students will need to use the Nutrition Analysis Software located in the computers on the 5th floor lab to analyze dietary intake and create diet plans.

B. Assignments

There will be 3 assignments. Instructions will be posted on moodle.
Diet Evaluation. Students will evaluate the evidence for a weight loss diet.
Diabetic Meal Planning. Students will evaluate and modify a diet for an individual with diabetes, using Diabetic Exchange lists.
Cardiovascular disease assessment. Students will assess, diagnosis, and create a diet prescription for a patient with cardiovascular disease.

C. Labs

There are 10 laboratory sessions which include interactive and lecture components where students will learn and apply skills related to nutrition and clinical assessments. ALL laboratory sessions are required. Excused absences will follow university policies or will be given at the instructor's discretion. Students who miss a lab are expected to make arrangements to make-up the lab with the instructor.

Lab-write ups will be due the week after the lab. Write-ups will include work done during the lab period as well as some outside work and/or reading. Grades for the 2 lowest lab assignments will be dropped *as long as ALL lab write-ups are turned in.*

D. Exams

There will be three exams and a cumulative final exam.

COURSE SCHEDULE

Week	Topic, Reading, *Due*	Lab Activities
1	Nutrition diagnosis and intervention Reading: Chapter 10 (lecture) Chapter 7 (lab)	*Lab #1* Assessing dietary intake and nutritional risk
2	Food-Drug Interactions Inflammation and chronic disease *Due: Lab#1 write-up*	*Lab#2* Food-drug-nutrient interactions and polypharmacy (bring Pronsky 19th ed)

3	Obesity Reading: Chapter 21 *Due: Lab#2 write-up*	*Lab #3* Energy, activity, and weight assessment & weight loss prescription
4	Exam 1 Weight Management Reading: Chapter 21 *Due: Lab #3 write-up*	Lecture only
5	Eating Disorders Reading: Chapter 22 *Due: Diet evaluation*	*Lab #4* Behavioral and Nutritional interventions in eating disorders
6	Diabetes Reading: Chapter 30 *Due: Lab #4 write-up*	Lecture only this week
7	Diabetes cont'd Reading: Chapter 30	*Lab #5* Diabetes medication and meal planning (bring Meal Planning book)
8	Exam 2 Thyroid and Endocrine Disorders Reading: Chapter 31 *Due: Lab #5 write-up*	Lecture only this week
9	Cardiovascular Disease Reading: Chapter 33	Lab#6 Heart healthy diets and foods
10	Cardiovascular Disease cont'd Reading: Chapter 33 *Due: Lab #6 write-up*	Lecture only this week
11	Water, electrolytes, acid-base balance Reading: Chapter 6 Pulmonary disorders Reading: Chapter 34 *Due: Cardiovascular disease assessment*	*Lab# 7* Imaging techniques and diagnostic methods
12	Pulmonary Disorders Reading: Chapter 34 Exam 3 *Due: Lab #7 write-up*	Lecture only this week
13	Renal Disease Reading: Chapter 35 *Case Study Due* *Due: Lab# 8*	Lab #9 Renal disease treatments, nutrient needs
14	Renal Disease *Due: Lab #9 lab write-up* Course wrap-up	Lab #10: Nutrition supplements and special foods WRITE-UP DUE AT THE END OF LAB
Cumulative Final Exam		

NTR 4450 Medical Nutrition Therapy II
Department of Interdisciplinary Health Sciences
School of Health Sciences, Oakland University

COURSE INFORMATION
4 credits
CRN#, Semester and Year, Day/Time/ Date range of course duration

INSTRUCTOR INFORMATION
Name, Office Location (Building, room number), Office hours, Contact information

COURSE DESCRIPTION: This course covers disease pathology, nutrition assessment, and nutrition intervention for acute and chronic diseases including cancer, gastrointestinal disorders, liver disease, bone disease, and special conditions.

PRE-REQUISITES: Medical Nutrition Therapy 1

COURSE FORMAT: This course will meet face to face and will include a mixture of lectures and in-class activities designed to facilitate application of course material.

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

- Explain the development, progression, and consequences of cancer, digestive diseases, liver disease, pancreatic disorders, bone disorders, HIV/AIDS, and neurological disorders.
- Explain the role of dietary patterns and food intake in the treatment of diseases and conditions.
- Use lab values, health history, and patient symptoms to identify nutritional risk.
- Identify appropriate dietary therapy based on nutritional assessment.
- Prescribe specialized supplements and tube feeding regimens based on individual needs.
- Create nutritional plans for the management of acute and chronic diseases.
- Describe complementary and alternative medicine approaches to the treatment of acute and chronic diseases.

TEXTBOOKS AND MATERIALS

Required Textbooks:

- Mahan, L.K., Raymond, J.L. (2017) *Krause's Food and the Nutrition Care Process*, 14th edition
- Pronsky, Z. Elbe, D., Ayoob, K. (2017) *Food Medication Interactions, 19th edition.*

Other Required Materials

- Academy of Nutrition and Dietetics' Nutrition Care Process Terminology subscription (eNCPT). http://ncpt.webauthor.com. This is an online ONLY and not available through the campus bookstores.

ASSIGNMENTS

A. Case Studies

There will be two case studies.

B. Assignments

There will be 3 assignments requiring students to calculate nutritional needs and prescribe specialized diets for cancer, enteral nutrition, and phenylketonuria. Instructions will be posted on moodle. Please see course schedule for due dates. A 4th extra credit assignment requires students to bring in an allergen free food and a food with "hidden" allergens for Lab #4. All foods MUST be packaged with food labels and unopened.

C. Exams

There will be three exams and one cumulative final exam.

D. Labs
ALL laboratory classes are required. Excused absences will follow university policies or will be given at the instructor's discretion. Students who miss a lab are expected to make arrangements to make-up the lab with the instructor.

Lab-write ups will be due the week after the lab

COURSE SCHEDULE

Week	Topic, Reading, *Due*	Lab Activities
1	Nutritional Genomics Reading: Chapter 5	Lab #1 TBD
2	Cancer Reading: Chapter 36 *Due: Lab #1 write-up*	Lecture only
3	Cancer cont'd Reading: Chapter 36 *Due: Nutrapenic diet for Cancer*	Lab #2 Alternative Therapies and Supplements
4	Nutrition Support Reading: Chapter 13 Upper gastrointestinal disorders Reading: Chapter 27 *Due: Lab #2 write-up*	Lab#3 Enteral and parenteral nutrition and Writing chart notes
5	Exam 1 Upper and Lower gastrointestinal disorders	Lecture only

	Reading: Chapter 27 & 28 *Due: Lab#3 write-up*	
6	Food Allergies and Intolerances Reading: Chapter 26 *Due: Enteral nutrition assignment* *Due: Allergy-free food example*	Lab #4 Meal planning with food allergies and intolerances
7	Liver and gallbladder disease (Hepatobiliary disorders) Reading: Chapter 29 *Due: Food allergy write-up* *Due: Case Study 1*	Lab #5 Alcohol, liver disease, and cancer
8	Pancreatic disorders Reading: Chapter 29 Bone disorders Reading: Chapter 24 *Due: Lab #5 write-up*	Lecture only
9	Exam 2 Anemia Reading: Chapter 32	Lab # 6 Anemia diagnosis using clinical and physical assessment
10	Metabolic Stress and Critical Care Reading: Chapter 38 *Due: Lab #6 write-up*	Lab #7 Metabolic and clinical tests in critical care
11	Neurologic Disorders Reading: Chapter 40 *Due: Lab# 7 write-up*	Lab #8 Stroke rehabilitation: Dysphagia diets, PT & OT
12	*HIV/AIDS* *Due: Lab #8 write-up* *Due: Case Study 2*	Lab #9 AIDS and malnutrition in developing countries
13	Exam 3 Genetic Metabolic disorders Reading: Chapter 43 *Due: Lab #9 write-up*	Lecture only
14	Complementary and alternative approaches to disease treatment *Due: Phenylketonuria assignment*	Lab #10 TBD LAB #10 WRITE-UP DUE AT THE END OF CLASS

NTR 4500: Professional Practice and Ethics in Nutrition
Department of Interdisciplinary Health Sciences
School of Health Sciences, Oakland University

COURSE INFORMATION
3 credits
CRN#, Semester and Year, Day/Time/ Date range of course duration

INSTRUCTOR INFORMATION
Name, Office Location (Building, room number), Office hours, Contact information

COURSE DESCRIPTION: Examines professional and ethical practice in nutrition and dietetics. Scope of practice, professional self-assessment, and ethical conduct in practice settings will be explored. *This course fulfills Writing Intensive and Capstone General Education Requirements*

PRE-REQUISITES: WRT 1060, NTR 3000 Nutrition Research Methods, senior standing

COURSE FORMAT: This will be a discussion-based course with occasional lectures and presentations. Students are expected to come prepared to class having read the readings and/or completed activities as assigned.

TEXTBOOKS AND MATERIALS

Assigned readings will be posted on moodle.

LEARNING OUTCOMES

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

- Understand how personal values, skills, judgments affect behaviors in professional settings.
- Explain scope of practice and professional boundaries in the field of nutrition and dietetics.
- Explain confidentiality laws and regulations.
- Demonstrate ethical decision making and behaviors in a variety of professional settings.
- *Capstone Learning Outcome* – Cross-cutting capacity: Demonstrate effective communication.

ASSIGNMENTS

A. Reflections (25%)

Reflections on readings or activities will be assigned throughout the semester. Reflections must be 1-2 pages (see writing format expectations) and include personal thoughts and observations of the readings or activities. Reflection questions or requirements will be handed out in class and will be due at the beginning of the following class.

B. Ethics Case Study (30%)

There will be two case studies dealing with ethics in the profession. Students will be given a scenario, asked to identify the ethical concerns, and explain the most ethical course of action. Case studies will be assessed based on 1) correct identification of ethical concerns, 2) quality of explanation of the issues, 3) justification of appropriate course of action. Case studies will be completed in two parts: One group activity during class and one individual write-up. Final write-ups will be 4-6 pages in length.

C. Position Paper (30%)

Students will choose a topic that is a current nutrition controversy that has an ethical component such as GMO crops, folate fortification of foods, industry funding of nutrition research, artificial nutrition and hydration. They will write a position paper which explains BOTH sides of the controversy, identifies the ethical dilemma, and comes to a conclusion about the topic. Grading will be based on 1) Appropriate use of credible sources, 2) Clear communication of both sides of the controversy, 2) Logical argument and justification of conclusion, 4) quality of writing and organization including grammar and structure.

The position paper will be submitted in 3 parts: ALL THREE COMPONENTS MUST BE TURNED IN FOR THE FINAL PAPER TO RECEIVE A GRADE. The first component is the position proposal, a one-page description of the topic, the controversy, and the identification of credible sources. The second component is a rough draft. The rough draft must be *complete and be free from grammatical and spelling errors.* The third and final component is the position paper itself, due the last week of class.

E. Attendance and Participation

Attendance is required. Participation in class discussions and group activities is expected by all members of the class. Students who are unprepared for class and/or do not contribute meaningfully to class will not receive full credit for attendance that day. Together attendance and participation will comprise 15% of the total grade.

COURSE SCHEDULE

Week	Topic, Reading, *Due*
1	Skills and values assessment *Reading: TBD* *Complete: Myers-Briggs Assessment*
2	Scope of Professional Practice and Boundaries Readings: Scope of practice for registered dietitian nutritionist (2018). Journal of the Academy of Nutrition and Dietetics *Due: Reflection on Myers-Briggs self-assessment* Ethical Practice in Dietetics

	Readings: Code of Ethics: https://www.eatrightpro.org/-/media/eatrightpro-files/career/code-of-ethics/coeforthenutritionanddieteticsprofession.pdf *Class activity: Professional Boundaries part 1*
3	Protected Health Information and HIPAA *Readings:* Ethical controversies in nutrition (overview) Readings: Rucker & Rucker. Nutrition: Ethical issues and challenges (2016). *Nutrition Research. 36*: 1183-1192 *Due: Case study 1: Professional boundaries*
4	Ethics in Research: Protecting Human Subjects Clinical trials Readings: TBD
5	Conflict of interest in medical, research, and business settings *In-class activity: Conflict of Interest Part 1* *Due: Position paper proposal*
6	Topic Readings: TBD *Due: Case Study 2 on Conflict of interest*
7	Ethical Issues in Patient Care Artificial Nutrition and Hydration Stigma and Obesity Readings: TBD
8	Ethical Issues in Food System and the Environment: Sustainability & GMOs Readings: TBD
9	Ethical Issues in Nutrient Intake: Food fortification & Dietary Supplements Readings: TBD *Due: Position paper Rough draft*
10	Ethical Issues in Marketing of Food and Supplements Readings: TBD
11	Ethical Issues in Childhood Nutrition Readings: TBD
12	Ethical Issues in Supplemental Food Programs Readings: TBD
13	Ethical Issues in Food Justice Readings: TBD
14	Ethics in the future: Personalized medicinal & nutritional genomics Course-wrap up Readings: TBD *Due: Final position paper*

APPENDIX C: SYLLABI FOR EXISTING REQUIRED SHS COURSES

1. HS2000 Health and Health Behaviors
2. HS3000 Community and Public Health
3. HS2500 Nutrition and Human Health (NTR2500)
4. HS3120 Community Nutrition (NTR3120)
5. HS3130 Nutrition and Culture (NTR3130)
6. HS3230 Foodborne Illnesses (NTR3230)
7. HS4100 Nutrition and Lifecycles (NTR4100)
8. HS4150 Nutrient Metabolism (NTR4050)

Oakland University
School of Health Sciences
Health Sciences Program

HS 2000 – Health in Personal and Occupational Environments – 4 Credits
CRN 40442, Fall Semester, 2018 Syllabus

Instructors:
Terry Dibble, MS
Office: 3135 Human Health Building
Office Hours: Monday 5:00-6:15pm
Tuesday/Thursday 12:00-12:45pm, 4:15-5:15pm
Wednesday 5:30-6:15pm
After class
E-mail: dibble@oakland.edu
Office Phone: 248-364-8663

Class place/time: MUC2 205– 6:30-9:50 pm

Course (Catalog) Description: Current information about the impact of environmental and lifestyle factors on health. Examination of issues related to human exposure to physical, chemical, and biological stresses. The impact of exercise, weight control, substance abuse, nutrition, and stress management on a person's ability to cope with environmental stresses will be analyzed. *This class satisfies the General Education requirement in the Natural Science and Technology category.*

This class satisfies the General Education requirements in the Natural Science and Technology category.

Course Prerequisites/corequisites: None.

Course Objectives (*the required General Education Learning Outcomes and cross-cutting capacities are in bold italics)*:

After completion of this course students will:

1. Understand the role of lifestyle choices in the prevention of disease and the promotion of well-being (see the detailed course objectives on pages 7-11 of this syllabus).
2. Understand the impact of environmental stresses on health.
3. Understand how to integrate personal wellness choices into everyday life.
4. ***Demonstrate knowledge of major concepts in natural science or technology***, particularly the inter-related disciplines of the health sciences ***including***: the relationships between lifestyle choices and well-being; and, the impact of human exposure to physical, chemical, and biological stresses on health through classroom discussion; and, the ***developing and testing of hypotheses***; procedures for data collection and analysis; ***drawing conclusions*** from the results; ***and reporting of findings through*** 4 interactive ***laboratory experiences*** examining physical fitness & obesity, cardiovascular disease, use/abuse of alcohol, and unintentional injury.
5. ***Demonstrate how to evaluate sources of information in*** health ***science or technology*** by guided discovery of the differences between information of differing quality from refereed and non-refereed sources, scholarly and public.
6. ***Demonstrate how*** practical ***knowledge***, skills and strategies ***in a field outside of the student's major can be evaluated and applied to solve problems across a range of*** health promotion and disease prevention ***applications.***
7. ***Demonstrate knowledge of the personal, professional, ethical, and societal implications of these*** health promotion and disease prevention ***applications.***
8. Via the above objectives, ***develop and enhance the cross-cutting capacities of information literacy and critical thinking skills*** (become a critical consumer and user of the informed literature in presenting laboratory results, conclusions, and the evaluation and discussion of the relevance of findings); and, ***develop effective communication skills*** in laboratory report submissions.

Required Text and Supporting Course Material:
Access to Health, DONATELLE, Rebecca, 15TH edition, Publisher: PEARSON

Oakland University's e-Learning software Moodle.
Students will need to purchase the on line access code.

Course Procedures: To meet the course objectives the format for this class will be presentation of theoretical, conceptual and analytical information in a wide variety of areas of health science pertinent to personal well-being. Small group discussion and presentation to the larger group, and interactive discussion of the material typically form the basis for many classes. Every student will complete 4 laboratory exercises (see course outline) by collecting data on themselves and others, then submitting a laboratory report for each lab detailing findings and discussing the relevance of these findings for well-being. This process will be supported by the university's e-Learning software, Moodle. Readings associated with each topic are listed in the Topical Outline (below). It is strongly recommended that students read these materials before each associated class session. There will be a total of 4 quizzes, and a comprehensive final examination. Lecture material, laboratory experiences, and required readings are examinable.

Expectations of Students: Regular class attendance and active participation in class discussions is important. Students are expected to arrive for class on time and refrain from disturbing the flow of the class through conversation or distracting behavior. Students are encouraged to exchange ideas and to integrate personal experiences in class sessions. All communication devices (pagers and cell phones) are to be turned off before entering the classroom. By completing the laboratory data collection and/or answering the questions on the laboratory questionnaires it is understood that implied informed consent has been granted.

Classroom and University Policies

Classroom Behavior

1. ***Academic conduct policy.*** All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
   a. **Cheating.** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, falsifying data or submitting data not based on the student's own work on assignments or lab reports, or other forms of misconduct on exams.
   b. **Plagiarizing the work of others.** Plagiarism is using someone else's work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else's thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.
   c. **Falsifying records** or providing misinformation regarding one's credentials.
   d. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.
2. For more information, review OU's Academic Conduct Regulations. (Link to Academic Conduct Regulations: https://www.oakland.edu/deanofstudents/policies/)
3. ***Behavioral Code of Conduct.*** Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes
   a. **Integrity.** See academic conduct policy points above.
   b. **Community.** Policies regarding disruptive behavior, damage and destruction, weapons, and animals.

c. **Respect.** Policies regarding harassment, hazing, and sexual misconduct (Link to Sexual Misconduct policy: https://www.oakland.edu/policies/health-and-safety/625/)
d. **Responsibility**. Policies regarding alcohol, drugs, and other substances

See the Student Code of Conduct for details. (Link to Student Code of Conduct: https://www.oakland.edu/deanofstudents/student-code-of-conduct/)

Accommodation and Special Considerations

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus Disability Support Services (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the Study Aids webpage of Disability Support Services website. (Link to Disability Support Services website: https://www.oakland.edu/dss/)

Excused Absence Policy

This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. A student must notify and arrange with the professor in advance. For responsibilities and procedures, see Academic Policies and Procedures. (Link to Academic Policies and Procedures: https://www.oakland.edu/provost/policies-and-procedures/)

Religious Observances

Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The OU Diversity Calendar for more information. (Link to calendar: https://www.oakland.edu/diversity/calendar/)

Preferred Name Policy

OU's Preferred Name Policy ensures a student's university records can use a name that reflects the student's identity (abbreviated name, name change etc.).

Sexual Misconduct

Faculty and staff are responsible for creating a safe learning environment for our students, and that includes a mandatory reporting responsibility if students share information regarding sexual misconduct/harassment, relationship violence, or information about a crime that may have occurred on campus with the University. In such cases, the professor will report information to the campus' Title IX Coordinator (Chad Martinez, chadmartinez@oakland.edu or 248-370-3496). Students who wish to speak to someone confidentially can contact the OU Counseling Center at 248-370-3465. Additionally, students can speak to a confidential source off-campus 24 hours a day by contacting Haven at 248-334-1274.

Add/Drops

The university policy will be explicitly followed. It is the student's responsibility to be aware of deadline dates for dropping courses and officially drop the course. (Link to deadlines for dropping courses: https://www.oakland.edu/registrar/registration/dropornot/)

Faculty Feedback: OU Early Alert System

As a student in this class, you may receive "Faculty Feedback" in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A "Faculty Feedback" e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide

early feedback and intervention to support your success. (Link to Faculty Feedback for students: https://www.oakland.edu/advising/faculty-feedback/)

Emergency Preparedness

In the event of an emergency arising on campus, the Oakland University Police Department (OUPD) will notify the campus community via the emergency notification system. The professor of your class is not responsible for your personal safety, so therefore it is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuations, lockdowns and other emergencies. Register for these notifications at oupolice.com.
- Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the instructor in class.
- If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and oupolice.com/emergencies.
- Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

Violence/Active Shooter: If an active shooter is in the vicinity, call the OUPD at (248) 370-3331 or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims. Consider your options: Run, Hide, or Fight.

Grading: Students will be graded based on the following assessments.

1. There will be 5 laboratory Assignments (380 points) Required
2. 4 Dynamic Study Modules (DSM) (160 points). Required.
3. 3 Exams (300 points). Required.
4. Final examination (100 points). Required.
5. 11 quizzes (102 points). Optional
6. 5 written assignments (100 points). Optional.

Your final grade will be based on a total number of points for the semester. **There will be 1142 points available for the semester. In order to get a 4.0 you must earn between 987-1050 points of the 1142 available**. **Failure to complete any of the mandatory class assignments may result in a failing grade for the course.**

So in order to get a 4.0 you must complete the mandatory assignments and a combination of points from the quizzes and/or the written assignments. It is your choice how you earn the optional points. This grade format allows the student the freedom to choose how they earn their points for the semester. It also requires the student a higher level of responsibility to ensure they complete the assignments on time.

