A g e n d a

CALS Curriculum Committee Meeting
Tuesday, March 26, 2013, 12:00 p.m.
250 Agricultural Hall

Members:

___ Francisco Pelegri,(2013)
___ Jeri Barak, (2014) ___ __
___ Bill Bland, (2014)
___ Amin Fadl, (2013)
___ Randy Jackson, (2013)
___ Maya Hayslett, (2013)
___ Jack Kloppenburg, (2015)
___ Paul Mitchell, (2013)
___ Masarah Van Eyck, (2015)

CALS Ex Officio:
Sarah Pfatteicher ___

CASI Ex Officio:
___ Liv Sandberg (non-voting)

Student Reps: ___ Tim Pearson
UP&S Office: ___ Susan Gisler
___ Dan Statter

MINUTES

March 12, 2013 minutes

NEW BUSINESS

New Course Proposals

Guest: Lynette Karls, Faculty Associate, Nutritional Sciences
*New course proposals, syllabi and letters of support attached
Nutritional Sciences Capstone Certificate:
Capstone Certificate in Clinical Nutrition
Capstone Certificate in Clinical Nutrition – *Dietetic Internship*
NS 650: Advanced Clinical Nutrition – Critical Care and Nutrition Support
NS 651: Advanced Clinical Nutrition – Pediatrics
NS 652: Advanced Nutrition Counseling and Education
NS 653: Clinical Nutrition Research
NS 670: Nutrition and Dietetics Practicum I
NS 671: Nutrition and Dietetics Practicum II

Course Change Proposals

Guest: Rich Hartel, Professor, Food Science
*Four-Year Plan, course proposals attached
Food Science 410: Food Chemistry
Changing course description and prerequisites.
Food Science 412: Food Analysis
Changing prerequisites
Food Science 432: Principles of Food Preservation
Changing course description and prerequisites.
Letter from BSE attached
Food Science 440: Principles of Food Engineering
Changing course description and prerequisites.
Food Science 511: Chemistry and Technology of Dairy Products
Changing prerequisites
Food Science 532: Integrated Food Manufacturing
Changing course description and prerequisites.
Food Science 550: Food Fermentations
Changing course title and prerequisites.
Syllabus attached

New Course Proposals

Biology 265: Rainforests and Coral Reefs
This course focuses on the ecology of the world's most biodiverse ecosystems, and their global importance. Combining lecture with online discussions and case studies, students will learn the physical, chemical, and biological processes that make rainforests and coral reefs function, as well as the history of human dependence upon these ecosystems.
Syllabus attached

Biology 599: Capstone in Biology
The Biology capstone is an experiential learning opportunity whereby a student is called upon to apply a series of skills to a scientific research project or to a real-world problem under the supervision of the supervising instructor.
Biology Major Capstone Proposal and Approval Form and syllabus attached

Inter-Ag 275: Leading Learning Communities as Peer Mentors
This course would replace the current peer mentor seminar for INTER-AG 375, WISE Seminar for Peer Mentors, which is a continuation of the INTER-AG 175 WISE Seminar course.
Syllabus and instructor resume attached

OLD BUSINESS

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MINUTES

CALS Curriculum Committee Meeting
Tuesday, March 12, 2013, 12:00PM
250 Agriculture Hall

Present: Francisco Pelegri, Amin Fadl, Jack Kloppenburg, Liv Sandberg, Masarah Van Eyck, Sarah Pfatteicher

Absent: Jeri Barak, Bill Bland, Randy Jackson, Paul Mitchell, Tim Pearson,

Pelegri motions, Fadl seconds to call meeting to order at 12:01 PM.

Minutes

02/26/13 Minutes

Unanimously approved

New Business

Committee discusses process to review changes in majors. Also discusses old process and opportunities to implement changes to process.

Committee discusses governance of major and minor changes to curriculum.

Committee is informed of plans by UP&S office to contact each department regarding changes to curriculum.

Committee discusses cycle of departmental changes to curriculum and length of time allowed to make updates to curriculum. Four years is current expectation.

Dietetics Program

Committee is informed this program is a professional program, for students interested in RD profession.

Change would drop MHR 300 and replace with two School of Business courses.

Committee reviews letters of support from School of Business administrator. If students are able to enroll in higher level business courses, they can.

Committee acknowledges change and supports department in change. **Committee decides not to vote on changes and defers to the Dean's Office.**

Food Science

Committee discusses major changes to program characteristics: program has experienced huge growth in enrollments and has lost about one-third of faculty over last 10 years.

Committee reviews changes between former and current curriculum sheets.

Committee discusses population of students enrolled in departments various “cores” and “tracks.”

Committee discusses proposal to eliminate the business track. Committee discusses students currently in track and students intending to enter track and how to advise future students interested in careers in food and business.

Committee discusses use of individualized major in place of elimination of “track.”

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Committee discusses link between this proposal and larger themes, direction of CALS.

Committee recognizes need for “track” change. Committee requests department and rest of college remain engaged in strategic changes at the college-level as to ensure department changes align with strategic direction of college.

Committee emphasizes need to remain engaged with current and future students displaced by this change, and potential need for a broad; liberal-arts based major for this population of students.

Announcements

AP Biology

Committee is informed as of SOAR 2013; CALS students with a 4 or 5 on the AP Biology test will be given equivalency of Zoology 151.

Motion to adjourn by committee, and seconded at 1:26PM

Submitted Dan Statter,

New Course Proposal

Subject Nutritional Sciences (694) **Status** Under Review by School/College
Proposer Michelle D Johnson

Basic Information

Course Title
Advanced Clinical Nutrition: Critical Care and Nutrition Support

Transcript Title (limit 30 characters)
Adv Clin Nutr: Crit Car Nutr

Three-digit course number
650

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
No

Will this course be crosslisted?
No

Note the crosslisted subjects

What is the primary divisional affiliation of this course?
Biological Sciences

Is this a topics course?
No

Can students enroll in this course more than once for credit?
No

If yes, please justify

Typically Offered
Summer

Catalog Information

Minimum credits

3

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

This course provides advanced study of the metabolic demands of critical illness and how these alterations influence the nutritional needs of critical care patients in various disease states. Using an evidence-based medical approach, students will assess nutrient requirements and determine best methods of nutrient delivery in various disease states. Anthropometric measures and hematological indices will be incorporated to assess nutritional status and monitor response to nutritional therapies.

Does the course have prerequisites or other requirements?

Yes

List the prerequisites and other requirements for the course

Admission to the Capstone Certificate in Clinical Nutrition, or the Capstone Certificate in Clinical Nutrition - Dietetic Internship.

Indicate the component(s) that comprise the course. Check all that apply

Discussion
Lecture

Administrative Information

Chief Academic Officer

James Mukasa Ntambi

Designee of chief academic officer for approval authority

Katherine M Wilmot; Lynette M Karls; Robin E Mittenthal

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Summer 2014

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

Yes

Which program?

Capstone Certificate in Clinical Nutrition and Capstone Certificate in Clinical Nutrition - Dietetic Internship

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

This course provides advanced knowledge in a core area of clinical nutrition. It is a required course for the Capstone Certificate in Clinical Nutrition and Capstone Certificate in Clinical Nutrition - Dietetic Internship.

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

This course is required for the Capstone Certificate in Clinical Nutrition and Capstone Certificate in Clinical Nutrition - Dietetic Internship.

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

Advanced Clinical Nutrition: Critical Care and Nutrition Support is an online course offering in-depth knowledge of the science and practice of providing nutritional support to the critically-ill patient. Generally, topics include: the metabolic derangements on nutrient requirements during critical illness, determination of energy and macronutrient needs for critically- ill patients, estimation of vitamin and trace mineral requirements for critically-ill patients, development of care plans for the effective and safe feeding of critically- ill patients, identification of parameters with which to monitor the effectiveness of nutritional care provided to critically-ill patients.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

There is no relationship between this course and other UW Madison courses.

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Michelle D. Johnson,MS, RD

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

This is a clinical nutrition course. The instructor has been teaching NS 520 "Applications in Clinical Nutrition", an undergraduate, senior-level course, for more than 13 years. The instructor has also taught NS 431 and NS 631 - clinical nutrition courses that were taught as part of the Coordinated Program in Dietetics. Additionally, she has 17 years of experience working as a critical care dietitian with certification as a nutrition support dietitian.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

NS 650 syllabus.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

The content and learning activities provide enrolled students with advanced knowledge and skills in a core are of clinical nutrition.

Provide an estimate of the expected enrollment

20 to 30 students per semester.

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

This course will have the equivalent of 6 - 50 minute instructional periods per week.

If this is a variable credit course, provide rationale

n/a

Additional comments (optional)

Please see attached course syllabus for additional information about credit hours.

Additional attachments (optional) (please read "help" before uploading an attachment)

CV MJohnson.pdf

L&S Designations

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

Nutritional Sciences 650
Advanced Clinical Nutrition - Critical Care and Nutrition Support

Web-Based (Learn@UW) Distance Learning Course
3 Credits

Instructor: Michelle D. Johnson, MS, RD, CD
Office: 275 Nutritional Science
1415 Linden Drive, Madison, WI 53716
Email: mjohnson@nutrisci.wisc.edu
Phone: 608-261-1397
Fax: 608-262-5860
Office Hours: by appointment

Course Description:

This 8-week, 3-credit course provides advanced study of the metabolic demands of critical illness and how these alterations influence the nutritional needs of critical care patients in various disease states. An evidence-based medical approach, case studies will be used to will be used to calculate nutrient requirements and determine best methods of nutrient delivery in various disease states. Anthropometric measures, tests of immune competence and hematological indices will be incorporated to assess nutritional status and monitor response to nutritional therapies.

Prerequisites:

Admission to the Capstone Certificate in Clinical Nutrition, or the Capstone Certificate in Clinical Nutrition – Dietetic Internship. An upper level human nutrition course, life cycle nutrition, clinical nutrition and physiology.

Course Objectives:

At the end of the course the student will be able to:

1. Understand the effect of metabolic derangements on nutrient requirements during critical illness.
2. Determine energy and macronutrient needs for critically- ill patients.
3. Determine vitamin and trace mineral requirements for critically-ill patients.
4. Develop care plans for the effective and safe feeding of critically- ill patients.
5. Identify parameters with which to monitor the effectiveness of nutritional care provided to critically-ill patients.

Course Materials:

Text: Gail Cresci, ed. (2005) *Nutrition Support for the Critically Ill Patient*. 1st Ed. CRC Press

Other: Additional required readings, tutorials & videos will be posted o the Learn@UW website.

Computer Requirements:

For this course you will need:

- Frequent access to a computer with video and audio capabilities
- Minimum system requirements and supported browsers:

    - **Windows requirements**:
      Operating System (OS): Windows XP - Windows Vista - Windows 7
      Browser(s): Internet Explorer 8.0 or higher, Firefox 14 or higher, Chrome 21.0.1180.75 or higher
      Other Requirements: Java - JRE Java - JRE v 6.0.xx
      Java and Cookies Enabled
    - **Mac requirements:**
      Operating System (OS): Mac OS X Snow Leopard, Lion, or Mountain Lion
      Browser(s): Firefox 14 or higher, Chrome 21.0.1180.75 or higher
      Other Requirements: Java - JRE Java - JRE v 6.0.xx
      Java and Cookies Enabled
    - **Linux requirements:**
      Browser(s): Firefox 14 or higher, Chrome 21.0.1180.75 or higher
      Other Requirements: Java - Java - JRE v 6.0.xx
      Java and Cookies Enabled

Course Structure and Requirements

Advanced Clinical Nutrition - Critical Care and Nutrition Support is structured into 8 modules which can be found in the "Content" area of the course website. You will complete one module each week for the duration of the semester. All activities that are to be submitted for a grade must be received by 11:59 p.m. on the ending date of the module in order to receive credit. Beginning and ending dates for each week's module are included on the course calendar which can be found on Learn@UW.

Modules and Activities: Each module focuses on roughly 4 major topics which correspond to chapters found within the course text. In addition to the course text, some modules contain journal articles, video clips, animations, websites and/or slide presentations.

In general, activities for each module may include:

1. Reading assigned chapters in the course text.
2. Reading journal articles, viewing videos and other media to supplement the topics.
3. Answering study questions.
4. Answering questions using comparative situations.
5. Completing case studies (questions and development of care plans).
6. Participating in online discussions.

Study Questions: Within each module you will find a set of study questions. These questions have been developed as a guide for reading the text, journal articles and any supplemental materials (video clips, animations, websites and/or slide presentations). These questions can be used to prepare for assignments, case studies and exams. Answers to the study questions are not graded and will not be turned in to the instructor. If you need clarification or assistance with any of the study questions you may email, call or visit me during office hours.

Online Discussions: Incorporated into some modules are case studies that will be completed through group discussion and graded. These discussions are an opportunity for you to work with fellow classmates. The class will be randomly assigned into groups of 3 – 4 students. Your discussions will take place within these small groups. To find out which discussion group you are assigned to click on the "Communications" link on the course toolbar. Select the "Groups" tab. Under "Group Type" select "Discussion" from the drop-down menu. Scroll down until you see your name.

Guidelines for participation:

- Within your assigned discussion group, post your initial response to that week's discussion question using the "Add Message" function. Don't feel like you have to answer every aspect of the question posted, especially if you are repeating information in your posting that other students have already stated in previous posts. It is more important for students to contribute to a dialogue regarding the discussion topic rather than to have each student answer the individual questions posted repetitiously.
- Using the "Reply" function, respond to at least one other student's posting in your discussion group. When you reply to a post, don't just say "I agree/disagree", or repeat information that has already been stated. Give a brief sentence or two summarizing what they said you are agreeing or disagreeing with, and then your views.
- Reference the content of your postings. To ensure that your input is correct, support it with material from the textbook, reliable websites, journal articles, etc. Be sure to include the textbook pages, website addresses, journal citation, etc. in your posting.

A portion of your final grade is determined by your participation in these discussions. I will read and score the discussion postings but will not be a participant. It is your responsibility to ensure that your postings make substantial contributions to the discussions. At the end of each discussion I will post scores and any additional comments regarding the discussion topic I feel are appropriate. Students can earn a maximum of 5 points for each module's discussion. **Postings made after 11:59 pm on the ending date of the module will not be included in the grade determination.**
The grading criteria for participation in on-line discussions are as follows:

Point Value	Grading Criteria
1	Posting of two or more messages by the appropriate deadline
1	Both original message and replies to other messages are posted
2	Postings demonstrate that the student has read the appropriate material (if any) ahead of time, or has reflected on the subject of the discussion
1	Postings include reference to course materials or outside sources and include the appropriate citations

Quizzes:

Each module will contain an online quiz comprised of 10-20 multiple-choice questions. These quizzes are designed to help you apply the information learned in the module using case scenarios. These are "open-book" quizzes so you will be allowed to consult your course materials when completing these exercises. You are not required to complete a quiz in one sitting and there is no time limit as to how long you may work on a quiz as long as it is submitted prior to the end of the module. Consequently, you can start the quiz, look over the questions,

answer any that you know, save those answers, and close it without submitting the quiz. You can then go back to it anytime over the course of the week and finish it. If you need clarification on how to interpret a particular question, this gives you the opportunity to ask before you submit the quiz for grading. Just be sure you don't wait until the last minute to ask your questions. I don't always check email in the evenings and if you email your question to me the evening of the ending day of the module, I may not be able to respond before the quiz is due. **Students failing to submit the completed quiz by 11:59 pm of the ending date of the module will receive a score of ")" for that quiz.**

Assignments:

There are 5 case studies (each worth 10% of the total grade) that must be submitted during the course.

Time Requirements:

Set aside time in your weekly schedule to work on this course – plan on spending an average of 16-20 hours per week. If this sounds like a lot keep in mind that a traditional 3-credit classroom-based course requires 45 hours of "seat time" plus 2-3 hours outside of class each week for each hour in class. This adds up to 135-180 hours divided between 8 weeks. [Each "1 week module" of this course will contain the "equivalent" of 5 (50") lectures + assignments and other activities requiring 6-9 hours.]

Also, plan to access the course website daily to keep up with course activities, announcements, discussions, etc.

Evaluation of Student Performance Grading:

Points for this course will be earned based on the following:

Case studies (4 @ 50 points each)	200
7 quizzes @ 25 points each	175
Final case study	100
5 discussions@ 5 points each	25
TOTAL POSSIBLE	**500**

Any discussion regarding scores must take place within one week of the availability of the score.

Based on total points earned, the following grading scale will be used to determine a final course grade:

Points	Percentage	Grade
450 - 500	90 – 100%	A
425 - 449	85 – 89%	AB
400 - 424	80 – 84%	B
375 - 399	75 - 79%	BC
350 - 374	70 - 74%	C
300 - 349	60 – 69%	D
0 - 299	0 – 59%	F

The grading scale may be shifted slightly downward if class mean scores are low, but it will not be shifted upwards.

Academic Integrity

Please note that the highest standards of academic integrity are upheld in this course. Academic misconduct in any form, including cheating, will not be tolerated. In cases of academic misconduct, the University of Wisconsin-Madison's guidelines will be implemented.

Plagiarism

Plagiarism is a serious offense. All sources and assistance used in preparing your assignments must be precisely and explicitly acknowledged. If you have any questions about what constitutes plagiarism, please read the following information at: http://students.wisc.edu/doso/acadintegrity.html Ignorance of what constitutes plagiarism is not a defense. It is your responsibility to be sure. The web creates special risks. Cutting and pasting even a few words from a web page or paraphrasing material without a reference constitutes plagiarism. If you are not sure how to refer to something you find on the internet, you can always give the URL. For more information on writing and source citation, the following website may be helpful:
http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

Technical/Academic Support

If you encounter technical problems while taking this course, please contact the DoIT Help Desk at 264-HELP. They can help you with course access problems, forgotten passwords, server errors, campus email problems, etc. as well as issues with your browser.

Various Learn@UW resources, including a Student Manual, are available online in the "Resources" section of the Learn@UW homepage (the page first displayed after logging in to Learn@UW). This home page may also be accessed from within this course by clicking on the "My Homepage" link in the right-hand side of the top toolbar. Please consult these resources for help with the different Learn@UW features used in this course.

Disabilities:

Students are instructed to inform the instructor preferably by the end of the first week of class if they need accommodations and present the McBurney passport.

UWS 14.01 Statement of Principles

"The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions."

Nutritional Sciences 650 Course Schedule

Module 1: Assessing the Nutritional Status of the Critically-Ill Patient & Determining Nutritional Goals and Requirements

Topics:

- Course Introduction/History and Physical Examination
- Laboratory Monitoring of Nutritional Status
- Metabolic Response to Stress
- Energy Requirements

Module 2: Determining Nutritional Goals and Requirements (cont.)

Topics:

- Macronutrient Requirements (carbohydrate, protein & fat)
- Micronutrients Needs of the Critically-Ill (novel nutrients)
- Fluid, Electrolyte and Acid-Base Requirements

Module 3: Delivery of Nutrition Support: Access & Formulations

Topics:

- Parenteral vs. Enteral (Influence of Critical Illness on Gut Function and Microenviroment)
- Enteral and Parenteral Access in the Critically-Ill Patient
- Enteral Formulations
- Parenteral Formulations

Module 4: Delivery of Nutrition Support: Implementation and Management

Topics:

- Initiating and Monitoring Enteral Nutrition
- Complications of Enteral Nutrition
- Initiating and Monitoring Parenteral Nutrition
- Complications of Parenteral Feedings
- Transitional Feedings

Module 5: Nutrition Support of the Critically-Ill throughout the Lifecycle

Topics:

- Pregnancy
- Neonates
- Pediatrics
- Geriatrics

Module 6: Nutrition Support with Specific Organ Dysfunction

Topics:

- Pulmonary Failure
- Acute Renal Failure
- Hepatic Failure
- Cardiac and Thoracic Injury
- Acute Pancreatitis

Nutritional Sciences 650 Course Schedule

Module 7: Nutrition Support with General Systemic Disorders

Topics:

- Systemic Inflammatory Response
- Feeding the Critically-Ill Obese Patient
- Diabetes Mellitus
- Chronic Renal Failure
- Cancer

Module 8: Nutrition Support with Physiological Stress/ Ethics

Topics:

- Trauma
- Burns and Wound Healing
- Solid Organ Transplantation
- Ethical Considerations

Michelle D. Johnson
1001 Freshir Court
Waunakee, WI 53597
608-460-0032
mdj.pack@gmail.com

PROFESSIONAL EXPERIENCE

University of Wisconsin - Madison, Dept. of Nutritional Sciences
Lecturer - 2007 to present
Develop, coordinate, and teach capstone course (NS 520). Clinical instruction and evaluation of students via lectures, discussion, clinical simulation, and problem-based learning. Revision of curriculum.

University of Wisconsin - Madison, Dept. of Nutritional Sciences
Associate Outreach Specialist- 2007 to 2012
Plan, organize and assist in conducting focus group interviews that take a community-based participatory approach to determining motivating factors and educational opportunities to help young adults improve the quality of their food choices. Preparation and submission of Human Subjects IRB documents. Communicate and coordinate proposed research with similar research partners involved in the multistate project.

Biochemical Genetics Clinic - Waisman Center, Madison, WI
Metabolic Dietitian - 2000 to 2007
Case management of children and adults with inborn errors of metabolism. Responsibilities included prescribing and monitoring specialized diets, coordination of laboratory work, liaison for patients' primary care physician and metabolic physicians. Nutritional assessment of patients enrolled in the multidisciplinary Fetal Alcohol Spectrum Disorders Clinic.

University of Wisconsin - Madison, Dept. of Nutritional Sciences
Lecturer - 1997 to 2001
Instruction of students enrolled in Nutritional Sciences 434 and 634 which included: supervision of Dietetic students in clinical settings, evaluation of student performance in clinical affiliations and presentation of classroom lectures, guidance in discussions and supervision in food laboratories. Revised and presented Nutrition Support lectures in Nutritional Sciences 520 course. Served on the Dietetic Programs Committee.

PROFESSIONAL EXPERIENCE (cont.)

Veterans Administration Hospital - Madison, WI
Clinical Dietitian - 1993 to 1997
Dietitian for the GRECC (Geriatric Research, Education and Clinical Center) with responsibilities including the nutritional care of patients enrolled in the Swallow/Nutrition Clinic and patients followed by the Hospital Based Home Care (HBHC) and Geriatrics programs. Provided consultative services for research projects within the GRECC. Served as back-up Nutrition Support Dietitian for hospitalized patients. Coordinator of Quality Management services for the hospital Dietetics Department which encompassed the development of the QM plan for the department to provide high quality care to all hospitalized patients.

GBHA/Hazelton Clinics - Madison, WI
Research Consultant - 1991 to 1992
Created a series of metabolic diets, low in carnitine, to be used while studying the relationship of dosage level of acetyl-L-carnitine hydrochloride to pharmacokinetic variables.

University of Wisconsin - Madison, Dept. of Nutritional Sciences
Research Assistant - 1989 to 1992
Comparison of dietary fiber values obtained with various analytical methods and the development of a concise data base. Responsible for conducting human metabolic study to look at the effects of fiber supplemented diets on human gastrointestinal function and cholesterol metabolism. Pertinent course-work as it relates to nutrition included: the physiology of nutrition, metabolism and macro- and micronutrient applications.

Veterans Administration Hospital - Madison, WI
Nutrition Support Dietitian - 1986 to 1989
Responsible for the nutritional assessment and care of all patients receiving total parenteral nutrition and tube feedings. Also responsible for the nutritional care of general medical and surgical patients. Provided education and guidance to the U.W. Madison Coordinated Undergraduate Program (CUP) students. Formulated and presented educational classes for medical students on a quarterly basis. Provided on-going nutrition-related inservices to the Nursing staff.

Veterans Administration Medical Center - Dayton, OH
Clinical Dietitian - 1983 to 1986
Responsible for the nutritional assessment and monitoring of general medical and intensive care unit patients. Developed and conducted patient education classes. Designed patient education materials. Responsible for the on-going development and presentation of medical-nutrition conferences to medical staff, residents and medical students.

Wright State University - Dayton, OH
Nutrition Educator - 1985 to 1986
Developed and presented the nutrition component of the Total Lifestyle Fitness program. Responsibilities also included aiding program participants in identifying and applying healthy diet habits. Developed and presented monthly lectures on nutrition-related topics.

RESEARCH

Veterans Administration Hospital – Madison, WI (1996) – Determined the energy and protein needs of elderly subjects enrolled in a post-hospitalization strengthening study. Three day diet records were maintained by each subject throughout the course of the study. These were analyzed for macro- and micronutrient adequacy.

University of Wisconsin – Madison, WI (1989-1992) – Studied the effects of a metabolic/fiber supplemented diet on 10 healthy, young males over 90 days. Foods were composited and aliquots analyzed for the macronutrient and fiber composition. Fiber values were compared with those determined by other methods of fiber analysis. Collections of urine were measured for creatinine-clearance and fecal samples were analyzed for fiber content.

PUBLICATIONS

Byrd-Bredbenner C, Johnson M, Quick V, Walsh J, Greene G, Hoerr S, Colby S, Kattlemann, K, Phillips B, Kidd T, Horacek T. Sweet and salty: An assessment of the snacks and beverages sold in vending machines in US post-secondary institution campuses. Appetite. 2012:58;1143-1151.

The Identification and Treatment of a Newborn with Homocysteinuria due to Cystathione Beta-Synthase Deficiency by Tandem Mass Spectroscopy. Poster presented at the 2006 Genetic Metabolic Dietitians International Conference, Atlanta, GA.

Support Line. Vol. 22 (6): Dec 2000. Management of Short Bowel Syndrome – A Review.

Robbins J, Priefer B, Gunter-Hunt G, Johnson M, Schilling B, Watts D. A Team Approach to Ethical Management of an Elderly Patient with Dysphagia. In: Sonies B, ed. *Dysphagia: A Continuum of Care*. Aspen Publisher, Blue Springs, MO; 1997:41-52.

Hosig KB, Shinnick FL, Johnson MD, Story JA, Marlett JA. Comparison of large bowel function and calcium balance during soft wheat bran and oat bran consumption. Cereal Chemistry. 1996: 73(3); 392-398.

EDUCATION AND CERTIFICATION

University of Wisconsin - Madison, WI- M.S., Nutritional Sciences - 1989 to 1992.

Veterans Administration Medical Center – St. Louis, MO – Dietetic Internship – 1982 to 1983.

University of Wisconsin – Stevens Point, WI – B.S., General Dietetics – 1980 to 1982.

Committee reviews changes between former and current curriculum sheets.

Committee discusses population of students enrolled in departments various “cores” and “tracks.”

Committee discusses proposal to eliminate the business track. Committee discusses students currently in track and students intending to enter track and how to advise future students interested in careers in food and business.

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Committee emphasizes need to remain engaged with current and future students displaced by this change, and potential need for a broad; liberal-arts based major for this population of students.

Announcements

AP Biology

Committee is informed as of SOAR 2013; CALS students with a 4 or 5 on the AP Biology test will be given equivalency of Zoology 151.

Motion to adjourn by committee, and seconded at 1:26PM

New Course Proposal

Subject Nutritional Sciences (694) **Status** Under Review by School/College
Proposer Julie P Thurlow

Basic Information

Course Title
Advanced Clinical Nutrition - Pediatrics

Transcript Title (limit 30 characters)
Adv Clin Nutrition Pediatrics

Three-digit course number
651

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
No

Will this course be crosslisted?
No

Note the crosslisted subjects

What is the primary divisional affiliation of this course?
Biological Sciences

Is this a topics course?
No

Can students enroll in this course more than once for credit?
No

If yes, please justify

Typically Offered
Summer

Catalog Information

Minimum credits

3

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

Pediatric nutritional requirements with emphasis on issues related to evidence-based medical nutrition therapy.

Does the course have prerequisites or other requirements?

Yes

List the prerequisites and other requirements for the course

Admission to the Capstone Certificate in Clinical Nutrition or the Capstone Certificate in Clinical Nutrition - Dietetic Internship.

Indicate the component(s) that comprise the course. Check all that apply

Discussion
Lecture

Administrative Information

Chief Academic Officer

James Mukasa Ntambi

Designee of chief academic officer for approval authority

Katherine M Wilmot; Lynette M Karls; Robin E Mittenthal

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Summer 2014

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

Yes

Which program?

