LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No. 06-19	UWUCC Action-Date: App. 11-21-06	Senate Action Date: App. 12-5-06

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person **Mrs. Diane Wagoner**	Email Address **dwagoner@iup.edu**
Proposing Department/Unit **Food and Nutrition**	Phone **7-3578**

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

XX New Course _____Course Prefix Change _____Course Deletion

_____Course Revision _____Course Number and/or Title Change _____Catalog Description Change

	FDNT 250 -- Quantity Foods in Healthcare and Schools
***Current* Course prefix, number and full title**	***Proposed* course prefix, number and full title, if changing**

2. Additional Course Designations: check if appropriate

_____ This course is also proposed as a Liberal Studies Course.

_____ This course is also proposed as an Honors College Course.

_____ Other: (e.g., Women's Studies, Pan-African)

3. Program Proposals

_____Catalog Description Change _____Program Revision

_____New Degree Program _____Program Title Change _____Other

_____New Minor Program _____New Track

***Current* program name**	***Proposed* program name, if changing**

4. Approvals		**Date**
Department Curriculum Committee Chair(s)	Kristi Johnson	10/25/06
Department Chair(s)	Susan Dahlkemper	10/25/06
College Curriculum Committee Chair	Elizabeth Palmer	10/25/06
College Dean	Barbara A. Zoni	10/26/06
Director of Liberal Studies *		
Director of Honors College *		
Provost *	[signature]	7/10/07
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail S Sechrist	11-21-06

*where applicable

Received
OCT 31 2006
Liberal Studies

SAMPLE SYLLABUS OF RECORD

I. Catalog Description

FDNT 250	Quantity Foods in Healthcare and Schools	4 class hours 6 lab hours
Prerequisites:	FDNT 150/151 or Permission of Instructor	6 credit hours (3c-6l-6cr)

A problem based learning approach to food service principles which guide the dietetics professional in practice. Students research and present case studies within the scope of the healthcare industry and school feeding. Includes procedures for inventory control, food production and purchasing as applied to schools and the healthcare arena. Laboratory experience reinforces didactic concepts.

II. Course Objectives

Students will:

1. Apply food service principles as they relate to healthcare feeding.
2. Evaluate components of quality control in food production within the healthcare setting.
3. Evaluate personal leadership abilities as in the context of food production in healthcare facilities/schools.
4. Explain methods and procedures of food purchasing systems to include receiving, storage and inventory.
5. Write food product specifications to meet operational objectives.
6. Perform practical skills in the areas of food production, meal planning and costing.
7. Demonstrate the ability to assess marketing effectiveness, meal delivery, service and customer satisfaction.

III. Course Outline

A. Types of Foodservice Operations in Healthcare and Schools (2 hours)
   1. Factors affecting growth of healthcare industry
   2. Classifications of food service
   3. Trends in foodservice in schools and healthcare

B. Food Safety and Sanitation in Healthcare and Schools (3 hours)
   1. The FDA food code 2005 (Department of Health and Human Services)
   2. Hazard analysis critical control point (HACCP)
   3. Food safety regulations and standards
   4. Infection control
   5. Principles of cleaning and sanitation

C. Menu Planning in Healthcare and Schools (4 hours)
1. The customer/patient
2. Budget considerations
3. Production and service capabilities
4. Menu development and evaluation
5. Customer satisfaction and quality control

D. Purchasing Methods and Procedures in Healthcare and Schools (9 hours)
1. Market regulation: US food and inspection programs
2. The buyer and vendor
3. Methods of purchasing
4. Specifications and product selection
5. Purchasing procedures
6. Inventory control: receiving, storage and requisition
7. Schools/child nutrition commodity programs

E. Mid-term Exam (1 hour)

F. Food Production in Healthcare and Schools (15 hours)
1. Recipe development--standardized recipes and recipe adjustment
2. Forecasting
3. Production control and product evaluation
4. Modified diets

G. Meal Service in Healthcare and Schools (5 hours)
1. Methods of assembly, delivery and service
2. Factors affecting choice in distribution systems
3. Equipment needs
4. Styles of service

H. Financial Planning in Healthcare and Schools (3 hours)
1. Budget planning
2. Cost control
3. Profit and loss statements
4. National school lunch program

I. Final Exam (2 hours)

Laboratory Exercises (12 – 7 hour labs)
*Note: Lecture Unit A does not apply to lab.

Laboratory Number	Title of Laboratory	Lecture Units Covered
1	Food Safety	B
2-3	Menu Planning	C
4-5	Purchasing Methods and Procedures	D
6-8	Food Production	F
9-11	Meal Service	G
12	Finance	H

IV. Evaluation Methods

The final grade will be determined as follows:

30% Problem Based Learning Assignments
30% Exams
10% Class Participation
30% Laboratory Performance/Project

Note: These percentages are approximate and may be changed based on course developments and instructor planning.