The quizzes will be available all semester excluding the syllabus quiz, which is due the first week. The writing assignments will only be available a limited time. If you miss the open period, you will not be allowed to make up the writing assignment.

- **Laboratory Reports:** There are 5 laboratories Assignments to be completed this semester. Each laboratory experience requires a typed report, worth 400 points of the final grade. The laboratories are designed for you to gather data to test a hypothesis on yourself, your friends and acquaintances. For each laboratory, you will need to initiate data collection at least two weeks before the laboratory report is due. Once you have your data, you need

to submit it to the class database through the course website at least a week before the lab report is due. One week before the lab report is due you need to go to the course website and obtain class summary data for use in your lab report. Your laboratory report (Lab Submission Form found on the course website), itself, is intended to be a summary of the purpose, methods, results, of the laboratory. In addition, you are expected to draw conclusions about the hypothesis tested, and discuss these conclusions in light of the informed literature on this topic. To this end you are strongly encouraged to search the informed literature for relevant articles on the topics of the laboratories and bring this information into your report. Doing this early in the semester will facilitate excellent laboratory reports.

- **The Health Science Faculty acknowledges the value of collegial interaction and the learning that can come from exchanging ideas with other students on course assignments. We encourage students to work together to generate ideas for the lab assignments. However, it is required that each student do their own work in completing the written laboratory reports, and use their own search of the "informed literature," and their own words for the discussion portion of the report. The Labs will be due on the following dates:**
    a. **Behavior Change #1-September 23rd**
    b. **Research Quiz- September 24th-30th**
    c. **Behavior Change #2-October 14th**
    d. **Research Assignment #1-November 11th**
    e. **Research Assignment #2-november 25th**

  The laboratory reports will be evaluated on: a) your understanding of the health science concept being tested; b) evidence of information literacy through being a critical consumer and user of the informed literature in presenting laboratory results; c) evidence of critical thinking skills through appropriate drawing of conclusions, and the evaluation and discussion of the relevance of findings; and, d) evidence of effective communication skills in laboratory report submissions.

- **Penalties for late submissions** – Assignments must be submitted by midnight of the date due. We will not accept laboratory reports not typed. **Laboratory reports are not accepted via e-mail. Assignments will be penalized 10% per day late when submitted after date due.**

- **Exams*:** There are 3 exams, worth 300 points of the final grade. The exam questions will be multiple choice and true:false and multiple choice in nature. The exams are to be held on the following dates:
  Exam #1-October 3rd
  Exam #2-October 31st
  Exam #3-Novermber 28th
- **Final Examination*:** The final examination is worth 100 points of your final grade. It is a comprehensive examination, covering all course readings, lectures, and laboratories. Like the exams, the final examination questions will be multiple choice and true:false in nature. **The final examination is to be held on December 12th from 7:00 pm until 10:00 pm.**
    - ***Please note:** All quiz and final examination questions will focus on: a) knowledge of major concepts in health science or technology; b) how practical knowledge, skills and strategies from health sciences can be evaluated and applied to solve problems across a range of health promotion and disease prevention applications; and c) knowledge of the personal, professional, ethical, and societal implications of these health promotion and disease prevention applications.

- **Make-up Exams:** An excused absence from taking a exam on the designated day will constitute that the next exam count double. An excused absence must be previously arranged or notice of absence must be received by the end of the class on the day of the exam. Otherwise the absence is not excused and a grade of 0.0 will be recorded. Students who miss two exams in a sequence will receive a grade of 0.0 for the first exam. Pre-approval must be obtained for an excused absence from taking the final exam at the indicated examination time. Students who are not present when any exam or the final exam is distributed will not be allowed to take the exam. Therefore,

students must arrive on time. Students are advised to save all materials such as scantrons, assignments, etc. for later reference.

- **Quizzes:** There will be 11 quizzes posted on the MyLab link. The quizzes will be available for the entire semester. Each quiz is worth 10 points (one 2 point quiz) and will be completed on the MyLab link. You have the option of doing all or just some of the quizzes. It will be the student's responsibility to keep track of when the quizzes are available. Once the quizzes have closed you will not be able to access it. The quizzes will be true:false and multiple choice type questions. You can take the quizzes up to 4 times. **There are no make ups for the quizzes.**
- **Incomplete Grade ("I" grade):** Students who, for reasons beyond their control (illness, bereavement, accident) are unable to complete the work in HS 2000 by the end of the semester may request an Incomplete grade from the professor. The student and the professor must complete the form "Request for an Incomplete Grade," available from the professor or the Dean of Health Sciences office. The "I" grade must be approved at least one day before the final examination. It is the Professor's decision whether to allow an Incomplete grade. An Incomplete grade must be converted to a numerical grade within the first 8 weeks of the next Fall or Winter semester for which the student registers. Procedures for completing the work in the course are spelled out on the "Request for an Incomplete Grade" form.

Grading Scale:

Percentage	Honor Points	Semester Grade
94-100	4.0	A
88-93	3.7	A-
82-87	3.3	B+
78-81	3.0	B
74-77	2.7	B-
71-73	2.3	C+
68-70	2.0	C
64-67	1.7	C-
61-63	1.3	D+
60-61	1.0	D
59 or below	0.0	F

Time Schedule and Topical Outline: The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make minor adjustments to this schedule.

Fall Semester, 2018

Week	Date	Topics	To Do	Readings
1	9/5	Course introduction. Using Moodle. The Scientific Method. Finding, reading, and interpreting informed literature. Wellness		Moodle Notes Topic 1 Chapter 1
2	9/12			Chapters 2,3
3	9/19		**Behavior Change #1 due 9/23**	Chapters 4,7.
4	9/26		**Research Quiz due 24th -30th**	Chapter 8
5	10/3		**Exam#1 completed 10/3**	Chapter 8,9
6	10/10		**Behavior Change #2 Due 10/14**	
7	10/17			Chapters 9,10
8	10/24			Chapter 10,11
9	10/31		**Exam #2 due 10/31**	Chapters 12, 13
10	11/7		**Research Assignment #1 due 11/11**	Chapters 14, 15
11	11/14			Chapters 16, 17.
12	11/21		**Research Assignment #4 due 11/25**	Chapters 18, 19, 20
13	11/28		**Exam #3 due 11/28**	
14	12/5		**Review for final exam.**	
	12/12	FINAL EXAM – 7:00-10:00pm	Final examination is comprehensive, covering all course readings, lectures.	

HS 3000: Community & Public Health
Oakland University
School of Health Sciences
Health Sciences Program

Faculty: Kwame Sakyi, MSPH, Ph.D.
Office: 3101 HHB
Telephone: 248-364-8846
Email: ksakyi@oakland.edu

Course: HS 3000– Fall 2018; (CRN 40728/ 003)
Course Credits: 4
Course times: 8:00 – 11:20 am, Friday
Classroom: Human Health Building, Rm 1050
Office hours: **Thursday**, 9:00-10:00am; **Friday,** 12-1pm or by appointment

Course description

Biological, psychosocial, socio-cultural, economic, philosophical, political, ethical, environmental, community and public health organization factors, as determinants of health are discussed relative to the distribution, cause, prevention, and treatment of disease. Topics include epidemiological health indicators, goals, systems of health care delivery, disparities, diversity/stereotyping, gender, age, and disability issues. *This course satisfies the university general education requirement in the social science knowledge exploration area and in U.S. Diversity.*

Prerequisite(s): HS 2000 or instructor permission.

Learning outcomes

(Required General education objectives and cross-cutting capacities are in ***bold italics*** below):
The primary course objective is to increase students' understanding of social determinants of health inequities and individual wellness. As a result of this course, students will be able to:

1. Explain the social determinants of health and health intervention strategies;
2. ***Evidence knowledge of concepts, methods, and theories designed to enhance our understanding of human behavior and/or societies;***
3. Converse clearly about the goals and objectives of Healthy People 2020;
4. Apply appropriate terminology, epidemiologic methods, and techniques to current public health problems;
5. Demonstrate an understanding of individual and community health promotion issues;
6. ***Develop and enhance the cross-cutting capacity of social awareness about health disparities that exist between race, ethnic, age, and gender groups;***

7. ***Demonstrate knowledge of how diverse value systems and societal structures are influenced by factors as race, ethnicity, gender, minority status, disability, and age;***
8. ***Identify the major challenges and issues that the above factors raise in contemporary society; and***
9. ***Demonstrate application of concepts and theories to health problems involving individuals, institutions, or nations.***

Course Materials

1. *An Introduction to Community & Public Health* by James F. McKinzie, Robert R. Pinger, and Denise Seabert (2016). 9th Edition. Burlington, MA: Jones & Bartlett Learning. **NOTE: Electronic access code is NOT required**

2. White iClicker remote (iClicker, iClicker2, 0r iClicker+ [new or used]), or iClicker Reef App
   - If you are using the white iClicker remote (iClicker1, iClicker2, or iClicker+) Register your clicker at https://www1.iclicker.com/register-clicker/ **When registering your iClicker, it is important that you use your @oakland.edu email as your student ID (include the @oakland.edu).**

3. Additional material: Moodle, Oakland University's e-Learning software

Academic integrity

All members of the academic community at the School of Health Sciences and the larger Oakland University are expected to practice and uphold standards of academic integrity and honesty. This includes plagiarism, cheating, unauthorized collaboration, fabrication, falsification of records or official documents, intentional misuse of equipment or materials, and aiding and abetting the perpetration of such acts. Any misrepresentation of students' work is cheating (i.e., claiming credit for ideas or work that students did not do and seeking a grade from that work). The preparation of reports, papers, and for examinations must represent each student's own efforts. Reference sources should be clearly indicated. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books, or notes has been approved by the professor, is a violation of the academic conduct standard expected in this course.

The Oakland University policy on academic conduct will be strictly followed with no exceptions. See the catalog under Academic Policies and Procedures for more information: www.oakland.edu/pace/policies-procedures. Any students not upholding academic integrity standards ***will receive a zero*** *on the assessment or the overall course grade.*

Course format and expectations

The format of the course is a combination of lectures, in-class exercises, and discussions, based on the readings, other media sources, and the instructor's own experiences and research. Attendance and participation are expected for all classes. Exams will be based on lecture notes, videos, class discussions, and course readings.

Classroom expectations

Students registered or taking courses in the School of Health Sciences are expected to behave with professional conduct. Students should show courtesy, honesty, and respect to faculty members, guest lecturers, administrative support staff, community partners, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions, and striving to help them achieve maximum benefits from their experience. Some topics will be sensitive by nature, and all students are expected to be inclusive to differing ideas and opinions. Students are encouraged to exchange ideas and to integrate personal experiences into the class.

Students interested in receiving letters of recommendation for graduate school or professional job opportunities from Dr. Sakyi should be aware of several important requirements. You must spend appropriate time and energy building a relationship with him through your participation in class and office hours. You will need to earn a final grade of at least a 3.7 in this class.

Emails

Emails directed to Dr. Sakyi should include **"HS 3000" in the subject line**. Most emails will be responded to within 48 hours, but note that Dr. Sakyi may be slower to respond on weekends and evenings.

Electronics

All communication and musical devices (cell phones, iPods, tablets, etc.) are to be ***silenced*** during class. While laptop computers are permitted, students are encouraged to take notes by hand when possible. Any engagement in distracting or inappropriate browsing during class is prohibited. Students are ***not permitted to take photos of lecture slides*** in class, unless permission is explicitly granted.

Attendance and participation

Attendance in class is required on dates of any scheduled assignments or examinations and is part of your participation grade. Students are expected to arrive for class on time and to refrain from disturbing the flow of the class through conversation or distracting behavior. Attendance will be taken periodically. A student who leaves class after attendance has been

taken or has missed the majority of the class will be marked absent. To receive the full 100 points, students must participate in at least 75% of the questions during the class session. Students are not able to hand-in iclicker questions on a paper or to make-up missed points for iClicker questions. A maximum of 2 attendance sessions will be dropped for any situation resulting in lack of participation (e.g., illness, emergencies, accidents, car trouble, or clicker malfunction).

Students with emergency situations need to notify the professor promptly in advance or no later than the day of the class/examination (through email and/or voicemail) if they are unable to be present. If an absence is not excused on an exam day, a grade of 0.0 will be recorded. It is the responsibility of the student to request opportunities to complete missed assignments, examinations, or other course requirements in a timely manner. Students are responsible for all material covered in classes that they miss, even when their absences are excused.

For activities such as athletic competitions, where schedules are known prior to the start of a term, students must provide a written schedule showing days they expect to miss classes to their professor before or during the first two weeks of classes. Students who expect to miss classes, examinations, or other assignments through their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent.

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Student accommodations

Students with disabilities who may require special accommodations should make an appointment with campus Disability Support Services, 106 North Foundation Hall (phone: 248-370-3266). Students should also bring their needs to the professor's attention as soon as possible (*before or during the first two weeks of classes*) and provide the "Letter of Accommodations" created by DSS.

Evaluation

All components of the course requirements are mandatory and must be passed and completed. Failure to pass **each** course requirement component may result in failing the overall course. There are four exams each worth 20% of the final grade (80 points each).

All assessments will be completed ***in class, except the quizzes.*** Students unable to attend class on days that there are assessments must make prior arrangements with Dr. Sakyi to

make up the assessment. Unless prior arrangements have been made, ten percent (10%) of an assignment grade will be subtracted per day for *late assignments* after the due date. All assignments must be completed within ***three*** days (including weekends) of the due date.

The main components to the grade are described below. The overall final grade you earn in this class will be based on six (7) key components:

1. Exam 1-4	320 points
2. Quizzes (1-3)	30 points
3. Group Presentation	30 points
4. Participation	20 points
Total possible points (100%)	400 points

Assessments

NOTE: Detailed descriptions and requirements will be provided for each assignment in Moodle.

Exams: 80% (320 points total)
The exams will include materials covered in class. There are **four exams** in this course and they cover the four topical modules. **Each exam is worth 80 points**. You will *not* need to purchase any scantrons for the exams—they will be provided to you by the instructor. The date for each exam is provided in the course schedule.

Quizzes: 7.5% (10 points each; 30 points total)
There will be three quizzes in this class and they are based on three published papers that are part of your reading assignment for the course. The quiz needs to be taken at home before the class discussion covering the material.

Quiz#	Article	Due date
1	Marmot, M. (2005). Social determinants of health inequalities. *The Lancet*, 365(9464), 1099-1104.	Sept 28; 8:00am
2	Storeng, K. T., Murray, S. F., Akoum, M. S., Ouattara, F., & Filippi, V. (2010). Beyond body counts: a qualitative study of lives and loss in Burkina Faso after 'near-miss' obstetric complications. *Social Science & Medicine*, 71(10), 1749-1756.	Oct 19; 8:00 am
3	Poteat, T., German, D., & Kerrigan, D. (2013). Managing uncertainty: A grounded theory of stigma in transgender health care encounters. *Social Science & Medicine*, 84, 22-29.	Nov 9; 8:00am

Group Presentation: 7.5% (30 points)
The goal of the reflection assignment is to help students identify a major public health problem in the United States, and examine their social determinants and the populations most affected. The end goal is to empower students to apply concepts learned in class to address real public health crises. Students' presentation will focus on the Opioid epidemic in America and its devastating impact on communities and families. Students will work with a team of four to five students. Each group will be assigned a topic in the table below, and prepare and give a **10- minute presentation** in class. Details of the assignment are provided in a separate document on Moodle (see Table 1 below). **Due date: November 30 at 8:00 am.**

The grading is as follows:

- **Presentation Content** — 20 points
- **Participation** — 5 points
- **Peer grading** — 5 points, each group will evaluate the level of participation of each group member.

Table 1: Opioid Epidemic Topics Per Group

Group	Topic
A1	What is an opioid? Describe the different kinds of opioids that are used to treat pain or available on the market. How does it work in the body? Which opioids are on the rise?
B1	Describe the public health burden of the opioid epidemic in America and Michigan (magnitude, mortality, morbidity, social, and economic burden)
B2	Describe the public health burden of the opioid epidemic in Michigan (magnitude, mortality, morbidity, social, and economic burden)
C1	Describe the populations (race group, gender, socio-economic status) that are most impacted by the opioid epidemic in America and explain why they are disproportionately affected.
C1	Describe the populations (disability, sexual orientation, and veteran status) that are most impacted by the opioid epidemic in America and explain why they are disproportionately affected.
D1	Examine two-three health system determinants of the Opioid Epidemic in America. Examine the role of pharmaceuticals, doctors, and patients
D2	Examine the two-three social determinants of the opioid epidemic.
E1	Identify three medical approaches to reduce opioid use or addition. Be sure to include Naloxone and Suboxone as treatment approaches to reducing opioid-related deaths.
E1	Identify three evidenced-based social interventions to address the social determinants of the Opioid Epidemic

Participation: 5% (20 points total) Participation will be captured by attendance and response to lecture questions that require the use of iClicker. You may have up to 2 missed classes without any penalty (i.e., losing any points). The participation points will be calculated as follows:

Total Points = (#of iClicker points earned / # total number of iClicker questions)*20

Grading Scale

Percentage	Points	Honor Points	Grade
94% - 100%	376 - 400	4.0	A
88% - 93.99%	352 - 375	3.7	A-
82% - 87.99%	328 - 351	3.3	B+
78% - 81.99%	311 - 327	3.0	B
74% - 77.99%	290 - 310	2.7	B-
71% - 73.99%	281 - 289	2.3	C+
68% - 70.99%	271 - 280	2.0	C
64% - 67.99%	251 - 270	1.7	C-
61% - 63.99%	242 - 250	1.3	D+
60% - 60.99%	238 - 241	1.0	D
59.99% or below	0 - 237	0.0	F

Student Resources

We want you to succeed! And we want you to connect with resources that will help you succeed in this class (and others). The following are resources that are free, incredibly helpful, & available to all:

Office of Disability Support Services (DSS)

The Office of Disability Support Services is responsible for verifying that students have disability-related needs for academic accommodations and for planning appropriate accommodations. Students with learning, psychological, or physical disabilities who need academic accommodations can contact DSS in 106 North Foundation Hall or by (248) 370-3266. Website: https://oakland.edu/dss/.

Graham Health Center

The Graham Health Center provides affordable health care on campus. You can schedule appointments for health concerns and illnesses, sprains, asthma, etc. The Center is located at 408 Meadow Brook Rd. Call (248) 370-2341 for more information. Website: www.oakland.edu/ghc/

Oakland University Counseling Center

The OU Counseling Center provides mental health services (including personal counseling; psychological and psychoeducational testing; career testing and counseling; substance abuse evaluation, treatment, and prevention; consultation and outreach; and crisis intervention) for students and staff. The Center is located in the Graham Health Center, East Wing. Call (248) 370-3465 for more information. Website: www.oakland.edu/oucc

Center for Multicultural Initiatives (CMI)

The Center for Multicultural Initiatives provides support for underrepresented students and facilitates campus-wide diversity initiatives. Stop by at 104 North Foundation Hall or contact cmi@oaklnad.edu or (248) 370-4404. Website: www.oakland.edu/cmi/

Veterans Support Services

The Office of Veteran Support Services (VSS) is the campus office responsible for supporting student veterans and military families. Through VSS, veterans and their dependents can be connected to campus and community resources to help ensure they are receiving the benefits they have earned. To learn more about the services afforded by the VSS, visit 116 North Foundation Hall, or contact VSS@oakland.edu or 248-370-2010. Website: www.oakland.edu/veterans.

The Gender and Sexuality Center (GSC)

The Gender and Sexuality Center serves Oakland University's LGBTQIA community by providing and fostering a campus environment that promotes inclusion and understanding around issues of gender and sexuality through education, outreach, and advocacy. The Center offers a variety of resources on safer sex, sexual health, healthy relationships, on and

off campus organizations, and information on LGBTQIA topics and needs. It is located at the Oakland Center, Room 49D. Contact the GSC at (248) 3702-4336 or gsc@oakland.edu. Website: www.oakland.edu/gsc/

The Writing Center

The OU Writing Center is open to all students to provide writing consultation to brainstorm ideas, revise drafts, and refine written works. The Writing Center is located in room 212 of Kresge Library. Email ouwc@oakland.edu or call (248) 370-3120. Website: www.oakland.edu/ouwc

English as a Second Language (ESL) Institute

The ESL Institute offers support for English as a second language students at all levels. Visit O'Dowd Hall, Room 326 for more information. Website: www.oakland.edu/esl/

The Tutoring Center

The Tutoring Center offers various free support services, including individual and group peer tutoring, supplemental instruction, and study skills assistance. Everyone learns differently, and the Tutoring Center strives to help students gain control over their academic success. Contact the Center at tutoring@oakland.edu or (248) 370-4454, or visit 103 North Foundation Hall. Website: www.oakland.edu/tutoring.

Registrar's Office

You can access your registration record, class offerings, schedules, and academic calendars (including final exam schedules) at www.oakland.edu/registrar.

Course schedule

The class schedule below is a guide. Dr. Sakyi reserves the right to alter this schedule. Exams may fall on different days based on the actual pace of the course material.