Capstone Certificate in Clinical Nutrition and Capstone Certificate in Clinical Nutrition - Dietetic Internship

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

It provides advanced knowledge in a core area of clinical nutrition and is a required course for the Capstone Certificate in Clinical Dietetics and the Capstone Certificate in Clinical Dietetics - Dietetic Internship

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

It meets a requirement for the Capstone Certificate in Clinical Nutrition and the Capstone Certificate in Clinical Nutrition - Dietetic Internship

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

The course will contain information pertaining to medical nutrition therapy to meet the needs of clinical conditions in the pediatric population.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

There are no other courses on campus that deal specifically with pediatric clinical nutrition.

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Julie Poh Thurlow, DrPH, RD

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

The instructor has a doctorate in public health nutrition and has been an instructor for upper level courses, including NS431 Nutrition in the Life Span, for over 13 years. She has previously worked as a pediatric dietitian at two major medical centers.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

Syllabus NS 651.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

The course content provides students with advanced knowledge in a core area of clinical nutrition.

Provide an estimate of the expected enrollment

20-30

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

The course will have the equivalent of 3 50 minute instructional periods per week and 6 per week when taught in the 8 week summer school session. Please see attached syllabus for additional information about credit hours.

If this is a variable credit course, provide rationale

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

Julie Poh Thurlow_CV.pdf

L&S Designations

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

Nutritional Sciences 651
Advanced Clinical Nutrition - Pediatrics

Web-Based (Learn@UW) Distance Learning Course
3 Credits

Instructor Information

Julie Poh Thurlow, DrPH, RD
Office: 279 Nutritional Sciences Building
Office Phone: (608) 262-4914
Email: thurlow@nutrisci.wisc.edu
Fax: (608) 262-5860
Office Hours: by appointment

Course Description

Pediatric nutritional requirements with emphasis on issues related to evidence-based medical nutrition therapy taught in an online format using lectures, guided readings and case studies.

Prerequisites

Admission to the Capstone Certificate in Clinical Nutrition, or the Capstone Certificate in Clinical Nutrition – Dietetic Internship. An upper level human nutrition course, life cycle nutrition, clinical nutrition and physiology.

Course Objectives

Upon completing the course, the student should be able to:

- Cite the nutritional requirements for children of all ages and translate those requirements into a dietary pattern with appropriate food
- Gather and apply appropriate data, including growth charts, developmental milestones, biochemical, clinical and dietary information, to assess nutritional status in the pediatric population
- Apply the pathophysiology of pediatric diseases, premature birth, congential anomalies and inborn errors of metabolism to nutrition and dietary requirements and translate into appropriate medical nutrition therapy

Course Materials

Required Texts:
1. Duggan C et al. Nutrition in Pediatrics, 4th ed. PMPH-USA, 2008.

Recommended Texts:
1. American Academy of Pediatrics. Pediatric Nutrition Handbook, 6th ed. AAP, 2013.

The ***required*** texts are available at the University Bookstore, Underground Textbook Exchange or at online dealers like: http://www.amazon.com, or http://www.barnesandnoble.com, etc. If you want to shop around for the best price, try: http://www.directtextbook.com or http://www.addall.com for places to compare prices.

The ***recommended*** is available at: http://www.amazon.com or other online dealers

Computer Requirements

For this course you will also need:

- Frequent access to a computer with video and audio capabilities
- Minimum system requirements and supported browsers:
    - **Windows requirements**:
      Operating System (OS): Windows XP - Windows Vista - Windows 7
      Browser(s): Internet Explorer 8.0 or higher, Firefox 14 or higher, Chrome 21.0.1180.75 or higher
      Other Requirements: Java - JRE Java - JRE v 6.0.xx
      Java and Cookies Enabled
    - **Mac requirements:**
      Operating System (OS): Mac OS X Snow Leopard, Lion, or Mountain Lion
      Browser(s): Firefox 14 or higher, Chrome 21.0.1180.75 or higher
      Other Requirements: Java - JRE Java - JRE v 6.0.xx
      Java and Cookies Enabled
    - **Linux requirements:**
      Browser(s): Firefox 14 or higher, Chrome 21.0.1180.75 or higher
      Other Requirements: Java - Java - JRE v 6.0.xx
      Java and Cookies Enabled

Course Structure and Requirements

Advanced Nutrition and Education is structured into 8 modules which can be found in the "Content" area of the course website. You will complete one module each week for the duration of the term. **All activities that are to be submitted for a grade must be received by 11:59 p.m. on the ending date of the module in order to receive credit.** Beginning and ending dates for each week's module are included in the "Content" link.

Modules and Activities: Each module focuses on 2-4 major topics which correspond to chapters found within the course text(s). The majority of the information for this course is found in the course text(s), in power-point presentations with audio lectures, and in online tutorials. Many modules contain additional material to supplement this information. Examples include journal articles, websites, etc.

In general, activities for each module may include:

1. Reading the appropriate chapters in the course text(s)
2. Reviewing a power point presentation with an audio lecture
3. Reviewing any additional material provided to supplement the text, including online tutorials and videos
4. Answering Module study questions
5. Participating in online discussions
6. Completing weekly quizzes
7. Preparing a case study

Study Questions: Study questions were developed as a guide for reading the text, reviewing the power point presentations, and reviewing the supplemental information. The study questions highlight the material important to know to do well on the exams. Some students will choose to write out the answers to the questions to help them learn the content. Others will highlight the content in their textbooks or readings. Still others will develop their own method for mastering the content. You can determine what method works best for you. **Answers to study questions are not graded and will not be turned into the instructor. They are to be used to prepare for quizzes and the final.** If you need clarification or assistance with any of the chapter study questions, use the "Ask the Instructor" link in the course 'Discussion" area to get help.

Online Discussions: Following completion of the case studies you will be asked to participate in online discussions. These discussions are an opportunity for you to communicate with fellow classmates regarding issues presented in the course material. The class will be divided randomly into groups of 12 students. Your discussions will take place within these small groups. To find out which discussion group you are assigned to, click on the "Communications" link on the course toolbar. Then select the "Groups" tab. Finally, select "Discussion" from the "group Type" drop down menu. Scroll down until you you're your group assignment. You can also see who the other members of your group are. Group assignments may change over the course of the semester in order to give you an opportunity to interact with a larger number of your classmates. Notification will be sent if and when changes in group assignments are made.

Guidelines for participation:

- Within your assigned discussion group, post your initial response to that week's discussion question using the "Add Message" function. Don't feel like you have to answer every aspect of the question posted, especially if you are repeating information in your posting that other students have already stated in previous posts. It is more important for students to contribute to a dialogue regarding the discussion topic rather than to have each student answer the individual questions posted repetitiously.
- Using the "Reply" function, respond to at least one other student's posting in your discussion group. When you reply to a post, don't just say "I agree/disagree", or repeat information that has already been stated. Give a brief sentence or two summarizing what they said you are agreeing or disagreeing with, and then your views.
- Reference the content of your postings. To ensure that your input is correct, support it with material from the textbook, reliable websites, journal articles, etc. Be sure to include the textbook pages, website addresses, journal citation, etc. in your posting.

A portion of your final grade is determined by your participation in these discussions. I will read and score the discussion postings, but I will not be a participant. It is your responsibility to ensure that your postings make a substantial contribution to the discussion. At the end of each discussion, I will post scores and any additional

comments regarding the discussion topic I feel are appropriate. Students can earn a maximum of 5 points for each module's discussion. **Postings made after 11:59 pm on the ending date of the module will not be included in the grade determination.** The grading criteria for participation in on-line discussions are as follows:

Point Value	Grading Criteria
1	Posting of two or more messages by the appropriate deadline
1	Both original message and replies to other messages are posted
2	Postings demonstrate that the student has read the appropriate material (if any) ahead of time, or has reflected on the subject of the discussion
1	Postings include reference to course materials or outside sources and include the appropriate citations

Quizzes: Each module will contain an online quiz comprised of 10-20 multiple-choice questions. These quizzes are designed to help you apply the information learned in the module using case scenarios. These are "open-book" quizzes so you will be allowed to consult your course materials when completing these exercises. You are not required to complete a quiz in one sitting and there is no time limit as to how long you may work on a quiz as long as it is submitted prior to the end of the module. Consequently, you can start the quiz, look over the questions, answer any that you know, save those answers, and close it without submitting the quiz. You can then go back to it anytime over the course of the week and finish it. If you need clarification on how to interpret a particular question, this gives you the opportunity to ask before you submit the quiz for grading. Just be sure you don't wait until the last minute to ask your questions. I don't always check email in the evenings and if you email your question to me the evening of the ending day of the module, I may not be able to respond before the quiz is due. **Students failing to submit the completed quiz by 11:59 pm of the ending date of the module will receive a score of ")" for that quiz.**

Assignments: There are 5 case studies (each worth 10% of the total grade) that must be submitted during the course.

Examinations: The final examination will be taken online in a proctored setting.

Students with access to the Madison campus must take their exams at the following location:

CALS Computer Lab
Room 150 – basement of the Animal Sciences Building
1675 Observatory Drive

Those students away from the Madison campus will be required to identify, and obtain instructor approval for an alternate testing site and exam proctor. Please contact me the first week of class to initiate this process: thurlow@nutrisci.wisc.edu

Time Requirements

Set aside time in your weekly schedule to work on this course – plan on spending an average of 20 hours per week. Although this may sound like a lot, remember this: A traditional 3-credit classroom-based course requires 45 hours of "seat time" plus 2-3 hours outside of class of each hour in class. This adds up to 135-180 hours.(Each "1 week module" of this course will contain the "equivalent of 6 fifty minute lectures plus assignment and other activities requiring 12-18 hours.)

Also, plan to access the course website daily to keep up with course activities, announcements, discussions, etc.

Evaluation of Student Performance Grading

Points for this course will be earned based on the following:

Case studies (5 @ 50 points each)	250
Final exam @ 50 points	50
7 quizzes @ 25 points each	175
5 discussions@ 5 points each	25
TOTAL POSSIBLE	**500**

Any discussion regarding scores must take place within one week of the availability of the score.

Based on total points earned, the following grading scale will be used to determine a final course grade:

Points	Percentage	Grade
450 - 500	90 – 100%	A
425 - 449	85 – 89%	AB
400 - 424	80 – 84%	B
375 - 399	75 - 79%	BC
350 - 374	70 - 74%	C
300 - 349	60 – 69%	D
0 - 299	0 – 59%	F

The grading scale may be shifted slightly downward if class mean scores are low, but it will not be shifted upwards.

Academic Integrity

Please note that the highest standards of academic integrity are upheld in this course. Academic misconduct in any form, including cheating, will not be tolerated. In cases of academic misconduct, the University of Wisconsin-Madison's guidelines will be implemented.

Plagiarism

Plagiarism is a serious offense. All sources and assistance used in preparing your assignments must be precisely and explicitly acknowledged. If you have any questions about what constitutes plagiarism, please read the following information at: http://students.wisc.edu/doso/acadintegrity.html Ignorance of what constitutes plagiarism is not a defense. It is your responsibility to be sure. The web creates special risks. Cutting and pasting even a few words from a web page or paraphrasing material without a reference constitutes plagiarism. If you are not sure how to refer to something you find on the internet, you can always give the URL. For more information on writing and source citation, the following website may be helpful: http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

Technical/Academic Support

If you encounter technical problems while taking this course, please contact the DoIT Help Desk at 264-HELP. They can help you with course access problems, forgotten passwords, server errors, campus email problems, etc. as well as issues with your browser.

Various Learn@UW resources, including a Student Manual, are available online in the "Resources" section of the Learn@UW homepage (the page first displayed after logging in to Learn@UW). This home page may also be accessed from within this course by clicking on the "My Homepage" link in the right-hand side of the top toolbar. Please consult these resources for help with the different Learn@UW features used in this course.

Course Schedule

Week	Topics	Text Readings
1	Infant feeding Feeding the Child and Adolescent Macro- and Micronutrient Requirements	Duggan Ch. 1,5, 6, 7, 8, 9, 10, 11, 64 AAP: Ch 3, 4, 6, 79
2	Assessment of Nutritional Status Feeding Difficulties Failure to Thrive Acute and Chronic Diarrhea	Duggan Ch. 2,3,4, 18, 42, 43, 44, 57
3	Gastrointestinal Disease Liver Disease Cardiac Disease	Duggan Ch. 48, 50, 58, 53, 60

Week	Topics	Text Readings
4	Pulmonary Disease Cystic Fibrosis Cancer	Duggan Ch. 52, 55

5	Diabetes Type 1 and 2 Obesity	Duggan Ch. 56, 37, 38, 39, 40, 41
6	Renal Disease Neurological Disease Allergy	Duggan Ch. 47, 51, 24 AAP: Ch. 36, 47

Week	Topics	Text Readings
7	Eating Disorders Inborn Errors of Metabolism	Duggan Ch. 64, 45 AAP: Ch. 29, 38
8	Nutritional Needs of the Preterm Infant Critical Care	Duggan Ch.33, 34, 59
	Final Exam	

Julie Poh Thurlow, DrPH, RD
3545 Topping Road
Madison, WI 53705
1-608-233-1990
juliethurlow@hotmail.com

Education

DrPH	1985	University of North Carolina School of Public Health, Chapel Hill, NC
M.S	1979	Boston University – Sargent College of Allied Health Emphasis: Clinical Education
R.D.	1974	St. Mary's Hospital Dietetic Internship, Rochester, MN
B.S.	1973	University of Wisconsin-Madison, Major: Dietetics

Professional Experience – Academic

2000-present *University of Wisconsin-Madison, Department of Nutritional Sciences*
Lecturer/Faculty Associate:
NS 431-Nutrition in the Life Span; NS 631- Clinical Nutrition; NS 520-Capstone Course in Dietetics; NS 350 World Hunger
Undergraduate Advisor

1998 *University of Wisconsin-Madison, Department of Nutritional Sciences*
Lecturer: NS 332-Human Nutritional Needs

1997-2005 *Edgewood College, Madison, WI*
Lecturer: Bio 208-Nutrition

1993-2002 *Mount Mary College, Milwaukee, WI*

1997-2002
Instructor: graduate course work, as needed, and thesis advisor

1996-1997
Acting Dean of Graduate Education: Necessary administrative work for the college graduate programs, including Chairperson of the Graduate Council, Chairperson of the Scholarship Task Force, and development of a new graduate admission procedure. Collaborative work with graduate program directors, college deans and college president.

1993-1997
Director, Graduate Program in Dietetics: responsible for recruitment, admission, and academic advising of dietetics graduate students, scheduling of curriculum offerings, graduate program faculty recruitment and monitoring, committee memberships, graduate-level instruction, and thesis direction. Taught

in the undergraduate department as needed. Participated in the development of a dietetic internship program, self-study document and ADA site visit preparation.

1986-1987 *University of Wisconsin, Department of Nutritional Sciences*
Lecturer: NS 631-Clinical Nutrition; NS 540-Nutrition in Society

1980-1983 *University of North Carolina at Chapel Hill*
Visiting Clinical Instructor: supervised, instructed and evaluated graduate and undergraduate student taking Clinical Nutrition Practice

Professional Experience – non-academic

2006-2012Waisman Laboratory for Brain Imaging and Behavior – UW Madison
Dietitian Clinician: participated in the development and implementation of the nutrition component of a Health Enhancement Program that served as an active control in a clinical study

2006-2009 *Deltanoid Pharmaceuticals*
Consulting Dietitian: developed training materials for research unit personnel on dietary records; analyzed three day dietary records and food frequency intakes for a Phase 2 Clinical Trial; provided dietary instruction when necessary to subjects

1991 University of Wisconsin Hospital and Clinics
Out-patient Dietitian

1983-1985 *Durham County Health Department*
Nutritionist III: Provided direct patient care in well-child and family planning clinics, home health service and office visits. Consulted for 13 group homes under the supervision of the Durham Mental Health Department. Participated in orientation and training of Master's degree students from the University of North Carolina.

1977-1981 *Duke University Medical Center, Durham, NC*
Dietitian Clinician: Worked in the laboratory of Dr. John Grant, MD, on a NCI study assessing and recruiting patients for the study, instructing on diet record keeping, and coding diet records for analysis.
Assistant Chief Clinical Dietitian: Responsibilities included supervision, evaluation, and clinical education and direction of 11 clinical dietitians. Reviewed activities of staff of 18 assistants. Did scheduling and necessary administrative work for the unit. In charge of reviewing new diet manual material, developing care standards, orientation and training of new staff, reviewing applications and interviewing of job applicants, providing relief coverage and then full responsibility as the dietitian with the Nutrition Support Service. Assisted Chief Clinical Dietitian as needed.
Pediatric Dietitian: Responsible for medical and surgical wards, Intensive Care Nursery and Pediatric Out-patient Clinics. Duties included ward rounds, patient and staff education, assessment, development of pediatric modified menus,

supervision of formula room and nourishment center, and policy and procedure development.

1979-1980 *Lenox Baker Children's Hospital, Durham, NC*
Dietary Consultant: Consulting dietitian for a 40 bed children's orthopedic rehabilitation center.

1976-1977 *Children's Hospital Medical Center, Boston, Massachusetts*
Staff Nutritionist: Educated parents and children in general and clinical nutrition. Patient assignments were in the areas of cardiology, orthopedics, and general medicine. Gave classes to medical and nursing students in pediatric nutrition. Arranged and supervised dietetic interns' experiences in cardiology and orthopedics. Was the evening supervisor of patient food service workers; duties included interviewing, hiring, supervision and evaluation of evening part-time staff.

1976-1977 *Martin Nursing Home, Dorchester, Massachusetts*
Dietary Consultant: consulting dietitian for a 150 bed, level III nursing home

1975 *New England Deaconess Hospital, Boston, Massachusetts*
Staff Dietitian: supervised 3 diet technicians, saw patients upon admission, gave diet instruction, did necessary clinical administrative work for a 160 bed unit.

Professional Activities:

American Dietetic Association (R390632)
Area II Coordinator, Dietetic Educators of Practitioners (1997-1999)
ADA/CAADE site Evaluator for Coordinated Undergraduate Programs (1995-1998)
1996 Regional Meeting Coordinator for Dietetic Educators of Practitioners Area II , Milwaukee, WI

Madison Dietetic Association

Durham-Chapel Hill Dietetic Association
1979 – President-Elect
1980 – President
1981 – Chairman, Council on Practice

General Chairman 1980 North Carolina Dietetic Association Annual Meeting

American Society for Parenteral and Enteral Nutrition
1979 – Dietitians' Affairs Committee and Industrial Affairs Committee
1980 – Dietitians Affairs Committee and Program Committee
1981 – Program Committee and North Carolina Membership Chairman – Dietitians

Committees
UW Provost Search Committee member, Fall 2005
UW Dept. of Nutritional Sciences Dietetics Committee member
UW CALS CASI member June 2004- 2007
CALS APC CASI representative 2006-2007
Academic Staff Assembly Representative 2007-2011
CALS Scholastic Policies Action Committee 2009-2012

Awards
Engage Podcasting Award 2006
WALSAA Outstanding Advising Award 2007
The Dr. Brenda Pfaehler Award of Excellence 2010

Volunteer Activities

Mount Mary College Dietetic Internship Selection Committee
Community Meal Program volunteer
Lutheran Campus Center Board of Directors

Abstracts:

Poh-Thurlow, J, J.C. Burge, W.A. Forsythe,III, M.H. Mar, and W. Mattern, "Hypervitaminosis C in End Stage Renal Disease Patients," Abstracts, Sixty-Eighth Annual Meeting F.A.S.A.B., 1984.

Poh-Thurlow, Julie, W.A. Forsythe, III, J.C. Burge. "Effects of Plasma Ascorbate Reduction on Plasma Lipids in End Stage Renal Disease," Sixty-Seventh Annual Meeting ADA, Oct. 1984

Publications:

Grant, J.P., Custer, P.B. and Thurlow, J.P. Current techniques of nutritional assessment. Surgical Clinics of North America 61(3), June 1981.

Thurlow, J.P. Nutrition support of the terminally ill. Nutrition Support Services, October 1981.

References:

Available upon request.

New Course Proposal

Subject Nutritional Sciences (694) **Status** Under Review by School/College
Proposer Lynette M Karls

Basic Information

Course Title
Advanced Nutrition Counseling and Education

Transcript Title (limit 30 characters)
Adv Nutr Counseling & Edu

Three-digit course number
652

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
No

Will this course be crosslisted?
No

Note the crosslisted subjects

What is the primary divisional affiliation of this course?
Biological Sciences

Is this a topics course?
No

Can students enroll in this course more than once for credit?
No

If yes, please justify

Typically Offered
Fall

Catalog Information

Minimum credits

3

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

Application of current theories and techniques of counseling and education to the field of nutrition and dietetics. Practical application of communication techniques, client-centered counseling methods, motivational interviewing, learning theories and behavior change techniques, and factors affecting eating patterns. Nutrition psychology and the psychoanalytic approach to nutrition counseling will be emphasized in the class. Principles of group counseling/facilitation and instructional material/media design.

Does the course have prerequisites or other requirements?

Yes

List the prerequisites and other requirements for the course

Admission to the Capstone Certificate in Clinical Nutrition, or the Capstone Certificate in Clinical Nutrition - Dietetic Internship.

Indicate the component(s) that comprise the course. Check all that apply

Discussion
Lecture

Administrative Information

Chief Academic Officer

James Mukasa Ntambi

Designee of chief academic officer for approval authority

Katherine M Wilmot; Lynette M Karls; Robin E Mittenthal

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Spring 2013-2014

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

Yes

Which program?

Capstone Certificate in Clinical Nutrition and Capstone Certificate in Clinical Nutrition - Dietetic Internship

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

The course provides advanced knowledge in a core area of clinical nutrition. It is a REQUIRED course for the Capstone Certificate in Clinical Nutrition and the Capstone Certificate in Clinical Nutrition - Dietetic Internship

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

This course is a REQUIRED course for the Capstone Certificate in Clinical Nutrition and the Capstone Certificate in Clinical Nutrition - Dietetic Internship

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

This course will cover effective communication techniques used in nutrition counseling and education, the counseling relationship, and principles and theories of learning and behavioral change. Motivational interviewing and client-centered counseling will be included. Factors affecting eating patterns - such as attitudes, perception, visualization, emotions, evolutionary instincts, culture, and biology - will be covered. Nutrition psychology and the psychoanalytic approach to nutrition counseling will be incorporated throughout the course. Planning learning and formats for counseling sessions, as well as effective implementation and evaluation techniques will be covered. The course will also cover effective instructional material selection and design, and the use of media. Group nutrition counseling and education, as well as group dynamics and facilitation are also included in the course content.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

There is no relationship between this course and other UW Madison courses. No other courses on campus provide advanced knowledge of nutrition counseling and nutrition education.

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Lynette M. Karls, MS, RD, CD

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

This is a clinical nutrition course. The instructor is a Faculty Associate in the Department of Nutritional Sciences and has taught clinical nutrition courses for the past 30 years. Her teaching responsibilities currently include NS 520 - Applications in Clinical Nutrition (undergraduate, senior-level, capstone course), and NS 200 - The Professions of Dietetics and Nutrition. The instructor has also taught NS 434 and NS 634 - clinical nutrition courses that were taught as part of the Coordinated Program in Dietetics. She has taught the Nutrition Education and Counseling unit in NS 520 for many years. Prior to her position at UW-Madison, she operated her own Nutrition Counseling business ("Professional Nutrition Consultants") and contracted for services at 7 clinics in the Madison area. In addition, she was a Nutrition Counselor at the former Jackson Clinic for over 2 years. The instructor has a Bachelor's Degree in Dietetics (from UW-Madison), a Master's degree in Nutritional Sciences (from UW-Madison), is a Registered Dietitian with the Academy of Nutrition and Dietetics, and is a Certified Dietitian with the State of Wisconsin.Please see CV for additional information.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

Syllabus NS652.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

Course content and learning activities provide students with advanced knowledge and skills in a core area of clinical nutrition (nutrition counseling and education). Surveys of alumni and nutrition practitioners have identified this area as one where baccalaureate graduates of nutrition and dietetics programs need additional training.

Provide an estimate of the expected enrollment

20-30 students

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

This course will have the equivalent of 3 - 50 minute instructional periods/week, plus assignments and other activities requiring 6-9 hours/week. The course is designed so that students will complete one module/week. There will be 15 modules in the course. Please see attached course syllabus for scheduling details.

If this is a variable credit course, provide rationale

NO

Additional comments (optional)

NOTE: This course will usually be taught in the fall semester. However, it is being taught as a "pilot" course for the first time in spring 2014.

Additional attachments (optional) (please read "help" before uploading an attachment)

Lynette Karls_CV.pdf

L&S Designations

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

Appendix A

Nutritional Sciences 652
Advanced Nutrition Education and Counseling

Web-Based (Learn@UW) Distance Learning Course
3 Credits

Instructor Information

Lynette M. Karls, M.S., R.D., C.D.
Office: 274 Nutritional Sciences Building
Office Phone: (608) 262-5847
Email: karls@nutrisci.wisc.edu
Fax: (608) 262-5860
Office Hours: Wednesdays – 1:00 – 3:00 pm, or by appointment

Course Description

Application of current theories and techniques of counseling and education to the field of nutrition and dietetics. Practical application of communication techniques, client-centered counseling methods, motivational interviewing, learning theories and behavior change techniques, and factors affecting eating patterns. Nutrition psychology and the psychoanalytic approach to nutrition counseling will be emphasized in the class. Principles of group counseling/facilitation and instructional material/media design.

Prerequisites

Admission to the Capstone Certificate in Clinical Nutrition, or the Capstone Certificate in Clinical Nutrition – Dietetic Internship.

Course Objectives

Upon completing the course, the student should be able to:

- Understand the use of theoretical perspectives in psychology as applied to nutrition counseling and education.
- Apply theories of learning and behavior change to nutrition counseling.
- Effectively engage learners using appropriate communication and counseling techniques.
- Apply effective client-centered counseling methods and motivational interviewing techniques to counseling situations.
- Understand how attitudes, perception, visualization, emotions, biology and evolutionary instincts affect eating patterns and identify appropriate counseling interventions.
- Apply the psychoanalytic approach and other concepts from the mental health field to facilitate change in eating behaviors/patterns.
- Understand cross cultural and socioeconomic differences in people and how this affects nutrition counseling.

- Plan, implement and evaluate effective and engaging nutrition counseling sessions.
- Use effective design principles and incorporate literacy and numeracy considerations when developing instructional materials and media.
- Understand issues surrounding group counseling (including confidentiality, group dynamics, role of participants/facilitator, etc.) and plan an effective small group counseling session.

Course Materials

Required Texts:

1. Blackman, M.C., and Kvaska, C.A. *Nutrition Psychology – Improving Dietary Adherence*, Jones and Bartlett Publishers, LLC, 2011.
2. Holli, B.B., and Beto, J.A. *Nutrition Counseling and Education Skills for Dietetics Professionals*, Lippincott Williams & Wilkins, 2014.

Recommended Texts:

1. Kellogg, M. *Counseling Tips for Nutrition Therapists – Practice Workbook, Vol.1,* Kg Press (Philadelphia, PA), 2006
2. Kellogg, M. *Counseling Tips for Nutrition Therapists – Practice Workbook, Vol.2,* Kg Press (Philadelphia, PA), 2009

The ***required*** texts are available at the University Bookstore, Underground Textbook Exchange or at online dealers like: http://www.amazon.com, or http://www.barnesandnoble.com, etc. If you want to shop around for the best price, try: http://www.directtextbook.com or http://www.addall.com for places to compare prices.

The ***recommended*** texts are available at:
http://www.mollykellogg.com/products.html

Computer Requirements

For this course you will also need:

- Frequent access to a computer with video and audio capabilities
- Minimum system requirements and supported browsers:
    - **Windows requirements**:
      Operating System (OS): Windows XP - Windows Vista - Windows 7
      Browser(s): Internet Explorer 8.0 or higher, Firefox 14 or higher, Chrome 21.0.1180.75 or higher
      Other Requirements: Java - JRE Java - JRE v 6.0.xx
      Java and Cookies Enabled
    - **Mac requirements:**
      Operating System (OS): Mac OS X Snow Leopard, Lion, or Mountain Lion
      Browser(s): Firefox 14 or higher, Chrome 21.0.1180.75 or higher
      Other Requirements: Java - JRE Java - JRE v 6.0.xx
      Java and Cookies Enabled
    - **Linux requirements:**
      Browser(s): Firefox 14 or higher, Chrome 21.0.1180.75 or higher
      Other Requirements: Java - Java - JRE v 6.0.xx
      Java and Cookies Enabled

Course Structure and Requirements

Advanced Nutrition Counseling and Education is structured into 15 modules which can be found in the "Content" area of the course website. You will complete one module each week for the duration of the semester. **All activities that are to be submitted for a grade must be received by 11:59 p.m. on the ending date of the module in order to receive credit.** Beginning and ending dates for each week's module are included in the "Content" link.