Problem Based Learning: Includes research based solutions to "real world" problems presented in either oral or written format.

Exams: Exams will consist of multiple choice, short answer, true/false, and matching with material coming from lecture, the text, handouts, and assignments.

Class Participation: This includes but is not limited to individual participation in class and small group discussion.

Lab: Includes hands-on experience/evaluation in food preparation and service. Completion of quantity foods project is required. Students are expected to conform to dress code of site which may include out of pocket expense.

Projects: Projects may include oral reports, written assignments, or participation in professionally-related activities.

V. Grading Scale: A: ≥90% B: 80-89% C: 70-79% D: 60-69% F: <60%

VI. Attendance Policy

The attendance policy for this course conforms to the University's Undergraduate Course Attendance Policy in that all students are expected to attend and participate in class to enhance their learning. Applied labs are an integral part of this course. Students must complete all lab hours.

VII. Required Textbooks, Supplemental Books and Readings

Lieux, E. M. and Luoto, K. P. (2000). *Exploring quantity food production and service through problems* (2nd ed). Upper Saddle River, NJ: Prentice Hall.

Payne-Palacio, J. and Theis, M. (2005). *West and Wood's Introduction to Foodservice* (10th ed). Upper Saddle River, NJ: Prentice Hall.

VIII. Special Resource Requirements

No special resource requirements.

Students will complete lab hours at food service facilities on campus or at other approved food service facilities such as: hospitals, nursing homes and schools.

XI. Bibliography

Almanza, B. A., Kotschevar, L. H., and Terrell, M. E. (2000). *Foodservice planning, layout, design, and equipment* (4th ed). Upper Saddle River, NJ: Prentice Hall.

Brown, A. (2004). *Understanding food principles and preparation* (2nd ed). Belmont, CA: Thomson Wadsworth.

Cullen, N. C. (2000). *The world of culinary supervision, training, and management* (2nd ed). Upper Saddle River, NJ: Prentice Hall.

Gudmundsen, L. (2002). *Math for life and food service*. Upper Saddle River, NJ: Prentice Hall.

Keiser, J., Demicco, F. J. and Grimes, R. N. (2000). *Contemporary management theory: Controlling and analyzing costs in foodservice operations* (4th ed). Upper Saddle River, NJ: Prentice Hall.

McSwane, D., Rue, N. and Linton, R. (2000). *Essentials of food safety and sanitation.* Upper Saddle River, NJ: Prentice Hall.

Molt, M. (2001). *Food for fifty* (11th ed). Upper Saddle River, NJ: Prentice Hall. (2006 version when published)

National Association of Meat Purveyors. (2002). *The meat buyers guide.*

Sanders, E. E. and Hill, T. H. (2001). *Foodservice profitability*. Upper Saddle River, NJ: Prentice Hall.

Spears, M. C. (2004). *Foodservice organizations: A managerial and systems approach* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Spears, M. C. and Gregoire, M. B. (2004). *Foodservice organizations*. Upper Saddle River, NJ: Prentice Hall.

The American Dietetic Association Website. http://eatright.org.

U.S. Department of Agriculture, Food and Nutrition Service. (2002). *Food buying guide for child nutrition programs* (Publication No. PA-1331).

U.S. Department of Agriculture. (2005). *Dietary guidelines for Americans* (6th ed.). (Home and Garden Bulletin No. 232, HHS-ODPHP-2005-01-DGA-A).

U. S. Department of Agriculture Website. http://www.usda.gov.

U. S. Department of Health and Human Services. (2000). *Healthy People 2010.* Washington, DC.

What We Eat in America. http://www.barc.usda.gov/bhnrc/foodsurvey/home.htm.

Historical References

DeBono, E. (1999). *Six thinking hats.* New York, NY: Little, Brown and Company.

Executive Summary. Educational Competencies Steering Committee Final Report. The American Dietetic Association. December, 1996.

Gunn, M. (1995). *A purchasing system manual of school food service.* University of Mississippi, National Food Service Management Institute.

Jernigan, A. K. (1999). *The effective food service supervisor.* Rockville, MD: Aspen Publishers.

Kotschevar, L. H. and Donnelly, R. (1999). *Quantity food purchasing* (5th ed). Upper Saddle River, NJ: Prentice Hall.

Luoto, P. K. and Plummer, P. F. (1995). *Menu planning project: Implementation of the dietary guidelines in school food programs.* Framingham, MA: John C. Stalker Institute of Food and Nutrition.