Week	Date	Reading	Content	Assessment
Module 1: Foundations of Community and Public Health				
Week 1	7-Sep	Syllabus, CH.1	Course Introduction, Introduction to Public Health and its History	
Week 2	14-Sep	CH 3 & 4	Epidemiology: Study of disease and Injury	
Week 3	21-Sep	CH 1	Community Health and Social Determinants of Health Inequities	
Week 4	28-Sep	CH 13	Health Policy: Healthcare delivery	**Quiz 1** due at 8 am; Marmot (2005)
Week 5	5-Oct	CH 14	Environmental Health: Introduction and Climate Change	
Module 2: Major Health Issues and their Social Determinants of Health Inequities				
Week 6	12-Oct	CH 7	Maternal, Infant, and Reproductive Health	**Exam 1:** Module 1
Week 7	19-Oct	CH 7 & 8	Child, Adolescent, and Young Adult Health	**Quiz 2** due at 8 am, Storeng et al., 2010
Week 8	26-Oct	CH 8, 9	Adult and Older Adult Health (*Group Assignment*)	
Module 3: Social Determinants of Health Inequities: Health Disparities				
Week 9	2-Nov	CH 10	Racial and Ethnic Health Disparities	**Exam 2:** Module 2
Week 10	9-Nov	Poteat (2013)	Immigrants, Disability, Sexual Orientation	**Quiz 3** due by 8 am: Poteat et al., 2014
Week 11	16-Nov	TBD	Group Work	**Exam 3,** Module 3
Week 12	23-Nov		Thanksgiving: No class	
Module 4: Addressing Social Determinants of Health Inequities				
Week 13	30-Nov	CH 5	Community Organizing and Health Promotions	**Presentations Due by 8 am.**
			Presentation on the Opioid Epidemic (Groups: A-B)	
Week 14	7-Dec	CH 5	Community Organizing and Health Promotions	
			Presentations on Cardiovascular disease (Groups C-E)	
Week 15			Final Exam *TBD*	**Exam 4: Module 4 and Selected Topics**

OAKLAND UNIVERSITY
SCHOOL OF HEALTH SCIENCES

HS 2500 (formerly HS 205) – Human Nutrition and Health (4 Credits)
Winter Semester 2018
CRN: 13074

Tuesdays & Thursdays 10:00 am - 11:47 am
4050 Human Health Building

Professor:
Melissa Reznar, PhD, MPH
3102 Human Health Building
reznar@oakland.edu
248-364-8668
Office Hours: Tuesdays 4:00-5:30 and Thursdays 12pm -1:30pm. Put yourself in my office hour calendar by clicking this link (see Moodle if reading a hard copy). Email me or talk to me after class if you need to schedule an alternate time.

Prerequisite: None

Required Text:

1. Nutrition, An Applied Approach. Thompson & Manore, 4th edition. Pearson (textbook only – no access or extension code needed unless desired).

2a. iclicker REEF subscription. Enables students to use a laptop, tablet, or smart phone instead of a remote control. The company offers a 14-day free trial, but a subscription must be purchased after the trial period is over (currently $14.99 for 6 months) https://www1.iclicker.com/pricing

OR

b. iClicker 2 or iClicker+ remote. Register your iClicker as soon as possible at https://www1.iclicker.com/register-a-remote, select "**iClicker Classic**" software, and then click on "register directly on our website." **USE YOUR OAKLAND UNIVERSITY EMAIL AS YOUR STUDENT ID.** There will be a registration fee (currently $6.99) if you are registering a used clicker.

Course Description: Chemical, biological, and physiological elements of human nutrition. Constituents of food and their functions in human health and disease.

Course Objectives: At the conclusion of this course, student will:

1. Identify nutrients and their characteristics:
    a. functions
    b. food sources
    c. signs and symptoms of deficiencies and toxicities in the body
2. Articulate the process of digestion, absorption, and metabolism of nutrients
3. Describe relationships between diet, fitness, health, and disease
4. Use tools (including food labels, governmental nutrition recommendations, and label claims) to make informed food choices
5. Evaluate one's diet and attempt one dietary change

Course Format: Course content will be delivered via a foundation of lectures, and lectures will be reinforced by interactive discussions, in-class exercises, and group discussions. Course lectures and activities are based on the readings – both from the textbook and supplemental articles provided by the instructor – as well as the instructor's own experience. It is strongly recommended that students read materials before each class session.

Class Policies:

Class Attendance & Participation: Regular class attendance and active participation in class discussions are important. Students are encouraged to exchange ideas and to integrate personal experiences in class sessions. Students are expected to arrive for class on time and refrain from disturbing the flow of the class through conversation or distracting behavior. Class attendance will be taken using iclicker polling as described below in the grading section.

Electronic Device Usage: All communication and musical devices, particularly mobile phones, are to be muted and out of sight during the class, unless you are using your mobile phone for iClicker REEF polling. Computer use pertaining to class is allowed (i.e. to take notes or download materials from Moodle); however, the professor reserves the right to deduct attendance points if the student is not engaged and participating in class activities.

Academic Conduct: Cheating on examinations, quizzes, assignments, activities; plagiarism, fabrication, falsifying reports/records (including attendance); intentional misuse of equipment or materials, including photographing and recording of classified course materials; unauthorized collaboration, access, or modifying of computer programs; or aiding and abetting the perpetration of such acts are considered serious breaches of academic conduct. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. The student must paraphrase sources and citations/references should be indicated clearly. The use of assistance from other students or aids of any kind during examinations, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct expected in this course. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.

Personal Conduct & Communication: The conduct of a student registered or taking courses in the School of Health Sciences should be consistent with that of a professional person. Students must demonstrate courtesy, honesty, and respect to faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, faculty must demonstrate fair treatment and show respect for ideas and opinions so that students achieve maximum benefits from their experience in the School.

Email conversations must be courteous, professional, and adhere to the specifications described **or the professor will not respond.**

- Emails must contain, at minimum, a salutation (e.g. Hello Dr. Reznar) and grammatically correct language. Emails are not text messages; be aware that emails convey an impression of you as a person. It is best that the impression be one of a mature and well-spoken student.
- If the content of your email is about a topic that is difficult to explain or emotional (e.g. being upset about a grade), it is best to speak to the instructor directly during office hours.
- Emails that can be answered by reviewing this syllabus will not be returned.
- Emails regarding assignments will not be answered. Questions about assignments must be raised in class or during office hours.

- Emails about final grades – including questions about grade rounding, when grades will be posted, questions about grade calculations that are described in this syllabus, and other similar questions – will not be answered.
- It may take the professor 48 business hours to respond to emails and the professor will usually not respond during weekends.

Add/Drops: The University add/drop policy will be followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Special Considerations: Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to my attention of the professor as soon as possible.

Incomplete Grade ("I" grade): Students who, for reasons beyond their control (illness, bereavement, accident) are unable to complete the course work by the end of the semester may request an "Incomplete" grade from the professor. The student and the professor must complete the form, "Request for an Incomplete Grade," available from the professor. The "I" grade must be approved at least one day before the final examination. It is the Professor's decision whether to allow an "Incomplete" grade. An Incomplete grade must be converted to a numerical grade within one year. Procedures for completing the work in the course are spelled out on the "Request for an Incomplete Grade" form.

Grading: Failure to pass any single component may result in failing the overall course. Final grades are based on an accumulation of 1000 points total distributed as follows:

Item	Points	Percent	Due Dates
a) Exams 1-3 (3 x 150 points each)	360 points	36%	Exam 1: Feb 6 Exam 2: Mar 13 Exam 3: Apr 10
b) Final exam	240 points	24%	Tues, Apr 19 @ 9am
c) Diet assessment assignments	200 points	20%	Assign 1: Jan 23 @ 10am Assign 2: Mar 1 @ 10am Assign 3: Apr 3 @ 10am
d) Moodle quizzes	100 points	10%	Weekly Tues at 10am
e) Class attendance	100 points	10%	Every class
Total	**1000 points**		

a) **Exams 1-3 (120 points each; 360 points total)**

Exams will be based on lectures, readings, and class activities/discussion. Exams will emphasize basic facts, concepts and relationships, and your ability to apply health information. Exams 1, 2, and 3 will be given in class; will have approximately 50-70 multiple-choice questions; and will test the material presented since the previous exam. Students will not be allowed to keep exams, but can view these and associated answer keys during appointed class time, regularly scheduled office hours, or by appointment.

Exam Materials

1. **ID number**: You must enter your 8-digit G number on the test form. Please memorize this number or have it with you during the exam period.

2. **Calculator**. Every exam will require calculations. You must bring a calculator. You may not use a cell phone or share calculators.
3. **Pencil and eraser**.

Makeup exams will only be offered under extreme circumstances. Extreme circumstances include grave personal illness, funerals of close family members, University sponsored activities that require your presence, or legal proceedings at which you must appear. **Written documentation is required** for a make-up exam to be considered. Make-up exams will likely be essay exams.

b) Final Exam (240 points)
The final exam will have approximately 75-100 multiple-choice questions. It is a **comprehensive** examination, covering all course readings and lectures. You must bring the same exam materials with you to the final exam as previous exams.

c) Dietary Assessment Assignments (DAA; 200 points)
The dietary assessment assignment will entail recording your diet for 3 non-consecutive days and entering the information into a diet analysis program (https://www.supertracker.usda.gov/foodtracker.aspx). Subsequent assignments will involve analyzing Supertracker reports; making a dietary change for 3 weeks; and reflecting on that change. Detailed instructions for all three assignments will be posted on Moodle.

The professor will only accept assignments electronically submitted through the Moodle website; **assignments will not be accepted via e-mail**. Give yourself enough time to learn how to upload documents in Moodle. For technical issues with Moodle submissions, you must contact the Help Desk to resolve your problem, by clicking the "Get Help" tab at the top of the course Moodle page. Assignments will be penalized when submitted after the due date, such that you will only obtain a percentage of your grade as described below:

- 0-24 hours (<1 day) late, 90% of earned grade
- 24-48 hours (1-2 days) late, 75% of earned grade
- 48-72 hours (2-3 days) late, 50% of earned grade
- 72-96 hours (3-4 days) late, 25% of earned grade
- 96+ hours late (4 days), 0% of earned grade

d) Moodle Quizzes (100 points)
Every week, a quiz will be posted on Moodle. Quizzes will consist of a combination of multiple choice and true/false questions. Typically, quizzes will be constructed of 10 questions randomly selected by Moodle from a pool of approximately 100 questions relevant to the readings and lectures for that week.

Quizzes should be completed after you have done the reading, reviewed videos and other course content, but you may also want to use the opportunity to test your knowledge and practice for exams. You are welcome to use your reading as a resource as you work through the quiz. You have two opportunities to complete each quiz (with new questions randomly selected each time), and the highest of the two grades will be counted. **Quizzes automatically close at the due date/time and no makeup quizzes are permitted. Your lowest quiz grade will be dropped.**

The professor is NOT notified of quiz questions that have been flagged in Moodle. The flag is intended to be a tool for you to mark things for yourself. Thus, flagging is not an acceptable method of identifying problem quiz items. Emailing the exact question using a

screenshot or copy/paste is the most effective way to notify the professor about quiz items of concern.

e) Class Attendance (100 points)

In order to receive attendance credit, you must register your iClicker remote or subscribe to an iclicker REEF polling account by the end of the second week of classes. A variable number of iClicker questions will be incorporated in every class. Questions will be used to gauge students' learning, assist with discussions, practice questions for exams, and reinforce lecture material. Students must participate in at least 75% of the questions during that class session to receive participation credit. 4 class sessions may be dropped for **any situation** resulting in lack of participation (i.e. this includes illness, pre-planned absences, emergencies, accidents, car trouble, clicker malfunction, forgetting a clicker or ANY other situation that results in a zero for that session). Students are responsible for bringing their clickers and for their clickers being in working order (HINT: have extra batteries with you if using a white clicker remote).

The professor will NOT accept clicker questions on paper or any other testimonial of being in class if a student forgets his or her clicker. Only iclicker data will be used to verify attendance. So, again, you MUST have your working clicker or mobile device with clicker account with you and answer at least 75% of the session's questions to receive attendance credit for that session.

Student must attend class in order to receive participation points. Bringing and using another students' clicker so that they can receive participation points constitutes as cheating; if caught, both the student who brings the clicker and the student who asked him or her to bring the clicker will be penalized 200 points (20%) off their final grades.

Corrections to Grading

The professor will make every effort to ensure that the exams, quizzes, and assignments are graded correctly and fairly.

For exams or quizzes:
Students are highly encouraged to bring items that appear questionable to the professor's attention, by email or in person. If mistakes are found, corrections will likely be made to all students' scores, so that no single student receives an advantage. Adjustments in grading can also result in lower student scores. Students have seven days after an exam or quiz score is posted to report issues.

For assignments:
Students must meet with the professor in person to discuss grading concerns. Students must attempt to schedule an appointment within seven days after assignment grades/feedback are posted in order for grade adjustments to be considered.

Grading Scale

A	100%	4.0	B	89%	3.5	C	79%	2.9	D	69%	1.9
	99%	4.0		88%	3.5		78%	2.8		68%	1.8
	98%	4.0		87%	3.4		77%	2.7		67%	1.7
	97%	3.9		86%	3.4		76%	2.6		66%	1.6
	96%	3.9		85%	3.3		75%	2.5		65%	1.5
	95%	3.8		84%	3.3		74%	2.4		64%	1.4
	94%	3.8		83%	3.2		73%	2.3		63%	1.3
	93%	3.7		82%	3.2		72%	2.2		62%	1.2
	92%	3.7		81%	3.1		71%	2.1		61%	1.1
	91%	3.6		80%	3.0		70%	2.0		60%	1.0
	90%	3.6									
									F	≤59%	0.0

TENTATIVE COURSE SCHEDULE

The instructor reserves the right to make adjustments to this schedule as necessary. Schedule changes will be announced in class and reflected on Moodle. Thus, the student is responsible for attending class and checking Moodle more than once weekly to be consistent with the most current schedule.

	Date	Topic/Readings	What's Due
WEEK 1	Jan 04	Course introduction: syllabus, first assignment, iclicker syncing. **SKIPPING THIS CLASS IS NOT A GOOD IDEA**	
WEEK 2	Jan 09	Chapter 1 – Role of Nutrition in Our Health In Depth: New Frontiers in Nutrition	
	Jan 11	Chapter 2 – Designing a Healthful Diet	Quiz 1 Jan 16 @ 10am
WEEK 3	Jan 16	Chapter 3 – The Human Body In Depth: Disorders Related to Food	
	Jan 18	Chapter 3 continued	**Assign 1 Jan 23 @ 10am** Quiz 2 Jan 23 @ 10am
WEEK 4	Jan 23	Chapter 4 - Carbohydrates In Depth: Diabetes	
	Jan 25	Chapter 4 continued	Quiz 3 Jan 30 @ 10am
WEEK 5	Jan 30	Chapter 5 – Fats In Depth: Cardiovascular disease	
	Feb 01	Chapter 5 continued	Quiz 4 Feb 6 @ 10am
WEEK 6	Feb 06	**EXAM 1**	
	Feb 08	Chapter 6 – Proteins	Quiz 5 Feb 13 @ 10am
WEEK 7	Feb 13	Chapter 6 continued	
	Feb 15	Chapter 6 continued	
WEEK 8	Feb 20	Winter Break - No Class	
	Feb 22	Winter Break - No Class	
WEEK 9	Feb 27	Chapter 7 – Fluid & Electrolyte Balance Nutrients In Depth: Alcohol	**Assign 2 Mar 1 @ 10am**
	Mar 01	Chapter 7 continued	Quiz 6 Mar 6 @ 10am
WEEK 10	Mar 06	Chapter 8 – Antioxidant Function Nutrients In Depth: Cancer	
	Mar 08	Chapter 8 continued	Quiz 7 Mar 13 @ 10am
WEEK 11	Mar 13	**EXAM 2**	
	Mar 15	Chapter 9 – Bone Health Nutrients In Depth: Osteoporosis	Quiz 8 Mar 20 @ 10am
WEEK 12	Mar 20	Chapter 10 – Energy Metabolism & Blood Health	
	Mar 22	Chapter 10 continued	Quiz 9 Mar 27 @ 10am
WEEK 13	Mar 27	Chapter 11 – Achieving & Maintaining a Healthful Body Weight	
	Mar 29	Chapter 11 continued	**Assign 3 Apr 3 @ 10am** Quiz 10 Apr 3 @ 10am
WEEK 14	Apr 03	VIDEO: One Nation, Overweight	
	Apr 05	Chapter 12 – Nutrition & Physical Activity	Quiz 11 Apr 10 @ 10am
WEEK 15	Apr 10	**EXAM 3**	
	Apr 12	TBD	
WEEK 16	Apr 17	Final Exam Review	
THURSDAY, APRIL 19 Final Exam @ 9am			

HS 3120 Community Nutrition

Instructor: Maureen Husek MA, RD
Daytime phone: 248-898-3049
Fax: 248-898-0766
Preferred Email: Maureen.Husek@beaumont.org
Office hours: By appointment only

COURSE DESCRIPTION: Explores nutrition issues specific to various populations within the community and incorporates an entrepreneurial approach to improving the public's nutritional and health status. Introduces community nutrition program planning, policies, and resources along with techniques for interviewing and counseling clients.

OBJECTIVES:

1. Gain an understanding of community nutrition practice and how it relates to the fields of dietetics, public health, and preventive medicine.
2. Understand the relationship of nutrition research and nutrition monitoring to U.S. national nutrition policy.
3. Examine process involved in designing, implementing and evaluating nutrition programs.
4. Identify trends in the health status of different age and ethnic groups in the U.S. and problems related to their nutritional status and dietary practices.
5. Review tools and methods of community nutrition including nutritional assessment, needs assessment, nutrition surveillance, and program planning.

TEXT: Community Nutrition in Action: An Entrepreneurial Approach, 7th edition by Boyle, Marie A. and Holben, David H.

COURSE GRADING:

Individual Homework	18%	As assigned, individual assignments
Class Participation	11%	Includes attendance and participation
Quizzes	25%	Includes content from text and lecture
Project Assignments (PA)	31%	Includes all required group project assignments
PPT/Presentation	15%	Includes PowerPoint slides, class presentation

GRADING SCALE:

A		C		D	
98-100	4.0	79	2.9	69	1.9
96-97	3.9	78	2.8	68	1.8
94-95	3.8	77	2.7	67	1.7
92-93	3.7	76	2.6	66	1.6
90-91	3.6	75	2.5	65	1.5
		74	2.4	64	1.4
		73	2.3	63	1.3
B		72	2.2	62	1.2
88-89	3.5	71	2.1	61	1.1
86-87	3.4	70	2.0	60	1.0
84-85	3.3				
82-83	3.2			F	
81	3.1			<60	0.0
80	3.0				

CLASS PARTICIPATION & ATTENDANCE:

Preparation for and participation in class discussion are expected. Assignments must be **typed** and submitted in person at the beginning of class. Assignments may only be submitted by email as indicated below for unavoidable absences or as designated in class schedule. All assignments presented after the assigned date will not receive full credit and will not be accepted if presented after the following class date. Example – Assignments from class 2 are due at beginning of class 3. If not presented at the beginning of class 3, will not receive full credit and must be received by the beginning of class 4 to receive any credit.

Attendance at all classes and for the entire class is expected. Full credit will not be given if only half of the class is attended. In case of absence, the assignment due on the day of the absence may be emailed prior to the beginning of class for full credit. Absences are the responsibility of the student--the instructor is not required to provide make-up assignments or tutoring on the material covered during the student's absence. Make-up exams are permitted ONLY for students excused for: your severe illness, funerals of close family members, or legal proceedings at which you must appear. Written documentation of the absence is required.

COMMUNITY NUTRITION PROJECT & PRESENTATION:

Based on the assessment of Oakland County's population, resources, and needs, each team will select a nutritional issue to address from the *Healthy People 2020* nutrition objectives & identify the target population. The team will then develop an eight-week nutrition program for the target population & present a PowerPoint summary of the program plan to the class. The nutrition program will include the following components:

1. Identify *Healthy People 2020* objectives related to selected nutrition issue. (PA1)
2. Community needs assessment, **including specific** demographic and related nutrition issue **data** for target population (PA2)
3. Mission statement, goals, and objectives including **all four components of specific objectives (PA3)**
4. Program plan – design the **eight-week** intervention plan and the nutrition education component, including all plan details (PA4)
5. Introductory handout – program flyer to introduce program (PA5)
6. Lesson plans – create lesson plans **with all identified components and educational handouts** for each of the eight sessions (PA6)
7. Marketing strategy including the 4 P's of marketing (PA7)
8. Sample organizational structure with a minimum of three levels of responsibility & ten staff to meet program needs at all levels and activities, include market rate salaries for each identified position (PA8)
9. Detailed time line, or time and activity chart, for determining the critical path for the project (PA9)
10. Sample budget – **include revenue sources**, direct & indirect expenses; salaries & benefits (assume 20%), supplies, rent, materials (PA10)
11. Potential collaborative partners in the project and potential sources of funding – **research funding sources (PA11)**
12. Program evaluation tool to determine whether the goals and objectives have been met on completion of the project's presentation to the public, minimum 10 questions (PA12)
13. Sample quiz questions – three multiple choice questions to test knowledge of information presented in the program (PA13)
14. PowerPoint presentation that incorporates information from components #1-13. (PA14)

Each of the components (identified as PA assignments) will be submitted individually by the group and then incorporated into one final presentation. PowerPoint slides will be created and presented in a twenty-minute overview of your program that includes a sample lesson plan from one of the educational sessions in your program and components #1-13. Additional information and elements (charts, videos, etc.) should also be incorporated in the final presentation to create interest. Be creative.

Teams will consist of four students. Each partner is expected to contribute equally to the project work to create the program. Project assignments (PA on Class Schedule) must be completed together. One copy of each PA assignment will be submitted with a sign off list included at the top of the assignment. Each member must sign off on each PA assignment to confirm their participation. If any member does not contribute, they should not be allowed to sign off on the assignment and they will not receive credit. **For lesson plans, each member should create two of the eight required lesson plans and submit their plans individually. Group must agree upon and use same lesson plan format.** For group presentations, all members should present an equal amount of information. Be sure to time your presentation in advance.