Modules and Activities: Each module focuses on 2-3 major topics which correspond to chapters found within the course text(s). The majority of the information for this course is found in the course text(s), in power-point presentations with audio lectures, and in online tutorials. Some modules contain additional material to supplement this information. Examples include journal articles, websites, etc.

In general, activities for each module may include:

1. Reading the appropriate chapters in the course text(s)
2. Reviewing a power point presentation with an audio lecture
3. Reviewing any additional material provided to supplement the text, including on-line tutorials and videos
4. Answering Module study questions
5. Participating in online discussions
6. Completing weekly quizzes

Study Questions: Study questions were developed as a guide for reading the text, reviewing the power point presentations, and reviewing the supplemental information. The study questions highlight the material important to know to do well on the exams. Some students will choose to write out the answers to the questions to help them learn the content. Others will highlight the content in their textbooks or readings. Still others will develop their own method for mastering the content. You can determine what method works best for you. **Answers to study questions are not graded and will not be turned into the instructor. They are to be used to prepare for exams.**

Online Discussions: In several of the modules you will be asked to participate in online discussions. These discussions are an opportunity for you to communicate with fellow classmates regarding issues presented in the course material. The class will be divided randomly into groups of 5-6 students. Group assignments may change over the course of the semester in order to give you an opportunity to interact with a larger number of your classmates. Notification will be sent if and when changes in group assignments are made.

Guidelines for participation:

- Within your assigned discussion group, post your initial response to that week's discussion question. Don't feel like you have to answer every aspect of the question posted, especially if you are repeating information in your posting that other students have already stated in previous posts. It is more important

for students to contribute to a dialogue regarding the discussion topic rather than to have each student answer the individual questions posted repetitiously.

- Respond to at least one other student's posting in your discussion group. When you reply to a post, don't just say "I agree/disagree", or repeat information that has already been stated. Give a brief sentence or two summarizing what they said you are agreeing or disagreeing with, and then your views.

- Reference the content of your postings. To ensure that your input is correct, support it with material from the textbook, reliable websites, journal articles, etc. Be sure to include the textbook pages, website addresses, journal citation, etc. in your posting.

A portion of your final grade is determined by your participation in these discussions. I will read and score the discussion postings, but I will not be a participant. It is your responsibility to ensure that your postings make a substantial contribution to the discussion. At the end of each discussion, I will post scores and any additional comments regarding the discussion topic I feel are appropriate. Students can earn a maximum of 5 points for each module's discussion. **Postings made after 11:59 pm on the ending date of the module will not be included in the grade determination.**

The grading criteria for participation in on-line discussions are as follows:

Point Value	Grading Criteria
1	Posting of two or more messages by the appropriate deadline
1	Both original message and replies to other messages are posted
2	Postings demonstrate that the student has read the appropriate material (if any) ahead of time, or has reflected on the subject of the discussion
1	Postings include reference to course materials or outside sources and include the appropriate citations

Quizzes: Each module will contain an online quiz comprised of 3-14 multiple-choice questions. These quizzes are designed to help you apply the information learned in the module using case scenarios. These are "open-book" quizzes so you will be allowed to consult your course materials when completing these exercises. You are not required to complete a quiz in one sitting and there is no time limit as to how long you may work on a quiz as long as it is submitted prior to the end of the module. Consequently, you can start the quiz, look over the questions, answer any that you know, save those answers, and close it without submitting the quiz. You can then go back to it anytime over the course of the week and finish it. If you need clarification on how to interpret a particular question, this gives you the opportunity to ask before you submit the quiz for grading. **Students failing to submit the completed quiz by 11:59 pm of the ending date of the module will receive a score of "0" for that quiz.**

Assignments: There are 5 assignments (each worth 30 points) that must be submitted during the course. Four assignments require videotaped counseling scenarios that will be submitted via a password protected YouTube. The video assignment topics are, as follows:

1. Communication Skills and Engaging the Learner
2. Motivational Interviewing and Client Centered Counseling
3. Counseling Patients with Chronic Disease
4. Group Counseling

The fifth assignment will involve the development of instructional materials.

You will also be required to provide constructive critiques of videos and instructional materials prepared by classmates (one/assignment). These critiques are worth 10 points each.

Examinations: All examinations will be taken online in a proctored setting. There will be four midterm exams and one final exam. Midterm exams will be 60 minutes and the final exam will last 100 minutes. **Only your best 3-out-of-4 midterm exams will be counted towards your grade**. If you take all four midterm exams, the lowest score will be dropped. If you miss one exam, the "0" you receive will be your dropped grade. **However, you do NOT have the option of dropping or skipping the final exam.** Failure to take the final exam will result in a score of "0", which will be included in your final grade determination. As mentioned previously, study questions have been included in each module to help you prepare for the exams.

Students with access to the Madison campus must take their exams at the following location:

CALS Computer Lab
Room 150 – basement of the Animal Sciences Building
1675 Observatory Drive

Those students away from the Madison campus will be required to identify, and obtain instructor approval for an alternate testing site and exam proctor. Please contact me the first week of class to initiate this process: karls@nutrisci.wisc.edu

Time Requirements

Set aside time in your weekly schedule to work on this course – plan on spending an average of 10-12 hours per week. Although this may sound like a lot, remember this: a traditional 3-credit classroom-based course requires 45 hours of "seat time" plus 2-3 hours outside of class each week for each hour in class. This adds up to 135-180 hours. [Each "1 week module" of this course will contain the "equivalent" of 3 (50") lectures + assignments and other activities requiring 6-9 hours.]

Also, plan to access the course website daily to keep up with course activities, announcements, discussions, etc.

Evaluation of Student Performance Grading

Points for this course will be earned based on the following:

Best 3-out-of-4 midterm exams @ 50 points each	150
Assignments (5 @ 20 points each)	100
Critiques (5 @ 10 points each)	50
Final exam @ 100 points	100
15 quizzes @ 3-14 points each	140
12 discussions@ 5 points each	60
TOTAL POSSIBLE	**600**

Any discussion regarding scores must take place within one week of the availability of the score.

Based on total points earned, the following grading scale will be used to determine a final course grade:

Points	Percentage	Grade
540 - 600	90 – 100%	A
510 - 539	85 – 89%	AB
480 - 509	80 – 84%	B
450 - 479	75 - 79%	BC
420 - 449	70 - 74%	C
360 - 419	60 – 69%	D
0 - 359	0 – 59%	F

The grading scale may be shifted slightly downward if class mean scores are low, but it will not be shifted upwards.

Academic Integrity

Please note that the highest standards of academic integrity are upheld in this course. Academic misconduct in any form, including cheating, will not be tolerated. In cases of academic misconduct, the University of Wisconsin-Madison's guidelines will be implemented.

UWS 14.01 Statement of Principles

"The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions."

Plagiarism

Plagiarism is a serious offense. All sources and assistance used in preparing your assignments must be precisely and explicitly acknowledged. If you have any questions about what constitutes plagiarism, please read the following information at: http://students.wisc.edu/doso/acadintegrity.html Ignorance of what constitutes plagiarism is not a defense. It is your responsibility to be sure. The web creates

special risks. Cutting and pasting even a few words from a web page or paraphrasing material without a reference constitutes plagiarism. If you are not sure how to refer to something you find on the internet, you can always give the URL. For more information on writing and source citation, the following website may be helpful: http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

Technical/Academic Support

If you encounter technical problems while taking this course, please contact the DoIT Help Desk at 264-HELP. They can help you with course access problems, forgotten passwords, server errors, campus email problems, etc. as well as issues with your browser.

Various Learn@UW resources, including a Student Manual, are available online in the "Resources" section of the Learn@UW homepage (the page first displayed after logging in to Learn@UW). This home page may also be accessed from within this course by clicking on the "My Homepage" link in the right-hand side of the top toolbar. Please consult these resources for help with the different Learn@UW features used in this course.

For questions regarding course content, please follow the guidelines outlined in the "Instructor Information" and "Course Communication" sections of this syllabus.

Course Schedule

Week	Topics	Text Readings*
1	Overview of Nutrition Counseling The Disciplines of Psychology and Nutrition The Counseling Relationship, The Nutrition Therapist and The Counselor's Role	NC: Ch 4 NP: Ch 1 MK: online tutorials
2	Communication – listening, verbal/non-verbal communication, negotiation cultural influences, roadblocks Engaging the Client and "The Basics"	NC: Ch 2 MK: online tutorials
3	Principles and Theories of Learning Theories of Behavioral Change	NS: Ch 2, NC: Ch 10 NS: Ch 3, NC: Ch 5 MK: online tutorials

Exam #1

Week	Topics	Text Readings*
4	Interviewing Introduction to Motivational Interviewing Client-Centered Counseling	NC: Ch 3 NC: Ch 4 MK: online tutorials
5	Attitudes and Eating Patterns The Strength of Eating Behaviors Resistance	NP: Ch 4 MK: online tutorials
6	Perception, Visualization, and Eating Patterns Self Perception and Eating Patterns Emotion Perception and Eating Patterns	NP: Ch 5 NP: Ch 6 NP: Ch 7

Exam #2

Week	Topics	Text Readings*
7	Evolutionary Instincts and Eating Patterns Evolutionary Psychology: Obesity and Anorexia Nervosa Strategies to Counteract Instinctual Eating Patterns	NP: Ch. 8 MK: online tutorials
8	Psychoanalytic Approach & Eating Patterns Concepts from the Mental Health Field	NP: Ch. 9 MK: online tutorials
9	Cross Cultural/Socioeconomic Differences and Eating Behavior Cultural Competency in Counseling Biology and Eating Behavior	NP: Ch. 10 MK: online tutorials NP: Ch. 11, 12

Exam #3

Week	Topics	Text Readings*
10	Planning Learning Formats for Counseling Sessions Issues of Boundaries, Confidentiality and Professionalism	NC: Ch 11 MK: online tutorials MK: online tutorials
11	Implementing and Evaluating Learning Providing Advice – when it's time; effective advice Putting It All Together	NC: Ch 12 MK: online tutorials
12	Counseling Patients with Chronic Disease End of Life Counseling	See module for specific readings

Exam #4

Week	Topics	Text Readings*
13	Eating Disorders	Eating Disorders online tutorial See module for specific readings
14	Use of Instructional Materials and Media Visual Media and Art/Design Principles Numeracy and Literacy Considerations	NC: Ch 15
15	Group Facilitation and Counseling Group Dynamics and Characteristics Facilitator and Participant Functions and Roles	NC: Ch 13

Final Exam

***NC = Nutritional Counseling and Education Skills for Dietetics Professionals "text"**
NP = Nutrition Psychology – Improving Dietary Adherence "text"
MK = Online tutorials by Molly Kellogg (these tutorials supplement her workbooks, i.e. the "recommended texts" for this course)

CURRICULUM VITAE

Lynette M. Karls, M.S., R.D., C.D.
7920 W. Old Sauk Rd.
Verona, WI 53593
262-5847 (work); 831-5613 (home)
email: karls@nutrisci.wisc.edu

EDUCATION

1980	University of Wisconsin-Madison Madison, WI	Master of Science Nutritional Sciences
1978	University of Wisconsin Hospitals & Clinics Madison, WI	Dietetic Internship Emphasis: Clinical Nutrition & Counseling
1977	University of Wisconsin-Madison Madison, WI	Bachelor of Science Agriculture (Major – Dietetics)

PROFESSIONAL EXPERIENCE

8/82 – Present COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
DEPARTMENT OF NUTRITIONAL SCIENCES
University of Wisconsin-Madison

Titles:
Faculty Associate (8/95 - Present)
Interim Assistant Dean – Academic Student Affairs, CALS (1/00 – 6/00)
Director, Coordinated Program (CP) in Dietetics (8/95 – 12/05)
Coordinator, Didactic Program in Dietetics (8/86 - Present)
Coordinator, Coordinated Program (CP) in Dietetics (8/88 - 8/95)
Lecturer (8/82 – 8/95)

Duties:

Program Management

Coordinate the Didactic Program in Dietetics (DPD). Manage the general operation of the undergraduate dietetic program including: hiring/supervision/training of instructional staff, development of teaching assignments/monitoring of teaching loads for instructional staff, appointment of subcommittees and ad hoc committees, evaluation of curriculum/courses, and measurement/evaluation of program outcomes. Chair the Department of Nutritional Sciences Curriculum Committee. Develop and manage undergraduate databases (program/student/alumni). Provide and interpret background reports (student demographics, student achievement, enrollment, etc.) for strategic planning. Develop course/program assessment instruments and manage assessment process (including student, graduate, alumni, and employer surveys); evaluate results and identify areas needing improvement/modification. Oversee implementation and communication of changes. Manage documentation and develop written materials necessary for program accreditation by The American Dietetic Association; manage site visits. Develop, revise and maintain undergraduate curriculum and resource materials (i.e. brochures, curriculum sheets, curriculum sequence plans, undergraduate student handbooks/manuals, undergraduate web page (http://www.nutrisci.wisc.edu), etc.) Develop and maintain relationships with alumni and employers. Coordinate the writing, production and distribution of the Dietetics Alumni Newsletter. Participate in fund-raising and development of new scholarships. Manage foundation accounts pertaining to dietetics programs.

Student Affairs, Advising and Recruitment

Advise and recruit students interested in the dietetics and nutritional sciences undergraduate majors. Serve as academic advisor for dietetics majors (advising load ~ 40-70 students). Serve as counselor and advisor for prospective students (and their parents), as well as students applying for jobs, graduate school, scholarships/funding, international study programs, and internships. Identify appropriate students for college/university/professional awards, internships and scholarships. Coordinate dietetic internship placement and career advisement. Train new advisors in the department; act as primary resource for all faculty on courses/curriculum instructional policy, scholarship/internship opportunities, and diversity/disability issues. Develop recruitment and marketing plans/materials. Conduct information meetings/workshops for prospective and current students and develop corresponding resources. (Ex. of workshops: "Applying for Internships", "Writing Application Letters", "Interviewing", "Looking Ahead", etc.) Participate in CALS Academic Student Affairs activities and committees.

Teaching

Develop, coordinate and teach Capstone Course (NS 520: Applications in Clinical Nutrition); 4 sections with enrollment of 70-80 students. Develop, coordinate and teach Nutritional Sciences 200 (The Professions of Dietetics and Nutrition), an introductory course which reviews departmental undergraduate majors and career/job opportunities (enrollment ~ 250 students). Develop and teach independent studies for undergraduates (NS 299, NS 499, NS 399, NS 699) and "Learning Intern" graduate students (NS 799). Clinical instruction and evaluation of students via lectures, discussions, problem-based learning, and supervision of "independent study" students in clinical facilities.

8/81 - 8/82 PROFESSIONAL NUTRITION CONSULTANTS
Madison, WI
Founder/Private Practice Dietitian/Nutrition Counselor

8/79 - 8/81 JACKSON CLINIC
Madison, WI
Nutrition Counselor and Clinical Dietitian

COMMITTEES

College (CALS)/University

UW-Madison Professional Development and Recognition Committee
UW-Madison Academic Staff Executive Committee
CALS Academic Planning Council
CALS Curriculum Committee
CALS Committee on Academic Staff Issues
CALS Curriculum Reform Committee
CALS Scholastic Policies and Action Committee
CALS Assessment Committee
CALS Scholarships and Loans Committee
CALS Career Services Committee
CALS Task Force on International Education

(Committees, continued)

CALS Instructional Improvement Committee (provided Brown Bag workshop to CALS faculty on Instructional Improvement using Problem-Based Learning)
CALS Outstanding Sophomore Award Committee
UW-Madison "Create the Future" Committee
CASI Sub-Committee on Teaching and Advising
Assistant Dean of Minority Programs Search and Screen Committee
Assistant Dean of Academic Student Affairs Search and Screen Committee

Departmental
Department of Nutritional Sciences Curriculum Committee – Chair
Didactic Program in Dietetics Committee – Asst. Chair
Awards and Scholarships Committee
Sexual Harassment Officer
Access and Accommodation Resource Coordinator
USDA Cooperative State Research, Education and Extension Service (CSREES) Review Planning Committee
Faculty Search and Screen Committees – Nutritional Sciences Department Chair, Assistant Professor position, instructional staff positions
Departmental Newsletter Committee (Chair, Editor)

AWARDS

CALS Outstanding Advisor Award (1999)
CALS Outstanding Internship Advising Award (1996)

COMPUTER SKILLS UW-System ISIS, DARS, Learn@UW, Microsoft Office (including Word, Excel, Access, Power Point)

GRANTS Challenge Grant: Coordinated Practicum Experiences for Advanced Students in Nutrition, funded by USDA (2007-2010); PI – Susan Nitzke, PhD, RD. Purpose of the grant is to develop an infrastructure for pre-professional practicum experiences for advanced undergraduate students in nutrition and dietetics in Wisconsin.

Quentin Burdick Rural Interdisciplinary Training Grant, funded by The National Institutes of Health (2001 – 2004) – to develop, evaluate and disseminate a responsive community-oriented primary care curriculum designed to train interdisciplinary health care teams in the provision of a comprehensive health promotion/illness prevention program in two rural counties in southwestern Wisconsin.

Professional Development Grant, funded by UW-Madison (2004) – to attend The American Society for Parenteral and Enteral Nutrition's (ASPEN) 28th Clinical Congress at Nutrition Week - A Scientific and Clinical Forum and Exposition.

Professional Development Grant, funded by UW-Madison (2000 – 2001) – to improve computer skills in data base management and spreadsheet applications.

(Grants, continued)

Web CT Grant, funded by UW-Madison (1999 - 2000) – to convert Nutritional Sciences 520 web page to Web CT format.

Web Grant, funded by UW-Madison (1997 – 1998) – to develop course web page for Nutritional Sciences 520 (Applications in Clinical Nutrition).

Professional Development Grant, funded by UW-Madison (1996) – to attend national conference "Teaching to Competency: Skills for Health Professions Educators".

PROFESSIONAL AFFILIATIONS/RELATED ACTIVITIES

Madison Area Technical College (Dietetic Technician Program) - Advisory Board Member
Journal of Nutrition Education - Reviewer
Wisconsin Dietetic Association – Chair, Continuing Education Committee
Wadsworth Thomas Learning – Textbook Reviewer
American Dietetic Association – Registered Dietitian and member
Wisconsin Certified Dietitian

PUBLICATIONS

2008 Author: Self-Study Application for Accreditation, UW-Madison, Department of Nutritional Sciences, 586 pages.

2003 Author: Program Assessment Report – Didactic Program in Dietetics, UW-Madison, Department of Nutritional Sciences, 61 pages.

2001 Co-author of a document entitled: 2001 CSREES Review, UW-Madison, Dept. of Nutritional Sciences.

1998 Author: Application for Reapproval of the Didactic Program in Dietetics, UW-Madison, Department of Nutritional Sciences, 979 pages.

1996 Author: Program Evaluation Document – Coordinated Undergraduate Program in Dietetics, University of Wisconsin-Madison, Department of Nutritional Sciences, 60 pages.

1993 Co-author of a document entitled: Program Evaluation Document – Didactic Program in Dietetics, UW-Madison, Department of Nutritional Sciences, 66 pages.

1991 Author of a document entitled: Reaccreditation Document of The Coordinated Undergraduate Program in Dietetics, University of Wisconsin-Madison, Department of Nutritional Sciences, 862 pages.

1989 Co-author: Application for Approval of The Didactic Program in Dietetics, University of Wisconsin-Madison, Department of Nutritional Sciences, 279 pages.

1988 Author: Chapter 17 - Maternal Nutrition and Chapter 30 - The Normal Newborn: Successful Feeding in Maternal Newborn Nursing - A Family Centered Approach, 3rd. edition, Addison-Wesley Publishing Company.

1983 Co-author: Reaccreditation Document of the Coordinated Undergraduate Program in Dietetics, University of Wisconsin-Madison, Department of Nutritional Sciences.

1981 Author: Nutrition for Pregnancy, published by Jackson Clinic.

New Course Proposal

Subject Nutritional Sciences (694) **Status** Under Review by School/College
Proposer Julie P Thurlow

Basic Information

Course Title
Clinical Nutrition Research

Transcript Title (limit 30 characters)
Clinical Nutrition Research

Three-digit course number
653

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
No

Will this course be crosslisted?
No

Note the crosslisted subjects

What is the primary divisional affiliation of this course?
Biological Sciences

Is this a topics course?
No

Can students enroll in this course more than once for credit?
No

If yes, please justify

Typically Offered
Spring

Catalog Information

Minimum credits

3

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

Research use and development as it applies to clinical nutrition practice: effective use of the literature in evidence based practice and research development, problem development, methodology, analysis and reporting of results and conclusions.

Does the course have prerequisites or other requirements?

Yes

List the prerequisites and other requirements for the course

Admission to the Capstone Certificate in Clinical Nutrition of the Capstone Certificate in Clinical Nutrition - Dietetic Internship

Indicate the component(s) that comprise the course. Check all that apply

Discussion
Lecture

Administrative Information

Chief Academic Officer

James Mukasa Ntambi

Designee of chief academic officer for approval authority

Katherine M Wilmot; Lynette M Karls; Robin E Mittenthal

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Spring 2013-2014

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

Yes

Which program?

Capstone Certificate in Clinical Nutrition and the Capstone Certificate in Clinical Nutrition - Dietetic Internship

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

It provides advanced knowledge in a core area of clinical nutrition and is a required course for the Capstone Certificate in Clinical Nutrition and the Capstone Certificate in Clinical Nutrition - Dietetic Internship

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

It meets a requirement for the Capstone Certificate in Clinical Nutrition and the Capstone Certificate in Clinical Nutrition - Dietetic Internship

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

The course will contain information on how to use research in the practice of clinical nutrition as well as how to develop it using standard scientific process.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

There are no other courses on campus that deal specifically with clinical nutrition research.

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Julie Poh Thurlow, DrPH, RD

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

The instructor has a doctorate in public health nutrition and has been an instructor for upper levels courses, including NS631 Clinical Nutrition which is taught with an emphasis on current best-evidence, on the UW-Madison campus for over 13 years. She has previously taught a course in research development with an emphasis in clinical nutrition and worked with graduate students on research development.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

Syllabus NS 653.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

The course content provides students with advanced knowledge in a core area of clinical nutrition. Research is key to evidence-based practice.

Provide an estimate of the expected enrollment

20-30

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

The course will have the equivalent of 3 50 minute instructional periods per week. Please see attached syllabus for additional information about credit hours.

If this is a variable credit course, provide rationale

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

Julie Poh Thurlow_CV.pdf

L&S Designations

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

DRAFT

Nutritional Sciences 653
Clinical Nutrition Research

Web-Based (Learn@UW) Distance Learning Course
3 Credits

Instructor Information

Julie Poh Thurlow, DrPH, RD
Office: 279 Nutritional Sciences Building
Office Phone: (608) 262-4914
Email: thurlow@nutrisci.wisc.edu
Fax: (608) 262-5860
Office Hours: by appointment

Course Description

Research use and development as it applies to clinical nutrition practice: effective use of the literature in evidence based practice and research development, problem development, methodology, analysis and reporting of results and conclusions.

Prerequisites

Admission to the Capstone Certificate in Clinical Nutrition, or the Capstone Certificate in Clinical Nutrition – Dietetic Internship. An upper level human nutrition course, clinical nutrition, physiology and statistics.

Course Objectives

Upon completing the course, the student should be able to:

- Understand the requirements of evidence-based practice and demonstrate use of current evidence based libraries and search engines
- Describe study design and research methods in applied clinical nutrition including the effective use of a variety of food composition data bases
- Formulate a problem statement and write a research proposal using standard format and appropriate study design

Course Materials

Required Texts:

1. Monsen, DR and Van Horn, L. Research Successful Approaches 3rd Edition. American Dietetic Association, 2008.
2. Neutens, JJ and Rubinson, L. Research Techniques for the Health Sciences 5th ed.,Pearson. 2014

The texts are available at the University Bookstore, Underground Textbook Exchange or at online dealers like: http://www.amazon.com, or http://www.barnesandnoble.com, etc. If you want to shop around for the best price, try: http://www.directtextbook.com or http://www.addall.com for places to compare prices.

Computer Requirements

For this course you will also need:

- Frequent access to a computer with video and audio capabilities
- Minimum system requirements and supported browsers:
    - **Windows requirements**:
      Operating System (OS): Windows XP - Windows Vista - Windows 7
      Browser(s): Internet Explorer 8.0 or higher, Firefox 14 or higher, Chrome 21.0.1180.75 or higher
      Other Requirements: Java - JRE Java - JRE v 6.0.xx
      Java and Cookies Enabled
    - **Mac requirements:**
      Operating System (OS): Mac OS X Snow Leopard, Lion, or Mountain Lion
      Browser(s): Firefox 14 or higher, Chrome 21.0.1180.75 or higher
      Other Requirements: Java - JRE Java - JRE v 6.0.xx
      Java and Cookies Enabled
    - **Linux requirements:**
      Browser(s): Firefox 14 or higher, Chrome 21.0.1180.75 or higher
      Other Requirements: Java - Java - JRE v 6.0.xx
      Java and Cookies Enabled

Course Structure and Requirements

Clinical Nutrition Research is structured into 15 modules which can be found in the "Content" area of the course website. You will complete one module each week for the duration of the semester. **All activities that are to be submitted for a grade must be received by 11:59 p.m. on the ending date of the module in order to receive credit.** Beginning and ending dates for each week's module are included in the "Content" link.

Modules and Activities: Each module focuses on 2-3 major topics which correspond to chapters found within the course text(s). The majority of the information for this course is found in the course text(s), in power-point presentations with audio lectures, and in online tutorials. Some modules contain additional material to supplement this information. Examples include journal articles, websites, etc.

In general, activities for each module may include:

1. Reading the appropriate chapters in the course text(s)
2. Reviewing a power point presentation with an audio lecture
3. Reviewing any additional material provided to supplement the text, including on-line tutorials and videos
4. Answering Module study questions
5. Participating in online discussions
6. Completing weekly quizzes

Study Questions: Study questions were developed as a guide for reading the text, reviewing the power point presentations, and reviewing the supplemental information. The study questions highlight the material important to know to do well on the exams. Some students will choose to write out the answers to the questions to help them learn the content. Others will highlight the content in their textbooks or

readings. Still others will develop their own method for mastering the content. You can determine what method works best for you. **Answers to study questions are not graded and will not be turned into the instructor. They are to be used to prepare for exams.** If you need clarification or assistance with any of the chapter study questions, use the "Ask the Instructor" link in the course 'Discussion" area to get help.

Online Discussions: In several of the modules you will be asked to participate in online discussions. These discussions are an opportunity for you to communicate with fellow classmates regarding issues presented in the course material. The class will be divided randomly into groups of 5-6 students. Group assignments may change over the course of the semester in order to give you an opportunity to interact with a larger number of your classmates. Notification will be sent if and when changes in group assignments are made.

Guidelines for participation:

- Within your assigned discussion group, post your initial response to that week's discussion question. Don't feel like you have to answer every aspect of the question posted, especially if you are repeating information in your posting that other students have already stated in previous posts. It is more important for students to contribute to a dialogue regarding the discussion topic rather than to have each student answer the individual questions posted repetitiously.

- Respond to at least one other student's posting in your discussion group. When you reply to a post, don't just say "I agree/disagree", or repeat information that has already been stated. Give a brief sentence or two summarizing what they said you are agreeing or disagreeing with, and then your views.

- Reference the content of your postings. To ensure that your input is correct, support it with material from the textbook, reliable websites, journal articles, etc. Be sure to include the textbook pages, website addresses, journal citation, etc. in your posting.