Martin, J. and Conklin, M. (eds.). (1999). *Managing for excellence: Child nutrition programs for the 21st century.* Maryland: Aspen Publishers.

National school lunch program and school breakfast program: School meals initiative for healthy children (7CFR 219, 220). Federal Register. June 13, 1995; 60:3118831222.

Sneed, J. (Ed.). (1992). *Trends: School food service in the year 2000 and beyond. (Conference proceedings).* University of Mississippi, National Food Service Management Institute.

Turner, S. and Aronowitz, V. (1990). *Heartwise quantity cookbook.* Center for the Science in the Public Interest.

U.S. Department of Agriculture, Food and Nutrition Service. (1998). *A menu planner for healthy school meals* (Publication No. FNS-303).

U.S. Department of Agriculture, Food and Consumer Service. (1996). *Assisted NuMenus. School breakfast and school lunch menus.* Washington D.C.: Nutrition and Technical Services Division.

U.S. Department of Agriculture. (1992). *Building for the future: Nutrition guidance for the child nutrition program* (Publication No. FNS-279).

VanEgmond-Pannell, D. (1999). *School foodservice* (5th ed.). Westport, CT: AVI Publishing.

Course Analysis Questionnaire

A. Details of the Course

A1. *How does this course fit into the programs of the department? For what students is the course designed? Explain why this content cannot be incorporated into an existing course.*

This course is designed for dietetic majors and fulfills 28 Foundation, Knowledge and Skill Statements required for accreditation by Commission on the Accreditation for Dietetics Education (CADE). (See Appendix A)

This is a required course. Fourteen Foundation, Knowledge and Skill Statements are uniquely met by this course and the other 14 are also covered in other required Food and Nutrition courses.

Although similar course content was taught by faculty in the Hospitality Management Department (HRIM), these courses do not currently address the knowledge and skill statements that meet accreditation specific to healthcare and school feeding. Additionally, content of prerequisites to the HRIM courses are not germane to knowledge and skill statements required for dietetic programs.

A2. *Does this course require changes in the content of existing courses or requirements for a program?*

No, this course does not require changes in the content of existing courses or requirements.

A3. *Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)? If so, explain the details of the offering (semester/year and number of students).*

This course has been offered as FDNT 481 in Spring 2005 (23 students enrolled) and Spring 2006 (19 students enrolled) in the proposed format.

A4. *Is this course to be a dual-level course?*

This course is not intended to be dual level.

A5. *If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?*

This course is not to be taken for variable credit.

A6. *Do other higher education institutions currently offer this course? If so, please list examples.*

Similar courses are offered at the following institutions, among others:

University of Pittsburgh
http://www.shrs.pitt.edu/cdn/degrees/index.html
CDN 1604, Food Service Systems Management, 4 cr.
Managerial processes of planning, organizing, directing, and controlling resources and technical operations involved in meeting the objectives and goals of a medical food service operation. Includes the theory, principles, and concepts of management. Learning experiences include lectures, laboratory, and field trips.

Saint Louis University
http://www.slu.edu/colleges/AH/nd/nd_curriculum.html
DTH 370, Quantity Food Procurement and Preparation, 4 cr.
This course will consist of a lab and lecture designed to develop managerial food lab preparation skills. Upon completion of course the student will be able to demonstrate basic techniques of food preparation and recipe development and standardization, develop menus optimal nutrition utilizing nutrient analysis software and establish and maintain inventory selection, record and controls.

Cornell University-Ithaca
http://www.nutrition.cornell.edu/ugsite.html
NS 488, Applied Dietetics in Foodservice Systems, 3 cr.
Students gain experience in facility design; equipment selection, use, and care; job analysis and evaluation; human resources planning; management of financial resources; recipe development and volume food production; computer-assisted management; employee training; and applied safety and sanitation standards. They develop other skills required to operate/manage a food service program. The application of quality management in food service operations and facility management is stressed. Laboratories are arranged through Cornell Dining. Completion of a lab experience/professional portfolio will be required.

University of California-Berkeley
http://nutrition.berkeley.edu/undergrad.html
NST 135, Food Systems Organization and Management, 4 cr.
Principles of organization and management applied to institutional food service systems: production and delivery systems, management of resources, quality assurance, equipment, layout, marketing, personnel management, fiscal management. Laboratory experiences, projects, and field work in institutional situations.

Colorado State University
http://www.cahs.colostate.edu/fshn/programs1.asp
FN 311, Food Service Systems-Production and Purchasing, 3 cr.
Quantity food production principles, purchasing specifications, market channels.