CLASS SCHEDULE: (overview only and subject to change)

Week	Class Topics	Assignments Due Next Class
1 1/3	Syllabus review; Opportunities & Challenges in Community Nutrition (1); *Healthy People 2020*	1. Read chapters 1-2-4 2. Familiarize yourself with the *Healthy People 2020* website. Identify objectives related to your assigned topic for group projects. Submit numbered list of *HP 2020* objectives. (PA1) 3. Review health data for Michigan and Oakland County on the CDC, HHS, SOM, and Oakland County websites. 4. Review current nutrition information articles in the media (newspapers, magazines, web sites). Analyze **nutrition articles** for local content – that is, whether it describes local nutrition issues, national, or even international issues. Summarize your findings, indicating whether you believe the article provides an accurate indication of the nutrition problems in your community. Complete **Current Topics in Nutrition Worksheet and include copy of article with assignment**. Be prepared to present in class.
2 1/10	Principles of Epidemiology (2); Community Needs Assessment (4)	1. Read chapters 3-5 2. Complete Current Topics in Nutrition Worksheet. (See description week 1, assignment 4) 3. Complete Community Needs Assessment Worksheet (PA2). Include specific population data.
3 1/17	Understanding and Achieving Behavior Change (3); Program Planning for Success (5)	1. Survey 10 Oakland County residents using the Food Policy Council Survey provided, analyze results. Individual assignment, NOT a PA assignment. 4. Study for Quiz #1 (chapters 1-5)
4 1/24	Quiz #1 Chapters 1-5	1. Read chapters 6-7 2. Complete Current Topics in Nutrition Worksheet. (See description week 1, assignment 4)
5 1/31	Art-Science of Policy Making (6); National Nutrition Agenda for the Public's Health (7);	1. Read chapters 8-9 2. Write a letter to your congressman about the community need that you have identified and request support through public policy. Use guidelines for "Writing Effective Letters" in textbook. Individual assignment, NOT a PA assignment. 3. Write specific mission statement, goals and **measurable** objectives for your nutrition issue. (PA3)

6 2/7	Addressing the Obesity Epidemic (8); Health Care Systems and Policy (9);	1. Read chapter 16 2. Complete Current Topics in Nutrition Worksheet. (See description week 1, assignment 4) 3. Develop a program plan and summary of your eight-week overall nutrition intervention strategy, refer to textbook, exclude marketing plan and partnerships. (PA4) 4. Study for Quiz # 2 (chapters 6-9)
7 2/14	Principles of Nutrition Education (16); Quiz #2 Chapters 6-9	1. Read chapters 17-18 2. Create a one-page introductory handout related to the project topic written in language appropriate for the general population. Use pictures where appropriate to help convey the message. (PA5) 3. Develop lesson plans for your project **including all the components** (PA6) 4. Assignments due 2/28
2/21	Winter Break	No Class
8 2/28	Marketing Nutrition and Health Promotion (17); Managing Community Nutrition Programs (18)	1. Read chapters 19-10 2. Complete Current Topics in Nutrition Worksheet. (See description week 1, assignment 4) 3. Develop a marketing strategy for your project including the 4 P's, refer to textbook. (PA7)
9 3/7	Building Grantsmanship Skills (19); Food Insecurity & the Food Assistance Programs (10);	1. Read chapter 11 2. Create an organizational structure for the fictional organization sponsoring your project. (PA8) 3. Identify a food assistance program in your community (preferably one that relates to the community need that you have identified). Collect the following data: What is the purpose of the program, who is eligible, where the program is located, how is it funded, how many people participate, what are the programs strengths & weaknesses. Submit summary. Individual assignment, NOT a PA assignment. 4. Study for Quiz # 3 (chapters 16-17-18-19)
10 3/14	Mothers & Infant Programs (11); Quiz #3 chapters 16-17-18-19	1. Read chapters 12-13 2. Complete Current Topics in Nutrition Worksheet. (See description week 1, assignment 4) 3. Create a time line or time and activity chart for determining the critical path for your project, refer to textbook for format. (PA9) 4. Develop a budget for your project. Include revenue, all direct and indirect expenses. Account for salaries for each position on your organization chart. Itemize supplies needed and cost. (PA10)

11 3/21	Children & Adolescent Programs (12); Healthy Aging (13)	1. Research and identify potential funding sources, actual grants, companies or organizations (public or private) that might sponsor the project. (PA11) 2. Create program evaluation tool to measure whether or not objectives have been met. (PA12) 3. Email assignments for Week 11 prior to class time for Week 12.
12 3/28	Project Day	1. Each project team write three sample multiple choice questions (PA13) for HS 3120 class based on information to be presented on this nutritional issue and the impact on the local community. 2. Create PowerPoint presentation (PA14). 3. Email multiple choice questions (PA13) and PowerPoint presentation (PA14) to instructor prior to class time for Week 13.
13 4/4	Program Presentations	1. Study for Quiz #4 (chapters 10-11-12-13)
14 4/11	Program Presentations	1. Study for Quiz # 4
15 **4/18**	Study Day	No Class
16 4/25	Program Presentations Quiz #4 - Final	1. Scheduled for 7:00 pm. Will plan to start at regular class time of 6:30 pm. Please notify me prior to 4/4 if an earlier start creates schedule conflicts.

Nutrition and Culture HS 3130
Winter 2018

Instructor:	Mrs. Barbara Main, RD
Office Hours:	By appointment only (before/after class) Room 3028 Human Health Building
Contact Information:	Email main@oakland.edu *preferred Work/daytime: 248-743-6513
Location/Time:	Tues. 6:30- 9:50 PM Human Health Building
Textbook:	Food, Cuisine, and Cultural Competency for Culinary, Hospitality, and Nutrition Professionals. Edelstein, S. 2011.

Course Objectives:

Upon completion of this course the student will be able to:

- Critically evaluate the impact and influences on food practices and the human diet.
- Identify factors that influence current food practices including what, how, when and why we eat.
- Identify resources and skills needed to provide culturally competent health care.
- Objectively evaluate the role of food/body size plays in our culture surrounding selected topics.

Attendance and participation:

Attendance and participation in class are expected and count towards your final grade. Therefore, except for the exams, there is no formal attendance policy for the class. It is up to you to obtain notes or handouts from your classmates (NOT from me) that you miss due to absence. If an unavoidable absence is foreseen, the assignment due on the day of the absence may be submitted in advance in order to receive full credit.

Unforeseen absences are the responsibility of the student. The instructor is not required to accept late work, provide make-up of in-class assignments or tutoring on the material covered during the student's absence.

Make-up exams are permitted ONLY for students excused for: your severe illness, funerals of close family members, or legal proceedings at which you must appear. WRITTEN DOCUMENTATION OF THE ABSENCE IS REQUIRED.

Entering or leaving a class in progress is disruptive and should be avoided as much as possible. *When in class, please turn off your lap tops and switch cell phones to "silent" mode.*

Instructor reserves the right to offer extra credit/additional points during class without prior notice.

Grading Policy and Scale:

Home work assignments are expected to be submitted via Moodle. **Be sure to **submit** the assignment. ** Late assignments will not be accepted.

The FINAL GRADE will be determined by the scores earned on the following course requirements:

- In class assignments and Homework ~200 points
- Exams- 3 100 points each
- Point-Counterpoint Presentation 100 points
- Paper: No Guts...what now? 100 points

Exams are *not cumulative*. Questions will be taken from lecture material, in class discussions, Point Counter point presentations and videos. Questions will be multiple-choice, true-false and/or short answer.

Grading Scale:

A 100% 4.0	B 89% 3.5	C 79% 2.9	D 69% 1.9
99% 4.0	88% 3.5	78% 2.8	68% 1.8
98% 4.0	87% 3.4	77% 2.7	67% 1.7
97% 3.9	86% 3.4	76% 2.6	66% 1.6
96% 3.9	85% 3.3	75% 2.5	65% 1.5
95% 3.8	84% 3.3	74% 2.4	64% 1.4
94% 3.8	83% 3.2	73% 2.3	63% 1.3
93% 3.7	82% 3.2	72% 2.2	62% 1.2
92% 3.7	81% 3.1	71% 2.1	61% 1.1
91% 3.6	80% 3.0	70% 2.0	60% 1.0
90% 3.6			F<59% 0.0

Course outline

(Subject to change.)

Week and date	**Topic**	**Text chapters & Supplemental Readings**	**In class activity**	**Homework assignment** (due the following week)
Week 1 Jan 9	Food and Culture	Cultural Competency in Medical Education Cultural Competency Card Cultural Competence and Evidence Based Medicine	Evaluation of Food Habits	Evaluation of food habits worksheet and summary paragraph (20). Assessment of personal stereotyping website (any group except obesity) (10).

Week 2 Jan 16	Traditional Health Beliefs and Practices	Selected Health Traditions	Evaluation of therapeutic food use. Health Beliefs Activity (10)	Evaluation of therapeutic food use worksheet and summary. (15)
Week 3 Jan 23	Intercultural Communication and Health Literacy	Navigating Language Barriers Nutrition and Health Literacy Culturally Tailored Foods and Cardiovascular Disease Prevention	Cultural Communicati on Role playing Exercise (10) Review Point-Counter Point topics	
Week 4 Jan 30	Religion and Food Practices	Chapters 1-4 (41 pages) Prayer and Fasting with Diabetes	United Tastes of America Jewish video segment Spiritual Assessment of Health Traditions Worksheet (10)	Study for exam #1 Food Rights (20)
Week 5 Feb 6	Good to Eat **Exam #1**			Alternative protein sources (20).
Week 6 Feb 13	Europe	Chapters 11-19	10 most controversial foods (10) Point-Counter Point Group	Define "junk food" (20)
WINTER Break	No class 2/20/18			
Week 7 Feb 27	Finish Europe & Acculturation		Point-Counter Point Group:	Market Assignment (20)
Week 8 Mar 6	Asia & Agricultural Revolution	Chapters 20-24 Chapters 25-28	Point-Counter Point Group	Study for exam #2
Week 9 Mar 13	Central America **Exam #2**	Chapters 37-40 **Chapter 7 Mexico**		No Guts...what now? (100)

Week 10 Mar 20	South America	Chapters 41-43	Point-Counter Point Group Cookbook review (10)	
Week 11 Mar 27	Middle East Video: What's Cooking?"	Chapters 47-52	In class: Identify the stereotypes portrayed in the video. (15) Point-Counter Point Group	
Week 12 April 3	Africa Video: Soul Food Junkie.	Chapters 29-36	Point-Counter Point Group	Assessment of personal stereotyping website-obesity. (10)
Week 13 April 10	Weight bias The Weight of the Nation video	Obesity Stigma Journal Articles on moodle.	Point-Counter Point Group In class: Child abuse? (10)	
Week 14 April 17	**TBD-Make Up Week**			
April 24 Final exam (not cumulative)	**Exam #3**			*Enjoy* your Summer/Break!

OAKLAND UNIVERSITY

SCHOOL OF HEALTH SCIENCES

HS 3230 – Foodborne Illnesses (2 credits)
Winter Semester 2018
CRN: 13870
Thursday | 5:30 - 7:17 PM

Instructor:
Kelley Cox, MS, RD, CSG, CFPP
South Foundation Hall – room 364
kcox2@oakland.edu
(734) 612-3204

PREREQUISITE: HS 2500 or HS 205

REQUIRED TEXTS: No text is required. Weekly Course Packs will be posted to the class Moodle page for download.

COURSE DESCRIPTION: Introduction to foodborne illnesses and food safety. Overview of concepts of the public health response to foodborne illness, including surveillance, outbreak investigation, discussion of most common agents, and safe practices. USDA Food laws and regulations analyzed. Replaces NH 446. (Formerly HS 323)

LEARNING OUTCOMES: At the conclusion of this course, student will:

1. Identify the major foodborne hazards (biological, physical, and chemical).
2. Define the transmission, epidemiology, and pathogenesis of foodborne pathogens.
3. Identify the steps of a foodborne outbreak investigation
4. Describe Federal and State regulatory agencies, guidelines, and authorities relevant to food safety.
5. Identify the steps in risk assessment of foodborne hazards

COURSE FORMAT: Course content will be delivered via a foundation of lectures, and lectures will be reinforced by interactive discussions, examples of real life occurrences of food safety issues and foodborne illness outbreaks, and video content. Course lectures and activities are based on the readings as well as the instructor's own experience. It is strongly recommended that students read materials before each class session.

CLASS POLICIES:

Electronic Device Usage: All communication and music devices, particularly mobile phones, are to be muted and out of sight during class. Computer use pertaining to class is allowed, however, the instructor reserves the right to deduct attendance points if the student is not engaged and participating in class activities

Academic conduct policy: Cheating on examinations, quizzes, assignments, activities; plagiarism, fabrication, falsifying reports/records (including attendance); intentional misuse of equipment or materials; unauthorized collaboration, access, or modifying of computer programs; or aiding and abetting the perpetration of such acts are considered serious breaches of academic conduct. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. The student must paraphrase sources and citations/references should be indicated clearly. The use of assistance from other students or aids of any kind during examinations, except when the use of aids such as electronic devices, books, or notes has been approved by an instructor, is a violation of the standard academic conduct expected in this course. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.

Personal Conduct & Communication: The conduct of a student registered or taking course in the School of Health Sciences should be consistent with that of a professional person. Students must demonstrate courtesy, honesty, and respect to faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, faculty must demonstrate fair treatment and show respect for ideas and opinions so that students achieve maximum benefits from their experience in the School.

Email conversations must be courteous and professional or the instructor will not respond. As such, emails must contain, at minimum, a salutation (e.g. "Hi Ms. Cox") and grammatically correct language. Emails are not text messages – be aware that emails convey an impression of you as a person. It is best that the impression be one of a mature and well-spoken student. If the content of your email is about a topic that is difficult to explain or emotional (e.g. being upset about a grade), it is best to speak with the instructor directly.

Add/Drops: The university policy will be explicitly followed. It is the student's responsibility to be aware of deadline dates for dropping courses.

Special Considerations: Students with disabilities who may require special accommodations should make an appointment with campus Disability Support Services, 106 North Foundation Hall, phone 248 370-3266. Students should also bring their needs to the attention of the instructor as soon as possible by providing the "Letter of Accommodations" created by DSS. For academic help, such as study and reading skills, contact the Academic Skills/Tutoring Center, 103 North Foundation Hall, phone 248 370-4215.

Excused Absence Policy: This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. Students shall inform their instructors of dates they will miss class due to an excused absence prior to the date of that anticipated absence. For activities such as athletic competitions who schedules are known prior to the start of a term, students must provide their instructors during the first week of each term a written schedule showing days they expect to miss class. For other university excused absences students must provide each instructor at the earliest possible time the dates that they will miss.

COURSE GRADING: Failure to pass a single component may result in failing the overall course. Final grades are based on an accumulation of 1000 points total distributed as follows:

Item		Percent total Grade	Due Dates
Participation/Attendance	150 points	15%	Weekly
Online Discussion/Chats	250 points	25%	As Assigned (5 total)
Quizzes	150 points	15%	Weekly
Midterm Exam	225 points	22.5%	February 15, 2018
Final Exam	225 points	22.5%	April 19, 2018

Participation/Attendance (10 points each)
Attendance and participation in class discussions is important to maximize content understanding and to contribute to class discourse. Being to class on time and actively listening and/or contributing to discussions will be rewarded with full points. Partial points will be awarded for tardiness or absence with advance notice. No points will be awarded for missing class without notice.

Online Discussion/Chats (50 points each)
A current foodborne outbreak topic will be presented as a point of online discussion amongst your classmates. The discussion will take place on the Moodle class page. Postings should be thoughtful, relevant, and include connections to class content as applicable. An original posting and a minimum of 3 responses to classmates' posting is required to earn full points.

Quizzes (15 points each; 11 total, lowest score dropped)
Quizzes will be administered online and available to complete immediately following end of class following the weekly lecture. Quizzes will consist of ten questions and include both multiple choice and true/false questions. Each quiz is timed for 10 minutes, may be taken once, and must be completed before midnight on Wednesday before the next lecture.

Mid-Term Exam (225 points) and Final Exam (225 points)

- The Mid-Term exam will be based on lectures, readings, and class activities/discussion focused on foodborne pathogens. The exam will be cumulative and consist of true/false and multiple choice questions.
- The Final exam will be based on lectures, readings, and class activities/discussion focused on regulatory agencies, guidelines, and surveillance practices related to food safety. The exam will be cumulative and consist of true/false and multiple choice questions.
- Both exams include 75 questions, are administered online with one attempt to complete, and timed for 90 minutes. Because exams are administered online, rescheduling of exam dates will not be permitted unless extraordinary circumstances occur and can be validated with documentation.

Extra Credit (40 points total)

You will have an opportunity to submit extra credit assignments after the Midterm Exam. Each submission is worth 20 points and a maximum of 2 assignments will be accepted.

Grading Scale:

A	100%	4.0	B	89%	3.5	C	79%	2.9	D	69%	1.9
	99%	4.0		88%	3.5		78%	2.8		68%	1.8
	98%	4.0		87%	3.4		77%	2.7		67%	1.7
	97%	3.9		86%	3.4		76%	2.6		66%	1.6
	96%	3.9		85%	3.3		75%	2.5		65%	1.5
	95%	3.8		84%	3.3		74%	2.4		64%	1.4
	94%	3.8		83%	3.2		73%	2.3		63%	1.3
	93%	3.7		82%	3.2		72%	2.2		62%	1.2
	92%	3.7		81%	3.1		71%	2.1		61%	1.1
	91%	3.6		80%	3.0		70%	2.0		60%	1.0
	90%	3.6							F	≤ 59%	0.0

Corrections to Grading:

The instructor will make every effort to ensure that the assignments and exam are graded correctly and fairly. Students are highly encouraged to bring items that appear questionable to the instructor's attention, either in person or via email. If mistakes to grading are found, students have one week after the assignment is due to report problems.

TENTATIVE COURSE OUTLINE

Week	Date	Topic/Readings	Quiz
1	01/04	Course Introduction	
2	01/11	Agent Classification – Overview "Foodborne Illnesses Overview", "Bad Bug Book: Introduction"	Quiz 1
3	01/18	E. Coli & Salmonella "Bad Bug Book: E. Coli", "Bad Bug Book: Salmonella"	Quiz 2
4	01/25	Shigella & Campylobacter "Bad Bug Book: Shigella", "CDC: Campylobacter"	Quiz 3
5	02/01	Listeria & Botulism "Bad Bug Book: Listeria", "CDC: Botulism"	Quiz 4
6	02/08	Staphylococcus aureus & Bacillus cereus "Bad Bug Book: Staphylococcus areus", "Bad Bug Book: Bacillus cereus"	Quiz 5
7	02/15	Norovirus & Hepatitis A "CDC: Norovirus" , "CDC: Hepatitis A"	Quiz 6
8	02/22	Mid-Winter Break	
9	03/01	Mid-Term Exam Opens. No class or lecture this week.	
10	03/08	Food Safety Laws and Regulatory Agencies Guidelines for Foodborne Disease Outbreak Response – Ch. 3	Quiz 7
11	03/15	Outbreak Investigation Guidelines for Foodborne Disease Outbreak Response – Ch. 4, 5	Quiz 8
12	03/22	Multijurisdictional Investigations Guidelines for Foodborne Disease Outbreak Response – Ch. 7	Quiz 9
13	03/29	Control Measures Guidelines for Foodborne Disease Outbreak Response – Ch. 6	Quiz 10
14	04/05	HACCP Course Pack: "HACCP Principles & Applications"	Quiz 11
15	04/12	Food Safety Practices	
16	04/19	Final Exam Opens	

HS 4100 Nutrition and Lifecycles
(Formerly HS 310)
Fall 2018
CRN: 42339, 4 Credits
Oakland University
Day/Time: 1:00-2:47pm, 4050 HHB

Professor: Amanda Lynch, PhD, RD
e-mail: lynch3@oakland.edu
Office: 3103 Human Health Building
Office Phone: 248-364-8669
Office hours: Tuesday 2:45-3:45, Wednesday 10am-11am, or by appointment

Course Description

This course is designed to develop an awareness of dietary standards and factors affecting dietary patterns, to promote an understanding of the contribution of nutrition to health and well-being throughout the life cycle, and to create a foundation for health promotion and disease prevention during each life stage. *Pre-requisite*: HS 205: Human Nutrition and Health.

Text and Supporting Course Materials

Required Text: Brown, J.E. (Ed.). (2017). *Nutrition Through the Life Cycle* .(6th ed.). Boston, MA: Cengage.

Supporting course materials and other assigned readings will be made available on Moodle.

Course Objectives

This course will explore how nutrition needs influence health at every life stage beginning with pre-conception and ending with nutrition in advanced age. For each life-stage, we will cover physiology of growth and/or health, critical nutrients of interest, and common deficiencies or concerns. Students will apply knowledge of both nutrients and foods to each stage in the life-cycle and gain an understanding of how and why needs change with age.

This course builds on the knowledge and skills developed in students' previous classes. Students are expected to have a baseline understanding of health, nutrition, and diseases and to be able to expand upon and integrate that knowledge in this course.

After completion of this course students will be able to:

- Describe the physical, biological, and psychological changes that occur in each life stage.
- Explain how and why macronutrient and micronutrient needs change over the course of the human life-cycle.
- Identify appropriate nutrient intakes for growth and health at each stage in the lifecycle.
- Identify and explain nutrition interventions for common issues that arise within each life stage
- Explain how critical nutrients affect health during the life-cycle and identify consequences of nutrient deficiencies.
- Identify appropriate dietary interventions to prevent or correct key deficiencies.

- Develop dietary recommendations to promote growth and/or health for each of the stages in the life-cycle.