A portion of your final grade is determined by your participation in these discussions. I will read and score the discussion postings, but I will not be a participant. It is your responsibility to ensure that your postings make a substantial contribution to the discussion. At the end of each discussion, I will post scores and any additional comments regarding the discussion topic I feel are appropriate. Students can earn a maximum of 5 points for each module's discussion. **Postings made after 11:59 pm on the ending date of the module will not be included in the grade determination.**

The grading criteria for participation in on-line discussions are as follows:

Point Value	Grading Criteria
1	Posting of two or more messages by the appropriate deadline
1	Both original message and replies to other messages are posted
2	Postings demonstrate that the student has read the appropriate

	material (if any) ahead of time, or has reflected on the subject of the discussion
1	Postings include reference to course materials or outside sources and include the appropriate citations

Quizzes: Each module will contain an online quiz comprised of 10 multiple-choice questions. These quizzes are designed to help you apply the information learned in the module using case scenarios. These are "open-book" quizzes so you will be allowed to consult your course materials when completing these exercises. You are not required to complete a quiz in one sitting and there is no time limit as to how long you may work on a quiz as long as it is submitted prior to the end of the module. Consequently, you can start the quiz, look over the questions, answer any that you know, save those answers, and close it without submitting the quiz. You can then go back to it anytime over the course of the week and finish it. If you need clarification on how to interpret a particular question, this gives you the opportunity to ask before you submit the quiz for grading. **Students failing to submit the completed quiz by 11:59 pm of the ending date of the module will receive a score of "0" for that quiz.**

Assignments:
6 article submissions
Research proposal and online presentation

Examinations:
The final examination will be taken online in a proctored setting. There will be four midterm exams and one final exam. Failure to take the final exam will result in a score of "0", which will be included in your final grade determination. As mentioned previously, study questions have been included in each module to help you prepare for the exams.

Students with access to the Madison campus must take their exams at the following location:

CALS Computer Lab
Room 150 – basement of the Animal Sciences Building
1675 Observatory Drive

Those students away from the Madison campus will be required to identify, and obtain instructor approval for an alternate testing site and exam proctor. Please contact me the first week of class to initiate this process: karls@nutrisci.wisc.edu

Time Requirements

Set aside time in your weekly schedule to work on this course – plan on spending an average of 10-12 hours per week. Although this may sound like a lot, remember this: a traditional 3-credit classroom-based course requires 45 hours of "seat time" plus 2-3 hours outside of class each week for each hour in class. This adds up to 135-180

hours. [Each "1 week module" of this course will contain the "equivalent" of 3 (50") lectures + assignments and other activities requiring 6-9 hours.]

Also, plan to access the course website daily to keep up with course activities, announcements, discussions, etc.

Evaluation of Student Performance Grading

Points for this course will be earned based on the following:

Research proposal and presentation	100
Article Critiques (6 @ 12.5points each)	75
Final exam @ 100 points	100
15 quizzes @ 10 points each	150
15 discussions@ 5 points each	75
TOTAL POSSIBLE	**500**

Any discussion regarding scores must take place within one week of the availability of the score.

Based on total points earned, the following grading scale will be used to determine a final course grade:

Points	Percentage	Grade
450 - 500	90 – 100%	A
425-449	85 – 89%	AB
400-424	80 – 84%	B
375-399	75 - 79%	BC
350-374	70 - 74%	C
300-349	60 – 69%	D
0 - 299	0 – 59%	F

The grading scale may be shifted slightly downward if class mean scores are low, but it will not be shifted upwards.

Academic Integrity

Please note that the highest standards of academic integrity are upheld in this course. Academic misconduct in any form, including cheating, will not be tolerated. In cases of academic misconduct, the University of Wisconsin-Madison's guidelines will be implemented.

Plagiarism

Plagiarism is a serious offense. All sources and assistance used in preparing your assignments must be precisely and explicitly acknowledged. If you have any questions about what constitutes plagiarism, please read the following information at: http://students.wisc.edu/doso/acadintegrity.html Ignorance of what constitutes plagiarism is not a defense. It is your responsibility to be sure. The web creates

special risks. Cutting and pasting even a few words from a web page or paraphrasing material without a reference constitutes plagiarism. If you are not sure how to refer to something you find on the internet, you can always give the URL. For more information on writing and source citation, the following website may be helpful: http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

Technical/Academic Support

If you encounter technical problems while taking this course, please contact the DoIT Help Desk at 264-HELP. They can help you with course access problems, forgotten passwords, server errors, campus email problems, etc. as well as issues with your browser.

Various Learn@UW resources, including a Student Manual, are available online in the "Resources" section of the Learn@UW homepage (the page first displayed after logging in to Learn@UW). This home page may also be accessed from within this course by clicking on the "My Homepage" link in the right-hand side of the top toolbar. Please consult these resources for help with the different Learn@UW features used in this course.

Course Schedule

Week	Topics	Text Readings
1	What is Research	Neutens: Ch 1 Monson: Ch 1 and 32
2	Developing the Research Proposal	Neutens: Ch 2 Monson: Ch 2, 9 and 10
3	Critical Review of the Literature and Information Sources	Neutens: Ch 3 Monson: Ch 12

Week	Topics	Text Readings
4	Considering Ethics in Research	Neutens: Ch 4 Monson: Ch 3
5	Conducting Experimental and Quasi-Experimental Research	Neutens: Ch 5 Monson: Ch
6	Conducting Survey and Self-Report Research	Neutens: Ch 6 Monson: Ch 13

Week	Topics	Text Readings
7	Conducting Qualitative Research	Neutens: Ch 7 Monson: Ch 7
8	Conducting Evaluation Research and Mixed Designs	Neutens: Ch 8
9	Conducting Analytical Epidemiologic Research	Neutens: Ch 9 Monson: Ch 8

Week	Topics	Text Readings
10	Sampling Designs and Techniques	Neutens: Ch 10

		Monson: Ch 27
11	Analyzing and Interpreting Data: Descriptive Analysis	Neutens: Ch 11 Monson: Ch 28
12	Analyzing and Interpreting Data: Inferential Analysis	Neutens: Ch 12

Week	Topics	Text Readings
13	Techniques for Data Presentation	Neutens: Ch 13 Monson: Ch 30
14	Communicating Your Research	Neutens: Ch 14 Monson: Ch 29
15	Evidence-based Practice	Readings TBA

Final Exam

Julie Poh Thurlow, DrPH, RD
3545 Topping Road
Madison, WI 53705
1-608-233-1990
juliethurlow@hotmail.com

Education

DrPH	1985	University of North Carolina School of Public Health, Chapel Hill, NC
M.S	1979	Boston University – Sargent College of Allied Health Emphasis: Clinical Education
R.D.	1974	St. Mary's Hospital Dietetic Internship, Rochester, MN
B.S.	1973	University of Wisconsin-Madison, Major: Dietetics

Professional Experience – Academic

2000-present *University of Wisconsin-Madison, Department of Nutritional Sciences*
Lecturer/Faculty Associate:
NS 431-Nutrition in the Life Span; NS 631- Clinical Nutrition; NS 520-Capstone Course in Dietetics; NS 350 World Hunger
Undergraduate Advisor

1998 *University of Wisconsin-Madison, Department of Nutritional Sciences*
Lecturer: NS 332-Human Nutritional Needs

1997-2005 *Edgewood College, Madison, WI*
Lecturer: Bio 208-Nutrition

1993-2002 *Mount Mary College, Milwaukee, WI*

1997-2002
Instructor: graduate course work, as needed, and thesis advisor

1996-1997
Acting Dean of Graduate Education: Necessary administrative work for the college graduate programs, including Chairperson of the Graduate Council, Chairperson of the Scholarship Task Force, and development of a new graduate admission procedure. Collaborative work with graduate program directors, college deans and college president.

1993-1997
Director, Graduate Program in Dietetics: responsible for recruitment, admission, and academic advising of dietetics graduate students, scheduling of curriculum offerings, graduate program faculty recruitment and monitoring, committee memberships, graduate-level instruction, and thesis direction. Taught

in the undergraduate department as needed. Participated in the development of a dietetic internship program, self-study document and ADA site visit preparation.

1986-1987 *University of Wisconsin, Department of Nutritional Sciences*
Lecturer: NS 631-Clinical Nutrition; NS 540-Nutrition in Society

1980-1983 *University of North Carolina at Chapel Hill*
Visiting Clinical Instructor: supervised, instructed and evaluated graduate and undergraduate student taking Clinical Nutrition Practice

Professional Experience – non-academic

2006-2012Waisman Laboratory for Brain Imaging and Behavior – UW Madison
Dietitian Clinician: participated in the development and implementation of the nutrition component of a Health Enhancement Program that served as an active control in a clinical study

2006-2009 *Deltanoid Pharmaceuticals*
Consulting Dietitian: developed training materials for research unit personnel on dietary records; analyzed three day dietary records and food frequency intakes for a Phase 2 Clinical Trial; provided dietary instruction when necessary to subjects

1991 University of Wisconsin Hospital and Clinics
Out-patient Dietitian

1983-1985 *Durham County Health Department*
Nutritionist III: Provided direct patient care in well-child and family planning clinics, home health service and office visits. Consulted for 13 group homes under the supervision of the Durham Mental Health Department. Participated in orientation and training of Master's degree students from the University of North Carolina.

1977-1981 *Duke University Medical Center, Durham, NC*
Dietitian Clinician: Worked in the laboratory of Dr. John Grant, MD, on a NCI study assessing and recruiting patients for the study, instructing on diet record keeping, and coding diet records for analysis.
Assistant Chief Clinical Dietitian: Responsibilities included supervision, evaluation, and clinical education and direction of 11 clinical dietitians. Reviewed activities of staff of 18 assistants. Did scheduling and necessary administrative work for the unit. In charge of reviewing new diet manual material, developing care standards, orientation and training of new staff, reviewing applications and interviewing of job applicants, providing relief coverage and then full responsibility as the dietitian with the Nutrition Support Service. Assisted Chief Clinical Dietitian as needed.
Pediatric Dietitian: Responsible for medical and surgical wards, Intensive Care Nursery and Pediatric Out-patient Clinics. Duties included ward rounds, patient and staff education, assessment, development of pediatric modified menus,

supervision of formula room and nourishment center, and policy and procedure development.

1979-1980 *Lenox Baker Children's Hospital, Durham, NC*
Dietary Consultant: Consulting dietitian for a 40 bed children's orthopedic rehabilitation center.

1976-1977 *Children's Hospital Medical Center, Boston, Massachusetts*
Staff Nutritionist: Educated parents and children in general and clinical nutrition. Patient assignments were in the areas of cardiology, orthopedics, and general medicine. Gave classes to medical and nursing students in pediatric nutrition. Arranged and supervised dietetic interns' experiences in cardiology and orthopedics. Was the evening supervisor of patient food service workers; duties included interviewing, hiring, supervision and evaluation of evening part-time staff.

1976-1977 *Martin Nursing Home, Dorchester, Massachusetts*
Dietary Consultant: consulting dietitian for a 150 bed, level III nursing home

1975 *New England Deaconess Hospital, Boston, Massachusetts*
Staff Dietitian: supervised 3 diet technicians, saw patients upon admission, gave diet instruction, did necessary clinical administrative work for a 160 bed unit.

Professional Activities:

American Dietetic Association (R390632)
Area II Coordinator, Dietetic Educators of Practitioners (1997-1999)
ADA/CAADE site Evaluator for Coordinated Undergraduate Programs (1995-1998)
1996 Regional Meeting Coordinator for Dietetic Educators of Practitioners Area II , Milwaukee, WI

Madison Dietetic Association

Durham-Chapel Hill Dietetic Association
1979 – President-Elect
1980 – President
1981 – Chairman, Council on Practice

General Chairman 1980 North Carolina Dietetic Association Annual Meeting

American Society for Parenteral and Enteral Nutrition
1979 – Dietitians' Affairs Committee and Industrial Affairs Committee
1980 – Dietitians Affairs Committee and Program Committee
1981 – Program Committee and North Carolina Membership Chairman – Dietitians

Committees
UW Provost Search Committee member, Fall 2005
UW Dept. of Nutritional Sciences Dietetics Committee member
UW CALS CASI member June 2004- 2007
CALS APC CASI representative 2006-2007
Academic Staff Assembly Representative 2007-2011
CALS Scholastic Policies Action Committee 2009-2012

Awards
Engage Podcasting Award 2006
WALSAA Outstanding Advising Award 2007
The Dr. Brenda Pfaehler Award of Excellence 2010

Volunteer Activities

Mount Mary College Dietetic Internship Selection Committee
Community Meal Program volunteer
Lutheran Campus Center Board of Directors

Abstracts:

Poh-Thurlow, J, J.C. Burge, W.A. Forsythe,III, M.H. Mar, and W. Mattern, "Hypervitaminosis C in End Stage Renal Disease Patients," Abstracts, Sixty-Eighth Annual Meeting F.A.S.A.B., 1984.

Poh-Thurlow, Julie, W.A. Forsythe, III, J.C. Burge. "Effects of Plasma Ascorbate Reduction on Plasma Lipids in End Stage Renal Disease," Sixty-Seventh Annual Meeting ADA, Oct. 1984

Publications:

Grant, J.P., Custer, P.B. and Thurlow, J.P. Current techniques of nutritional assessment. Surgical Clinics of North America 61(3), June 1981.

Thurlow, J.P. Nutrition support of the terminally ill. Nutrition Support Services, October 1981.

References:

Available upon request.

New Course Proposal

Subject Nutritional Sciences (694) **Status** Under Review by School/College
Proposer Lynette M Karls

Basic Information

Course Title
Nutrition and Dietetics Practicum I

Transcript Title (limit 30 characters)
Nutr & Dietetics Practicum I

Three-digit course number
670

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
No

Will this course be crosslisted?
No

Note the crosslisted subjects

What is the primary divisional affiliation of this course?
Biological Sciences

Is this a topics course?
No

Can students enroll in this course more than once for credit?
No

If yes, please justify

Typically Offered
Fall

Catalog Information

Minimum credits

3

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

The first of two supervised practice experiences in nutrition and dietetics at University of Wisconsin Hospital and Clinics and affiliated sites. Dietetic interns apply their academic training, furthering their competency in: clinical nutrition, food systems management, research, and community experiences. Course provides 600 hours of supervised practice experience.

Does the course have prerequisites or other requirements?

Yes

List the prerequisites and other requirements for the course

Admission to the Capstone Certificate in Clinical Nutrition - Dietetic Internship.

Indicate the component(s) that comprise the course. Check all that apply

Discussion
Field Studies
Seminar

Administrative Information

Chief Academic Officer

James Mukasa Ntambi

Designee of chief academic officer for approval authority

Katherine M Wilmot; Lynette M Karls; Robin E Mittenthal

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Fall 2015-2016

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

Yes

Which program?

Capstone Certificate in Clinical Nutrition - Dietetic Internship

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

It is a required course for the Capstone Certificate in Clinical Nutrition - Dietetic Internship. It provides 600 hours of supervised practice experience. It is the first of two courses that provide students with a final total of 1200 supervised practice hours in the program (required for students to take the Registration Exam for Dietitians).

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

It meets a requirement for the Capstone Certificate in Clinical Nutrition - Dietetic Internship. It provides 1/2 of the supervised practice hours required by the Academy of Nutrition and Dietetics for students to be eligible to take the Registration Exam for Dietitians. (NS 670 and NS 671 provide the total required 1200 hours.)

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

Course provides 600 hours of supervised practice experience, to include rotations in Medical Nutrition Therapy, Ambulatory Medical Nutrition Therapy, Pediatrics, Clinical Nutrition Research Theory, Community, Public Health and School Nutrition, Food Systems Administration, and Staff Relief. Course is the first of two courses that provide a final total of 1200 hours of supervised practice experience - needed for students to take the Registration Exam for Dietitians.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

Course is the first of two supervised practice experience courses required in the Capstone Certificate in Clinical Nutrition - Dietetic Internship. Both courses combined (NS 670 and NS671) provide the 1200 hours of supervised practice experience - needed for students to take the Registration Exam for Dietitians.

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Lynette M. Karls, MS, RD, CD, Faculty Assoc., Dept. of Nutritional Sciences (UW-Madison), Capstone Certificate Program Director Karen Kritsch, PhD, RD, Dietetic Internship Director - UWHC

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Lynette M. Karls is a Faculty Associate in the Department of Nutritional Sciences and has taught clinical nutrition courses for the past 30 years. Her teaching responsibilities have included NS 520 (Applications in Clinical Nutrition), NS 200 (The Professions of Dietetics and Nutrition), NS 434 (Nutrition in the Life Span - Affiliation), NS 634 (Clinical Nutrition - Affiliation). She is the Program Director for the Capstone Certificate in Clinical Nutrition - Dietetic Internship. She is currently the Coordinator of the Didactic Program in Dietetics at UW-Madison and was the Director of the Coordinated Program in Dietetics until it was discontinued in 2005. The Coordinated Program in Dietetics contained the 1200 supervised practice hours required for students to take the Registration Exam for Dietitians. L. Karls has a MS in Nutritional Sciences at UW-Madison, and a BS in Dietetics (UW-Madison). She is a Registered Dietitian with the Academy of Nutrition and Dietetics and a Certified Dietitian in the State of Wisconsin. Karen Kritsch, PhD, RD, is the Dietetic Internship Director at the University of Wisconsin Hospital and Clinics. In addition, she is an Abdominal Transplant Dietitian at UWHC. She received her PhD in Nutritional Sciences at UW-Madison in 2000 and has been employed at UWHC since that time. She completed her B.S. degree in chemistry and biology at Valparaiso University in Indiana. She has also worked as an Associate Researcher (Dept. of Nutritional Sciences) and Lecturer (Dept. of Kinesiology) at UW-Madison. She completed her Dietetic Internship at UWHC.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

Syllabus NS 670.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

This course provides 600 hours of supervised practice experience - 50% of the hours required by the Academy of Nutrition and Dietetics for students to be eligible to take the Registration Exam for Dietitians. (Note: NS 671 provides the additional hours of supervised practice experiences.) Without NS 670 and NS 671, students would not be able to become credentialed in the field of dietetics.

Provide an estimate of the expected enrollment

12 students

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

Course credits are consistent with other nationally accredited Dietetic Internship programs which provide approximately 200 hours/credit. Thus, 600 hours of supervised practice is equivalent to 3 credits. Students will be supervised by the Dietetic Internship Director and other preceptors at UWHC, as listed on the syllabus. Students have 32 "contact" hours each week for 19 weeks. In addition, they must complete 20 hours of orientation.

If this is a variable credit course, provide rationale

no

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

Karen Kritsch_CV.pdf
Lynette Karls_CV.pdf

L&S Designations

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

Appendix A

Nutritional Sciences 670
Nutrition and Dietetics Practicum I (3 credits)
Fall 2015

Instructor Information

Dr. Karen Kritsch, Ph.D., R.D., DI Program Director
UWHC Dietetic Internship Program
University of Wisconsin Hospital and Clinics
600 Highland Avenue, F4/120
Madison, WI 53792-1510
(608) 263-8237
Email: kkritsch@uwhealth.org

Lynette M. Karls, M.S., R.D., C.D.
Graduate Capstone Certificate Program Director
Faculty Associate
Department of Nutritional Sciences
University of Wisconsin-Madison
1415 Linden Drive (Rm. 274 Nutr. Sci. Bldg.)
(608) 262-5847
Email: karls@nutrisci.wisc.edu

Additional Instructors and Staff

Lesley Appleyard, MS, RD, CNSC, Clinical Nutritionist	UWHC* lappleyard@uwhealth.org
Marcy Braun, MS, RD, Clinical Nutritionist,	UWHC* mbraun@uwhealth.org
Anne Breckenridge-Swanson, BS, Culinary School	anne.swanson@agracehospicecare.org, Agrace HospiceCare, 5395 East Cheryl Parkway, Madison, WI 53711, 608-327-7170
Joe Buchicchio, BS, Cafeteria Manager	UWHC* jbuchicchio@uwhealth.org
Brenda Burke, MS, RD, Clinical Nutritionist	UWHC* bburke@uwhealth.org
Lisa Davis, MS, RD, Clinical Nutritionist	UWHC* Ldavis5@uwhealth.org
Michelle Denk, RD, SNS, School Food Service Director	Mt. Horeb School District 1304 East Lincoln Street, Mount Horeb, WI 53572 denkmichelle@mhasd.k12.wi.us, 608-437-2400 ext 1222
Nola Endres, MS, RD, Clinical Nutritionist	UWHC* endres@uwhealth.org
Liz Freitick, MS, RD, Clinical Nutritionist	UWHC* efreitick@uwhealth.org
Lisa Gierach, MS, RD, CNSC, Clinical Nutritionist	UWHC* lgierach@uwhealth.org
Amanda Hawkins, MS, RD, Clinical Nutritionist	Middleton Veteran's Affairs Hospital (beginning 8/2013)
Amy Hood, MS, RD, Clinical Nutritionist	UWHC* AHood@UWHealth.org
Laura Isaacson, MS, RD, CNSC, Clinical Nutritionist	UWHC* llsaacson@uwhealth.org
Cassie Kight, PhD, RD, CNSC	UWHC* ckight@uwhealth.org
Fran Kittell, MS, RD, CSR, Clinical Nutritionist	UWHC* GKittell@UWHealth.org
Linda Lane, RD, CD, NHA, Chief Operating Officer	Independent Living, Inc, llane@independentlivinginc.org, 608/274-7900, ext 124; 2970 Chapel Valley Road Suite #203, Madison, WI 53711-7424

Ann Mader, RD, CSR, Nutritionist	amader@uwhealth.org, Wisconsin Dialysis, Inc., Fish Hatchery Rd. Fitchburg, WI 53711
John Marks, Director Culinary Services	UWHC* jmarks@uwhealth.org;
Sue Marshall, MS, RD, WIC Project Nutritionist	Public Health Madison & Dane County: WIC 2300 S. Park Street, Suite 2010, Madison, WI 53713 smarshall@publichealthmdc.com, 608/243-0432
Karyn Moehring MS, RD, Clinical Nutritionist	UWHC* kmoehring@uwhealth.org
Janet Nolden, DTR	UWHC* jnolden@uwhealth.org
Iris Tirado-Noonan, Food & Nutrition Coordinator	Madison Metropolitan School District 4711 Pflaum Road, Madison, WI 53718 itirado@madison.k12.wi.us, 608/204-4007
Kelly Nuckolls, MS, RD, CNSC, Clinical Nutritionist	UWHC* knuckolls@uwhealth.org
Sean O'Hara, RD, Culinary Services, Asst Supervisor	UWHC* so'hara@uwhealth.org
Diana Pederson, RD, WIC Nutritionist	Green County Health Department: WIC N3120 Hwy 81, Monroe, WI 53566 dpederson@greencountywi.org, 608/325-7575
Susan M. Peterman, RD, SNS Coordinator of School Nutrition	Middleton-Cross Plains Area School District 2130 Pinehurst, Middleton, WI 53562 speterman@mcpasd.k12.wi.us, 608-829-2346
Tami Schiltz, MS, RD, Clinical Nutritionist	UWHC* tschiltz@uwhealth.org
Tracy Schmotzer, MS, RD, Clinical Nutritionist	UWHC* Schmotzer@uwhealth.org
Andy Stader, MS, RD, Clinical Nutritionist	UWHC* astader@uwhealth.org
Jackie Sullivan, MS, RD, CNSC, Clinical Nutritionist	UWHC* Jsullivan4@uwhealth.org
Cassie Vanderwall, MS, RD, CDE, Clinical Nutritionist	UWHC* cvanderwall@uwhealth.org

Course Description

The ***first*** of two supervised practice experiences in nutrition and dietetics at University of Wisconsin Hospital and Clinics and affiliated sites. Dietetic interns apply their academic training, furthering their competency in: clinical nutrition, food systems management, research, and community experiences. Course provides 600 hours of supervised practice.

Prerequisites

Admission to the Capstone Certificate in Clinical Nutrition – Dietetic Internship program.

Course Objectives

- Understand the scientific basis for nutrition assessment of patients at the pediatric, adult and geriatric level and be skilled in nutritional and physical assessment techniques.
- Develop understanding of the diagnosis and treatment of disease with particular attention to the significance of laboratory values and drug-nutrient interactions
- Improve skills in nutrition counseling and behavioral change
- Acquire knowledge in the theory and application of medical nutrition therapy in various diseases.
- Improve skills in oral and written communication.
- Practice modern health care consistent with best practices in medical nutrition therapy, food systems management, and in community nutrition practice.

- Learn and become proficient in accessing and utilizing health systems and nutrition related informatics.
- Function as a member of inter-professional teams.
- Increase awareness of standards of practice and ethical behavior in dietetic practice.
- Identify and describe the role of nutrition in promoting public health; identify current federal, state, and local pulic health and community nutrition legislation; and describe the role of public policy in shaping public health and community nutrition programs.
- Design nutrition education for audiences.
- Perform a community needs assessment, conduct a feasability study for programs and/or services, and develop a plan for implementation, management, and evaluation of a community nutrition program, service, or event to address the community need.
- Participate in community nutrition public policy efforts.

Course also complies with core competencies for the RD as required for accreditation by ACEND. These core competencies are listed below.

Upon completion of the program (i.e. NS 670 and NS 671), graduates are able to:

1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice.

1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.

1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

1.3: Justify programs, products, services and care using appropriate evidence or data.

1.4: Evaluate emerging research for application in dietetics practice.

1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis.

2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice

2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics.

2.2: Demonstrate professional writing skills in preparing professional communications.

2.3: Design, implement and evaluate presentations to a target audience.

2.4: Use effective education and counseling skills to facilitate behavior change.

2.5: Demonstrate active participation, teamwork and contributions in group settings.

2.6: Assign patient care activities to DTRs and/or support personnel as appropriate.

2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.

2.8: Apply leadership skills to achieve desired outcomes.
2.9: Participate in professional and community organizations (see tip, below).
2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.
2.11: Demonstrate professional attributes within various organizational cultures.
2.12: Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration.
2.13: Demonstrate negotiation skills.

3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.

3.1: Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.

- 3.1.a: Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.
- 3.1.b.: Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.
- 3.1.c: Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.
- 3.1.d: Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.
- 3.1.e: Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.

3.2: Demonstrate effective communications skills for clinical and customer services in a variety of formats.
3.3: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management .
3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends.
3.5: Coordinate procurement, production, distribution and service of goods and services.
3.6: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.

4.1: Participate in management of human resources.
4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
4.3: Participate in public policy activities, including both legislative and regulatory initiatives.
4.4: Conduct clinical and customer service quality management activities.
4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data.

4.6: Analyze quality, financial or productivity data and develop a plan for intervention.
4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.
4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
4.9: Analyze financial data to assess utilization of resources.
4.10: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
4.11: Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.

NOTE: Specific competencies, learning outcomes, planned experiences, evaluation strategies, and expected outcomes have been developed for ***each rotation*** and they are ***attached in Appendix E***. See the following:

- Curriculum for Supervised Practice – Medical Nutrition Therapy
- Curriculum for Supervised Practice – Ambulatory MNT
- Curriculum for Supervised Practice - Pediatrics
- Curriculum for Supervised Practice – Community, Public Health, and School Nutrition
- Curriculum for Supervised Practice – Clinical Nutrition Research Theory
- Curriculum for Supervised Practice – Food Systems Administration

Course Materials

The dietetic intern will be provided access to the UWHC Intranet. A workspace has been created that houses all program learning modules that coincide with rotations. The intern can download all curriculum from this site.

Required Texts

1. Leonberg, Beth. *ADA Pocket Guide to Pediatric Nutrition Assessment*. Academy of Nutrition and Dietetics; 2007. ISBN-10: 0880913673
2. Charney, P. and Malone, A. *ADA Pocket Guide to Nutrition Assessment, 2nd Edition..* Academy of Nutrition and Dietetics; 2004. ISBN-10: 0880914211

Recommended Texts

1. Ross, A.C., et.al. Modern Nutrition in Health and Disease (Shils)- 12th edition. Lippincott, Williams, and Wilkins; 2012. ISBN-10: 1605474614
2. Edelstein S. *Nutrition in Public Health*, 3rd edition. Jones & Bartlett Learning; 2011. ISBN-13: 978-0763777913
3. International Dietetics and Nutrition Terminology (IDNT) Reference Manual or International Dietetics Nutritional Terminology (IDNT) Pocket Guide, 4th Ed. (www.eatright.org: SKU: NCP418113)

Other

A UW Health lab coat will be issued to the dietetic intern to be worn in clinical medical nutrition therapy rotations. During the internship, the intern is expected to

maintain cleanliness of the borrowed lab coat. Lab coats must be returned at the end of will be professionally cleaned between internship classes.