A7. *Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.*

There are 101 Foundation Knowledge and Skill Statements required for accreditation of didactic programs in dietetics (DPD). The Commission on Accreditation for Dietetics Education (CADE) is the accrediting authority.

Twenty-eight of the Foundation, Knowledge and Skill Statements are met by this course.

This is a required course. Fourteen Foundation, Knowledge and Skill Statements are uniquely met by this course and the other 14 are also covered in other required Food and Nutrition courses.

See Appendix A, Foundation, Knowledge and Skill Statements.

B. Interdisciplinary Implications

B1. *Will this course be taught by instructors from more than one department?*

This course will be taught by one instructor from the Department of Food and Nutrition.

B2. *What is the relationship between the content of this course and the content of courses offered by other departments?*

Although some of this course content is similar to HRIM 259 and HRIM 330, the HRIM courses address hospitality and this course addresses healthcare and schools.

The HRIM Department was aware of our curricula needs during their curriculum revision in 2003 and have been informed that this course is being developed. Statement of support from the HRIM Department is attached. See Appendix B.

B3. *Will this course be cross-listed with other departments?*

This course is not cross-listed.

C. Implementation

C1. *Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible?*

No new faculty member is required to teach this course. For the last 2 years, this course has been taught by a faculty member in the department as part of the spring semester teaching workload assignment.

C2. *What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy?*

Students will complete lab hours at food service facilities on campus or at other approved food service facilities such as: hospitals, nursing homes and schools.

Other resources:
a. Current space allocations are adequate to offer this course.
b. No special equipment is needed for this course.
c. No laboratory supplies are necessary for this course. Students are expected to conform to dress code of site which may include out of pocket expense.

C3. *Are any of the resources for this course funded by a grant?*

No course resources have been funded by a grant.

C4. *How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?*

This course will be offered every Spring semester.

C5. *How many sections of this course do you anticipate offering in any single semester?*

One section per academic year.

C6. *How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?*

Up to 30 students can be accommodated in this class. This allows for efficient use of class time with groups being no larger than 3-4 per group.

C7. *Does any professional society recommend enrollment limits or parameters for a course of this nature?*

No professional society recommends enrollment limits or parameters for this course.

C8. *If this course is a distance education course, see the implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.*

This course is not a distance education course.

D. Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is necessary.

APPENDIX A

ADA Foundation Knowledge and Skills for Entry-Level Dietitians

The following Foundation Knowledge and Skills for Entry-Level Dietitians are realized through this course.

COMMUNICATIONS
A.1.1 Negotiation Techniques
A.1.2 Lay and Technical Writing
A.2.1 Interpersonal Communication Skills
A.2.5 Concepts of Human and Group Dynamics
A.2.6 Public Speaking
A.3.3 Demonstrate a Variety of Documentation Methods
A.3.5 Use Current Information Technologies
A.3.6 Work Effectively as a Team Member

RESEARCH
D.3.1 Interpret Current Research

PHYSICAL AND BIOLOGICAL SCIENCES
B.2.4 Microbiology
B.3.3 Apply Microbiological and Chemical Considerations to Process Controls

MANAGEMENT
G.1.3 Facility Management
G.1.5 Risk Management
G.2.3 Materials Management
G.2.4 Financial Management, including Accounting Principles
G.2.5 Quality Improvement
G.2.6 Information Management
G.2.7 Systems Theory

HEALTH CARE SYSTEMS
H.1.2 Health Care Delivery Systems

FOOD
E.1.3 Culinary Techniques
E.2.1 Socio-Cultural and Ethnic Food Consumption Issues and Trends for Various Consumers
E.2.2 Food Safety and Sanitation
E.2.3 Food Delivery Systems
E.2.4 Food and Non-food Procurement
E.2.7 Food Production Systems
E.2.10 Promotion of Pleasurable Eating
E.2.11 Food and Nutrition Laws/Regulations/Policies
E.2.13 Applies Sensory Evaluation of Food

Susan Dahlheimer

From: "Susan Dahlheimer" <ssdahl@iup.edu>
To: "Sue Dahlheimer" <ssdahl@grove.iup.edu>
Sent: Wednesday, October 18, 2006 5:38 PM
Subject: Fw: FDNT 250

Sent: Wednesday, October 18, 2006 12:31 PM
Subject: Re: FDNT 250

> Diane
>
> The Department of Hospitality Management supports your effort in
> writing FDNT 250 Quantity Food in Healthcare and Schools, a course
> specifically designed to meet the needs of your food and nutrition
> students.
>
> Best regards,
>
> Stephen
>
>
> Stephen B. Shiring, EdD,MBA
> Chairman, Associate Professor
> Department of Hospitality Management
> 724-357-2626
> 724-357-7582 (Fax)
>