Course Procedures

Class will primarily consist of lectures, interactive discussions, and the incorporation of multi-media presentations. Students should take notes in class using the lecture notes posted on Moodle and/or any handouts provided. It is recommended that students print the notes prior to class and to HAND-WRITE the notes. This engages more of your brain, prevents you from mindlessly surfing the web during class, and will allow you to draw frameworks or pathways discussed in class far easier than typing.

Readings associated with each class are listed in the Class Schedule. Students are expected to keep up with all assigned readings. Supplemental readings may be assigned at any time during the course of the semester. It is strongly recommended that students complete all assigned readings and take notes on the readings. Readings support course content and provide a different mode of communication of important course concepts.

Students are responsible for material presented in the lectures (including videos and activities) and in assigned readings. Students who miss class may come to office hours to review lecture slides, but are encouraged to seek help from classmates to make-up missed material.

Course Work and Grade Determination

1. Class attendance

Attendance in class is mandatory and will be recorded based on a sign-in sheet or completion of short (non-graded) worksheets based on in-class activities. Attendance is not a component of the grade determination; however, missing more than 3 classes without documented (and accepted) excuses will lead to the reduction in your final grade. Documentation is ONLY needed if and when students have missed more than 3 classes, I will not keep track of documentation along the way. For each class beyond three, 10 points will be deducted from the total points earned; this is approximately 1% of the grade.

Attendance will be taken at random times during classes. Students who miss the attendance sheet or fail to turn in a worksheet will be marked as absent. Be sure to plan for inclement weather or non-ideal parking situations, so you are in class on time.

2. Exams

There will be three exams. The first exam will be worth 100 points and the second two will be 150 points. Exams will be 50-60 multiple choice questions and will be given the from 1:00-2:00pm. Exam scoring sheets will be provided. Students need to bring a #2 pencil and an eraser, and know their G# for the exams. Students will need calculators on all exams; SMART PHONES MAY NOT BE USED AS CALCULATORS. Calculators MAY NOT be shared.

3. Final Exam

The final exam will be cumulative. Students will again need a #2 pencil, eraser and G#s and a calculator.

EXAM PROCEDURES

Please review these carefully. These rules are important. They are in place to provide a consistent and fair procedure for the exams, to prevent potential academic dishonesty, and to ensure your professor can effectively and efficiently grade the exams.

- *Fill in your Exam form correctly and completely.* Forms must be filled out with a #2 pencil. Students must fill in their complete, 8-digit G# s and first and last name. *Points will be deducted if forms are filled out incorrectly*, including failing to fill in circles completely or failing to identify the test form.
- *Arrive on time.* Students should arrive on time for the exams; if late, they will not be allowed extra time. Students who arrive after the first exam has been turned in will not be allowed to take the exam without a penalty; excessively late students may be required to take a make-up exam with a penalty. The reason for being late will not change this policy.
- *Arrange make-up exams.* Make-up exams will be given at the discretion of the instruction and will generally require written documentation. Make-up exams are typically short answer or essay based. Grade penalties may apply. Make-up final exams must be arranged and scheduled two weeks prior to the date of the final. Make-up finals WILL NOT BE GIVEN EARLY.

Any student using a phone during the exam without explicit, verbal permission from the instructor will receive a zero on the exam and referred to the Dean of Students for academic misconduct.

4. Case Studies

A case study is an assignment that requires students to assess, evaluate, and develop recommendations for a "patient." Students will be presented a case, or a description of a hypothetical person, a typical daily intake, height, weight and/or growth history, and lab values as appropriate. Students will assess the "patient's" health risks and health promoting factors, evaluate his/her nutritional intake and status, identify nutritional risks, and provide suggestions to improve the patient's dietary intake and nutritional status.

Through this activity, students will apply course content to a real world scenario and connect social, environmental, behavioral, and biological factors to nutritional status and health risks. In addition, students will learn to develop realistic and appropriate behavioral recommendations that target nutritional status and disease risks or health outcomes.

There is no one right answer to the case studies. Case studies will be graded on comprehensiveness and accuracy of assessments, explanations and connections made between dietary intake, nutritional adequacy, and risks, and the appropriateness of recommendations.

Case studies will be completed in groups of 4-5 students. Each group will be required to complete two case studies. Groups will be determined the second week of class. Once groups have been assigned, students may not change their groups.

Case studies are 150 points each and together are worth 300 points or 30% of the final grade. Case study grades will be assigned based on the work as a whole (95%) and peer-evaluations (5%). If a student fails to contribute to his/her group's work on the case study, he or she may get a zero; this will be handled on a case-by-case basis. Further information about grading and expectations will be provided when the assignment is handed out.

Grade Determination

Grades are additive up to 1000 points: Students start the course with 0 points and work their way to a final score. To calculate your grade, add your scores for each grade component and find the corresponding grade point in the grading scale table below.

Grade Component	Points (each)	Total points	Grade percentage
1. Exams (3)	100-150	400	40%
2. Final exam (1)	300	300	30%
3. Case Study (2)	150	300	30%

The following grading scale will be used in this course:

Grade	Percentage	Points	Grade Point
A	94% - 100%	940-1000	4
A-	88% - 93.9%	880-939	3.7
B+	82% - 87.9%	820-879	3.3
B	78% - 81.9%	780-819	3
B-	74% - 77.9%	740-779	2.7
C+	71% - 73.9%	710-739	2.3
C	68% - 70.9%	680-709	2
C-	64% - 67.9%	640-679	1.7
D+	61% - 63.9%	610-639	1.3
D	60% - 60.9%	600-609	1
F	59.9% or below	0-599	0

Incomplete Grade ("I" grade): Students who, for reasons beyond their control (illness, bereavement, accident) are unable to complete the work in HS 310 by the end of the semester may request an Incomplete grade from the professor. It is up to the discretion of Dr. Lynch whether or not an incomplete may be given. Both the student and the professor must come up with a plan for completion before an incomplete will be given. The student must complete all agreed upon work within one year to remove the incomplete for the record. According to Oakland's Academic Policies and Procedures, any incomplete grade after the one-year deadlines will be changed to a 0.0. Please refer to the Academic Policies and procedures for more information.

Expectations of Students

Regular class attendance, taking notes during class, participating in class activities, and reading assigned readings are central to success in this class. Please note: This class will require effort. Students should expect to study for this class on a regular basis, not just immediately before an exam. Students are responsible for ensuring they are on time for class and exams, which includes accounting for weather, traffic, and parking. Finally, when working with the groups, students are expected to treat classmates with respect, to follow-through with their commitments to the group, and to communicate clearly, tactfully, and respectfully with their classmates.

Classroom etiquette: Students are expected to arrive to class on time and to stay for the entire class period. Information and insight is delivered the entire time! Students are asked to respect the learning environment and refrain from distracting themselves, other students and me, your

instructor. Disruptive students will be asked to leave. In addition, students are encouraged to avoid multi-tasking during class. There is a wide range of research that suggests you cannot pay attention to two things at once: If you are listening to headphones or watching a video, your attention is divided and you are contributing to your own lack of learning.

Students MAY NOT record lectures (audio or video) or take pictures of any slides without the professor's explicit permission. Students who disregard this rule will immediately *be asked to leave, after demonstrating that he or she has erased the pictures or audio files.*

Cell-phones: Cell phones and pagers must be set to silent or vibrate alerts and PUT AWAY.Using phones in class to check social media, send texts, take pictures, watch videos, etc. will distract you from learning. It also leads me to believe that you do not value education or the effort I have put forth in helping you understand the material. This is not a good impression to leave nor is it is a good habit to form if you would like future colleagues and supervisors to take you seriously.

Laptops: The use of laptops in class is allowed; however, please be respectful to students and the professor and use them ONLY for taking notes. Please do not distract yourself or others (because people behind you can see your screen) by surfing the web, streaming videos, doing other course work, instant messaging, or any other non-class related activities. This will impede your learning and distract others. Your professor reserves the right to ask students to put laptops away during specific parts of class.

Academic and Professional Conduct Policies

Academic Conduct
The Oakland University policy on academic conduct will be strictly followed with no exceptions:

"All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. "

As outlined in the University's academic conduct policies, the following are two examples of academic dishonesty:

1. *Cheating:* "This includes, but is not limited to, the following when not authorized by the instructor: the use of any assistance or materials such as books and/or notes, acquiring exams or any other academic materials, the use of any other sources in writing drafts, papers, preparing reports, solving problems, works completed for a past or concurrent course, completing homework or carrying out other assignments. No student shall copy from someone else's work or help someone else copy work or substitute another's work as one's own. No student shall engage in any behavior specifically prohibited by an instructor in the course syllabus or class discussion."
2. *Plagiarism:* "Plagiarism is using someone else's work or ideas without giving that person credit. By doing this, a student is, in effect, claiming credit for someone else's thinking. This can occur in drafts, papers and oral presentations. Whether the student has read or heard the information used, the student must document the source of information. When dealing with written sources, a clear distinction should be made between quotations, which reproduce information from the source word-for-word within quotation marks, and paraphrases, which digest the source of information and produce it in the student's own words. Both direct quotations and paraphrases must be documented. Even if a student

rephrases, condenses or selects from another person's work, the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the Internet without attribution and handing it in as one's own work is plagiarism."

Please see the Academic Conduct Policy in the Academic Policies and Procedures, for further details:

http://catalog.oakland.edu/content.php?catoid=29&navoid=2996#Other_Academic_Policies

Breaches of academic conduct policy will not be tolerated. If a student is found guilty of academic misconduct and/or receives disciplinary action from the Dean of Students, he or she will receive, at minimum, a 0 for any and all assignments in question. At maximum he or she will receive a 0 for the course.

Professional Conduct
The faculty of the School of Health Sciences believes that the conduct of a student registered or taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. All students are expected to conduct themselves in a professional and respectful manner at all times. This includes during class and in personal and electronic communications with faculty and other students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School. Further detail on OU's standards for Integrity, Community, Respect and Responsibility can be found at:
https://www.oakland.edu/deanofstudents/student-code-of-conduct/

Communication and Office Hours
Expectations for professional conduct extend into electronic communications with your professor. All e-mail communication must adhere to the following guidelines, or they will not be answered:

E-mails must contain a salutation (e.g., Hello or Dear Dr. Lynch), a grammatically correct and structurally sound group of sentences, a complementary closing (e.g., Sincerely, Best), followed by your name. Please spell-check; E-mails are not text messages and care should be taken to be respectful, thoughtful, and direct in your communication. I will also adhere to these guidelines for e-mails sent to individual students or to the class. Please allow 48 hours for a response to an e-mail sent during the week; e-mails sent over the weekend are unlikely to be answered until Monday. Following the specified e-mail format, please e-mail me a picture of a dinosaur, once you have finished reading this syllabus. (Shh! This is a test to see who's reading the syllabus)

For specific concerns, particularly related to course content and assignments it is best to meet with me in person. If you have any questions about your grades, such as your current grade so far or what you can do to improve your grade, you MUST schedule a meeting or come to office hours. I do not discuss grades over e-mail.

Accommodation and Special Considerations
Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus Disability Support Services (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely

manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the Study Aids (https://www.oakland.edu/dss/study-aids/) webpage of Disability Support Services website (https://www.oakland.edu/dss/)

Emergency Preparedness
In the event of an emergency arising on campus, the Oakland University Police Department (OUPD) will notify the campus community via the emergency notification system. The professor of your class is not responsible for your personal safety, so therefore it is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuations, lockdowns and other emergencies. Register for these notifications at oupolice.com.
- Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the instructor in class.
- If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and oupolice.com/emergencies.
- Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

Violence/Active Shooter: If an active shooter is in the vicinity, call the OUPD at (248) 370-3331 or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims. Consider your options: Run, Hide, or Fight (https://oupolice.com/em/activeshooter/).

Time Schedule and Topical Outline: The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make adjustments to this schedule and/or topical outline as necessary.

Week	DATE	**Course topic,** *Readings,* and **DUE DATES** **M** indicates Readings posted on Moodle
1	Thursday September 6	**Course Introduction: Life cycle overview and Nutrition Review** *Readings: Chapter 1: Nutrition Basics & Mishra, Cooper & Kuh (2010)* *Executive Summary of the Dietary Guidelines* **M**
2	Tuesday September 11	**Pre-conception nutrition** *Reading: Chapter 2*
	Thursday September 13	**Pre-conception nutrition** *Reading: Chapter 3 pp 72-78, Dietary Guidelines, Chapter 1, and Position of the American Dietetic Association and American Society for Nutrition: Obesity, Reproduction, and Pregnancy Outcomes* **M** *(review sections on fertility/conception)* ***DUE: Group preferences must be submitted by 5pm. Groups will be assigned and posted Friday***
3	Tuesday September 18	**Nutrition during pregnancy** *Reading: Chapter 4* ***Mandatory Attendance for Case Study 1 Group meeting***
	Thursday September 20	**Nutrition during pregnancy** *Reading: Chapter 4*
4	Tuesday September 25	**Nutrition during pregnancy** *Readings: Chapter 5, & Position of the American Dietetic Association and American Society for Nutrition: Obesity, Reproduction, and Pregnancy Outcomes* **M**
	Thursday September 27	**Nutrition during pregnancy** *Readings: Chapter 5*
5	Tuesday October 2	**Exam 1 1:00-2:00pm**
	Thursday October 4	**Nutrition during lactation** *Readings: Chapter 6 & Unit 6, Chapter 32 in Olds' Maternal- Newborn Nursing & Women's Health Across the Lifespan, 9th ed. by MR Davidson et al. 2012* **M**
6	Tuesday October 9	**Nutrition during lactation** *Readings: Chapter 7 pp197-199, 202-206 & Position of the American Dietetic Association: Promoting and Supporting Breastfeeding* **M**
	Thursday October 11	**Infant Nutrition** *Reading: Chapter 8 pp 222-233*
7	Tuesday October 16	**Infant Nutrition** *Reading: Chapter 9 pp 245-254 & Tudehope (2013)* **M** ***DUE: Case Study 1 in class***
	Thursday October 18	**Infant Nutrition** *Reading: Chapter 8 pp 232-239,245-250, Chapter 9, 253, 256-261*

Week	DATE	**Course topic,** *Readings,* and **DUE DATES** [M] indicates Readings posted on Moodle
8	Tuesday October 23	**Toddler and Preschooler Nutrition** *Reading: Chapter 10 & Dietary Guidelines (chapter 2)* [M*] **content will apply to the rest of the life-stages*
	Thursday October 25	**Toddler and Preschooler Nutrition** *Readings: Chapter 10 & Robert Wood Johnson Foundation "Feeding Guidelines for Infants and Young Toddlers: A Responsive Parenting approach"* [M]
9	Tuesday October 30	**Exam 2 1:00-2:00pm**
	Thursday November 1	**Child and pre-adolescent nutrition** *Reading: Chapter 12* ***Mandatory Attendance for Case Study 2 Group meeting***
10	Tuesday November 6	**Special Conditions in Childhood** *Reading: Chapter 13, pp344-347, 352-356 &Practice Paper of the Academy of Nutrition and Dietetics: Classic and Modified Ketogenic Diets for the Treatment of Epilepsy(2017)*[M]*, Culhane, George, Pearo, and Spoede (2013)* [M]
	Thursday November 8	**Adolescent Nutrition** *Reading: Chapter 14*
11	Tuesday November 14	**Adolescent Nutrition** *Reading: Chapter 15, pp 387-390, 394-405*
	Thursday November 16	**Adult Nutrition** *Reading: Chapter 16*
12	Tuesday November 20	**Adult Nutrition** *Reading: Chapter 16*
	Thursday November 22	**NO CLASS.....HAPPY THANKSGIVING**
13	Tuesday November 27	**Exam 3 1:00-2:00pm**
	Thursday November 29	**Nutrition and Older Adults** *Reading: Chapter 19* ***DUE: Case Study 2***
14	Tuesday December 4	**Nutrition and Older Adults** *Reading: Position of the Academy of Nutrition and Dietetics: Food and Nutrition for Older Adults: Promoting Health and Wellness* [M]
	Thursday December 6	**Course Wrap-up and Review**

FINAL EXAM
Make-ups must be pre-arranged TWO WEEKS before the final; no early make-ups will be given
Dec 13, 2017 12-3pm
HHB 4050

Oakland University
School of Health Science
HS 4150: Nutrient Metabolism (HS 460)
Fall 2017

Room: HHB 2023
Time/Day: Monday, Wednesday, Friday 1:20 pm-2:27 pm

Professor: Rosemarie Chirco D'Angelo, PhD
e-mail: rdangelo@oakland.edu
Office: 3158 Human Health Bldg
Office Phone: 248-364-8847
Number of credits: 4 (CRN: 14671)
Office Hours: Tuesday & Thursday 2:00-3:00 pm or by appointment

COURSE DESCRIPTION

This course addresses the metabolism of carbohydrates, proteins, fats, vitamins, and minerals. Associations with dietary requirements and disease processes, nutrient interactions, nutrient stability and bioavailability, and food sources will be covered. Replaces NH 450.

Prerequisite(s): HS 301, HS 310, CHM 158 or 145, and BIO 207, 321, MLS 425 or BIO 325.

This is a senior-level course. It is strongly recommended that students have taken chemistry I & II, anatomy/anatomy lab, and physiology OR biochemistry prior to enrolling in this course.

REQUIRED TEXT AND SUPPORTING COURSE MATERIAL

Sareen S. Gropper and Jack L. Smith (2018) Advanced Nutrition and Human Metabolism, 7th edition. Cengage Learning. (required)
Reading chapters that supplement the class material have been assigned from this book but I am giving you lots of supplemental information from other sources.

Linus Pauling Institute at Oregon State University Micronutrient Information Center Website
The Linus Pauling Institute's Micronutrient Information Center is a source for scientifically accurate information regarding the roles of vitamins, minerals, phytochemicals (plant chemicals that may affect health), and other dietary factors, including some food and beverages, in preventing disease and promoting health. The guide can be found at the following weblink, each section is listed on the right: http://lpi.oregonstate.edu/mic

Encyclopedia of Diet Fads (Weblink and PDF)
We will use this for the Project Based Learning Project.

Other readings and supporting course materials are found on Moodle and are on the syllabus as a hyperlink. This is a web-enhanced course; I operate under the assumption that ALL students have access to Moodle and check it for updates frequently. If there are any changes to the class schedule I add an announcement to Moodle, so please pay attention to those emails and check announcements frequently to see if a new one has been posted.

Course Learning Outcomes

At the completion of this course, students will be able to:

1. Identify and recall nutrient structures and metabolic pathways.
2. Explain metabolic pathways of carbohydrate, protein, and fat at the cellular and molecular level.
3. Explain metabolic pathways of vitamins and minerals.
4. Identify signs and symptoms of nutrient deficiencies and toxicity.
5. Explain energy balance and whole body energetics.
6. Apply understanding of nutrient metabolism to dietary recommendations.
7. Apply understanding of nutrient metabolism to health and disease states.
8. Find, understand, and evaluate sources of scientific information on nutrient metabolism including scientific writing, diagrams, and case studies.

Communication and Office Hours

Email is the best way to contact me outside of class (rdangelo@oakland.edu). However, it may take me up to 48 hours to respond (longer during weekends). If you do not get a response within this time frame, please feel free to gently remind me or follow-up. Expectations for professional conduct extend into electronic communications with your professor. When emailing me please place 'HS 4150 and your name' in the subject line. All e-mail communication must adhere to the following guidelines: E-mails must contain a salutation (e.g., Hello or Dear Dr. D'Angelo), a grammatically correct and structurally sound group of sentences, a complementary closing (e.g., Sincerely, Best), followed by your name. I will also adhere to these guidelines for e-mails sent to individual students or to the class.

Remember, you are responsible for your own learning and it is better to contact me early for help to resolve any potential problems or confusion with the course material. Office hours are listed or can be setup by appointment. For specific concerns, particularly related to course content, it is best to meet with me in person. If you have any questions about your grades, you MUST schedule a meeting or come to office hours. I do not discuss grades over e-mail.

Course Procedures

Class will be composed primarily of lectures, with in-class activities (printed ahead of time), videos, or demonstrations as needed. As much of this course is dedicated to understanding structures, functions, and biological pathways, students should come to class prepared to take notes. For most of the class meetings, you will be assigned a pre-reading assignment and activity that must be completed before coming to class to help supplement the material. Lecture slides or notes will be made available prior to class. You are responsible for printing out all materials including pre-reading activities and in class activities ahead of time to be fully prepared to participate with your classmates during the class session. It is strongly recommended that students print out slides to take notes by hand. I recommend printing 4 slides per page (choose the option to print 4 pages on one). Any more than 6 slides per page and it will be hard to take notes. Although computers can be useful for note-taking, notebooks, paper and pen (or pencils) are recommended for this course. Students should expect to draw figures and pathways during class.

Readings associated with each topic/class are listed in the Tentative Class Schedule. It is strongly recommended that students read materials before coming to class to familiarize themselves with the

concepts; students should review the material again after lecture and take notes on the readings. Students are responsible for keeping up with the material and should expect to study regularly for this course.