Course Structure

The UWHC Dietetic Internship program is a thirty-nine week supervised practice experience consisting of clinical work and other learning opportunities. The Dietetic Internship program has a medical nutrition therapy concentration. ***This course provides the first 19.5 weeks of the program.*** (The second 19.5 weeks are provided in NS 671.)

This 39-week program includes community, management, and clinical experiences (as required by all accredited Dietetic Internships). Interns are in rotations a minimum of 32 hours per week.

Rotations

The **39-week** dietetic internship includes the following rotations:

- Orientation (**1 week**; 32 hours) NOTE: 16 hours in NS 670; 16 hours in NS 671
- Clinical Nutrition - Medical Nutrition Therapy (**17 weeks**; 32 hours/week)
    - Clinical Skills (1 week)
    - Cardiology/General Medicine (4 weeks)
    - Oncology/Transplant (3 weeks)
    - Surgery/Neurology (3 weeks)
    - Renal (2 weeks)
    - Critical Care (2 weeks)
    - Extended Care/Geriatric Nutrition (2 weeks)
- Clinical Nutrition - Pediatrics (**4 weeks**; 32 hours/week)
    - Pediatric In-Patient (3 weeks)
    - Pediatric Ambulatory Specialty Clinics (1 week)
- Clinical Nutrition - Ambulatory Medical Nutrition Therapy (**4 weeks**; 32 hours/week)
    - Diabetes Care (2 weeks)
    - Free Choice (2 weeks) Choices are from the following – Preventive Cardiology, Abdominal Transplant, Weight Management (Medical and Surgical), Digestive Health, Employee Wellness and Clinics, Nutrition Clinics (Eating Disorders, Weight Management)
- Clinical Nutrition - Research Theory (**1 week**; 32 hours)
- Community: Public Health and School Nutrition (**6 weeks**; 32 hours/week)
    - Public Health in Dane/Green County Women, Infants and Children's Program; Madison Metropolitan School District (4 weeks)
    - School Nutrition - Middleton or Mount Horeb School District (2 weeks)
- Food Systems Administration (**6 weeks**; 32 hours/week)
    - Agrace Hospice Care (6 weeks) or UWHC Culinary Services (3 weeks) and UWHC Cafeteria (3 weeks)

Total Hours: 1248 (NS 670 provides 624 hours; NS 671 provides 624 hours)

Clinical work experiences (32 hours/week)

The supervised practice component consists of 32 hours/week of supervised practice experiences at UWHC and their affiliated sites. Your exact schedule for rotations will be determined by UWHC. You may need to spend additional time on-site to complete required program experiences.

Professional behavior and courtesy are expected at all times. Unprofessional behavior can be interpreted as lack of interest and reflects poorly on UW-Madison and the UWHC Dietetic Internship. You are expected to follow all policies and procedures of the UWHC and those of the off-site facilities. When you are not on "scheduled time", but are on-site to complete other activities, you are also expected to be on your best professional behavior and adhere to UW-Madison and UWHC guidelines.

The internship curriculum also requires that interns attend administrative and clinical educational opportunities. Clinical topics, presented by UW Hospital and Clinics clinical nutritionists and interns, include nutrition assessment, diet writing, tube feeding, total nutrient admixture and many nutrition-related issues. Interns also complete a quality improvement/research project.

Each intern prepares and presents a one-hour clinical case study to fellow interns, clinical nutritionists, dietitians, medical staff and researchers.

Contemporary management issues such as Joint Commission guidelines, problem solving, budgeting, marketing and time management are reviewed. Interns also have the option of attending a multitude of seminars presented by other professional staff. Often, nationally-recognized physicians present current research in their specialty. In order to understand the objectives and concerns of the hospital, the interns attend department manager briefings.

Absences

You are an employee of UWHC and therefore are required to follow the workplace policies regarding absences from your scheduled clinical work and other learning activities. You must contact the appropriate person at your worksite to inform them of your absence. If you will miss a meeting with your preceptor or someone else at UWHC (or their affiliated sites), you will be sugject to their normal disciplinary policies.

NS 670 Course Schedule – Fall 2015

Week	Dates	Rotation *	# Hrs Clin Practice
1	8/10 – 8/12	Orientation	16
2	8/13 – 8/19	MNT – Clinical Skills	32
3	8/20 – 8/26	MNT – Cardiology or General Medicine	32
4	8/27 – 9/2	MNT – Cardiology or General Medicine	32
5	9/3 – 9/9	MNT – Cardiology or General Medicine	32
6	9/10– 9/16	MNT – Cardiology or General Medicine	32
7	9/17 – 9/23	Community/Public Health	32
8	9/24 – 9/30	Community/Public Health	32
9	10/1 – 10/7	Community/Public Health	32
10	10/8 – 10/14	Community/Public Health	32
11	10/15 – 10/21	Food Systems Admin – UWHC or Agrace Hospice	32
12	10/22 – 10/28	Food Systems Admin – UWHC or Agrace Hospice	32
13	10/29 - 11/4	Food Systems Admin – UWHC or Agrace Hospice	32
14	11/5 – 11/11	Food Systems Admin – UWHC or Agrace Hospice	32
15	11/12 – 11/18	Food Systems Admin – UWHC or Agrace Hospice	32
16	11/19 – 11/25	Food Systems Admin – UWHC or Agrace Hospice	32
17	11/26 – 12/2	Ambulatory MNT – Diabetes Care	32
18	12/3 – 12/9	Ambulatory MNT – Diabetes Care	32
19	12/10 – 12/16	Community – Middleton or Mount Horeb Schools	32
20	12/17 – 12/23	Community – Middleton or Mount Horeb Schools	32
		TOTAL HOURS	624

* Each student would have different schedule of rotations. This is an example for one student. See syllabus for NS 671 for continuation of rotations in second practicum course.

Example of 12 students scheduled for rotations is ***attached in Appendix E.*** (See: "*The UWHC Dietetic Internship Graduate Certificate Program Supervised Practice Experiences, 39 weeks* ")

Karen R. Kritsch, PhD, RD

Curriculum Vitae

Work Address:
University of Wisconsin Hospital and Clinics
600 Highland Avenue, F4/120
Madison, WI 53792
608-263-8237, 265-7000, pager 8568
kkritsch@uwhealth.org

Home Address:
1417 Ravenoaks Trail
Oregon, WI 53575
608-332-5799
karenkritsch@frontier.com

CREDENTIALS

Ph.D. Nutritional Sciences, University of Wisconsin-Madison, December 2000
Registered Dietitian, University of Wisconsin Hospital and Clinics Internship, 2002

EDUCATION

University of Wisconsin Nutritional Sciences, Madison, Wisconsin
Post Doctorate, January 2002- May 2003
University of Wisconsin Hospital and Clinics, Madison, Wisconsin
Dietetics Internship, February 2001-January 2002
University of Wisconsin, Madison, Wisconsin
Ph. D. Nutritional Sciences, December 2000
Valparaiso University, Valparaiso, Indiana
B.S. degree in chemistry and biology, May 1994
West Chicago High School, West Chicago, Illinois, June 1990, Rank 5/302, Salutatorian

HONORS

American Dietetic Association Outstanding Dietetics Educator for an Internship Program, March 2011.
UWHC Dietetic Internship Program: Preceptor of the Year, 7/9/2010 by class entering 8/2009.
UWHC Dietetic Internship Program: Preceptor of the Year, 1/23/2009 by class entering 2/2008.
Accepted into the Clinical Leadership Institute (1-year program) organized by the UWHC and UW School of Nursing, 10/31/2007-9/30/2008.
Predoctoral Trainee NIH Nutrition Training Grant, 1995-98
Valparaiso University, graduated Magna Cum Laude May 1994
Lumina Award for Exceptional Scholarship, 1993
Phi Delta Upsilon, Chemistry Honor Society, 1991-92*
Wolf Chemistry Award, 1993-94
Alpha Epsilon Delta Premedical Honor Society, 1992*
Valparaiso University Presidential Scholarship, 4 years
Valparaiso Outstanding Freshman Chemistry Award, 1991
Valparaiso Dean's List, 1991, 1992, 1993
AAL Insurance Scholarship, 1990-94
Geneva Lutheran Church Scholarship, 1990-91
** denotes honor societies that are professional associations*

WORK EXPERIENCE

University of Wisconsin Hospital and Clinics, Madison, Wisconsin
Dietetic Internship Director, Jan 2012-present
Abdominal Transplant Dietitian, February 2005-present
Pediatric Fitness Dietitian, November 2004-May 2005
Dietetics Internship, February 2001-January 2002
Patient Meal Food Service, Feb-Dec 2000
University of Wisconsin, Madison, Wisconsin
Research Consultation, Nutritional Sciences September 2005-2006
Associate Researcher, Nutritional Sciences June 2003-September 2005
Community Nutrition Education: child nutrition, Jan 2003-2008
Lecturer, Dept of Kinesiology, Summers 2000-2004
PE100: Exercise, Nutrition and Health

Post-doctorate, Nutritional Sciences, January 2002-May 2003
Research Scientist, Nutritional Sciences, January 2001-January 2002
Graduate Research Assistant in Nutritional Sciences, 1994-2000

Hines VA Hospital, Physical Performance Research Lab, Hines, Illinois
Research Technician, Summer and School Vacations, 1993-94

Valparaiso University Chemistry Department, Valparaiso, Indiana
Laboratory Assistant, Stock Solution Preparer, 1991-94

Central DuPage Hospital, Radiology Department, Winfield, Illinois
Diagnostic Imaging Orderly, Summer and Breaks, 1992-1993

Wheaton Park District, Wheaton, Illinois Lifeguard/Swim Instructor, Summer 1989-91
Emergency Medical Technician, Summer 1992

Marklund Home for Children/Diecke Center, Winfield, Illinois
Nurse's Aide, Summer 1991

SKILLS

Management

Program Development: curriculum design, new program proposals. Currently working on proposal for integration of UWHC Dietetic Internship program with graduation education with UW-Madison Nutritional Sciences to create a Capstone Certificate Program. This will adapt the current 48-week dietetic internship into a 38-week program assigned 6 credits and would be coordinated with 12 credits of online graduate class at the UW-Madison Nutritional Sciences. This will change the current program from one with expenses near $100,000 per year to one with revenue potential.

Writing: Proposals for program changes, Program updates, Annual Reports, Assessment Reports and Site Visit reviews, curriculum development, budget rationales, employee performance reviews, department performance standards, recommendations. In research, submitted annual research summaries, communications with ten multi-state partners.

ACEND Program Reviewer. Site reviewer for the Accreditation Council for Education in Nutrition and Dietetics in practice.

Financial Responsibility/Managerial Accounting: Fiscal year budget submissions, responses to variances, internship stipends, program spending, accreditation fees, travel expenses. Manage a program within a budget.

Admissions Selection. Selection of interns for program entry. This involves an intensive computerized application process and sorting of application information and scoring personal essays. This information is then used in a computerized matching process by which students are matched with internship programs. There are typically 13 applications for each UWHC Dietetic Internship position.

Organization/Scheduling: Intensive rotation scheduling for ten dietetic interns each year. Visits to off-site preceptors. Schedule class curriculum with visiting educators. Manage completion of internship learning modules and case studies within program expectations. Organized orientation week schedules and pre-practicum training. In research, coordinated multi-state conference calls and annual meetings, created agendas, managed hotel accommodations and meals for partners, organized accrual of all state data and dissemination of state data, coordinated all surveys with the UW Survey Center and managed contract.

Training: Train preceptors for dietetic interns, follow up on corrective actions. In research, trained staff in carrying out study design, recruiting subjects, maintaining subject confidentiality and coordinated multistate IRBs.

Human Resources/Negotiation: conflict resolution with staff and/or internship group, follow-up to staff or interns with noncompliance to performance standards, participate in and enforce dress code, required training (e.g., safety infection control, anti-harrassment, pt-family centered care, teach back methods), assist with on-boarding and exiting staff authorizations.

Legal agreements/Negotiation: Work with UWHC legal to create educational agreements for off-site precepted experiences (in various school nutrition food systems, nursing homes, public health offices). Continue to assist in coordinating partnerships that

are visionary to support outreach and intern training opportunities. Currently working with UWHC legal to create a memorandum of understanding between UWHC and UW-Madison Nutritional Sciences, and an agreement with the Middleton VA to assist in precepting geriatric medical nutrition therapy practicum experiences. In research, managed contracts with multistate PI partnerships, managed contract with UW Survey Center and monitored outcomes.

Leadership: Crucial Conversations, Managing in a Changing Environment, Discussions in Breakthrough Communications, COMPASS manager training (65 hours of classroom curriculum) offered through UW Health The Academy. Selected, participated in and completed the Clinical Leadership Initiative sponsored by the School of Nursing. My work experiences have led to positive interactions at all levels of the organization, including students, staff, academic educators, clinical and/or research physicians, legal representatives, Deans, and Directors and Vice Presidents. In research, coordinator of lead PIs in activities, meetings, agendas, grant contributions and data collaboration in presentations and publications.

Curriculum Development. Developed practicum contributions to 6 credit planning for the Capstone Certificate Program. Updated curriculum to newly released competency requirements. Work with clinical staff to update learning modules to integrate contemporary clinical care in supervised practice education. In research, assisted in survey tool development, and outreach education for interventions.

Presentation/Outreach. Program outreach: coordinated and led Internship Open House for prospective students; Guest lecturers to UW Food Science and UW Nutritional Sciences classes as guest lecturer for organizational leadership, professionalism, and transplant medical nutrition therapy. In research, assisted with abstracts, poster design.

Informatics. Experience with UConnect and related Manager links (e.g., policies, forms, Budget Advisor), DICAS (Dietetic Internship Application System), D&D Digital Systems (student to Internship Matching), Survey Monkey for program feedback and follow up data, upkeep to the UWHC Dietetic Internship website pages. In research, End Note use, Word, PowerPoints, SPSS statistical software, Excel.

Continuing Education. Provide continuing education credit opportunities to staff via program curriculum integrating participation in staff in journal clubs and case studies.

Evaluation and Analysis: Designed and process intern evaluations, preceptor evaluations, rotation evaluations, end of program intern evaluations, open house evaluations, exam pass rates, compliance with program competencies, monitor outcomes for program accreditation, adapt program to change in healthcare and the profession. In research, multiple statistical analyzes (statistical modeling, ANOVA, T-tests, means and standard deviations, with collaboration by statistical consultants as needed.

Human Performance Evaluation Skills

Phone and paper survey instruments (behavior questionnaires: self-efficacy, decisional balance, processes; food frequency questionnaires: 24h food recall, 3 day food record, 5aday fruit and vegetable questionnaire)

Measurements: height, weight, BMI, ideal body weight, energy expenditure (application of CDC Growth Charts to pediatric population)

Instruments: Treadmill, Underwater weighing, Bod Pod (to determine body fat and lean body weight), Bioelectrical Impedance, Glucose Meters (blood glucose testing)

Computer Software

DICAS (Dietetic Internship Computerized Application System)
D&D Digital Systems software (Student to Internship Matching)
Computerized Medical Record: EPIC = HealthLink, inpatient and outpatient
Microsoft Word, Excel, PowerPoint, Access
Adobe PhotoShop Elements (graphics)
SPSS (statistical analysis software)
SAS Program (statistical analysis software): one-way analysis of variance (ANOVA), two-way analysis of variance, protected least significant difference procedure, repeated measures analysis, contrast comparisons.
Nutritionist V (nutrient analysis)

Laboratory Skills

Agarose/Formaldehyde Gel Electrophoresis
DNA Assay (fluorometric method)
DNA Purification (Maxiprep)
Glucose oxidase technique for determination of serum glucose
Immunoblot
High Performance Liquid Chromatography
Microkjeldahl for urinary nitrogen analysis
Northern Blot
Phosphor Imaging (Optiquant Software)
Protein Assay (bicinchoninic acid colorimetric assay)
Radioimmunoassay (RIA): insulin-like growth factor-I, insulin, and growth hormone
RNA isolation (TRIzol reagent)
RNase Protection Assay (RPA)
Semipurified Diet Preparation
Spectrophotometer (Beckman)
Tissue Extraction of Insulin-like Growth Factor-I (BondElut C2 columns)
Total Parenteral Nutrition (TPN) Solution Preparation
Western Ligand Blot

SKILLS (cont'd)

Animal Skills (rats/mice)

Analgesics: ketamine, xylazine
Anesthesia machine: isofluorene
Feeding techniques: total parenteral nutrition, pair-feeding, liquid feeds, gavaging
Diets: AIN 76A, modified AIN 76A to alter % nonprotein kcal
TPN solution: modified to alter % nonprotein kcal
Elemental liquid diet (fed for surgical bowel prep)
Intraperitoneal, intramuscular injections
Tail vein blood draws
Surgery: placement of catheter into jugular vein for parenteral infusion, placement of catheter into stomach for gastric infusion, laparotomy and gut resection
Suturing: interrupted and continuous stitching, horizontal mattress stitch
Kill (by exsanguination): Collection of liver, kidney, gastrocnemius muscle, thymus, spleen, intestinal mucosa, duodenum, ileum, colon

PROFESSIONAL ASSOCIATIONS

Academy of Nutrition and Dietetics member, 1998-present
Renal Practice Group (2008-13); peer reviewer for the Renal Nutrition Forum, published quarterly (2010-12 averaged 4 articles per year)
Dietetic Educators of Practitioners (2010-present)
Transplant Dietitian Listserve, active in CMS preparation and nutrition therapy commentaries for collaboration nationwide
Wisconsin District Dietetic Association, 1998-present
Madison District Dietetic Association, 2002- present
American Society for Parenteral and Enteral Nutrition, 2006-2007
Society for Nutrition Education, 2002-2006
Pre-Med Club, Valparaiso University, 1990-94, VP 1993-94
Chemistry Club, Valparaiso University, 1990-94, VP 1991-92, P 1992-93

ACTIVITIES

Guest Lecturer, UW-Madison, Nutritional Sciences, 1995-present
Oregon (Wisconsin) Kids Triathlon: Bike Route coordinator (Summers, 2011-present)
St John's Lutheran Church, choir, nominating committee, 2008-present
Netherwood Knoll Elementary, occassional room volunteer (2009-present)
Madison Community (MSCR) Volleyball, Softball, YMCA Swimming, 1995-2002
Good Shepherd Lutheran Church, teacher, usher, communion assistant, choir, 1995-2008
Proctor, UW-Madison, Nutritional Sciences, 1995-1997
Glynnwood Condominium Association Secretary and President, 1997-1998, 1999-2002
Badger State Games Volleyball, 1998
Residential Hall Assistant, 1993-94, House Council Secretary, 1992-93
Emergency Room Volunteer, Summer 1992
Intramural Volleyball, Valparaiso University 1990-94
Spring Musical, Valparaiso Board, 1991
Valparaiso Chapel Choir, Voice Lessons, 1990-92

PROFESSIONAL PRESENTATIONS

The Best Loser: Weight Loss and the CKD Patient at the 2011 Allied Health Professionals Symposium by the National Kidney Foundation of Wisconsin; 11/3/2011 in Madison, WI.

"Hot Topics" integrated into *Cooking for Taste and Health* with cooking presentation by a Milwaukee-based chef. Presented for the NKF of Wisconsin's Educational Series: Living Well Series; 5/19/2011 in Milwaukee, WI.

Transplant Nutrition. Guest Lecturer for UW Nutritional Sciences Department, NS631 course: Medical Nutrition Therapy. Fall semesters 2006 to present.

Weighty Diliemmas in Coordination of Care Between the Dialysis Facility and the Transplant Facility. Panelist with Rebecca Hays, MSW and Carolyn Atkins RN, BS in a session chaired by Liz Henry, RN. National Kidney Foundation 2010 Spring Clinical Meetings in Orlando, FL; 4/18/2010.

Your Diet, Your Kidneys and You. Presented at the 19th Annual Aging Well Conference At UW Parkside; 6/5/2009

Healthy Lifestyle and Fitness Tips to Feel Good. Presented for the NKF of Wisconsin's Educational Series: Living Well…Every Day 2009; 4/24/2009.

Recommendations for Sodium Intake: Dietary Guidelines, DASH and Beyond. Presented at the University of Wisconsin's Food Research Symposium in Madison, WI; 11/6/08.

Weighty Decisions and Diet Dilemmas for Transplant Recipients. Presented for the American Liver Foundation-WI Chapter; Transplant Wisconsin and the National Kidney Foundation of WI; 1/9 and 1/17/2008.

Madison District Dietitic Association Fall Workshop: Nutrition Care Process, led break out session on clinical implementation of the Nutrition Care Process with use of a transplant specific case study; Fall 2007.

Eating Right for Your and Your Newest Kidney. Presented to Transplant Wisconsin on 10/12/2006

PROFESSIONAL PUBLICATIONS

Peer-reviewed Journals

Park, A., S. Nitzke, **K. Kritsch**, K Kattelmann, A White, L Boeckner, B Lohse, S Hoerr, G. Greene, Z. Zhang. Internet-based Interventions Have Potential to Affect Short-term Mediators and Indicators of Dietary Behavior of Young Adults. *Journal of Nutrition Education and Behavior* 2008:40(5):288-297.

Esters, O.N., L. Boeckner, M. Hubert, T. Horacek, **K.R. Kritsch**, M.J. Oakland, B. Lohse, G. Greene, S. Nitzke. Educator and participant perceptions and cost analysis of stage-tailored educational telephone calls. *Journal of Nutrition Education and Behavior* 2008:40(4):258-264.

Nitzke, S. **K. Kritsch**, L. Boeckner, G. Greene, S. Hoerr, T. Horacek, K. Kattelmann, B. Lohse, M.J. Oakland, B. Phillips, A. White. A stage-tailored multi-modal intervention increases fruit and vegetable intakes of low-income young adults. *American Journal of Health Promotion* 2007;22:6-14.

Park, A. S. Nitzke, **K.R. Kritsch**, et. al. An Internet-based Stage-tailored Intervention Affects Short-term Mediators and Indicators of Dietary Behavior Change of Young Adults. (manuscript in preparation for 2/2007submission to *JNEB)*.

N.M. Betts, B. Lohse, S. Nitzke, **K.R. Kritsch**, G. Greene. Young Adults Identify Stage-Specific Processes that Affect Their Fruit and Vegetable Intake. JADA. ?

Ruud, J. S., N. Betts, **K.R. Kritsch**, S. Nitzke, B. Lohse, and L. Boeckner. Acceptability of stage-tailored newsletters about fruits and vegetables by young adults. *JADA.* 105(11):1774-8, 2005.

Kritsch, K. R. S. Murali, M.L. Adamo, M Clayton and D.M. Ney. Hypoenergetic high carbohydrate or high-fat parenteral nutrition induces a similar metabolic response with differential effects on hepatic insulin-like growth factor-I mRNA in dexamethasone-treated rats. *J Nutr* 135(3):479-85, 2005.

Nitzke, S. N., **K.R. Kritsch**, B. Lohse, T. Horacek, A. White, G. Greene, C. Georgiou, N. Betts, L. Boeckner. Extension and research professionals join forces to address a critical nutrition issue. *JOE*. 42(5), October 2004. The online Journal of Extension is available at www.joe.org/joe/2004october/iw1.shtml

Kritsch, K. R. S. Murali, M.L. Adamo, and D.M. Ney. Dexamethasone decreases serum and liver IGF-I and maintains liver IGF-I mRNA in parenterally fed rats. *Am J Physiol Regul Integr Comp Physiol* 282: R528-36, 2002.

Gillingham, M. B., **K.R. Kritsch,** S.G. Murali, P.K. Lund, and D.M. Ney. Resection upregulates the IGF-I system of parenterally fed rats with jejunocolic anastomosis. *Am J Physiol Gastrointest Liver Physiol.* 281: G1158-68, 2001.

Gillingham, M.B., E.M. Dahly, H.V. Carey, M.D. Clark, **K.R. Kritsch** and D.M. Ney. Differential jejunal and colonic adaptation due to resection and IGF-I in parenterally fed rats. *Am J Physiol Gastrointest Liver Physiol* 278:G700-709, 2000.

Kritsch, K. R. D.J. Huss, and D.M. Ney. Greater potency of IGF-I than IGF-I/BP-3 complex in catabolic parenterally fed rats. *Am J Physiol Endocrinol Metab* 278:E252-E262, 2000.

Ney, D.M., D.J. Huss, M. Gillingham, **K.R. Kritsch**, E.M. Dahly, J.L. Talamantez and M.L. Adamo. Investigation of insulin-like growth factor (IGF)-I and insulin receptor binding and expression in jejunum of parenterally-fed rats treated with IGF-I or growth hormone. *Endocrinology*. 140:4850-4860, 1999.

Lo, H.-C., M.D. Hirvonen, **K.R. Kritsch**, R.E. Keesey, and D.M. Ney. Growth hormone or insulin-like growth factor-I increase fat oxidation and decrease protein oxidation without altering energy expenditure in parenterally-fed rats. *Am J Clin Nutr*. 65:1384-1390, 1997.

Maki, K.C., **K.R. Kritsch**, S. Foley, I. Soneru, M.H. Davidson. Age-dependence of the relationship between adiposity and serum low density lipoprotein cholesterol in men. *Am Coll. Nutr.* 16:578-583, 1997.

Abstracts

Nitzke S, **Kritsch K**, Boeckner L, Greene G. A stage-based intervention increases fruit and vegetable intakes of young adults. Oral presentation at the Sixth Annual Conference of the

International Society of Behavioral Nutrition and Physical Activity (ISBNPA), Oslo, Norway, June 22, 2007.

Park, A.L., S. Nitzke, **K.R. Kritsch**, G. Greene, B. Lohse, K. Kattelmann, L. Boeckner, A. White, M.J. Oakland, and S. Hoerr. F&V Express Bites: A Stage-Tailored Web Program Aimed to Increase Fruit and Vegetable Intake in Young Adults. Society for Nutrition Education Annual Conference, San Francisco, July 2006. *JNEB* 38(Suppl 1):S56, 2006.

Nitzke, S., A. Park, **K.R. Kritsch**, B. Lohse, K. Kattelmann, A White, S. Hoerr, G. Greene, L. Boeckner, M.J. Oakland. A Tailored Approach to Nutrition Education Has Advantages Over a Non-Tailored Approach for Promoting Vegetables but not Fruits via an Internet-Based Program for Young Adults in the U.S. International Congress on Obesity, Sydney, Australia, September 2006. *Obesity Reviews* 7(Suppl 2):278, 2006.

Park, A.L., S. Nitzke, **K.R. Kritsch**, B. Lohse, K. Kattelmann, L. Boeckner, A. White, M.J. Oakland, and S. Hoerr. Fruit and Vegetable Express: An Interactive, Stage-tailored Web Program Designed to Increase Fruit and Vegetable Intake Among 18-24 Year Olds. American Dietetic Association Food and Nutrition Conference and Exhibition, St. Louis, Missouri, October 2005. *J Am Diet Assoc*. 105:A11, 2005.

Park, A., S. Nitzke, **K.R. Kritsch**, G. Greene, A. White, J. Doong, S. Hoerr, L. Boeckner, K. Kattelmann, B. Lohse, N. Betts, M.J. Oakland. Development of an interactive, stage-based web site aimed to increase fruit and vegetable intake among 18 to 24 year olds. Society for Nutrition Education Annual Conference, Orlando, Florida. *JNEB* S75-S76, 2005.

Esters, O., M.J. Oakland, S. Nitzke, **K.R. Kritsch**, L. Boeckner, B. Lohse, and G. Greene. Educational telephone calls as a tool by extension professionals to change dietary behavior in low-income young adults. Society for Nutrition Education Annual Conference, Orlando, Florida. *JNEB* S30, 2005.

Nitzke, S., **K.R. Kritsch**, B. Phillips, G. Johnson, M.J. Oakland, B. Anderson, B. Lohse, A. White, N. Hedstrom (additional partners: S. Hoerr, G. Coleman, L. Boeckner, N. Betts, T. Horacek, S. Dayton, C. Georgiou, E. Schuster, G. Greene, L. Sebelia, J. Stotts). Development of a new model to improve fruit and vegetable intake behaviors. American Association for the Advancement of Science (AAAS) Meeting Program and Abstracts. Washington, D.C. February 2005.