Course Work and Grade Determination

1. Class Attendance/In Class Activity Participation: 60 points (6% of final grade)
Class attendance and participation will comprise 60 points of the course grade and will be tracked by participation in in-class group activities such as participating in case studies, questionnaires, and pathway modeling. The in class activities are listed on the syllabus and posted on Moodle but some may be added or changed at a later date. You are responsible for printing out or bringing in your computer for in class activities so that you can fully participate. Most of these activities will be worked on in your student groups. To receive credit for that class, students will sign in at the end of the activity. Each activity will be worth 2.5 pts but you can only earn up to 60 pts total toward your final grade. If you are sick, have an emergency, or other personal reason please let me know the reason you missed class as soon as possible either ahead of class or directly following that class period. If you do not contact me it will count toward one of your "free" missed days. It is strongly encouraged to attend class and participate in these activities because it will help you process the material. Students will be penalized 1 point each time they are caught participating in a non-class activity such as sleeping, texting or using phone, and/or on social media websites

2. Homework/Pre-reading Activities: 90 points (9% of final grade)
There are nine homework/Pre-reading assignments for this course; each one is worth 10 points. Each homework/pre-reading assignment and activity is specific for that topic for that class meeting and may cover lecture material, class videos, or websites. All of the videos and weblinks can be found on Moodle. There are also some short presentations on journal articles and vitamins that will be assigned as group activities (more details later). If the assignment is designated as a pre-reading assignment, it must be completed before you come to class and turned in at some point during that class meeting (due date listed on syllabus). We may review some of the material in class. Again, you are responsible for printing out all materials and activities before coming to class as parts may be collected and graded. The due dates for each assignment are designated in the syllabus but may be changed if necessary.

3. Quizzes: 150 points (*15% of final grade)*
There will be 6 quizzes; each quiz is worth 25 points. Quizzes will be posted on Moodle and are expected to take approximately 25-30 minutes. However, I do not set a time limit on quizzes. The quizzes will be added a week or so before the due date and are to be completed by the assigned date by 11:59 pm. Quizzes will be multiple choice, short answer, or matching. It is imperative that students complete the quizzes by the designated time and date, as they will not get extra time. **ONLINE QUIZZES CANNOT BE ACCESSED OR MADE UP IF YOU MISS THE DUE DATE, NO EXCEPTIONS.** You will have two attempts on the Moodle quizzes and your highest score will be accepted. If you are having technical difficulties with Moodle you must send me an email and let me know before that class session in order to access the online quiz.

4. Exams: 600 points (*60% of final grade)*
There are three exams in this course; all of them are worth 200 pts. Each exam is worth 20% of the course grade. The first exam will cover carbohydrate and lipid metabolism, the second exam will cover protein and fed and fasting metabolism, and the final exam will cover micronutrient metabolism. The final exam will cover the newer material but we will be revisiting the past material and expanding on those pathways with Vitamins and Minerals. Exams will consist of multiple choice

and short answer or short essay questions and can come from any In Class Activity, reading, or pre-reading assignments or activities. Students will not need to bring scantrons, the AKindi system will be used. Students are expected to take all tests at the assigned time and on the assigned date. An exception due to illness or an emergency will be at the discretion of the instructor only. **ALL REQUESTS FOR MAKE-UP EXAMS MUST BE MADE WITHIN 24 HOURS OF THE MISSED EXAM. YOU MUST CONTACT ME IMMEDIATELY FOLLOWING THE MISSED EXAM TO DISCUSS THE POSSIBILITY OF TAKING A MAKE-UP EXAM.** You must provide proof of your illness or emergency, for example a note from your doctor. The final exam will occur on the designated date. All students must take a final exam. There are no make-ups for the final exam.

5. Problem Based Learning Project (Diet Project): 100 pts (10% of your final grade)
For this class, I believe in an active learning approach and that we are all a part of the HS 4150 learning community. So you should expect to be actively involved in discussion and activities with your classmates. The modern practice of science involves working with groups. You will work in-groups in class in a variety of ways: developing skills, solving problems and discussing ideas. Individual members are responsible to make sure all group work assignments are completed and turned in on time.

A project based on disease and diet or food lifestyle choices of interest is assigned (please see additional description of the project). You will be working on this project in and out of class over the course of the semester and working on small assignments along the way. The final product will be a problem based learning portfolio and presentation on your diet project that is due at the end of the semester.

Grade Determination: Points will be allocated and grade calculated as follows:

	Total # of points	% of your grade
Class Attendance/In Class Activity Participation	Up to 60 pts	6%
9 Homework (10 points each)	90	9%
6 lecture quizzes, (25 points each)	150	15%
3 exams - lecture (200 points each)	600	60%
Problem Based Learning: Diet Project and Presentation (100 pts)	100	10%
	1000	100

GRADING SCALE

A	100%	4.0	**B**	89%	3.5	**C**	79%	2.9	**D**	69%	1.9
	99%	4.0		88%	3.5		78%	2.8		68%	1.8
	98%	4.0		87%	3.4		77%	2.7		67%	1.7
	97%	3.9		86%	3.4		76%	2.6		66%	1.6
	96%	3.9		85%	3.3		75%	2.5		65%	1.5
	95%	3.8		84%	3.3		74%	2.4		64%	1.4
	94%	3.8		83%	3.2		73%	2.3		63%	1.3
	93%	3.7		82%	3.2		72%	2.2		62%	1.2
	92%	3.7		81%	3.1		71%	2.1		61%	1.1
	91%	3.6		80%	3.0		70%	2.0		60%	1.0
	90%	3.6									
									F	≤59%	0.0

Incomplete Grade ("I" grade): Students who, for reasons beyond their control (illness, bereavement, accident) are unable to complete the work in HS 4150 by the end of the semester may request an Incomplete grade from the professor. The student and the professor must complete the form "Request for an Incomplete Grade," available from the professor or the Dean of Health Sciences office. The "I" grade must be approved at least one day before the final examination. It is the Professor's decision whether to allow an Incomplete grade. An Incomplete grade must be converted to a numerical grade within 1 year. Procedures for completing the work in the course are spelled out on the "Request for an Incomplete Grade" form.

Expectations of Students

Class Participation: Be Prepared! Active, intelligent participation in class discussion is expected. Regular class attendance, taking notes during class, reading assigned readings, completing pre-reading activities, and participating in class group activities is central to success in this class. Attendance will be taken during or after the in class activities in each class. Due to the nature of the course, students should expect to spend at least as much time out of class studying as they spend in class learning. The more you can repeat information and the more time you spend explaining pathways to yourself, the better you will learn the material. It may also be beneficial to form/join a study group with your classmates and attend meetings regularly. Use your study group to work actively to understand the concepts.

Classroom etiquette: Late arrival to class is disruptive to the instructor and other students and will have a negative effect on your in-class activities grade, as will frequent absence from class. You are expected to be seated and ready to begin work at the start of class time. If you arrive later, please enter quietly so that you do not disturb other students. You are expected to wait until I indicate that the class is finished before packing your belongings. Please inform me in advance if, for an exceptional reason, you need to arrive late or leave early on a particular day. If you miss a class, it is your responsibility to notify me personally or by email. Please write HS 4150 in the subject line of email messages along with your name. It is also the student's responsibility to make sure he/she obtains the missing notes/assignments from a peer, instructor, or MOODLE website.

Exams and Quizzes: All students must use the Akindi form provided to you by your instructor for each exam. The form will have the course name and assessment name filled out already. Students must fill in their complete, 8-digit G# s and first and last name. *Points will be deducted if Scantrons are filled out incorrectly*, including failing to fill in circles completely or failing to identify their test form or version of the exam.

Students are expected to arrive on time for exams and complete the Moodle quizzes by the designed date. For the exams and quizzes, students will not be given extra time, regardless of the reason they are late for a quiz or an exam. ***Students may not use anything during exams***-no notes, calculators, phones, or other materials. If I see a phone out or being used (without my permission), I will assume you are cheating. Students will receive a 0 on the exam. Since the quizzes are not timed and you can work on them at home, I encourage you to you your book and notes to complete them. It may be helpful to go through the first round and see how you do and then go back and review questions you got wrong.

Cell-phones: Cell phones must be turned off or set to silent during class and exams. Please refrain from using your phones (e.g. text messaging, checking Facebook, internet) in class. This is disrespectful to me (Dr. D'Angelo) and your classmates. It will also distract you from learning and trust me, you don't want to be distracted.

Academic Conduct

The Oakland University policy on academic conduct will be strictly followed with no exceptions:

"All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. "

As outlined in the University's academic conduct policies, the following are two examples of academic dishonesty:

1. *Cheating:* "Cheating on examinations. This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, or other forms of misconduct on exams." **USING A CELLPHONE DURING EXAMS IS ALSO CONSIDERED CHEATING.**
2. *Plagiarism:* "Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit; by doing this students are, in effect, claiming credit for someone else's thinking. Whether students have read or heard the information used, they must document the source of information. When dealing with written sources, a clear distinction should be made between quotations (which reproduce information from the source word-for-word within quotation marks) and paraphrases (which digest the source of information and produce it in the student's own words). Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism."

Please see the Academic Conduct Policy in the Academic Policies and Procedures, for further details.

Breaches of academic conduct policy will not be tolerated. Students who are found guilty of academic misconduct may receive a 0.0 for the course.

Special Considerations: Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.

Emergency Preparedness

In the event of an emergency arising on campus, the instructor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start: lock all doors, shut off all technology and lights, turn on cell phones and make them silent, and move away from all windows.

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. **Register for these notifications at oakland.edu/uts/emergency notification**
- If an emergency arises on campus, call the OUPD at **248-370-3331**. Save this number in your phone, and put it in an easy-to-find spot in your contacts.

Time Schedule and Topical Outline: The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/pre-reading assignments and activities. The instructor reserves the right to make adjustments to this schedule as necessary.

Date	Topics, Reading, and In-Class Activities	Pre-reading Assignments, Due Dates for Quizzes, and Exams
Week 1 Wed 1/3/2018	Course Introduction and Start Review of Cell Biology ***In Class Activity1:*** *Discussion and Metabolism Questionnaire*	
Fri 1/5/2018	Continue Review of Cell Biology and Metabolism *Readings: Gropper, Chapter 1* ***In Class Activity2:*** *Cell Biology Review Questions and Chart (group work)*	*Cell Biology Units by Scitable and Chapter 1* *https://www.nature.com/scitable/ebooks/essentials-of-cell-biology-14749010/what-is-a-cell-what-are-the-14751770*
Week 2 Mon 1/8/2018	Energy, Metabolic Pathways, and Enzymes ***In Class Activity3:*** *Revisit Metabolism Questionnaire after reading article*	*Pre-Reading Assignment: Nutrient utilization in humans (link below and on Moodle)* Da Poian, A. T., El-Bacha, T. & Luz, M.R.M.P (2010). Nutrient utilization in humans: Metabolism Pathways. Nature Education, 3(9): 11 **Pre-reading Activity1:** Metabolism Questionnaire and Questions on Article (10 pts)
Wed 1/10/2018	Continue Energy and Metabolism ***In Class Activity4:*** *Case Study on Energy and Enzymes*	
Fri 1/12/2018	The Digestive System *Readings: Gropper, Chapter 2* ***In Class Activity5:*** *Digestive System Overview from Innerbody website*	*Pre-reading Assignment:* Innerbody website: Look over digestive system http://www.innerbody.com/image/digeov.html#full-description
Week 3 Mon 1/15/2018	**NO CLASS MARTIN LUTHER KING DAY**	
Wed 1/17/2018	Digestion and Absorption of Nutrients ***In Class Activity6:*** *Tracking the nutrients from food (broad discussion)*	*Pre-Reading: Watch the following animations on chemical and hormonal digestion* http://www.johnwiley.net.au/highered/interactions/media/Energy/content/Energy/dig2a/bot.htm http://www.johnwiley.net.au/highered/interactions/media/Energy/content/Energy/dig7a/frameset.htm **Pre-reading Activity2**: Complete Questions from the 2 Videos (10 pts)

Fri 1/19/2018	Carbohydrates: Structures of Simple and Complex *Reading: Gropper, Chapter 3 and Chapter 4 (skim)* ***In Class Activity7:*** *Practice with structures*	**PBL1**: Discuss topic for Diet project with your group
Week 4 Mon 1/22/2018	Carbohydrates; Digestion, absorption, and transport ***In Class Activity8:*** *Tracking digestion of carbohydrates only*	**Due:** Quiz 1 Cell Bio and Digestion
Wed 1/24/2018	Carbohydrate Metabolism: Glycogen: Glycogenolysis and Glycogenesis ***In Class Activity9:*** *Practice with reactions*	*Pre-Readings: Watch the following Animations* http://www.wiley.com/college/fob/quiz/quiz15/15-1.html http://www.wiley.com/college/fob/quiz/quiz15/15-21.html **Pre-reading Activity3:** Complete Questions from the 2 Videos (10 pts)
Fri 1/26/2018	Carbohydrate Metabolism (Glycolysis and Gluconeogenesis) ***In Class Activity10:*** *Glycolysis Case Study and Practice with reactions in Glycolysis (group work)*	
Week 5 Mon 1/29/2018	**Librarian visits class to speak about Research for PBL Diet Project** ***In Class Activity11:*** *Librarians' activity* ***(Subject to Change based on Availability)*** **PBL 2**: 3 Questions to get started and research log **Turn in Group Contract**	
Wed 1/31/2018	Carbohydrate Metabolism continued Cellular respiration: Krebs Cycle and Electron Transport Chain ***In Class Activity12:*** *Tracking the carbons through cellular respiration and Krebs cycle worksheet*	
Fri 2/2/2018	Lipids: Structure and biological importance *Reading: Gropper, Chapter 5* ***In Class Activity13:*** *Lipid Structure Animations and Questions*	**Due**: Quiz 2 Carbohydrates

Week 6 Mon 2/5/2018	Lipids: Digestion, absorption, and transport ***In Class Activity14:*** *Tracking digestion of lipids only*	*Pre-Readings: Watch the following Animations:* http://www.wiley.com/college/grosvenor/0470197587/animations/Animation_Lipid_Digestion_and_Absorption/Energy/media/content/dig/anima/dig5a/frameset.htm http://www.wiley.com/college/grosvenor/0470197587/animations/Animation_Lipid_Metabolism/Energy/media/content/met/anima/met4a/frameset.htm **Pre-reading Activity4:** Complete Questions from the 2 Videos (10 pts)
Wed 2/7/2018	Lipid Metabolism: beta oxidation and fatty acid synthesis ***In Class Activity15:*** *Tracking fatty acid metabolism Animation and Practice with reactions*	**Due:** Quiz 3 Lipids
Fri 2/9/2018	**PBL 3:** Main Stream Media recommendations **Due Part 1 PBL Project:** Introduction to Disease (Link on Moodle)	
Week 7 Mon 2/12/2018	**EXAM 1: CELL BIOLOGY, CARBOHYDRATE, AND LIPID METABOLISM**	
Wed 2/14/2018	Proteins: Structure and biological importance *Reading: Gropper, Chapter 6*	
Fri 2/16/2018	Translation: Protein synthesis **In Class Activity16:** Protein translation practice	
Week 8 Mon, Wed, Fri 2/19-23/2018	***WINTER RECESS NO CLASS***	
Week 9 Mon 2/26/2018	Digestion, absorption, and transport of proteins	*Pre-Readings: Watch the following Animations:* http://www.wiley.com/college/grosvenor/0470197587/animations/Animation_Protein_Digestion_and_Absorption/Energy/media/content/dig/anima/dig4a/frameset.htm http://www.wiley.com/college/grosvenor/0470197587/animations/Animation_Protein_Metabolism/Energy/media/content/met/anima/met3a/frameset.htm **Pre-reading Activity5:** Complete Questions from the 2 Videos (10 pts)
Wed 2/28/2018	Degradation of amino acids (specific pathways) and Urea cycle ***In Class Activity17:*** *Grouping amino acids activity and Practice with urea cycle*	

Fri 3/2/2018	**PBL 4:** Finding research articles on your disease and diet choices **Due Part 2 PBL Project:** Main Stream Media Recommendations	
Week 9 Mon 3/5/2018	Integration and Regulation of Metabolism (Carbs, Lipids, and Proteins) *Readings: Gropper, Chapter 7* **In Class Activity18**: *Case study on metabolism and homeostasis (Ben's bad day Part 2)*	**Due:** Quiz 4 Proteins **Pre-Reading activity6**: Fed and Fasting Metabolism: Bens Bad Day Webquest (Regulation of Homeostasis: Part 1) http://ats.doit.wisc.edu/biology/ap/ho/ho.htm
Wed 3/7/2018	Fed and Fasting Metabolism (Insulin resistance and diabetes) ***In Class Activity19:*** *Regulation of metabolism chart (what is happening and when?)*	
Fri 3/9/2018	Sports Nutrition and Metabolism in Exercise ***In Class Activity20:*** *Intense vs Moderate Exercise Journal Article*	**Due:** Quiz 5 Integration of Metabolism and Exercise
Week 10 Mon 3/12/2018	Journal Article continued ***In Class Activity21:*** *Journal article presentations*	*Pre-Reading: Journal article assignment* **Pre-reading activity7:** Presentation of journal article figure (group work)
Wed 3/14/2018	Water Soluble Vitamins (B Vitamins) Thiamin, Riboflavin, Niacin *Reading: Gropper, Chapter 9* ***In Class Activity22:*** *Tracking the B-vitamins in metabolic pathways and Vitamin Chart*	*Reading: Micronutrient information Center Vitamins http://lpi.oregonstate.edu/mic/vitamins* **PBL 5:** Your project and integration of Pathways **Due Part 3 PBL Project:** Two CATS draft (Link on Moodle)
Fri 3/16/2018	Water Soluble Contin: Pantothenic Acid and Biotin	
Week 11 Mon 3/19/2018	**EXAM 2: PROTEIN, INTEGRATION OF METABOLISM, FED & FASTING STATE, EXERCISE METABOLISM**	
Wed 3/21/2018	Water Soluble Contin: Folate, Vitamin B12, B6	

Fri 3/23/2018	Antioxidants & Vitamin C, Vitamin E	**Pre-reading Activity8:** Student Short presentations on Water Soluble Vitamins
Week 12 Mon 3/26/2018	Fat Soluble Vitamins Vitamin A & Carotenoids and Vitamin K *Reading: Gropper, Chapter 10* **In Class Activity23**: Vitamin Chart	*Reading: Micronutrient information Center Vitamins http://lpi.oregonstate.edu/mic/vitamins* **Pre-reading Activity8:** Short Presentations on Fat Soluble Vitamins
Wed 3/28/2018	Vitamin D and Major Minerals Calcium *Reading: Gropper, Chapter 10 and 11* ***In Class Activity24:*** *Tracking calcium and vitamin D status*	
Fri 3/30/2018	Major minerals Contin. Phosphorous, Magnesium *Reading: Gropper, Chapter 11* ***In Class Activity25:*** *Mineral Chart*	**PBL 6:** Vitamins and Minerals affected by your disease and diet **Due Part 4 PBL Project:** Nutrient Metabolic Pathways
Week 13 Mon 4/2/2018	Water and Electrolytes Na, Cl, and K Reading: Gropper, Chapter 12 ***In Class Activity26:*** *Water poisoning case study*	
Wed 4/4/2018	Essential Trace minerals Iron, Zinc, Copper, Manganese Reading: Gropper, Chapter 13 ***In Class Activity27:*** *Comparison of minerals and Mineral chart*	
Fri 4/6/2018	Essential Trace minerals Iodine and Selenium, Chromium, and Molybdenum	**Due Quiz 6**: Vitamin and Minerals
Week 14 Mon 4/9/2018	Part 5 of project (Diet Project Presentations)	
Wed 4/11/2018	Part 5 of project (Diet Project Presentations)	
Fri 4/13/2018	Vitamin and Mineral Deficiency Diseases Review ***In Class Activity28:*** *Case Study Questions and go over questions from students*	**Pre-reading Activity9**: Make up a case study based exam question about Vitamin and Minerals
Week 15 Mon 4/16/2018	Course Wrap up **Due:** Turn in PBL portfolios	

Week 16 Mon 4/23/2018	**Final Exam** **3:30-6:30 pm**

Appendix D: Letters of Support

- Dr. Kevin Ball—Dean, School of Health Sciences
- Dr. Kris Thompson – Chair, Human Movement Science, Oakland University
- Carrie Lawler, Assistant Superintendent for Secondary Education, Rochester Community Schools
- Barbra Main, Beaumont Home Health Services
- Kelley Cox, Director of Nutrition, Independence Village
- Jeanne Stevenson, Registered Dietitian
- Akua Woolbright, Nutrition Program Director, Whole Cities Foundation
- Sarah Hojnacki, Registered Dietitian
- Kresge Library, Oakland University

OAKLAND UNIVERSITY

School of Health Sciences

Oakland University
Department of Academic Affairs

March 15, 2019

RE: Letter of Support for the Bachelor of Science In Nutrition program proposal

Dear Colleagues,

I write to express most enthusiastic support and to commend our faculty and staff team in developing this state-of-the-art proposal for a new Bachelor of Science in Nutrition (BSNt) program. Drs. Amanda Lynch (Associate Professor and Nutrition Curricular Coordinator) and Jennifer Lucarelli (Associate Professor and Chair) of the department of InterDisciplinary Health Sciences (IDH) deserve very special recognition for their outstanding organizational efforts in leading this group.

This proposed BSNt program is truly a culmination of the past decade of efforts to increase course work in nutrition and health, while building faculty expertise, and delivering deeply enriching community-engaged student experiences in teaching, service and research. Truly, the BSNt program at OU is destined for success as we already have earned community partnerships and have spawned external grant funding. Perhaps surprisingly then, given our current visibility (both within the University and throughout the Oakland region) it is important to note that – at the actual point of admissions – the nutrition discipline has not yet been made available for a single OU incoming student to choose. Instead, all past and current nutrition-interested students have needed first to choose the BS in Health Sciences (BSHS) major, and then once admitted to select the "nutrition and health" concentration. And while this coursework has provided interesting nutrition content, it was not sufficient to earn our students a professionally recognizable certificate. Our new BSNt program is cleverly designed to qualify our students for technical professional certification, and will serve as excellent preparation for graduate school. It is for all of these reasons that we are confident in our ability to attract new students to OU, and at the same time provide our current students with an even more vibrant and valuable nutrition education.

Built upon the strong faculty and programmatic underpinnings of our IDH department, the addition of the BSNt degree program, will help through the earned acquisition of new resources to bolster our strengths in advancing meaningful research, service, and teaching at the undergraduate, and in the future, graduate and post-professional levels of higher education (i.e. a Registered Dietetics program is already being planned).

The BSNt program is long awaited. Through this academic strengthening we will better prepare even more future graduates in the pursuit of wonderful interdisciplinary health science careers, serving communities, as our motto explains, "where life and health interests intersect".

Sincerely,

Kevin Arthur Ball, PhD
Dean and Professor, School of Health Science

C: Jennifer Lucarelli

OAKLAND UNIVERSITY

Physical Therapy Program

October 7, 2018

Jennifer Lucarelli, PhD
Associate Professor
Chair, Interdisciplinary Health Sciences
School of Health Sciences
Oakland University

Dear Dr. Lucarelli:

I am writing this letter to express my support for the development of a Bachelor of Science in Nutrition in the Department of Interdisciplinary Health Sciences, School of Health Sciences. I have had the opportunity to review the proposal for the BS in Nutrition and to discuss the proposal with Dr. Amanda Lynch. In addition, we have had discussions about several of the courses, especially as the courses relate to physical activity, exercise science, and nutrition and sports, and we have talked about the opportunity for exercise science students to minor in nutrition.

The Department of Interdisciplinary Health Sciences has a well-developed and popular concentration in nutrition. I know that students who are taking the concentration have expressed interest in a major in nutrition. There is a need and demand for graduates in nutrition and for graduates who are prepared to pursue careers as registered dietitians. The bachelor of science in nutrition has been developed with accreditation standards in mind which will prepare students for careers in nutrition and to become registered dieticians. There will also be an opportunity for students to minor in nutrition. A minor in nutrition will be of interest and popular with students in other degree programs in the School of Health Sciences.

I believe the proposal presents a strong case for a major in nutrition. The curriculum is well-thought out and there are detailed descriptions and rationale for the resources needed to support the program. I believe the department and the school is well-positioned to launch this new degree program.

I look forward to the approval of this new degree program and to the successful implementation of the program in the School of Health Sciences.

Regards,

Kris Thompson

Kris Thompson, PT, MPH, PhD
Chair, Human Movement Science

ROCHESTER
COMMUNITY SCHOOLS
PRIDE IN EXCELLENCE

Carrie Lawler, Assistant Superintendent for Secondary Education
501 W. University Drive, Rochester, Michigan, 48307. Phone: 248.726.3131. Fax: 248.726.3135

November 20, 2018

To Whom It May Concern:

Please accept this letter in support of the proposal for a Nutrition Program at Oakland University. Rochester Community Schools is pleased that we have been selected for a potential partnership with Oakland University for the program.

At our initial meeting, we determined that our kitchen labs would be appropriate spaces for the lab work attached to the O.U. Nutrition courses. At RCS, we hope to gain support in the teaching of nutrition at various levels throughout our K-12 district.

Current teachers in the Family and Consumer Science department are particularly excited about this opportunity to continue their own education through partnering with Oakland University. This comes at a great time for us, as we have a strong program of foods/nutrition, with teachers who are eager to continue working on a relevant and high level curriculum.

Thank you for your consideration. I would be happy to answer any questions that you might have.

Sincerely,

Carrie J. Lawler

Carrie J. Lawler

Barbara J. Main, RDN
Beaumont Home Health Services
1410 East 14 Mile Road
Madison Height, MI 48071
248-743-6513
Barbara.Main@beaumont.org

November 26, 2018

To whom it may concern:

This letter is being written in support of the proposed Bachelor of Science degree in Nutrition under development in the School of Health Sciences at Oakland University.

Nutrition is a cornerstone of good health. The interest in nutrition-both normal and therapeutic continues to grow. The need for credentialed nutrition practitioners is projected to increase. Preparation and education of strong, articulate and competent nutrition practitioners is crucial. Oakland University is well positioned to provide these tools and skills and southeast Michigan has many resources available to support the students of OU.

As a nutrition practitioner, former dietetic internship coordinator and long-term part time faculty at OU, I know that OU and the community have the potential to create a strong didactic educational foundation for future nutrition practitioners in healthcare, wellness, food systems management and research and development. Oakland University's educational programming and strong ties to the community will provide unmatched opportunities for students to have inter-professional and hands on education. The transition in healthcare from fee for service to population health will also provide numerous opportunities for community outreach and education in the areas of nutrition and health.

I strongly support the development of the Bachelor of Science degree in Nutrition in the School of Health Sciences at Oakland University and look forward to the opportunity to continue to work with students and faculty in this new program.

Sincerely,

Barbara J. Main, RDN

Kelley Cox, MS, RD, LD, CSG
Independence Village &
StoryPoint Senior Living
7927 Nemco Way Suite 200
Brighton, MI 48116

November 18, 2018

To whom it may concern,

I am writing with my support for the new Bachelor of Science in Nutrition degree proposal at Oakland University. As adjunct professor in the Health Sciences Department at OU, I've had the pleasure of teaching the Foodborne Illness class since 2015. During this time, I've taught several students that aspired to make Nutrition the focus of their career pursuits. I harbor a fair amount of guilt when students ask my advice to where they can look to pursue further study in Nutrition and I am unable to steer them back to OU.

OU already has a very strong focus on the studies of Health Science. In particular, the nursing program is well regarded in the local healthcare field as an excellent pathway to a career as a Nurse. (In fact, my daughter will be applying next Fall for the Accelerated BSN program). A B.S. degree in Nutrition is a natural fit and one that I feel would round out the programs in the School of Health Sciences extremely well. Unfortunately, academic programs that track to a viable career in Nutrition, such earning the credential of Registered Dietitian, are limited in the state of Michigan. I feel strongly that such a program at OU would be a popular degree for future students as well as a much needed addition to options for the study of Nutrition in the state.

I am happy to expand on my support of this endeavor. Please do not hesitate to contact me at the number or email listed below should you have questions or need further information.

Kind regards,

Kelley Cox

Ms. Kelley Cox, MS, RD, LD, CSG
Director of Nutrition
(248) 826-7552 mobile
kcox@storypoint.com

November 19, 2018

Dear ACEND Committee,

I am writing to you in support of the proposal for a Bachelor of Science Major in Nutrition at Oakland University in Michigan. I have been an Adjunct Instructor in the School of Health Sciences for the past 10 years. I am teaching one course a year: Nutrition for Exercise and Sport. It is a 2 credit hour course that many students take to fulfill part of the Minor in Nutrition.

Each year I have students in my class that are planning to graduate with a degree in Interdisciplinary Sciences that are planning to continue their studies in Dietetics at another university in order to meet the requirements for applying for a Dietetic Internship. They are bright, motivated individuals that I encourage to pursue a field that I have been fortunate to work in for many years.

I am a Registered Dietitian working as a Certified Diabetes Educator. I consult with many Primary Care Physicians that may or may not have had nutrition as part of their formal training. Yet, they see patients on a daily basis with chronic illness that could benefit from nutrition education. They have little time to spend with the patient talking about nutrition. Their length of time spent in an office visit has shortened and has to be spent discussing more than one disease state. The rate of diabetes has steadily grown to 30 million people in this country. Prediabetes affects 85-90 million people in this country. The role of the dietitian is very important and will continue to be important in counseling individuals or groups with chronic illness. The Registered Dietitian is the most prepared and qualified for this role!

There are several Dietetic Internships available in the immediate area of Oakland University , with programs at Beaumont Hospital, Henry Ford Hospital and the Detroit Medical Center to name a few. It would be an asset to the University and community to have students able to complete their Bachelor of Science here at Oakland University and be eligible to apply for internships in the area. Many of the instructors at Oakland University that I have interacted with are good role models, currently employed in Dietetics and add a lot of value in their roles.

I am in full support of Oakland University offering the Bachelor of Science Degree. It will benefit so many students that are passionate about seeking this career path.

Sincerely,

Jeanne Stevenson RD CSSD CDE

Jeanne Stevenson RD CSSD CDE

November 15, 2018

Department of Interdisciplinary Health Sciences School of Health Sciences, Oakland University
I am writing in support of the implementation of a Bachelor of Science Major within the School of Health Sciences. I have worked in the areas of obesity and weight loss, childhood nutrition, HIV and cancer treatment, federal nutrition assistance programs, and food policy. In each of these positions, I have seen a lack of well-trained and qualified dietetic and nutrition professionals. In my current role as the Community Nutrition Program Director for Whole Cities Foundation/Whole Foods Market, it is often challenging to fill job openings due to the lack of candidates with the depth and breadth of knowledge and experience required for these positions.

The need for Registered dietitian nutritionists (RDNs) is on the rise as more Americans become interested in taking charge of their own health. People have become weary of the existing medical system, where doctors are spending less time with patients and sometimes failing to provide enough information about effective lifestyle changes. People want answers, and are increasingly looking outside the medical system for guidance and support. They are talking with their family and friends, personal trainers, naturopathic doctors and other holistic practitioners, and people claiming to be nutrition coaches or professionals. Far too often, they are receiving incorrect information about food and nutrition from people who are not properly trained or qualified.

RDNs are educated and trained at the technical level of nutrition and dietetics practice for the delivery of safe, culturally competent, quality food and nutrition services. They are the experts who can translate the science of nutrition into practical solutions for healthy living. We need more of them, to insure people have access to accurate information so they can make the best lifestyle choices for themselves and their families.

Through the implementation of this program, Oakland University will be poised to prepare students to become leaders in this burgeoning field. They will have the training needed to pursue careers in medical, educational, nonprofit, and corporate settings. They will not only be able to help individuals, but will potentially have a positive impact on community health outcomes as well.

Sincerely,

Akua Woolbright, Ph.D.
3670 Woodward Avenue
Suite 103-B
Detroit MI 48201
(313) 354-6150
www.wholecitiesfoundation.org

November 15, 2018

To whom it may concern:

I am writing to show my support for approval of a Bachelor of Science major in Nutrition within the School of Health Sciences at Oakland University. As a Registered Dietitian Nutritionist myself, I understand the importance of nutrition and the crucial need of this major in order for students to be able to practice in the nutrition or wellness fields post-graduation.

Nutrition is a central component of the body's ability to function optimally. Without proper nutrition the risk for illness and disease rises. Ailments such as obesity, diabetes, heart disease, cancer, and others are caused and affected by one's nutritional status. Therefore, a comprehensive study of nutrition is necessary within the health sciences.

As nutrition is a vital component of health and well-being, this new degree would be a complement to the already existing degrees offered in the School of Health Sciences. Furthermore, accreditation of this degree by the Academy of Nutrition and Dietetics would provide students a pathway to becoming a Nutrition and Dietetic Technician, Registered (NDTR) or Registered Dietitian Nutritionist (RDN). NDTRs and RDNs have essential roles in healthcare, thus why this degree is imperative.

As a Registered Dietitian Nutritionist and Instructor at Oakland University I highly support the new Bachelor of Science in Nutrition degree and believe the implementation of this program aligns with the school's mission.

Respectfully,

Sarah Hojnacki MS, RDN, LD/N
Instructor, School of Health Sciences
Oakland University

University Libraries
Rochester, Michigan 48309-4401

MEMORANDUM

To: Amanda Lynch, Assistant Professor, School of Health Sciences (SHS)

From: Helen Levenson, Collection Development Librarian, University Libraries
Julia Rodriguez, Librarian Liaison to SHS, University Libraries

Re: Library collection evaluation for proposed B.S. in Nutrition

Date: June 23, 2018

In order to complete this library collection evaluation for the proposed B.S. in Nutrition, we reviewed the draft program proposal in relation to the University Libraries' current resources related to nutrition and dietetics, consulted *Magazines for Libraries* to benchmark the University Libraries' current holdings against a core journal list, reviewed the SCImago Journal Ranking (SJR) for Nutrition and Dietetics journals, and reviewed resources of comparable B.S. Nutrition programs. The following is an assessment of the University Libraries' ability to support the proposed new degree program.

Health Science Indexes

The University Libraries maintain subscriptions to significant health science and medical journal indexes that cover the field of nutrition. These include the following:

- *Academic OneFile*, a multi-disciplinary indexing and full-text database;
- *CINAHL Plus with Full-Text*, a health sciences database that provides full-text access to journals;
- *PubMed Central* and *MEDLINE*, the premier databases for biomedical, life science, and allied health information;
- *Scopus*, a large citation and abstract database covering science and medical peer-reviewed literature;
- *Web of Science*, another large index covering life sciences and allied health.

Through use of these databases, users are able to access full-text coverage of the periodical literature through the University Libraries' openURL article linker, the "Get It" link. This service links databases to the Libraries' e-journal packages.

In addition to the above listed databases, it is highly recommended that the University Libraries subscribe to the Centre for Agriculture and Biosciences International (CABI) Nutrition and Food Sciences database to provide necessary support to the proposed B.S. in Nutrition program. This database covers nutrition, food science, and food technology, providing information on the food chain and interactions between diet and health. As of May 2018, the Nutrition and Food Sciences database contains over 1.5

million records with more than 75,000 records full-text, and with the addition of approximately 80,000 records per year culled from various resources including serials, monographs, conference proceedings, and published theses. The library conducted an overlap analysis of its currently owned resources to the resources provided by the Nutrition and Food Science database and found a substantially low level of overlap, therefore the addition of this reasonably priced database would be a cost-effective tool of support for this proposed program. See costs for this database in Appendix B.

Monographs

An analysis of the Libraries' monograph collection found that the University Libraries have a good, basic collection related to nutrition but parts of the collection are lacking in currency. Additional monographs should be acquired for the subject classifications RA 601-602 Food-public health, TP 368-456 Food processing and manufacture, and TX 341-641 Nutrition foods and food supply. See Table 1 for a breakdown of the monograph collection for relevant food and nutrition classifications and see Appendix B for projected costs to bring the monograph collection up to date.

Table 1: Total monograph titles and those acquired within the last five years, subjects related to the proposed B.S. in Nutrition:

LC call number range	Subject	Total number of books owned	Number of books acquired within the last five years
RA 601-602	Food-public health	17	7
RA 773-788	Personal health-including nutrition	133	35
TP 368-456	Food processing and manufacture	3	0
TX 341-641	Nutrition. Foods and food supply	128	1

To ensure that the Libraries' monographic collection adequately supports the new proposed degree program, funding is needed to purchase approximately five monographs each year in the three subject areas identified above for which the University libraries lack current resources. See Appendix B.

Appendix A

A Sample of Current Kresge Library Journals that Support Proposed B.S. in Nutrition

Title	Online Access
Advances in Nutrition	PubMed Central (one year embargo)
American Journal of Clinical Nutrition	Oxford
Annals of the University Dunarea de Jos of Galati. Food Technology	ABI/Inform
Annual Review of Nutrition	Annual Reviews
British Journal of Nutrition	Cambridge
Clinical Nutrition	Elsevier
Current Opinion in Clinical Nutrition and Metabolic Care	Ovid
Current Opinion in Food Science	Elsevier
Current Opinion in Lipidology	Ovid
European Journal of Clinical Nutrition	Academic OneFile (one year embargo)
Food and Bioprocess Technology	Springer
Food Technology and Biotechnology	PubMed Central, Academic OneFile
Innovative Food Science & Emerging Technologies	Elsevier
International Journal of Behavioral Nutrition and Physical Activity	PubMed Central, Academic OneFile
International Journal of Obesity	Academic OneFile (one year embargo)
Journal of Clinical Lipidology	Elsevier
Journal of Functional Foods	Elsevier
Journal of Nutrition	Oxford
Journal of Nutrition Education and Behavior	Elsevier
Journal of Nutritional Biochemistry	Elsevier
Journal of Parenteral and Enteral Nutrition	Wiley
Journal of the Academy of Nutrition and Dietetics	Elsevier
Maternal and Child Nutrition	Wiley
Molecular Nutrition & Food Research	Wiley
Nutrients	PubMed Central
Nutrition	Elsevier
Nutrition and Metabolism	PubMed Central, Academic OneFile
Nutrition Research	Elsevier
Nutrition Research Reviews	Cambridge
Nutrition Reviews	Oxford
Nutrition Today	Ovid
Obesity	Wiley
Pediatric Obesity	Wiley
Trends in Food Science & Technology	Elsevier

Journals

The University Libraries' coverage of the journal literature in nutrition and dietetics is fairly strong. Appendix A provides a sample list of the major periodicals in these fields to which the Libraries currently have access. All of these titles are available online through the Libraries' discovery tool, its general interest periodical databases (e.g. *Academic OneFile*), and its journal publisher packages (e.g. Wiley, Elsevier, Cambridge, and Oxford), in addition to the subject-specific periodical indexes listed above.

Although the University Libraries have a good foundational periodical collection for this proposed new program, we recommend the addition of a subscription to the seminal periodical *Journal of the American College of Nutrition*. See Appendix B for costs associated with the addition of this journal subscription. This new subscription, in conjunction with the Libraries current journal holdings would more than adequately address the proposed B.S. in Nutrition program's stated needs and would ensure these needs are met on an ongoing basis. As the program continues, the Libraries can evaluate interlibrary loan transactions by the program's faculty and students to assist in identifying any additional journal titles that would be most useful to add to the Libraries' collection at a later date.

Support for Current Library Resources

As noted above, OU Libraries already subscribe to a number of online resources that will support a B.S. in Nutrition. However, due to anticipated annual inflationary cost increases for journals and research databases (historically averaging eight percent or more per year), the Libraries cannot guarantee that we will be able to maintain subscriptions even to our current resources. Therefore, we ask that University Libraries be given $1,500 per year (with inflationary increases in each year) to assist us in funding these resources, especially the current journal packages that are critical to this program as well as to the broader curriculum of the School of Health Sciences.

Appendix B: Proposed Five-Year Budget for Library Resources to Support a B.S. in Nutrition

	Year 1	Year 2	Year 3	Year 4	Year 5
Monographs[1]	$ 1,090	$ 1,145	$ 1,202	$ 1,262	$ 1,325
Journal of the American College of Nutrition[2]	$ 522	$ 564	$ 609	$ 658	$ 710
CABI Nutrition & Food Sciences database[2 & 3]	$ 4,580	$ 4,946	$ 5,342	$ 5,770	$ 6,231
Support for current library resources[2]	$ 1,500	$ 1,620	$ 1,750	$ 1,890	$ 2,041
Total	$ 7,692	$ 8,275	$ 8,903	$ 9,580	$ 10,307

[1]Purchase of approximately 5 books per year for 3 nutrition subject areas for which the libraries need more current resources, with a 5% inflationary increase.

[2]Reflects an 8% annual inflation rate.

[3]Reflects 3 simultaneous users.

cc: Stephen Weiter, Dean of University Libraries
Elizabeth Wallis, University Libraries Representative to University Senate

Appendix E: Proforma Budget

B.S. in Nutrition Pro Forma Budget

Revenue based on 10 to 20 new students per year (10 in Year 1, 15 in Year 2, 20 in Year 3, 20 in Year 4 and 20 in Year 5)

			20-21 FY21 Year 1	21-22 FY22 Year 2	22-23 FY23 Year 3	23-24 FY24 Year 4	24-25 FY25 Year 5	
$	13,462.00		$ 134,620.00	$ 201,930.00	$ 269,240.00	$ 269,240.00	$ 269,240.00	
$	13,999.25			$ 139,992.50	$ 209,988.75	$ 279,985.00	$ 279,985.00	
$	15,396.50				$ 153,965.00	$ 230,947.50	$ 307,930.00	
$	15,915.25					$ 159,152.50	$ 238,728.75	
Total Revenue			$ 134,620.00	$ 341,922.50	$ 633,193.75	$ 939,325.00	$ 1,095,883.75	$ 3,144,945.00
Expenses								
Salaries								
Faculty Salaries		6101		$ 63,000.00	$ 192,575.00	$ 261,389.38	$ 331,924.11	
Visiting Faculty		6101						
Administrative Professionals		6201				$ -	$ -	
Clerical Technical		6211		$ 46,728.00	$ 47,896.20	$ 49,093.61	$ 50,320.95	
Administrative IC		6221						
Faculty Inload/Replacement Costs		6301						
Faculty Overload		6301	2668.69	$ 2,735.41	$ 2,803.79	$ 2,873.89	$ 2,945.73	
Part-Time Faculty		6301	$ 25,670.00	$ 32,508.00	$ 4,758.00	$ 27,625.00	$ -	
Faculty Administrative		6301	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	
Graduate Assistant		6311	$ 12,828.00	$ 12,828.00	$ 25,656.00	$ 25,656.00	$ 25,656.00	
Wages		6401						
Out of Classification		6401						
Student Labor		6501	$ 6,000.00	$ 8,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	
Total Salary Expense			**$ 57,166.69**	**$ 175,799.41**	**$ 293,688.99**	**$ 386,637.87**	**$ 430,846.79**	
Fringe Benefits		6701	$ 4,359.84	$ 58,786.01	$ 115,927.23	$ 148,969.94	$ 178,753.63	
Total Compensation			**$ 61,526.53**	**$234,585.42**	**$ 409,616.22**	**$ 535,607.81**	**$ 609,600.41**	
Operating Expenses								
Supplies and Services		7101	$ 11,200.00	$ 39,075.00	37155	48385	50580	
E-Learning Support		7102						
Travel		7201	$ 900.00	$ 900.00	$ 2,900.00	$ 2,900.00	$ 900.00	
Equipment		7501		$ 5,000.00				
Maintenance		7110						
Recruitment and advertising		7101	$ 5,000.00	$ 2,500.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	
Student Aid		7726	$ 23,616.00	$ 23,616.00	$ 47,232.00	$ 47,232.00	$ 47,232.00	
Library		7401	$ 7,692.00	$ 8,275.00	$ 8,903.00	$ 9,580.00	$ 10,307.00	
Total Operating Expenses			**$ 48,408.00**	**$ 79,366.00**	**$ 98,190.00**	**$ 110,097.00**	**$ 111,019.00**	**$ 447,080.00**
Total Expenses			$ 109,934.53	$ 313,951.42	$ 507,806.22	$ 645,704.81	$ 720,619.41	$ 2,298,016.38
Net Income (Loss)			$ 24,685.47	$ 27,971.08	$ 125,387.53	$ 293,620.19	$ 375,264.34	$ 846,928.62

0.73

APPENDIX F. Nutrition Major Assessment Plan

Step 1: Basic Information

Program Name: Nutrition

School or College your program resides in: School of Health Sciences

Program Level (check all that apply):

Undergrad	☑
Master's	☐
Doctoral	☐

Date Report Submitted:

Current Assessment Contact Representative (& E-mail): Amanda Lynch, lynch3@oakland.edu
Current Department or Program Chair (& E-mail): Jennifer Lucarelli, lucarell@oakland.edu
Current Dean (& E-mail): Kevin Ball, kevinball@oakland.edu

Step 2: Type of Assessment Plan

Option A. Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor's response in lieu of following the UAC's standard process. These programs use the UAC's 'external accreditation mapping' form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes (ternes@oakland.edu). Programs without external accreditation should proceed to option B.