Dahly, E., **K.R. Kritsch**, and D.M. Ney. Intestinal response to growth hormone (GH) or insulin-like growth factor-I (IGF-I) in parenterally and orally fed rats. The American Society for Parenteral and Enteral Nutrition Meeting Program and Abstracts. Chicago, IL. January 2001.

Gillingham, M., E. Dahly, **K.R. Kritsch**, H. Carey and D.M. Ney. Effects of bowel resection and/or insulin-like growth factor-I (IGF-I) on gut adaptation in parenterally-fed rats. The Federation of American Societies for Experimental Biology (FASEB) Meeting Program and Abstracts. San Francisco, CA. April 1998.

Kritsch, K.R., M. Gillingham, P. Hinton, and D.M. Ney. Anabolic effects of IGF-I and IGF-I/IGFBP-3 Complex coinfused with total parenteral nutrition in dexamethasone-treated rats. Endocrine Society Meeting Program and Abstracts. Minneapolis, MN. June 1997.

Other

Submission to the USDA's Food Stamp Connection database, http://www.nal.usda.gov/foodstamp/Library/sharing_part1-2.html. Developers: Park, A., S. Nitzke, **K. Kritsch**, A. White, B. Lohse, K. Kattellman, L. Boeckner, G. Greene, S. Hoerr, M.J. Oakland, and others from NC219 multistate research team. *F&V Express Bites*. Current url: www.nutrisci.wisc.edu/fav. 2005.

Posters Prepared for:

Chang, M.-W., S. Nitzke, R. Brown, L. Baumann. Usefulness of a diet habit questionnaire in low-income young mothers. Society of Nutrition Education 36th Annual Meeting, Philadelphia, PA, July 26-30, 2003.

Nitzke, S. N. Betts, G. Greene. Identifying dietary processes of change using qualitative interview methods. Fourth International Interdisciplinary Conference, Advances in Qualitative Methods, Banff, Alberta, Canada. May 2, 2003.

Doctoral Dissertation

K.R. Kritsch. Regulation of the hepatic insulin-like growth factor-I system by nutrition and dexamethasone. Doctoral dissertation. University of Wisconsin-Madison. December 2000.

GRANTS RECEIVED

USDA. Behavior Change for Obesity Prevention in Young Adults (UW Proposal 13978). Primary PI, Geoff Greene of the University of Rhode Island. University of Wisconsin was a subcontract with 6 other land grant institutions. Project start 1/1/2005.

RECOMMENDATIONS

Upon request

Updated February 2013

CURRICULUM VITAE

Lynette M. Karls, M.S., R.D., C.D.
7920 W. Old Sauk Rd.
Verona, WI 53593
262-5847 (work); 831-5613 (home)
email: karls@nutrisci.wisc.edu

EDUCATION

1980	University of Wisconsin-Madison Madison, WI	Master of Science Nutritional Sciences
1978	University of Wisconsin Hospitals & Clinics Madison, WI	Dietetic Internship Emphasis: Clinical Nutrition & Counseling
1977	University of Wisconsin-Madison Madison, WI	Bachelor of Science Agriculture (Major – Dietetics)

PROFESSIONAL EXPERIENCE

8/82 – Present COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
DEPARTMENT OF NUTRITIONAL SCIENCES
University of Wisconsin-Madison

Titles:
Faculty Associate (8/95 - Present)
Interim Assistant Dean – Academic Student Affairs, CALS (1/00 – 6/00)
Director, Coordinated Program (CP) in Dietetics (8/95 – 12/05)
Coordinator, Didactic Program in Dietetics (8/86 - Present)
Coordinator, Coordinated Program (CP) in Dietetics (8/88 - 8/95)
Lecturer (8/82 – 8/95)

Duties:

Program Management

Coordinate the Didactic Program in Dietetics (DPD). Manage the general operation of the undergraduate dietetic program including: hiring/supervision/training of instructional staff, development of teaching assignments/monitoring of teaching loads for instructional staff, appointment of subcommittees and ad hoc committees, evaluation of curriculum/courses, and measurement/evaluation of program outcomes. Chair the Department of Nutritional Sciences Curriculum Committee. Develop and manage undergraduate databases (program/student/alumni). Provide and interpret background reports (student demographics, student achievement, enrollment, etc.) for strategic planning. Develop course/program assessment instruments and manage assessment process (including student, graduate, alumni, and employer surveys); evaluate results and identify areas needing improvement/modification. Oversee implementation and communication of changes. Manage documentation and develop written materials necessary for program accreditation by The American Dietetic Association; manage site visits. Develop, revise and maintain undergraduate curriculum and resource materials (i.e. brochures, curriculum sheets, curriculum sequence plans, undergraduate student handbooks/manuals, undergraduate web page (http://www.nutrisci.wisc.edu), etc.) Develop and maintain relationships with alumni and employers. Coordinate the writing, production and distribution of the Dietetics Alumni Newsletter. Participate in fund-raising and development of new scholarships. Manage foundation accounts pertaining to dietetics programs.

Student Affairs, Advising and Recruitment

Advise and recruit students interested in the dietetics and nutritional sciences undergraduate majors. Serve as academic advisor for dietetics majors (advising load ~ 40-70 students). Serve as counselor and advisor for prospective students (and their parents), as well as students applying for jobs, graduate school, scholarships/funding, international study programs, and internships. Identify appropriate students for college/university/professional awards, internships and scholarships. Coordinate dietetic internship placement and career advisement. Train new advisors in the department; act as primary resource for all faculty on courses/curriculum instructional policy, scholarship/internship opportunities, and diversity/disability issues. Develop recruitment and marketing plans/materials. Conduct information meetings/workshops for prospective and current students and develop corresponding resources. (Ex. of workshops: "Applying for Internships", "Writing Application Letters", "Interviewing", "Looking Ahead", etc.) Participate in CALS Academic Student Affairs activities and committees.

Teaching

Develop, coordinate and teach Capstone Course (NS 520: Applications in Clinical Nutrition); 4 sections with enrollment of 70-80 students. Develop, coordinate and teach Nutritional Sciences 200 (The Professions of Dietetics and Nutrition), an introductory course which reviews departmental undergraduate majors and career/job opportunities (enrollment ~ 250 students). Develop and teach independent studies for undergraduates (NS 299, NS 499, NS 399, NS 699) and "Learning Intern" graduate students (NS 799). Clinical instruction and evaluation of students via lectures, discussions, problem-based learning, and supervision of "independent study" students in clinical facilities.

8/81 - 8/82 PROFESSIONAL NUTRITION CONSULTANTS
Madison, WI
Founder/Private Practice Dietitian/Nutrition Counselor

8/79 - 8/81 JACKSON CLINIC
Madison, WI
Nutrition Counselor and Clinical Dietitian

COMMITTEES

College (CALS)/University

UW-Madison Professional Development and Recognition Committee
UW-Madison Academic Staff Executive Committee
CALS Academic Planning Council
CALS Curriculum Committee
CALS Committee on Academic Staff Issues
CALS Curriculum Reform Committee
CALS Scholastic Policies and Action Committee
CALS Assessment Committee
CALS Scholarships and Loans Committee
CALS Career Services Committee
CALS Task Force on International Education

(Committees, continued)

CALS Instructional Improvement Committee (provided Brown Bag workshop to CALS faculty on Instructional Improvement using Problem-Based Learning)
CALS Outstanding Sophomore Award Committee
UW-Madison "Create the Future" Committee
CASI Sub-Committee on Teaching and Advising
Assistant Dean of Minority Programs Search and Screen Committee
Assistant Dean of Academic Student Affairs Search and Screen Committee

Departmental
Department of Nutritional Sciences Curriculum Committee – Chair
Didactic Program in Dietetics Committee – Asst. Chair
Awards and Scholarships Committee
Sexual Harassment Officer
Access and Accommodation Resource Coordinator
USDA Cooperative State Research, Education and Extension Service (CSREES) Review Planning Committee
Faculty Search and Screen Committees – Nutritional Sciences Department Chair, Assistant Professor position, instructional staff positions
Departmental Newsletter Committee (Chair, Editor)

AWARDS

CALS Outstanding Advisor Award (1999)
CALS Outstanding Internship Advising Award (1996)

COMPUTER SKILLS UW-System ISIS, DARS, Learn@UW, Microsoft Office (including Word, Excel, Access, Power Point)

GRANTS Challenge Grant: Coordinated Practicum Experiences for Advanced Students in Nutrition, funded by USDA (2007-2010); PI – Susan Nitzke, PhD, RD. Purpose of the grant is to develop an infrastructure for pre-professional practicum experiences for advanced undergraduate students in nutrition and dietetics in Wisconsin.

Quentin Burdick Rural Interdisciplinary Training Grant, funded by The National Institutes of Health (2001 – 2004) – to develop, evaluate and disseminate a responsive community-oriented primary care curriculum designed to train interdisciplinary health care teams in the provision of a comprehensive health promotion/illness prevention program in two rural counties in southwestern Wisconsin.

Professional Development Grant, funded by UW-Madison (2004) – to attend The American Society for Parenteral and Enteral Nutrition's (ASPEN) 28th Clinical Congress at Nutrition Week - A Scientific and Clinical Forum and Exposition.

Professional Development Grant, funded by UW-Madison (2000 – 2001) – to improve computer skills in data base management and spreadsheet applications.

(Grants, continued)

Web CT Grant, funded by UW-Madison (1999 - 2000) – to convert Nutritional Sciences 520 web page to Web CT format.

Web Grant, funded by UW-Madison (1997 – 1998) – to develop course web page for Nutritional Sciences 520 (Applications in Clinical Nutrition).

Professional Development Grant, funded by UW-Madison (1996) – to attend national conference "Teaching to Competency: Skills for Health Professions Educators".

PROFESSIONAL AFFILIATIONS/RELATED ACTIVITIES

Madison Area Technical College (Dietetic Technician Program) - Advisory Board Member
Journal of Nutrition Education - Reviewer
Wisconsin Dietetic Association – Chair, Continuing Education Committee
Wadsworth Thomas Learning – Textbook Reviewer
American Dietetic Association – Registered Dietitian and member
Wisconsin Certified Dietitian

PUBLICATIONS

2008 Author: Self-Study Application for Accreditation, UW-Madison, Department of Nutritional Sciences, 586 pages.

2003 Author: Program Assessment Report – Didactic Program in Dietetics, UW-Madison, Department of Nutritional Sciences, 61 pages.

2001 Co-author of a document entitled: 2001 CSREES Review, UW-Madison, Dept. of Nutritional Sciences.

1998 Author: Application for Reapproval of the Didactic Program in Dietetics, UW-Madison, Department of Nutritional Sciences, 979 pages.

1996 Author: Program Evaluation Document – Coordinated Undergraduate Program in Dietetics, University of Wisconsin-Madison, Department of Nutritional Sciences, 60 pages.

1993 Co-author of a document entitled: Program Evaluation Document – Didactic Program in Dietetics, UW-Madison, Department of Nutritional Sciences, 66 pages.

1991 Author of a document entitled: Reaccreditation Document of The Coordinated Undergraduate Program in Dietetics, University of Wisconsin-Madison, Department of Nutritional Sciences, 862 pages.

1989 Co-author: Application for Approval of The Didactic Program in Dietetics, University of Wisconsin-Madison, Department of Nutritional Sciences, 279 pages.

1988 Author: Chapter 17 - Maternal Nutrition and Chapter 30 - The Normal Newborn: Successful Feeding in Maternal Newborn Nursing - A Family Centered Approach, 3rd. edition, Addison-Wesley Publishing Company.

1983 Co-author: Reaccreditation Document of the Coordinated Undergraduate Program in Dietetics, University of Wisconsin-Madison, Department of Nutritional Sciences.

1981 Author: Nutrition for Pregnancy, published by Jackson Clinic.

New Course Proposal

Subject Nutritional Sciences (694) **Status** Under Review by School/College
Proposer Lynette M Karls

Basic Information

Course Title
Nutrition and Dietetics Practicum II

Transcript Title (limit 30 characters)
Nutr & Dietetics Practicum II

Three-digit course number
671

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
No

Will this course be crosslisted?
No

Note the crosslisted subjects

What is the primary divisional affiliation of this course?
Biological Sciences

Is this a topics course?
No

Can students enroll in this course more than once for credit?
No

If yes, please justify

Typically Offered
Spring

Catalog Information

Minimum credits

3

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

The second of two supervised practice experiences in nutrition and dietetics at University of Wisconsin Hospital and Clinics and affiliated sites. Dietetic interns apply their academic training, furthering their competency in: clinical nutrition, food systems management, research, and community experiences. Course provides 600 hours of supervised practice.

Does the course have prerequisites or other requirements?

Yes

List the prerequisites and other requirements for the course

Admission to the Capstone Certificate in Clinical Nutrition - Dietetic Internship.

Indicate the component(s) that comprise the course. Check all that apply

Discussion
Field Studies
Seminar

Administrative Information

Chief Academic Officer

James Mukasa Ntambi

Designee of chief academic officer for approval authority

Katherine M Wilmot; Lynette M Karls; Robin E Mittenthal

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Spring 2015-2016

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

Yes

Which program?

Capstone Certificate in Clinical Nutrition - Dietetic Internship

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

It is a required course for the Capstone Certificate in Clinical Nutrition - Dietetic Internship. It provides 600 hours of supervised practice experience. It is the second of two courses that provide students with a final total of 1200 supervised practice hours in the program (required for students to take the Registration Exam for Dietitians).

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

It meets a requirement for the Capstone Certificate in Clinical Nutrition - Dietetic Internship. It provides 1/2 of the supervised practice hours required by the Academy of Nutrition and Dietetics for students to be eligible to take the Registration Exam for Dietitians. (NS 670 and NS 671 provide the total required 1200 hours).

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

Course provides 600 hours of supervised practice experience, to include rotations in Medical Nutrition Therapy; Ambulatory Medical Nutrition Therapy; Pediatrics; Clinical Nutrition Research Theory; Community, Public Health and School Nutrition; Food Systems Administration; and Staff Relief. Course is the second of two courses that provide a final total of 1200 hours of supervised practice experience - needed for students to take the Registration Exam for Dietitians.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

Course is the second of two supervised practice experience courses required in the Capstone Certificate in Clinical Nutrition - Dietetic Internship. Both courses combined (NS 670 and NS671) provide the 1200 hours of supervised practice experience - needed for students to take the Registration Exam for Dietitians.

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Lynette M. Karls, MS, RD, CD, Faculty Assoc., Dept. of Nutritional Sciences (UW-Madison), Capstone Certificate Program Director; Karen Kritsch, PhD, RD, Dietetic Internship Director - UWHC

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Lynette M. Karls is a Faculty Associate in the Department of Nutritional Sciences and has taught clinical nutrition courses for the past 30 years. Her teaching responsibilities have included NS 520 (Applications in Clinical Nutrition), NS 200 (The Professions of Dietetics and Nutrition), NS 434 (Nutrition in the Life Span - Affiliation), NS 634 (Clinical Nutrition - Affiliation). She is the Program Director for the Capstone Certificate in Clinical Nutrition - Dietetic Internship. She is currently the Coordinator of the Didactic Program in Dietetics at UW-Madison and was the Director of the Coordinated Program in Dietetics until it was discontinued in 2005. The Coordinated Program in Dietetics contained the 1200 supervised practice hours required for students to take the Registration Exam for Dietitians. L. Karls has a MS in Nutritional Sciences at UW-Madison, and a BS in Dietetics (UW-Madison). She is a Registered Dietitian with the Academy of Nutrition and Dietetics and a Certified Dietitian in the State of Wisconsin. Karen Kritsch, PhD, RD, is the Dietetic Internship Director at the University of Wisconsin Hospital and Clinics. In addition, she is an Abdominal Transplant Dietitian at UWHC. She received her PhD in Nutritional Sciences at UW-Madison in 2000 and has been employed at UWHC since that time. She completed her B.S. degree in chemistry and biology at Valparaiso University in Indiana. She has also worked as an Associate Researcher (Dept. of Nutritional Sciences) and Lecturer (Dept. of Kinesiology) at UW-Madison. She completed her Dietetic Internship at UWHC.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

Syllabus NS 671.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

This course provides 600 hours of supervised practice experience - 50% of the hours required by the Academy of Nutrition and Dietetics for students to be eligible to take the Registration Exam for Dietitians. (Note: NS 670 provides the additional hours of supervised practice experiences.)

Provide an estimate of the expected enrollment

12 students

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

Course credits are consistent with other nationally accredited Dietetic Internship programs which provide approximately 200 hours/credit. Thus, 600 hours of supervised practice is equivalent to 3 credits. Students will be supervised by the Dietetic Internship Director and other preceptors at UWHC, as listed on the syllabus. Students have 32 "contact" hours each week for 19 weeks. In addition, they must complete 20 hours of orientation.

If this is a variable credit course, provide rationale

no

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

Lynette Karls_CV.pdf
Karen Kritsch_CV.pdf

L&S Designations

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

Appendix A

Nutritional Sciences 671
Nutrition and Dietetics Practicum II (3 credits)
Spring 2016

Instructor Information

Dr. Karen Kritsch, Ph.D., R.D., DI Program Director
UWHC Dietetic Internship Program
University of Wisconsin Hospital and Clinics
600 Highland Avenue, F4/120
Madison, WI 53792-1510
(608) 263-8237
Email: kkritsch@uwhealth.org

Lynette M. Karls, M.S., R.D., C.D.
Graduate Capstone Certificate Program Director
Faculty Associate
Department of Nutritional Sciences
University of Wisconsin-Madison
1415 Linden Drive (Rm. 274 Nutr. Sci. Bldg.)
(608) 262-5847
Email: karls@nutrisci.wisc.edu

Additional Instructors and Staff

Lesley Appleyard, MS, RD, CNSC, Clinical Nutritionist	UWHC* lappleyard@uwhealth.org
Marcy Braun, MS, RD, Clinical Nutritionist,	UWHC* mbraun@uwhealth.org
Anne Breckenridge-Swanson, BS, Culinary School	anne.swanson@agracehospicecare.org, Agrace HospiceCare, 5395 East Cheryl Parkway, Madison, WI 53711, 608-327-7170
Joe Buchicchio, BS, Cafeteria Manager	UWHC* jbuchicchio@uwhealth.org
Brenda Burke, MS, RD, Clinical Nutritionist	UWHC* bburke@uwhealth.org
Lisa Davis, MS, RD, Clinical Nutritionist	UWHC* Ldavis5@uwhealth.org
Michelle Denk, RD, SNS, School Food Service Director	Mt. Horeb School District 1304 East Lincoln Street, Mount Horeb, WI 53572 denkmichelle@mhasd.k12.wi.us, 608-437-2400 ext 1222
Nola Endres, MS, RD, Clinical Nutritionist	UWHC* endres@uwhealth.org
Liz Freitick, MS, RD, Clinical Nutritionist	UWHC* efreitick@uwhealth.org
Lisa Gierach, MS, RD, CNSC, Clinical Nutritionist	UWHC* lgierach@uwhealth.org
Amanda Hawkins, MS, RD, Clinical Nutritionist	Middleton Veteran's Affairs Hospital (beginning 8/2013)
Amy Hood, MS, RD, Clinical Nutritionist	UWHC* AHood@UWHealth.org
Laura Isaacson, MS, RD, CNSC, Clinical Nutritionist	UWHC* llsaacson@uwhealth.org
Cassie Kight, PhD, RD, CNSC	UWHC* ckight@uwhealth.org
Fran Kittell, MS, RD, CSR, Clinical Nutritionist	UWHC* GKittell@UWHealth.org
Linda Lane, RD, CD, NHA, Chief Operating Officer	Independent Living, Inc, llane@independentlivinginc.org, 608/274-7900, ext 124; 2970 Chapel Valley Road Suite #203, Madison, WI 53711-7424

Ann Mader, RD, CSR, Nutritionist	amader@uwhealth.org, Wisconsin Dialysis, Inc., Fish Hatchery Rd. Fitchburg, WI 53711
John Marks, Director Culinary Services	UWHC* jmarks@uwhealth.org;
Sue Marshall, MS, RD, WIC Project Nutritionist	Public Health Madison & Dane County: WIC 2300 S. Park Street, Suite 2010, Madison, WI 53713 smarshall@publichealthmdc.com, 608/243-0432
Karyn Moehring MS, RD, Clinical Nutritionist	UWHC* kmoehring@uwhealth.org
Janet Nolden, DTR	UWHC* jnolden@uwhealth.org
Iris Tirado-Noonan, Food & Nutrition Coordinator	Madison Metropolitan School District 4711 Pflaum Road, Madison, WI 53718 itirado@madison.k12.wi.us, 608/204-4007
Kelly Nuckolls, MS, RD, CNSC, Clinical Nutritionist	UWHC* knuckolls@uwhealth.org
Sean O'Hara, RD, Culinary Services, Asst Supervisor	UWHC* so'hara@uwhealth.org
Diana Pederson, RD, WIC Nutritionist	Green County Health Department: WIC N3120 Hwy 81, Monroe, WI 53566 dpederson@greencountywi.org, 608/325-7575
Susan M. Peterman, RD, SNS Coordinator of School Nutrition	Middleton-Cross Plains Area School District 2130 Pinehurst, Middleton, WI 53562 speterman@mcpasd.k12.wi.us, 608-829-2346
Tami Schiltz, MS, RD, Clinical Nutritionist	UWHC* tschiltz@uwhealth.org
Tracy Schmotzer, MS, RD, Clinical Nutritionist	UWHC* Schmotzer@uwhealth.org
Andy Stader, MS, RD, Clinical Nutritionist	UWHC* astader@uwhealth.org
Jackie Sullivan, MS, RD, CNSC, Clinical Nutritionist	UWHC* Jsullivan4@uwhealth.org
Cassie Vanderwall, MS, RD, CDE, Clinical Nutritionist	UWHC* cvanderwall@uwhealth.org

Course Description

The ***second*** of two supervised practice experiences in nutrition and dietetics at University of Wisconsin Hospital and Clinics and affiliated sites. Dietetic interns apply their academic training, furthering their competency in: clinical nutrition, food systems management, research, and community experiences. Course provides 600 hours of supervised practice.

Prerequisites

Student in good standing in the Capstone Certificate in Clinical Nutrition – Dietetic Internship program; satisfactory completion of NS 670.

Course Objectives

- Understand the scientific basis for nutrition assessment of patients at the pediatric, adult and geriatric level and be skilled in nutritional and physical assessment techniques.
- Develop understanding of the diagnosis and treatment of disease with particular attention to the significance of laboratory values and drug-nutrient interactions
- Improve skills in nutrition counseling and behavioral change
- Acquire knowledge in the theory and application of medical nutrition therapy in various diseases.
- Improve skills in oral and written communication.
- Practice modern health care consistent with best practices in medical nutrition therapy, food systems management, and in community nutrition practice.

- Learn and become proficient in accessing and utilizing health systems and nutrition related informatics.
- Function as a member of inter-professional teams.
- Increase awareness of standards of practice and ethical behavior in dietetic practice.
- Identify and describe the role of nutrition in promoting public health; identify current federal, state, and local pulic health and community nutrition legislation; and describe the role of public policy in shaping public health and community nutrition programs.
- Design nutrition education for audiences.
- Perform a community needs assessment, conduct a feasability study for programs and/or services, and develop a plan for implementation, management, and evaluation of a community nutrition program, service, or event to address the community need.
- Participate in community nutrition public policy efforts.

Course also complies with core competencies for the RD as required for accreditation by ACEND. These core competencies are listed below.

Upon completion of the program (i.e. NS 670 and NS 671), graduates are able to:

1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice.

1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.

1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

1.3: Justify programs, products, services and care using appropriate evidence or data.

1.4: Evaluate emerging research for application in dietetics practice.

1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis.

2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice

2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics.

2.2: Demonstrate professional writing skills in preparing professional communications.

2.3: Design, implement and evaluate presentations to a target audience.

2.4: Use effective education and counseling skills to facilitate behavior change.

2.5: Demonstrate active participation, teamwork and contributions in group settings.

2.6: Assign patient care activities to DTRs and/or support personnel as appropriate.

2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.

2.8: Apply leadership skills to achieve desired outcomes.
2.9: Participate in professional and community organizations (see tip, below).
2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.
2.11: Demonstrate professional attributes within various organizational cultures.
2.12: Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration.
2.13: Demonstrate negotiation skills.

3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.

3.1: Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.

- 3.1.a: Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.
- 3.1.b.: Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.
- 3.1.c: Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.
- 3.1.d: Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.
- 3.1.e: Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.

3.2: Demonstrate effective communications skills for clinical and customer services in a variety of formats.
3.3: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management .
3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends.
3.5: Coordinate procurement, production, distribution and service of goods and services.
3.6: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.

4.1: Participate in management of human resources.
4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
4.3: Participate in public policy activities, including both legislative and regulatory initiatives.
4.4: Conduct clinical and customer service quality management activities.
4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data.
4.6: Analyze quality, financial or productivity data and develop a plan for intervention.

4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.
4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
4.9: Analyze financial data to assess utilization of resources.
4.10: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
4.11: Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.

NOTE: Specific competencies, learning outcomes, planned experiences, evaluation strategies, and expected outcomes have been developed for ***each rotation*** and they are ***attached in Appendix E***. See the following:

- Curriculum for Supervised Practice – Medical Nutrition Therapy
- Curriculum for Supervised Practice – Ambulatory MNT
- Curriculum for Supervised Practice - Pediatrics
- Curriculum for Supervised Practice – Community, Public Health, and School Nutrition
- Curriculum for Supervised Practice – Clinical Nutrition Research Theory
- Curriculum for Supervised Practice – Food Systems Administration

Course Materials

The dietetic intern will be provided access to the UWHC Intranet. A workspace has been created that houses all program learning modules that coincide with rotations. The intern can download all curriculum from this site.

Required Texts

1. Leonberg, Beth. *ADA Pocket Guide to Pediatric Nutrition Assessment*. Academy of Nutrition and Dietetics; 2007. ISBN-10: 0880913673
2. Charney, P. and Malone, A. *ADA Pocket Guide to Nutrition Assessment, 2nd Edition..* Academy of Nutrition and Dietetics; 2004. ISBN-10: 0880914211

Recommended Texts

1. Ross, A.C., et.al. Modern Nutrition in Health and Disease (Shils)- 12th edition. Lippincott, Williams, and Wilkins; 2012. ISBN-10: 1605474614
2. Edelstein S. *Nutrition in Public Health*, 3rd edition. Jones & Bartlett Learning; 2011. ISBN-13: 978-0763777913
3. International Dietetics and Nutrition Terminology (IDNT) Reference Manual or International Dietetics Nutritional Terminology (IDNT) Pocket Guide, 4th Ed. (www.eatright.org: SKU: NCP418113)

Other

A UW Health lab coat will be issued to the dietetic intern to be worn in clinical medical nutrition therapy rotations. During the internship, the intern is expected to maintain cleanliness of the borrowed lab coat. Lab coats must be returned at the end of will be professionally cleaned between internship classes.

Course Structure

The UWHC Dietetic Internship program is a thirty-nine week supervised practice experience consisting of both clinical work and other learning opportunities. The Dietetic Internship program has a medical nutrition therapy concentration. ***This course provides the second 19.5 weeks of the program.*** (The first 19.5 weeks are provided in NS 670, a prerequisite for this course.)

This 39-week program includes community, management, and clinical experiences (as required by all accredited Dietetic Internships). Interns are in rotations a minimum of 32 hours per week.

Rotations

The **39 week** dietetic internship includes the following rotations:

- Orientation (**1 week**; 32 hours) NOTE: 16 hours in NS 670; 16 hours in NS 671
- Clinical Nutrition - Medical Nutrition Therapy (**17 weeks**; 32 hours/week)
  - Clinical Skills (1 week)
  - Cardiology/General Medicine (4 weeks)
  - Oncology/Transplant (3 weeks)
  - Surgery/Neurology (3 weeks)
  - Renal (2 weeks)
  - Critical Care (2 weeks)
  - Extended Care/Geriatric Nutrition (2 weeks)
- Clinical Nutrition - Pediatrics (**4 weeks**; 32 hours/week)
  - Pediatric In-Patient (3 weeks)
  - Pediatric Ambulatory Specialty Clinics (1 week)
- Clinical Nutrition - Ambulatory Medical Nutrition Therapy (**4 weeks**; 32 hours/week)
  - Diabetes Care (2 weeks)
  - Free Choice (2 weeks) Choices are from the following – Preventive Cardiology, Abdominal Transplant, Weight Management (Medical and Surgical), Digestive Health, Employee Wellness and Clinics, Nutrition Clinics (Eating Disorders, Weight Management)
- Clinical Nutrition Research Theory (**1 week**; 32 hours)
- Community: Public Health and School Nutrition (**6 weeks**; 32 hours/week)
  - Public Health in Dane/Green County Women, Infants and Children's Program; Madison Metropolitan School District (4 weeks)
  - School Nutrition - Middleton or Mount Horeb School District (2 weeks)
- Food Systems Administration (**6 weeks**; 32 hours/week)
  - Agrace Hospice Care (6 weeks) or UWHC Culinary Services (3 weeks) and UWHC Cafeteria (3 weeks)

Total Hours: 1248 (NS 670 provides 624 hours; NS 671 provides 624 hours)

Clinical work experiences (32 hours/week)

The supervised practice component consists of 32 hours/week of supervised practice experiences at UWHC and their affiliated sites. Your exact schedule for rotations will be determined by UWHC. You may need to spend additional time on-site to complete required program experiences.

Professional behavior and courtesy are expected at all times. Unprofessional behavior can be interpreted as lack of interest and reflects poorly on UW-Madison and the UWHC Dietetic Internship. You are an expected to follow all policies and procedures of the UWHC and those of the off-site facilities. When you are not on "scheduled time", but are on-site to complete other activities, you are also expected to be on your best professional behavior and adhere to UW-Madison and UWHC guidelines.

The internship curriculum also requires that interns attend administrative and clinical educational opportunities. Clinical topics, presented by UW Hospital and Clinics clinical nutritionists and interns, include nutrition assessment, diet writing, tube feeding, total nutrient admixture and many nutrition-related issues. Interns also complete a quality improvement/research project.

Each intern prepares and presents a one-hour clinical case study to fellow interns, clinical nutritionists, dietitians, medical staff and researchers.

Contemporary management issues such as Joint Commission guidelines, problem solving, budgeting, marketing and time management are reviewed. Interns also have the option of attending a multitude of seminars presented by other professional staff. Often, nationally-recognized physicians present current research in their specialty. In order to understand the objectives and concerns of the hospital, the interns attend department manager briefings.

Absences

You are an employee of UWHC and therefore are required to follow the workplace policies regarding absences from your scheduled clinical work and other learning activities. You must contact the appropriate person at your worksite to inform them of your absence. If you will miss a meeting with your preceptor or someone else at UWHC (or their affiliated sites), you will be sugject to their normal disciplinary policies.

NS 671 Course Schedule – Spring 2016

Week	Dates	Rotation *	# Hrs Clin Practice
1	1/11 – 1/13	Orientation	16
2	1/14 – 1/20	MNT – Surgery or Neurology	32
3	1/21 – 1/27	MNT – Surgery or Neurology	32
4	1/28 – 2/3	MNT – Surgery or Neurology	32
5	2/4 – 2/10	Ambulatory MNT – Free Choice	32
6	2/11 – 2/17	Ambulatory MNT – Free Choice	32
7	2/18 – 2/24	MNT – Oncology or Transplant	32
8	2/25 – 3/2	MNT – Oncology or Transplant	32
9	3/3 – 3/9	MNT – Oncology or Transplant	32
10	3/10 – 3/16	Pediatrics: In-Patient	32
11	3/17 – 3/23	Pediatrics: In-Patient	32
12	3/24 – 3/30	Pediatrics: In-Patient	32
13	3/31 – 4/6	MNT – Renal	32
14	4/7 – 4/13	MNT - Renal	32
15	4/14 – 4/20	MNT – Critical Care	32
16	4/21 – 4/27	MNT – Critical Care	32
17	4/28 – 5/4	MNT – Geriatric/Extended Care	32
18	5/5 – 5/11	MNT – Geriatric/Extended Care	32
19	5/12 – 5/18	Pediatrics: Specialty Clinic	32
20	5/19 – 5/25	Clinical Nutrition Research	32
		TOTAL HOURS	624

* Each student would have different schedule of rotations. This is an example for one student. See syllabus for NS 670 for rotations in the first practicum course.

Example of 12 students scheduled for rotations is ***attached in Appendix E.*** (See: "*The UWHC Dietetic Internship Graduate Certificate Program Supervised Practice Experiences, 39 weeks* ")

CURRICULUM VITAE

Lynette M. Karls, M.S., R.D., C.D.
7920 W. Old Sauk Rd.
Verona, WI 53593
262-5847 (work); 831-5613 (home)
email: karls@nutrisci.wisc.edu

EDUCATION

1980	University of Wisconsin-Madison Madison, WI	Master of Science Nutritional Sciences
1978	University of Wisconsin Hospitals & Clinics Madison, WI	Dietetic Internship Emphasis: Clinical Nutrition & Counseling
1977	University of Wisconsin-Madison Madison, WI	Bachelor of Science Agriculture (Major – Dietetics)

PROFESSIONAL EXPERIENCE

8/82 – Present COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
DEPARTMENT OF NUTRITIONAL SCIENCES
University of Wisconsin-Madison

Titles:
Faculty Associate (8/95 - Present)
Interim Assistant Dean – Academic Student Affairs, CALS (1/00 – 6/00)
Director, Coordinated Program (CP) in Dietetics (8/95 – 12/05)
Coordinator, Didactic Program in Dietetics (8/86 - Present)
Coordinator, Coordinated Program (CP) in Dietetics (8/88 - 8/95)
Lecturer (8/82 – 8/95)

Duties:

Program Management

Coordinate the Didactic Program in Dietetics (DPD). Manage the general operation of the undergraduate dietetic program including: hiring/supervision/training of instructional staff, development of teaching assignments/monitoring of teaching loads for instructional staff, appointment of subcommittees and ad hoc committees, evaluation of curriculum/courses, and measurement/evaluation of program outcomes. Chair the Department of Nutritional Sciences Curriculum Committee. Develop and manage undergraduate databases (program/student/alumni). Provide and interpret background reports (student demographics, student achievement, enrollment, etc.) for strategic planning. Develop course/program assessment instruments and manage assessment process (including student, graduate, alumni, and employer surveys); evaluate results and identify areas needing improvement/modification. Oversee implementation and communication of changes. Manage documentation and develop written materials necessary for program accreditation by The American Dietetic Association; manage site visits. Develop, revise and maintain undergraduate curriculum and resource materials (i.e. brochures, curriculum sheets, curriculum sequence plans, undergraduate student handbooks/manuals, undergraduate web page (http://www.nutrisci.wisc.edu), etc.) Develop and maintain relationships with alumni and employers. Coordinate the writing, production and distribution of the Dietetics Alumni Newsletter. Participate in fund-raising and development of new scholarships. Manage foundation accounts pertaining to dietetics programs.

Student Affairs, Advising and Recruitment

Advise and recruit students interested in the dietetics and nutritional sciences undergraduate majors. Serve as academic advisor for dietetics majors (advising load ~ 40-70 students). Serve as counselor and advisor for prospective students (and their parents), as well as students applying for jobs, graduate school, scholarships/funding, international study programs, and internships. Identify appropriate students for college/university/professional awards, internships and scholarships. Coordinate dietetic internship placement and career advisement. Train new advisors in the department; act as primary resource for all faculty on courses/curriculum instructional policy, scholarship/internship opportunities, and diversity/disability issues. Develop recruitment and marketing plans/materials. Conduct information meetings/workshops for prospective and current students and develop corresponding resources. (Ex. of workshops: "Applying for Internships", "Writing Application Letters", "Interviewing", "Looking Ahead", etc.) Participate in CALS Academic Student Affairs activities and committees.

Teaching

Develop, coordinate and teach Capstone Course (NS 520: Applications in Clinical Nutrition); 4 sections with enrollment of 70-80 students. Develop, coordinate and teach Nutritional Sciences 200 (The Professions of Dietetics and Nutrition), an introductory course which reviews departmental undergraduate majors and career/job opportunities (enrollment ~ 250 students). Develop and teach independent studies for undergraduates (NS 299, NS 499, NS 399, NS 699) and "Learning Intern" graduate students (NS 799). Clinical instruction and evaluation of students via lectures, discussions, problem-based learning, and supervision of "independent study" students in clinical facilities.

8/81 - 8/82 PROFESSIONAL NUTRITION CONSULTANTS
Madison, WI
Founder/Private Practice Dietitian/Nutrition Counselor

8/79 - 8/81 JACKSON CLINIC
Madison, WI
Nutrition Counselor and Clinical Dietitian

COMMITTEES

College (CALS)/University

UW-Madison Professional Development and Recognition Committee
UW-Madison Academic Staff Executive Committee
CALS Academic Planning Council
CALS Curriculum Committee
CALS Committee on Academic Staff Issues
CALS Curriculum Reform Committee
CALS Scholastic Policies and Action Committee
CALS Assessment Committee
CALS Scholarships and Loans Committee
CALS Career Services Committee
CALS Task Force on International Education

(Committees, continued)

CALS Instructional Improvement Committee (provided Brown Bag workshop to CALS faculty on Instructional Improvement using Problem-Based Learning)
CALS Outstanding Sophomore Award Committee
UW-Madison "Create the Future" Committee
CASI Sub-Committee on Teaching and Advising
Assistant Dean of Minority Programs Search and Screen Committee
Assistant Dean of Academic Student Affairs Search and Screen Committee

Departmental
Department of Nutritional Sciences Curriculum Committee – Chair
Didactic Program in Dietetics Committee – Asst. Chair
Awards and Scholarships Committee
Sexual Harassment Officer
Access and Accommodation Resource Coordinator
USDA Cooperative State Research, Education and Extension Service (CSREES) Review Planning Committee
Faculty Search and Screen Committees – Nutritional Sciences Department Chair, Assistant Professor position, instructional staff positions
Departmental Newsletter Committee (Chair, Editor)

AWARDS

CALS Outstanding Advisor Award (1999)
CALS Outstanding Internship Advising Award (1996)

COMPUTER SKILLS UW-System ISIS, DARS, Learn@UW, Microsoft Office (including Word, Excel, Access, Power Point)

GRANTS Challenge Grant: Coordinated Practicum Experiences for Advanced Students in Nutrition, funded by USDA (2007-2010); PI – Susan Nitzke, PhD, RD. Purpose of the grant is to develop an infrastructure for pre-professional practicum experiences for advanced undergraduate students in nutrition and dietetics in Wisconsin.

Quentin Burdick Rural Interdisciplinary Training Grant, funded by The National Institutes of Health (2001 – 2004) – to develop, evaluate and disseminate a responsive community-oriented primary care curriculum designed to train interdisciplinary health care teams in the provision of a comprehensive health promotion/illness prevention program in two rural counties in southwestern Wisconsin.

Professional Development Grant, funded by UW-Madison (2004) – to attend The American Society for Parenteral and Enteral Nutrition's (ASPEN) 28th Clinical Congress at Nutrition Week - A Scientific and Clinical Forum and Exposition.

Professional Development Grant, funded by UW-Madison (2000 – 2001) – to improve computer skills in data base management and spreadsheet applications.

(Grants, continued)

Web CT Grant, funded by UW-Madison (1999 - 2000) – to convert Nutritional Sciences 520 web page to Web CT format.

Web Grant, funded by UW-Madison (1997 – 1998) – to develop course web page for Nutritional Sciences 520 (Applications in Clinical Nutrition).

Professional Development Grant, funded by UW-Madison (1996) – to attend national conference "Teaching to Competency: Skills for Health Professions Educators".

PROFESSIONAL AFFILIATIONS/RELATED ACTIVITIES

Madison Area Technical College (Dietetic Technician Program) - Advisory Board Member
Journal of Nutrition Education - Reviewer
Wisconsin Dietetic Association – Chair, Continuing Education Committee
Wadsworth Thomas Learning – Textbook Reviewer
American Dietetic Association – Registered Dietitian and member
Wisconsin Certified Dietitian

PUBLICATIONS

2008 Author: Self-Study Application for Accreditation, UW-Madison, Department of Nutritional Sciences, 586 pages.

2003 Author: Program Assessment Report – Didactic Program in Dietetics, UW-Madison, Department of Nutritional Sciences, 61 pages.

2001 Co-author of a document entitled: 2001 CSREES Review, UW-Madison, Dept. of Nutritional Sciences.

1998 Author: Application for Reapproval of the Didactic Program in Dietetics, UW-Madison, Department of Nutritional Sciences, 979 pages.

1996 Author: Program Evaluation Document – Coordinated Undergraduate Program in Dietetics, University of Wisconsin-Madison, Department of Nutritional Sciences, 60 pages.

1993 Co-author of a document entitled: Program Evaluation Document – Didactic Program in Dietetics, UW-Madison, Department of Nutritional Sciences, 66 pages.

1991 Author of a document entitled: Reaccreditation Document of The Coordinated Undergraduate Program in Dietetics, University of Wisconsin-Madison, Department of Nutritional Sciences, 862 pages.

1989 Co-author: Application for Approval of The Didactic Program in Dietetics, University of Wisconsin-Madison, Department of Nutritional Sciences, 279 pages.

1988 Author: Chapter 17 - Maternal Nutrition and Chapter 30 - The Normal Newborn: Successful Feeding in Maternal Newborn Nursing - A Family Centered Approach, 3rd. edition, Addison-Wesley Publishing Company.

1983 Co-author: Reaccreditation Document of the Coordinated Undergraduate Program in Dietetics, University of Wisconsin-Madison, Department of Nutritional Sciences.

1981 Author: Nutrition for Pregnancy, published by Jackson Clinic.

Karen R. Kritsch, PhD, RD

Curriculum Vitae

Work Address:
University of Wisconsin Hospital and Clinics
600 Highland Avenue, F4/120
Madison, WI 53792
608-263-8237, 265-7000, pager 8568
kkritsch@uwhealth.org

Home Address:
1417 Ravenoaks Trail
Oregon, WI 53575
608-332-5799
karenkritsch@frontier.com

CREDENTIALS

Ph.D. Nutritional Sciences, University of Wisconsin-Madison, December 2000
Registered Dietitian, University of Wisconsin Hospital and Clinics Internship, 2002

EDUCATION

University of Wisconsin Nutritional Sciences, Madison, Wisconsin
Post Doctorate, January 2002- May 2003
University of Wisconsin Hospital and Clinics, Madison, Wisconsin
Dietetics Internship, February 2001-January 2002
University of Wisconsin, Madison, Wisconsin
Ph. D. Nutritional Sciences, December 2000
Valparaiso University, Valparaiso, Indiana
B.S. degree in chemistry and biology, May 1994
West Chicago High School, West Chicago, Illinois, June 1990, Rank 5/302, Salutatorian

HONORS

American Dietetic Association Outstanding Dietetics Educator for an Internship Program, March 2011.
UWHC Dietetic Internship Program: Preceptor of the Year, 7/9/2010 by class entering 8/2009.
UWHC Dietetic Internship Program: Preceptor of the Year, 1/23/2009 by class entering 2/2008.
Accepted into the Clinical Leadership Institute (1-year program) organized by the UWHC and UW School of Nursing, 10/31/2007-9/30/2008.
Predoctoral Trainee NIH Nutrition Training Grant, 1995-98
Valparaiso University, graduated Magna Cum Laude May 1994
Lumina Award for Exceptional Scholarship, 1993
Phi Delta Upsilon, Chemistry Honor Society, 1991-92*
Wolf Chemistry Award, 1993-94
Alpha Epsilon Delta Premedical Honor Society, 1992*
Valparaiso University Presidential Scholarship, 4 years
Valparaiso Outstanding Freshman Chemistry Award, 1991
Valparaiso Dean's List, 1991, 1992, 1993
AAL Insurance Scholarship, 1990-94
Geneva Lutheran Church Scholarship, 1990-91
** denotes honor societies that are professional associations*

WORK EXPERIENCE

University of Wisconsin Hospital and Clinics, Madison, Wisconsin
Dietetic Internship Director, Jan 2012-present
Abdominal Transplant Dietitian, February 2005-present
Pediatric Fitness Dietitian, November 2004-May 2005
Dietetics Internship, February 2001-January 2002
Patient Meal Food Service, Feb-Dec 2000
University of Wisconsin, Madison, Wisconsin
Research Consultation, Nutritional Sciences September 2005-2006
Associate Researcher, Nutritional Sciences June 2003-September 2005
Community Nutrition Education: child nutrition, Jan 2003-2008
Lecturer, Dept of Kinesiology, Summers 2000-2004
PE100: Exercise, Nutrition and Health

Post-doctorate, Nutritional Sciences, January 2002-May 2003
Research Scientist, Nutritional Sciences, January 2001-January 2002
Graduate Research Assistant in Nutritional Sciences, 1994-2000

Hines VA Hospital, Physical Performance Research Lab, Hines, Illinois
Research Technician, Summer and School Vacations, 1993-94

Valparaiso University Chemistry Department, Valparaiso, Indiana
Laboratory Assistant, Stock Solution Preparer, 1991-94

Central DuPage Hospital, Radiology Department, Winfield, Illinois
Diagnostic Imaging Orderly, Summer and Breaks, 1992-1993

Wheaton Park District, Wheaton, Illinois Lifeguard/Swim Instructor, Summer 1989-91
Emergency Medical Technician, Summer 1992

Marklund Home for Children/Diecke Center, Winfield, Illinois
Nurse's Aide, Summer 1991

SKILLS

Management

Program Development: curriculum design, new program proposals. Currently working on proposal for integration of UWHC Dietetic Internship program with graduation education with UW-Madison Nutritional Sciences to create a Capstone Certificate Program. This will adapt the current 48-week dietetic internship into a 38-week program assigned 6 credits and would be coordinated with 12 credits of online graduate class at the UW-Madison Nutritional Sciences. This will change the current program from one with expenses near $100,000 per year to one with revenue potential.

Writing: Proposals for program changes, Program updates, Annual Reports, Assessment Reports and Site Visit reviews, curriculum development, budget rationales, employee performance reviews, department performance standards, recommendations. In research, submitted annual research summaries, communications with ten multi-state partners.

ACEND Program Reviewer. Site reviewer for the Accreditation Council for Education in Nutrition and Dietetics in practice.

Financial Responsibility/Managerial Accounting: Fiscal year budget submissions, responses to variances, internship stipends, program spending, accreditation fees, travel expenses. Manage a program within a budget.

Admissions Selection. Selection of interns for program entry. This involves an intensive computerized application process and sorting of application information and scoring personal essays. This information is then used in a computerized matching process by which students are matched with internship programs. There are typically 13 applications for each UWHC Dietetic Internship position.

Organization/Scheduling: Intensive rotation scheduling for ten dietetic interns each year. Visits to off-site preceptors. Schedule class curriculum with visiting educators. Manage completion of internship learning modules and case studies within program expectations. Organized orientation week schedules and pre-practicum training. In research, coordinated multi-state conference calls and annual meetings, created agendas, managed hotel accommodations and meals for partners, organized accrual of all state data and dissemination of state data, coordinated all surveys with the UW Survey Center and managed contract.

Training: Train preceptors for dietetic interns, follow up on corrective actions. In research, trained staff in carrying out study design, recruiting subjects, maintaining subject confidentiality and coordinated multistate IRBs.

Human Resources/Negotiation: conflict resolution with staff and/or internship group, follow-up to staff or interns with noncompliance to performance standards, participate in and enforce dress code, required training (e.g., safety infection control, anti-harrassment, pt-family centered care, teach back methods), assist with on-boarding and exiting staff authorizations.

Legal agreements/Negotiation: Work with UWHC legal to create educational agreements for off-site precepted experiences (in various school nutrition food systems, nursing homes, public health offices). Continue to assist in coordinating partnerships that

are visionary to support outreach and intern training opportunities. Currently working with UWHC legal to create a memorandum of understanding between UWHC and UW-Madison Nutritional Sciences, and an agreement with the Middleton VA to assist in precepting geriatric medical nutrition therapy practicum experiences. In research, managed contracts with multistate PI partnerships, managed contract with UW Survey Center and monitored outcomes.

Leadership: Crucial Conversations, Managing in a Changing Environment, Discussions in Breakthrough Communications, COMPASS manager training (65 hours of classroom curriculum) offered through UW Health The Academy. Selected, participated in and completed the Clinical Leadership Initiative sponsored by the School of Nursing. My work experiences have led to positive interactions at all levels of the organization, including students, staff, academic educators, clinical and/or research physicians, legal representatives, Deans, and Directors and Vice Presidents. In research, coordinator of lead PIs in activities, meetings, agendas, grant contributions and data collaboration in presentations and publications.

Curriculum Development. Developed practicum contributions to 6 credit planning for the Capstone Certificate Program. Updated curriculum to newly released competency requirements. Work with clinical staff to update learning modules to integrate contemporary clinical care in supervised practice education. In research, assisted in survey tool development, and outreach education for interventions.

Presentation/Outreach. Program outreach: coordinated and led Internship Open House for prospective students; Guest lecturers to UW Food Science and UW Nutritional Sciences classes as guest lecturer for organizational leadership, professionalism, and transplant medical nutrition therapy. In research, assisted with abstracts, poster design.

Informatics. Experience with UConnect and related Manager links (e.g., policies, forms, Budget Advisor), DICAS (Dietetic Internship Application System), D&D Digital Systems (student to Internship Matching), Survey Monkey for program feedback and follow up data, upkeep to the UWHC Dietetic Internship website pages. In research, End Note use, Word, PowerPoints, SPSS statistical software, Excel.

Continuing Education. Provide continuing education credit opportunities to staff via program curriculum integrating participation in staff in journal clubs and case studies.

Evaluation and Analysis: Designed and process intern evaluations, preceptor evaluations, rotation evaluations, end of program intern evaluations, open house evaluations, exam pass rates, compliance with program competencies, monitor outcomes for program accreditation, adapt program to change in healthcare and the profession. In research, multiple statistical analyzes (statistical modeling, ANOVA, T-tests, means and standard deviations, with collaboration by statistical consultants as needed.

Human Performance Evaluation Skills

Phone and paper survey instruments (behavior questionnaires: self-efficacy, decisional balance, processes; food frequency questionnaires: 24h food recall, 3 day food record, 5aday fruit and vegetable questionnaire)

Measurements: height, weight, BMI, ideal body weight, energy expenditure (application of CDC Growth Charts to pediatric population)

Instruments: Treadmill, Underwater weighing, Bod Pod (to determine body fat and lean body weight), Bioelectrical Impedance, Glucose Meters (blood glucose testing)

Computer Software

DICAS (Dietetic Internship Computerized Application System)
D&D Digital Systems software (Student to Internship Matching)
Computerized Medical Record: EPIC = HealthLink, inpatient and outpatient
Microsoft Word, Excel, PowerPoint, Access
Adobe PhotoShop Elements (graphics)
SPSS (statistical analysis software)
SAS Program (statistical analysis software): one-way analysis of variance (ANOVA), two-way analysis of variance, protected least significant difference procedure, repeated measures analysis, contrast comparisons.
Nutritionist V (nutrient analysis)

Laboratory Skills

Agarose/Formaldehyde Gel Electrophoresis
DNA Assay (fluorometric method)
DNA Purification (Maxiprep)
Glucose oxidase technique for determination of serum glucose
Immunoblot
High Performance Liquid Chromatography
Microkjeldahl for urinary nitrogen analysis
Northern Blot
Phosphor Imaging (Optiquant Software)
Protein Assay (bicinchoninic acid colorimetric assay)
Radioimmunoassay (RIA): insulin-like growth factor-I, insulin, and growth hormone
RNA isolation (TRIzol reagent)
RNase Protection Assay (RPA)
Semipurified Diet Preparation
Spectrophotometer (Beckman)
Tissue Extraction of Insulin-like Growth Factor-I (BondElut C2 columns)
Total Parenteral Nutrition (TPN) Solution Preparation
Western Ligand Blot

SKILLS (cont'd)

Animal Skills (rats/mice)

Analgesics: ketamine, xylazine
Anesthesia machine: isofluorene
Feeding techniques: total parenteral nutrition, pair-feeding, liquid feeds, gavaging
Diets: AIN 76A, modified AIN 76A to alter % nonprotein kcal
TPN solution: modified to alter % nonprotein kcal
Elemental liquid diet (fed for surgical bowel prep)
Intraperitoneal, intramuscular injections
Tail vein blood draws
Surgery: placement of catheter into jugular vein for parenteral infusion, placement of catheter into stomach for gastric infusion, laparotomy and gut resection
Suturing: interrupted and continuous stitching, horizontal mattress stitch
Kill (by exsanguination): Collection of liver, kidney, gastrocnemius muscle, thymus, spleen, intestinal mucosa, duodenum, ileum, colon

PROFESSIONAL ASSOCIATIONS

Academy of Nutrition and Dietetics member, 1998-present
Renal Practice Group (2008-13); peer reviewer for the Renal Nutrition Forum, published quarterly (2010-12 averaged 4 articles per year)
Dietetic Educators of Practitioners (2010-present)
Transplant Dietitian Listserve, active in CMS preparation and nutrition therapy commentaries for collaboration nationwide
Wisconsin District Dietetic Association, 1998-present
Madison District Dietetic Association, 2002- present
American Society for Parenteral and Enteral Nutrition, 2006-2007
Society for Nutrition Education, 2002-2006
Pre-Med Club, Valparaiso University, 1990-94, VP 1993-94
Chemistry Club, Valparaiso University, 1990-94, VP 1991-92, P 1992-93

ACTIVITIES

Guest Lecturer, UW-Madison, Nutritional Sciences, 1995-present
Oregon (Wisconsin) Kids Triathlon: Bike Route coordinator (Summers, 2011-present)
St John's Lutheran Church, choir, nominating committee, 2008-present
Netherwood Knoll Elementary, occassional room volunteer (2009-present)
Madison Community (MSCR) Volleyball, Softball, YMCA Swimming, 1995-2002
Good Shepherd Lutheran Church, teacher, usher, communion assistant, choir, 1995-2008
Proctor, UW-Madison, Nutritional Sciences, 1995-1997
Glynnwood Condominium Association Secretary and President, 1997-1998, 1999-2002
Badger State Games Volleyball, 1998
Residential Hall Assistant, 1993-94, House Council Secretary, 1992-93
Emergency Room Volunteer, Summer 1992
Intramural Volleyball, Valparaiso University 1990-94
Spring Musical, Valparaiso Board, 1991
Valparaiso Chapel Choir, Voice Lessons, 1990-92

PROFESSIONAL PRESENTATIONS

The Best Loser: Weight Loss and the CKD Patient at the 2011 Allied Health Professionals Symposium by the National Kidney Foundation of Wisconsin; 11/3/2011 in Madison, WI.

"Hot Topics" integrated into *Cooking for Taste and Health* with cooking presentation by a Milwaukee-based chef. Presented for the NKF of Wisconsin's Educational Series: Living Well Series; 5/19/2011 in Milwaukee, WI.

Transplant Nutrition. Guest Lecturer for UW Nutritional Sciences Department, NS631 course: Medical Nutrition Therapy. Fall semesters 2006 to present.

Weighty Diliemmas in Coordination of Care Between the Dialysis Facility and the Transplant Facility. Panelist with Rebecca Hays, MSW and Carolyn Atkins RN, BS in a session chaired by Liz Henry, RN. National Kidney Foundation 2010 Spring Clinical Meetings in Orlando, FL; 4/18/2010.

Your Diet, Your Kidneys and You. Presented at the 19th Annual Aging Well Conference At UW Parkside; 6/5/2009

Healthy Lifestyle and Fitness Tips to Feel Good. Presented for the NKF of Wisconsin's Educational Series: Living Well…Every Day 2009; 4/24/2009.

Recommendations for Sodium Intake: Dietary Guidelines, DASH and Beyond. Presented at the University of Wisconsin's Food Research Symposium in Madison, WI; 11/6/08.

Weighty Decisions and Diet Dilemmas for Transplant Recipients. Presented for the American Liver Foundation-WI Chapter; Transplant Wisconsin and the National Kidney Foundation of WI; 1/9 and 1/17/2008.