Option B. If you are not accredited by an external body (or your accreditor's standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website (www.oakland.edu/OIRA). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes (ternes@oakland.edu).

Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures

OU mission statement: Oakland University cultivates the full potential of a diverse and inclusive community. As a public doctoral institution, we impact Michigan and the world through education, research, scholarship, and creative activity.

(1) OU Mission	(2) Program Goals	(3) Student Learning Outcomes	(4) Assessment Measures
"...impact Michigan through education"	2a1. To provide students with a foundational knowledge in the life sciences to understand how nutritional status and dietary intake impact health and disease	3a1. Identify and explain strengths and weaknesses of dietary intake and behaviors in healthy and unhealthy individuals 3a2. Prescribe tailored diets and/or meal patterns to promote health or manage nutritional related diseases	4a1. Counseling project in Communication and Counseling in Nutrition Practice (NTR 4200) 4a2. Case Study in Medical Nutrition Therapy II (NTR 4450)
"...impact Michigan through education...and creative activity"	2b1. To use experiential learning opportunities to train students to apply knowledge of biological, chemical, social, and behavioral sciences within clinical nutrition practice settings.	3b1. Demonstrate application of the 4 components of the Nutrition Care Process (Assessment, diagnosis, intervention, and monitoring/evaluation).	4b1. Case Study in Medical Nutrition Therapy II (NTR 4450)
"...impact Michigan through education...and creative activity"	2c1.To use experiential learning opportunities to train students to apply knowledge of biological, chemical, social, and behavioral sciences within a variety of community and public health nutrition practice settings.	3c2. Create and deliver a theory-based, tailored nutrition education lesson plan to a community audience.	4c1. Nutrition education lesson plan report from Communication and Counseling in Nutrition Practice (NTR 4200)

"...impact Michigan through education...and creative activity"	2d1. To use experiential learning opportunities where students demonstrate knowledge of biological, chemical, social, and behavioral sciences within a variety of food system operation practice settings.	3d1. Plan, manage, and participate in a formal food service event using appropriate cooking, food service, and management skills.	4d1. Food Service Management (NTR 4300) Dining Event Portfolio
"...cultivates the full potential of a diverse and inclusive community"	2e1.To provide students with learning opportunities to develop and apply professional and ethical behaviors across a spectrum of nutrition practice settings.	3e1. Explain appropriate professional behaviors and ethical practice across nutrition practice settings.	4e1. Case Study Professional Practice and Ethics in Nutrition
"...impact Michigan through education...and creative activity"	2f1.To graduate students capable of pursuing careers in clinical, community, and industry settings	3f1. Successful completion of the nutrition major	4f1. Post-graduation survey to identify percentage of students employed in nutrition related fields

Step 4: Participation in Assessment Process

Who Will Participate in Carrying Out the Assessment Plan	What Will Be Their Specific Role/s
Instructors for the following classes will participate in the Assessment Plan: Counseling and Communication in Nutrition Practice, Medical Nutrition Therapy II, Food Service management, and Nutrition Capstone	Evaluate and summarize student performance on the identified assessment project Make recommendations for improvement (if needed)
Nutrition Program Director	Collect, organize and evaluate assessments
Interdisciplinary Health Sciences Department Chair	Review assessments with program director

Step 5: Plan for Analyzing and Using Assessment Results to Improve Program
A. How will you analyze your assessment data?

The following outlines how learning outcomes will be assessed.

Learning Outcome 3a1. Identify and explain strengths and weaknesses of dietary intake and behaviors in healthy and unhealthy individuals.
Assessment 4a1. Counseling project in Communication and Counseling in Nutrition Practice (NTR 4200)
Assessment will focus on the scores for nutrition assessment of dietary intake, which will be one component of the overall counseling project. The percentage of students getting a 75% or better on this section will be >80% of students

Assessment 4a1. Case Study in Medical Nutrition Therapy II
Assessment will focus on the scores for nutrition assessment of dietary intake, which will be one component of the overall counseling project. The percentage of students getting a 75% or better on this section will be >80% of students

Learning Outcome 3a2. Prescribe tailored diets and/or meal patterns to promote health or manage nutritional related diseases
Assessment 4a2. Counseling project in Communication and Counseling in Nutrition Practice (NTR 4200)
Assessment will focus on the scores for dietary recommendations, which will be one component of the overall counseling project. The percentage of students getting a 75% or better on this section will be >80% of students

Assessment 4a2. Case Study in Medical Nutrition Therapy II
Assessment will focus on the scores for dietary recommendations, which will be one component of the overall case study. The percentage of students getting a 75% or better on this section will be >80% of students

Learning Outcome 3b1. Demonstrate application of the 4 components of the Nutrition Care Process (Assessment, diagnosis, intervention, and monitoring/evaluation).
Assessment 4a2. Case Study in Medical Nutrition Therapy II
Assessment will focus on the scores for the individual sections of the case study, which will correlate to each component of the nutrition care process. The percentage of students getting a 75% or better on each section will be >80% of students.

Learning Outcome 3c2. Create and deliver a theory-based, tailored nutrition education lesson plan to a community audience.
Assessment 4c1. Nutrition education lesson plan report from Communication and Counseling in Nutrition Practice (NTR 4200)
Assessment separate from the grading of the Nutrition Education Assignment. Evaluation form attached

Learning Outcome 3d1. Plan, manage, and participate in a formal food service event using appropriate cooking, food service, and management skills.

Assessment: 4d1. Food Service Management (NTR 4300) Dining Event Portfolio

Assessment separate from the grading of the portfolio will include both group evaluations and self-assessments. Evaluation form attached.

Learning Outcome 3e1. **Explain appropriate professional behaviors and ethical practice across nutrition practice settings.**

4e1. Case Study Professional Practice and Ethics in Nutrition

Assessment will focus on one case study in Professional Practice and Ethics in Nutrition. The Nutrition Program Director will select 10% of the case study assignments with equal numbers from each section for external review by the Assessment Committee. Each individual assignment will be independently evaluated by 2 members of the assessment committee to determine whether they meet the goals outlined in the assessment rubric provided. We aim to have at least 80% of students receiving a score of "meets" (4/5) or "exceeds" (5/5) on all sections of this assessment.

Learning Outcome 3f1. Successful completion of the nutrition major

Assessment 4a1. Post-graduation survey to identify percentage of students employed in nutrition related fields.

Survey will be sent to graduates 10 months post-graduation. Questions will uncover if students are employed in a nutrition career, graduate school, taking a gap year, or employed in another field and will gather more detailed information such as what type of employment and in what field, program of study in graduate school, and activities in gap year. Surveys will also gather qualitative information on what suggestions they would have for the nutrition program based on their post-graduate experience (e.g. a new course, more elective options).

B. How will you use results to improve your program?

Results of the assessment will be used to improve course content or learning activities, as identified in the assessment.

Step 6: Submit Assessment Plan

Send completed form electronically to ternes@oakland.edu.

NTR 4200
Assessment of Nutrition Education in the Community Project

Name(s)
Community Group
Lesson Plan

1. Theory appropriately selected and applied in the lesson plan; written explanations demonstrate understanding of theory.

1	2	3	4	5
Theory not applied in lesson plan and/or explanations weak, incorrect, and demonstrate little understanding.	Theory selected but explanation or connection to lesson plan and activities weak or lacking. Explanations unclear or inaccurate.	Theory appropriately selected but not applied effectively in lesson plan. Explanation of theory correct but lacking depth.	Theory appropriately selected and applied. Explanations demonstrate understanding of theory and connection to behaviors.	Theory appropriately selected and applied. Outstanding explanations and connections to lesson plan and behavior change.

Notes:

2. Lesson plan clear and organized with learning objectives that are written according to expectations outlined in project instructions.

1	2	3	4	5
Lesson plan unorganized and poorly written. Learning objectives missing or insufficiently written.	Lesson plan unorganized OR unclear/poorly written. Learning objectives unclear and do not meet all criteria.	Lesson plan and objectives acceptable but lacking in overall organization or clarity. Learning objectives meet minimum criteria.	Lesson plan and objectives clear, organized and meet all expectations.	Lesson plan and objectives clear, organized and exceed all expectations.

Notes:

3. Activities demonstrated nutrition related concepts and supported learning objectives.

1	2	3	4	5
Activities are unrelated to learning objectives and do	Activities do not support learning objectives and/or do not	Activities do not fully support learning objectives but	Activities are appropriate to learning objectives and	Activities are creative, engaging and exceed expectations.

not demonstrate nutrition concepts. Activities are not engaging.	demonstrate concepts and/ or Activities are not engaging or organized overall	demonstrate concepts appropriately. Activities themselves could be more interesting or creative.	effectively demonstrate concepts. Activities meet expectations.	Activities effectively demonstrate concepts and support of learning objectives. s.

Notes:

4. Lesson plan and activities were tailored appropriately to audience as based on needs assessment and audience characteristics.

1	2	3	4	5
Neither lesson plan nor activities were tailored appropriately to audience; needs assessment missing or incomplete.	Lesson plan and activities not a good match to audience characteristics. Needs assessment incomplete and/or not clear	Lesson plan appropriate but activities above/below audience needs OR lesson plan not tailored to audience but activities appropriate. Needs assessment meets minimum criteria	Both lesson plan and activities tailored appropriate to audience needs. Needs assessment and audience characteristics described thoroughly.	Lesson plan and activities tailored appropriately and needs assessment exceeds expectations. Thorough explanations, descriptions and justifications for activities.

Notes:

5. Lesson plan included correct and relevant nutrition information.

1	2	3	4	5
Information not correct and/or misleading, not relevant to topics of lesson; facts and justifications in report not clearly explained or cited.	Many facts incorrect and/or not relevant. Missing citations and adequate explanations/ justifications in report.	Most facts and information correct and adequately explained. Missing a few citations	All information correct, relevant, and thoroughly explained in written report. All facts cited correctly.	Presentation and explanation of information exceptional. Facts and information all correct and relevant to lesson plan.

Notes:

6. Professional communication (both written and verbal) demonstrated as evidenced by self, group, and site contact assessments.

1	2	3	4	5
Communication rated as poor and unprofessional.	Communication needs work on two or more assessments.	Communication meets minimum expectations on all 3 assessments.	Communication appropriate, timely, and effective. Some room for improvement.	Excellent communication on all three assessments.

Notes:

NTR 4300 Management Team Assessment of Food Service Dining Event

Name of Event or Event Theme:
Event Location:
Group Members:

Assigned Roles of Group members:

Event Planning

1. Group maintained an organized and timely approach to event preparation as demonstrated by adhering to course timelines, meeting deadlines, submitting complete assignments. Groups were prepared for class and lab activities.

1	2	3	4	5
Unorganized and did not meet most assignment deadlines; group routinely unprepared	Disorganized in many assignments and/or missed several deadlines; group infrequently prepared for lab work	Fairly organized in a majority of work, turned in all or almost all of work on time, regularly prepared and organized in las	Most assignments were organized; most group members were prepared for lab sessions; adhered to deadlines	All assignments organized, clear and completed on time. Group consistently prepared and organized during labs

2. Group demonstrated professional behaviors in interactions with staff and supervisors in their assigned event location.

1	2	3	4	5
Behavior unprofessional and groups demonstrated unwillingness to change	Weaknesses in many areas of professional communication and little change occurred with feedback	Weaknesses in some areas of professional communication but members incorporated feedback and changed behaviors	Groups met expectations for professional communication and behaviors	Groups exceeded expectations professional in verbal, written, and nonverbal communications

3. Group created and effectively used appropriate tools for food service event including production schedules, inventory lists, purchasing orders, budgets, personnel schedules, recipes, and menus.

1	2	3	4	5
Did not meet expectations	Did not meet expectations for several tools	Met expectations at a minimum level	Met expectations with some room for improvement	Exceeded expectations

Event Management

1. Dining event ran in an organized manner and according to schedule.

1	2	3	4	5
No aspect of the dining event was on time and the kitchen and eating areas were disorganized or not kept clean	Many parts of the dining event ran late, interrupting the flow of the event , kitchen or eating areas were disorganized or not cleaned	Dining event ran mostly on schedule and the overall flow of event was largely unaffected; areas were clean and organized a majority of the time	Dining event ran as scheduled with minor time or resource related issues; areas were pleasant to eat or cook in	Dining event ran exactly as scheduled, kitchen and eating areas were organized, maintained, with an enjoyable atmosphere

2. Group demonstrated effective communication during the dining event.

1	2	3	4	5
Group members demonstrated unacceptable communication with group members and event workers	Group members demonstrated below average communication with group members or event workers	Group members demonstrated average communication with group members and event workers	Group members demonstrated above average communication with group members and event workers	Group members demonstrated excellent communication with group members and event workers

3. Group demonstrated effective problem-solving skills during the dining event.

1	2	3	4	5
Group members ineffectively managed all problems during the event	Group members ineffectively managed most problems during the event	Group members managed a majority of problems but needed assistance from location manager and/or instructor	Group members effectively managed problems with minimal assistance from the location manager or instructor	Group members demonstrated excellent problem solving skills

4. Event food was palatable and visually pleasing.

1	2	3	4	5
Food was unappealing in both taste and presentation.	Over half the food was unappealing either in taste or presentation	Most of the food was appealing in taste and presentation	All of the food was appealing in taste and presentation will little room for improvement	Food was of excellent quality in both taste and presentation

Portfolio

1. Portfolio was completed according to assignment guidelines and presented in a professional manner.

1	2	3	4	5
Portfolio did not follow instructions, was incomplete, and unprofessional	Portfolio was missing components and many sections were presented in an unprofessional manner	Portfolio was complete but lacking in overall organization or professionalism	Portfolio was complete and professional	Portfolio exceeded expectations

2. Portfolio included satisfactory group and self-reflections of the event as evidenced by the inclusion of specific examples of strengths and weaknesses of the dining event, honest self-evaluations, and examples of improvements.

1	2	3	4	5
Group and self reflections were incomplete or cursory	Group and/or self-evaluations were not thorough or reflective or were missing a component	Group and self-evaluations were complete but needed to be more in-depth	Group and self-evaluations were complete, thoughtful and met expectations	Group and self-evaluations exceeded expectations

ATTACHMENT B

School of Health Sciences
Bachelor of Science in Nutrition
Program Inception: FY21
Five Year Budget

10 to 20 new students per year		**Budget Year 1**	**Budget Year 2**	**Budget Year 3**	**Budget Year 4**	**Budget Year 5**
$	13,462.00	$ 134,620	$ 201,930	$ 269,240	$ 269,240	$ 269,240
$	13,999.25		$ 139,993	$ 209,989	$ 279,985	$ 279,985
$	15,396.50			$ 153,965	$ 230,948	$ 307,930
$	15,915.25				$ 159,153	$ 238,729
Total Revenue		$ 134,620	$ 341,923	$ 633,194	$ 939,325	$ 1,095,884
Expenses						
Salaries						
Faculty Salaries	6101		$ 63,000	$ 192,575	$ 261,389	$ 331,924
Visiting Faculty	6101					
Administrative Professional	6201					
Clerical Technical	6211		$ 46,728	$ 47,896	$ 49,094	$ 50,321
Administrative IC	6221					
Faculty Inload/Replacement	6301					
Faculty Overload	6301	$ 2,669	$ 2,735	$ 2,804	$ 2,874	$ 2,946
Part-Time Faculty	6301	$ 25,670	$ 32,508	$ 4,758	$ 27,625	
Faculty Administrative	6301	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Graduate Assistant	6311	$ 16,640	$ 16,640	$ 33,280	$ 33,280	$ 33,280
Wages	6401					
Out of Classification	6401					
Student Labor	6501	$ 6,000	$ 8,000	$ 10,000	$ 10,000	$ 10,000
Total Salary Expense		**$ 60,979**	**$ 179,611**	**$ 301,313**	**$ 394,262**	**$ 438,471**
Fringe Benefits	6701	$ 4,665	$ 59,091	$ 116,537	$ 149,580	$ 179,364
Total Compensation		**$ 65,643**	**$ 238,702**	**$ 417,850**	**$ 543,842**	**$ 617,834**
Operating Expenses						
Supplies and Services	7101	$ 11,200	$ 39,075	$ 37,155	$ 48,385	$ 50,580
Travel	7201	$ 900	$ 900	$ 2,900	$ 2,900	$ 900
Equipment	7501		$ 5,000			
Recruitment and advertising	7101	$ 5,000	$ 2,500	$ 2,000	$ 2,000	$ 2,000
Student Aid	7726	$ 23,616	$ 23,616	$ 47,232	$ 47,232	$ 47,232
Library	7401	$ 7,692	$ 8,275	$ 8,903	$ 9,580	$ 10,307
Total Operating Expenses		**$ 48,408**	**$ 79,366**	**$ 98,190**	**$ 110,097**	**$ 111,019**
Total Expenses		$ 114,051	$ 318,068	$ 516,040	$ 653,939	$ 728,853
Net Income (Loss)		$ 20,569	$ 23,854	$ 117,154	$ 285,386	$ 367,030

Nutrition Program Proposal

COMMITTEE MEMBERS: AMANDA LYNCH, JENNIFER LUCARELLI, MELISSA REZNAR, MARIA EBNER-SMITH

PRESENTATION FOR OU BOARD OF TRUSTEES

JUNE 10, 2019

Need and Demand for Nutrition Major

- Career growth in nutrition and dietetics: 15% between 2016-2026
  - Higher than national average
- Student demand
  - 278 prospective Fall 2019 students identify nutrition as an area of interest (ACT/SAT data)
  - 37% (147/401) of students taking general health sciences or nutrition class in Fall 2018 interested in a stand alone nutrition major
- Anticipate increased demand for major
  - Expansion of nutrition services
  - Shift to requiring a bachelors for dietetic technicians
- Builds upon existing B.S. in Health Sciences Nutrition "concentration"
  - Expands clinical, community, and food service management curriculum
  - Prepares entry-level professional
  - Responds to new ACEND accreditation requirements

Fit with School and University Mission

- Focus on community partnerships and community-based experiential learning
  - Directly impacts Goal 3 in University's strategic plan related to serving communities
- Training nutrition professionals to work with individuals and communities
  - School of Health Sciences mission to "transform students into leaders impacting the health of communities"
  - Interdisciplinary Health Sciences mission to "train dynamic practitioners"…using an interdisciplinary, community-based approach

Curriculum

- Interdisciplinary approach to the science and practice of nutrition
  - Foundational knowledge in physical and social sciences
  - Specialized knowledge in nutrition applying foundation concepts
    - 10 new courses - food science and food service, management, community and public health nutrition, education and communication
  - Integration of "supervised experiential learning" into every course per accreditation standards
- Designed to:
  - Meet accreditation standards for a dietetic technician undergraduate program
  - Provide pre-requisites for graduate programs

Pro forma Budget

Calculated based on:

- All NEW students (10 in Year 1, 15 in Year 2, 20 in Years 3+)
  - Assumed 20 existing students with enroll, total cohort of 40/year
- All tuition revenue

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Total Revenue	$ 134,620	$ 341,923	$ 633,194	$ 939,325	$ 1,095,884	$ 3,144,945
Total Expenses	$ 114,051	$ 318,068	$ 516,040	$ 653,939	$ 728,853	$ 2,330,952
Net Income (Loss)	$ 20,569	$ 23,854	$ 117,154	$ 285,386	$ 367,030	$ 813,993
REVENUE TO EXPENSE RATIO: 0.74						

Career Options for Graduates

- Nutrition professionals work in a variety of practice settings
  - Community health education
  - Clinical care (acute, long-term, outpatient)
  - Schools
  - Research
  - Food or pharmaceutical industries
- Credentialed professionals: More options and insurance reimbursement
  - Registered dietitian (mean salary: $60,150)
  - Dietetic technician (income $29,000-$38,000)

Accreditation and National Recognition

- OU's B.S. in Nutrition proposal was accepted by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) as a demonstration program
  - 3rd cohort of "early adopters" of the new educational model for undergraduate programs training dietetic technicians
- As a demonstration program we receive:
  - National recognition
  - Mentorship and guidance in program development, assessment, and accreditation
  - Reduction in accreditation fees
  - Positions program for accreditation ahead of the current timeline (in 2021-2022 instead of 2025)

Questions & Comments

THANK YOU!