Madison District Dietitic Association Fall Workshop: Nutrition Care Process, led break out session on clinical implementation of the Nutrition Care Process with use of a transplant specific case study; Fall 2007.

Eating Right for Your and Your Newest Kidney. Presented to Transplant Wisconsin on 10/12/2006

PROFESSIONAL PUBLICATIONS

Peer-reviewed Journals

Park, A., S. Nitzke, **K. Kritsch**, K Kattelmann, A White, L Boeckner, B Lohse, S Hoerr, G. Greene, Z. Zhang. Internet-based Interventions Have Potential to Affect Short-term Mediators and Indicators of Dietary Behavior of Young Adults. *Journal of Nutrition Education and Behavior* 2008:40(5):288-297.

Esters, O.N., L. Boeckner, M. Hubert, T. Horacek, **K.R. Kritsch**, M.J. Oakland, B. Lohse, G. Greene, S. Nitzke. Educator and participant perceptions and cost analysis of stage-tailored educational telephone calls. *Journal of Nutrition Education and Behavior* 2008:40(4):258-264.

Nitzke, S. **K. Kritsch**, L. Boeckner, G. Greene, S. Hoerr, T. Horacek, K. Kattelmann, B. Lohse, M.J. Oakland, B. Phillips, A. White. A stage-tailored multi-modal intervention increases fruit and vegetable intakes of low-income young adults. *American Journal of Health Promotion* 2007;22:6-14.

Park, A. S. Nitzke, **K.R. Kritsch**, et. al. An Internet-based Stage-tailored Intervention Affects Short-term Mediators and Indicators of Dietary Behavior Change of Young Adults. (manuscript in preparation for 2/2007submission to *JNEB)*.

N.M. Betts, B. Lohse, S. Nitzke, **K.R. Kritsch**, G. Greene. Young Adults Identify Stage-Specific Processes that Affect Their Fruit and Vegetable Intake. JADA. ?

Ruud, J. S., N. Betts, **K.R. Kritsch**, S. Nitzke, B. Lohse, and L. Boeckner. Acceptability of stage-tailored newsletters about fruits and vegetables by young adults. *JADA.* 105(11):1774-8, 2005.

Kritsch, K. R. S. Murali, M.L. Adamo, M Clayton and D.M. Ney. Hypoenergetic high carbohydrate or high-fat parenteral nutrition induces a similar metabolic response with differential effects on hepatic insulin-like growth factor-I mRNA in dexamethasone-treated rats. *J Nutr* 135(3):479-85, 2005.

Nitzke, S. N., **K.R. Kritsch**, B. Lohse, T. Horacek, A. White, G. Greene, C. Georgiou, N. Betts, L. Boeckner. Extension and research professionals join forces to address a critical nutrition issue. *JOE*. 42(5), October 2004. The online Journal of Extension is available at www.joe.org/joe/2004october/iw1.shtml

Kritsch, K. R. S. Murali, M.L. Adamo, and D.M. Ney. Dexamethasone decreases serum and liver IGF-I and maintains liver IGF-I mRNA in parenterally fed rats. *Am J Physiol Regul Integr Comp Physiol* 282: R528-36, 2002.

Gillingham, M. B., **K.R. Kritsch,** S.G. Murali, P.K. Lund, and D.M. Ney. Resection upregulates the IGF-I system of parenterally fed rats with jejunocolic anastomosis. *Am J Physiol Gastrointest Liver Physiol.* 281: G1158-68, 2001.

Gillingham, M.B., E.M. Dahly, H.V. Carey, M.D. Clark, **K.R. Kritsch** and D.M. Ney. Differential jejunal and colonic adaptation due to resection and IGF-I in parenterally fed rats. *Am J Physiol Gastrointest Liver Physiol* 278:G700-709, 2000.

Kritsch, K. R. D.J. Huss, and D.M. Ney. Greater potency of IGF-I than IGF-I/BP-3 complex in catabolic parenterally fed rats. *Am J Physiol Endocrinol Metab* 278:E252-E262, 2000.

Ney, D.M., D.J. Huss, M. Gillingham, **K.R. Kritsch**, E.M. Dahly, J.L. Talamantez and M.L. Adamo. Investigation of insulin-like growth factor (IGF)-I and insulin receptor binding and expression in jejunum of parenterally-fed rats treated with IGF-I or growth hormone. *Endocrinology*. 140:4850-4860, 1999.

Lo, H.-C., M.D. Hirvonen, **K.R. Kritsch**, R.E. Keesey, and D.M. Ney. Growth hormone or insulin-like growth factor-I increase fat oxidation and decrease protein oxidation without altering energy expenditure in parenterally-fed rats. *Am J Clin Nutr*. 65:1384-1390, 1997.

Maki, K.C., **K.R. Kritsch**, S. Foley, I. Soneru, M.H. Davidson. Age-dependence of the relationship between adiposity and serum low density lipoprotein cholesterol in men. *Am Coll. Nutr.* 16:578-583, 1997.

Abstracts

Nitzke S, **Kritsch K**, Boeckner L, Greene G. A stage-based intervention increases fruit and vegetable intakes of young adults. Oral presentation at the Sixth Annual Conference of the

International Society of Behavioral Nutrition and Physical Activity (ISBNPA), Oslo, Norway, June 22, 2007.

Park, A.L., S. Nitzke, **K.R. Kritsch**, G. Greene, B. Lohse, K. Kattelmann, L. Boeckner, A. White, M.J. Oakland, and S. Hoerr. F&V Express Bites: A Stage-Tailored Web Program Aimed to Increase Fruit and Vegetable Intake in Young Adults. Society for Nutrition Education Annual Conference, San Francisco, July 2006. *JNEB* 38(Suppl 1):S56, 2006.

Nitzke, S., A. Park, **K.R. Kritsch**, B. Lohse, K. Kattelmann, A White, S. Hoerr, G. Greene, L. Boeckner, M.J. Oakland. A Tailored Approach to Nutrition Education Has Advantages Over a Non-Tailored Approach for Promoting Vegetables but not Fruits via an Internet-Based Program for Young Adults in the U.S. International Congress on Obesity, Sydney, Australia, September 2006. *Obesity Reviews* 7(Suppl 2):278, 2006.

Park, A.L., S. Nitzke, **K.R. Kritsch**, B. Lohse, K. Kattelmann, L. Boeckner, A. White, M.J. Oakland, and S. Hoerr. Fruit and Vegetable Express: An Interactive, Stage-tailored Web Program Designed to Increase Fruit and Vegetable Intake Among 18-24 Year Olds. American Dietetic Association Food and Nutrition Conference and Exhibition, St. Louis, Missouri, October 2005. *J Am Diet Assoc*. 105:A11, 2005.

Park, A., S. Nitzke, **K.R. Kritsch**, G. Greene, A. White, J. Doong, S. Hoerr, L. Boeckner, K. Kattelmann, B. Lohse, N. Betts, M.J. Oakland. Development of an interactive, stage-based web site aimed to increase fruit and vegetable intake among 18 to 24 year olds. Society for Nutrition Education Annual Conference, Orlando, Florida. *JNEB* S75-S76, 2005.

Esters, O., M.J. Oakland, S. Nitzke, **K.R. Kritsch**, L. Boeckner, B. Lohse, and G. Greene. Educational telephone calls as a tool by extension professionals to change dietary behavior in low-income young adults. Society for Nutrition Education Annual Conference, Orlando, Florida. *JNEB* S30, 2005.

Nitzke, S., **K.R. Kritsch**, B. Phillips, G. Johnson, M.J. Oakland, B. Anderson, B. Lohse, A. White, N. Hedstrom (additional partners: S. Hoerr, G. Coleman, L. Boeckner, N. Betts, T. Horacek, S. Dayton, C. Georgiou, E. Schuster, G. Greene, L. Sebelia, J. Stotts). Development of a new model to improve fruit and vegetable intake behaviors. American Association for the Advancement of Science (AAAS) Meeting Program and Abstracts. Washington, D.C. February 2005.

Dahly, E., **K.R. Kritsch**, and D.M. Ney. Intestinal response to growth hormone (GH) or insulin-like growth factor-I (IGF-I) in parenterally and orally fed rats. The American Society for Parenteral and Enteral Nutrition Meeting Program and Abstracts. Chicago, IL. January 2001.

Gillingham, M., E. Dahly, **K.R. Kritsch**, H. Carey and D.M. Ney. Effects of bowel resection and/or insulin-like growth factor-I (IGF-I) on gut adaptation in parenterally-fed rats. The Federation of American Societies for Experimental Biology (FASEB) Meeting Program and Abstracts. San Francisco, CA. April 1998.

Kritsch, K.R., M. Gillingham, P. Hinton, and D.M. Ney. Anabolic effects of IGF-I and IGF-I/IGFBP-3 Complex coinfused with total parenteral nutrition in dexamethasone-treated rats. Endocrine Society Meeting Program and Abstracts. Minneapolis, MN. June 1997.

Other

Submission to the USDA's Food Stamp Connection database, http://www.nal.usda.gov/foodstamp/Library/sharing_part1-2.html. Developers: Park, A., S. Nitzke, **K. Kritsch**, A. White, B. Lohse, K. Kattellman, L. Boeckner, G. Greene, S. Hoerr, M.J. Oakland, and others from NC219 multistate research team. *F&V Express Bites*. Current url: www.nutrisci.wisc.edu/fav. 2005.

Posters Prepared for:

Chang, M.-W., S. Nitzke, R. Brown, L. Baumann. Usefulness of a diet habit questionnaire in low-income young mothers. Society of Nutrition Education 36th Annual Meeting, Philadelphia, PA, July 26-30, 2003.

Nitzke, S. N. Betts, G. Greene. Identifying dietary processes of change using qualitative interview methods. Fourth International Interdisciplinary Conference, Advances in Qualitative Methods, Banff, Alberta, Canada. May 2, 2003.

Doctoral Dissertation

K.R. Kritsch. Regulation of the hepatic insulin-like growth factor-I system by nutrition and dexamethasone. Doctoral dissertation. University of Wisconsin-Madison. December 2000.

GRANTS RECEIVED

USDA. Behavior Change for Obesity Prevention in Young Adults (UW Proposal 13978). Primary PI, Geoff Greene of the University of Rhode Island. University of Wisconsin was a subcontract with 6 other land grant institutions. Project start 1/1/2005.

RECOMMENDATIONS

Upon request

Updated February 2013

Food Science Major Bachelor of Science Degree

SAMPLE Four-Year Plan

Last Updated: June 2013

This Sample Four-Year Plan is a tool to assist you and your advisor in planning your academic career.
Use it along with the Curriculum Sheet for your program, your DARS report, and the Course Guide.

	Fall Semester Sample Courses	Credits	Fall Semester Actual Courses	Credits	Spring Semester Sample Courses	Credits	Fall Semester Actual Courses	Credits
Year 1	CHEM 103 or 109[1]	4-5			CHEM 104[1]	5		
	MATH 112 and 113 or 114[2]	5			MATH 211 or 221 or 171&217[3]	5		
	PHYSICS 103	4			Econ 101 or AAE 215	4		
	COMM-A	3			Gen-Ed[4]	0-3		
	FIRST-YEAR SEMINAR	1			FOOD SCI 201 (recommended)	1		
		17-18				**15-18**		
Year 2	CHEM 343	3			CHEM 344 and 345	5		
	Biological Science	5			Biological Science	5		
	MICROBIO 101/102 or 303/304	5			FOOD SCI 301	3		
	Stat (recommended STAT 371)	3			Gen-Ed[4]	3		
		16				**16**		
Year 3	BIOCHEM 501	3			NUTR SCI 332 (or 501)	3		
	FOOD SCI 440	3			FOOD SCI 321	1		
	FOOD SCI 410	3			FOOD SCI 432	3		
	MICROBIO 324 and 325	5			FOOD SCI 412	4		
	Gen-Ed[4]	0-3			Gen-Ed[4]	3-6		
		14-17				**14-17**		
Year 4	FOOD SCI 532	4			FOOD SCI 514	4		
	FOOD SCI 602	2			FOOD SCI 603[5]	1		
	FOOD SCI course[6]	0-3			FOOD SCI course[6]	0-3		
	FOOD SCI science elective	0-3			Food SCI science elective	0-3		
	Gen-Ed[4]	0-3			Gen-Ed[4]	3-6		
		12-15				**11-14**		

Notes:

[1] Students taking CHEM 109 do not take CHEM 104

[2] MATH 112 and 114 will satisfy the Quantitative Reasoning A requirement

[3] MATH 211 and 221 or 171&217 will satisfy the Quantitative Reasoning B requirement

[4] Electives can be found on Page 1 of the Curriculum Sheet.

[5] The combination of FOOD SCI 602 and 603 meet Comm B requirement

[6] Students must select at least one course from FOOD SCI 511 (spring semester), FOOD SCI 515 (fall semester), or FOOD SCI 535 (fall semester)

Note: Students must complete a minimum of 120 credits. This may require taking 16 credits per semester for at least four semesters.

Course Change Proposal

Subject Food Science (390) **Status** Under Review by School/College
Proposer Richard W Hartel

Basic Information

Current course number
410

Current course title
Food Chemistry

Current published course description
Lecture. Nature and chemical behavior of food constituents including proteins, lipids, carbohydrates, minerals, water, enzymes, pigments and flavors.

Chief academic officer of this unit
Scott A Rankin

Designee of chief academic officer for approval authority
Jenny M Schroeder; Judy A Smith

Currently crosslisted with

What is the primary divisional affiliation of the course?
Biological Sciences

When will this change go into effect?
Summer 2013

Basic Changes

Will the subject change?
No

Current subject
Food Science (390)

Proposed subject

Will the course number change?
No

Current course number
410

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?
No

Current title
Food Chemistry

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?
No

Current crosslistings

Proposed crosslistings

Will the "repeatability" of the course change?
No

Current repeatability

Proposed repeatability

Catalog Changes

Will the credits change?

No

Current minimum credits

3

Current maximum credits

3

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

Yes

Current course description

Lecture. Nature and chemical behavior of food constituents including proteins, lipids, carbohydrates, minerals, water, enzymes, pigments and flavors.

Proposed course description

Nature and chemical behavior of food constituents including proteins, lipids, carbohydrates, water, and enzymes.

Will the prerequisites change?

Yes

Current prerequisites and other requirements

Food Sci 301 or cons inst

Proposed prerequisites and other requirements

Food Sci 301 (BC or better); & Chem 343 & con reg Biochem 501 or cons inst

Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?
No

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?
No

Current level:
Intermediate

Proposed level:

Will the L&S breadth requirement change?
No

Current breadth:
B-Biological Science

Proposed breadth:

Will the General Education Requirement change?
No

Current GER:

Proposed GER

Additional Information

Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)

None

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.

Address the relationship of this change to other UW-Madison courses, including possible duplication of content

None

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.

Will any courses be discontinued as a result of this change?

No

List course number(s) and complete a course discontinuation proposal for each course

Justification Changes

Explain the need for the change

Minor change in course description reflects current contents. Change in pre-requisites requested based on (1) instructor's assessment of student preparedness for coursework (OChem needed and Biochem recommended) and (2) departments new requirement for performance in our sophomore level course. We feel that a BC is the minimum grade we will accept for students to continue in our curriculum.

Additional comments (optional)

Attach a syllabus

Additional attachments (optional)(please read "help" text before uploading an attachment)

Course Change Proposal

Subject Food Science (390) **Status** Under Review by School/College
Proposer Richard W Hartel

Basic Information

Current course number
412

Current course title
Food Analysis

Current published course description
Lecture and lab. Application of quantitative techniques to the determination of composition and quality of food products.

Chief academic officer of this unit
Scott A Rankin

Designee of chief academic officer for approval authority
Jenny M Schroeder; Judy A Smith

Currently crosslisted with

What is the primary divisional affiliation of the course?
Biological Sciences

When will this change go into effect?
Summer 2013

Basic Changes

Will the subject change?
No

Current subject
Food Science (390)

Proposed subject

Will the course number change?
No

Current course number
412

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?
No

Current title
Food Analysis

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?
No

Current crosslistings

Proposed crosslistings

Will the "repeatability" of the course change?
No

Current repeatability

Proposed repeatability

Catalog Changes

Will the credits change?

No

Current minimum credits

4

Current maximum credits

4

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

No

Current course description

Lecture and lab. Application of quantitative techniques to the determination of composition and quality of food products.

Proposed course description

Will the prerequisites change?

Yes

Current prerequisites and other requirements

Food Sci 410, or cons inst

Proposed prerequisites and other requirements

Stat 301 or 371 (or equiv)& Food Sci 410, or cons inst

Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

No

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

No

Current level:

Proposed level:

Will the L&S breadth requirement change?

No

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

No

Current GER:

Proposed GER

Additional Information

Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)

None

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.

Address the relationship of this change to other UW-Madison courses, including possible duplication of content

None

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.

Will any courses be discontinued as a result of this change?

No

List course number(s) and complete a course discontinuation proposal for each course

Justification Changes

Explain the need for the change

Our assessment data suggests our students do not have the level of statistics we want when they graduate. Although a statistics course is required in our curriculum, it is not required prior to any FS course. We are building statistical skills into FS 412, a lab class, and now want to require that the statistics course to be taken prior to this course.

Additional comments (optional)

Attach a syllabus

Additional attachments (optional)(please read "help" text before uploading an attachment)

Course Change Proposal

Subject Food Science (390) **Status** Under Review by School/College
Proposer Richard W Hartel

Basic Information

Current course number
432

Current course title
Principles of Food Preservation

Current published course description
Fundamentals of food preservation methods: thermal processing, refrigeration and freezing, control of water activity, chemical preservation, nonthermal methods and control of food packaging. Sanitation in food processing.

Chief academic officer of this unit
Scott A Rankin

Designee of chief academic officer for approval authority
Jenny M Schroeder; Judy A Smith

Currently crosslisted with

What is the primary divisional affiliation of the course?
Biological Sciences

When will this change go into effect?
Summer 2013

Basic Changes

Will the subject change?
No

Current subject
Food Science (390)

Proposed subject

Will the course number change?
No

Current course number
432

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?
No

Current title
Principles of Food Preservation

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?
No

Current crosslistings

Proposed crosslistings

Will the "repeatability" of the course change?
No

Current repeatability

Proposed repeatability

Catalog Changes

Will the credits change?

No

Current minimum credits

3

Current maximum credits

3

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

Yes

Current course description

Fundamentals of food preservation methods: thermal processing, refrigeration and freezing, control of water activity, chemical preservation, nonthermal methods and control of food packaging. Sanitation in food processing.

Proposed course description

Fundamentals of food preservation methods: post-harvest, thermal processing, refrigeration and freezing, control of water activity, chemical preservation, nonthermal methods and control of food packaging.

Will the prerequisites change?

Yes

Current prerequisites and other requirements

Food Sci 325 and Food Sci 410 and Food Sci 440; or consent of instructor

Proposed prerequisites and other requirements

FS 410 & FS 440 & FS 325, or consent instructor, or ABE or PAE degree classification and FS 410 & FS 325

Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

No

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

No

Current level:

Proposed level:

Will the L&S breadth requirement change?

No

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

No

Current GER:

Proposed GER

Additional Information

Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)

None

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.

Address the relationship of this change to other UW-Madison courses, including possible duplication of content

None

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.

Will any courses be discontinued as a result of this change?

No

List course number(s) and complete a course discontinuation proposal for each course

Justification Changes

Explain the need for the change

Course description: Change reflects current contents. Pre-reqs: Change allows BSE students (ABE/PAE) to enroll directly, without seeking special permission. Support letter from BSE is attached.

Additional comments (optional)

Attach a syllabus

Additional attachments (optional)(please read "help" text before uploading an attachment)

FS 432 support letter.pdf

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

January 25, 2012

TO: Dr. Scott Rankin, Chair, Food Science Department
Dr. Richard Hartel, Vice Chair, Food Science Undergraduate Programming
CALS Curriculum Committee
Biological Sciences Curriculum Planning Committee

FR: Dr. David Bohnhoff, Chair, BSE Undergraduate Instruction and Program Committee

RE: Change in Food Science 432 Prerequisites

Faculty in the Department of Biological Systems Engineering fully support a change in Food Sci 432 prerequisites from "FS 410, FS 440, and FS 325, or consent instructor" to "FS 410, FS 440, and FS 325, or consent instructor, or ABE or PAE degree classification and FS 410 and FS 325". This or any similar adjustment that streamlines/simplifies the registration process for students on the "Food Engineering" track of our undergraduate curriculum is very much appreciated.

Biological Systems Engineering
University of Wisconsin-Madison 460 Henry Mall Madison, Wisconsin 53706
608/262-3310 Fax: 608/262-1228 E-mail: bse@wisc.edu www.bse.wisc.edu

Course Change Proposal

Subject Food Science (390) **Status** Under Review by School/College
Proposer Richard W Hartel

Basic Information

Current course number
440

Current course title
Principles of Food Engineering

Current published course description
Lecture. Application of engineering principles in the analysis of food process operations: material balance, fluid flow, heat transfer, dehydration, evaporation, separation process.

Chief academic officer of this unit
Scott A Rankin

Designee of chief academic officer for approval authority
Jenny M Schroeder; Judy A Smith

Currently crosslisted with

What is the primary divisional affiliation of the course?
Biological Sciences

When will this change go into effect?
Summer 2013

Basic Changes

Will the subject change?
No

Current subject
Food Science (390)

Proposed subject

Will the course number change?
No

Current course number
440

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?
No

Current title
Principles of Food Engineering

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?
No

Current crosslistings

Proposed crosslistings

Will the "repeatability" of the course change?
No

Current repeatability

Proposed repeatability

Catalog Changes

Will the credits change?

No

Current minimum credits

3

Current maximum credits

3

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

Yes

Current course description

Lecture. Application of engineering principles in the analysis of food process operations: material balance, fluid flow, heat transfer, dehydration, evaporation, separation process.

Proposed course description

Lecture. Application of engineering principles in the analysis of food process operations: properties of gases and vapors, psychrometrics, material and energy balances, fluid flow, heat transfer, microwave heating, mass transfer, packaging film permeability, dehydration.

Will the prerequisites change?

Yes

Current prerequisites and other requirements

One sem each of calc & physics; & Food Sci 301; or cons inst

Proposed prerequisites and other requirements

Food Sci 301 (BC or better); & Math 211 (or equiv); & Phys 103 (or equiv); or cons inst

Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?
No

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?
No

Current level:
Intermediate

Proposed level:

Will the L&S breadth requirement change?
No

Current breadth:
B-Biological Science

Proposed breadth:

Will the General Education Requirement change?
No

Current GER:

Proposed GER

Additional Information

Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)

None

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.

Address the relationship of this change to other UW-Madison courses, including possible duplication of content

None

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.

Will any courses be discontinued as a result of this change?

No

List course number(s) and complete a course discontinuation proposal for each course

Justification Changes

Explain the need for the change

Course description: Minor change reflects current contents. Pre-reqs: Change in pre-requisites requested based on (1) clarification of background requirements (Physics and Calculus) and (2) departments new requirement for performance in our sophomore level course. We feel that a BC is the minimum grade we will accept for students to continue in our curriculum.

Additional comments (optional)

Attach a syllabus

Additional attachments (optional)(please read "help" text before uploading an attachment)

Course Change Proposal

Subject Food Science (390) **Status** Under Review by School/College
Proposer Richard W Hartel

Basic Information

Current course number
511

Current course title
Chemistry and Technology of Dairy Products

Current published course description
Chemistry of milk components (i.e., protein, lipids, carbohydrate, salts, enzymes) with an emphasis on chemical and physical changes that occur during the manufacture of a range of milk products (i.e., ice cream, butter, cheese). Dairy technology and microbiological quality.

Chief academic officer of this unit
Scott A Rankin

Designee of chief academic officer for approval authority
Jenny M Schroeder; Judy A Smith

Currently crosslisted with

What is the primary divisional affiliation of the course?
Biological Sciences

When will this change go into effect?
Summer 2013

Basic Changes

Will the subject change?
No

Current subject
Food Science (390)

Proposed subject

Will the course number change?
No

Current course number
511

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?
No

Current title
Chemistry and Technology of Dairy Products

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?
No

Current crosslistings

Proposed crosslistings

Will the "repeatability" of the course change?
No

Current repeatability

Proposed repeatability

Catalog Changes

Will the credits change?

No

Current minimum credits

Current maximum credits

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

No

Current course description

Chemistry of milk components (i.e., protein, lipids, carbohydrate, salts, enzymes) with an emphasis on chemical and physical changes that occur during the manufacture of a range of milk products (i.e., ice cream, butter, cheese). Dairy technology and microbiological quality.

Proposed course description

Will the prerequisites change?

Yes

Current prerequisites and other requirements

Food Sci 310, or consent instructor

Proposed prerequisites and other requirements

Food Sci 410, or consent instructor

Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

No

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

No

Current level:

Proposed level:

Will the L&S breadth requirement change?

No

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

No

Current GER:

Proposed GER

Additional Information

Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)

This course is an elective in Food Science

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.

Address the relationship of this change to other UW-Madison courses, including possible duplication of content

None

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.

Will any courses be discontinued as a result of this change?

No

List course number(s) and complete a course discontinuation proposal for each course

Justification Changes

Explain the need for the change

Old pre-requisite course no longer exists due to a change in our curriculum. This change simply corrects an invalid pre-req.

Additional comments (optional)

Attach a syllabus

Additional attachments (optional)(please read "help" text before uploading an attachment)

Course Change Proposal

Subject Food Science (390) **Status** Under Review by School/College
Proposer Richard W Hartel

Basic Information

Current course number
532

Current course title
Integrated Food Manufacturing

Current published course description
Procedures used to process and preserve foods on a commercial basis, with emphasis on concentration, dehydration and fractionation process, plant sanitation, and automation.

Chief academic officer of this unit
Scott A Rankin

Designee of chief academic officer for approval authority
Jenny M Schroeder; Judy A Smith

Currently crosslisted with

What is the primary divisional affiliation of the course?
Biological Sciences

When will this change go into effect?
Summer 2013

Basic Changes

Will the subject change?
No

Current subject
Food Science (390)

Proposed subject

Will the course number change?
No

Current course number
532

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?
No

Current title
Integrated Food Manufacturing

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?
No

Current crosslistings

Proposed crosslistings

Will the "repeatability" of the course change?
No

Current repeatability

Proposed repeatability

Catalog Changes

Will the credits change?

No

Current minimum credits

4

Current maximum credits

4

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

Yes

Current course description

Procedures used to process and preserve foods on a commercial basis, with emphasis on concentration, dehydration and fractionation process, plant sanitation, and automation.

Proposed course description

Procedures used to process and preserve foods on a commercial basis, with emphasis on concentration, dehydration and fractionation process, plant sanitation/HACCP/GMP, statistical process control, and environmental impacts.

Will the prerequisites change?

Yes

Current prerequisites and other requirements

Food Sci 321 & 432; or cons inst

Proposed prerequisites and other requirements

Food Sci 432; or cons inst

Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?

No

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

No

Current level:

Proposed level:

Will the L&S breadth requirement change?

No

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

No

Current GER:

Proposed GER

Additional Information

Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)

None

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.

Address the relationship of this change to other UW-Madison courses, including possible duplication of content

None

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.

Will any courses be discontinued as a result of this change?

No

List course number(s) and complete a course discontinuation proposal for each course

Justification Changes

Explain the need for the change

Course description: Minor change reflects current contents.Pre-reqs: After assessing this course in the past few years, we realize that the material covered in Food Law, Food Sci 321, is not needed for successful completion of this course. This change gives students more flexibility for taking Food Sci 321.

Additional comments (optional)

Attach a syllabus

Additional attachments (optional)(please read "help" text before uploading an attachment)

Course Change Proposal

Subject Food Science (390) **Status** Under Review by School/College
Proposer Richard W Hartel

Basic Information

Current course number
550

Current course title
Food Fermentations

Current published course description
Lecture. Chemistry, microbiology, and technology of foods and beverages in which fermentations are important (e.g. cheese, bread, pickles, beer). Fermentation techniques in developing new foods and food additives. Instrumentation and mechanization of food fermentations. Field trips.

Chief academic officer of this unit
Scott A Rankin

Designee of chief academic officer for approval authority
Jenny M Schroeder; Judy A Smith

Currently crosslisted with

What is the primary divisional affiliation of the course?
Biological Sciences

When will this change go into effect?
Summer 2013

Basic Changes

Will the subject change?
No

Current subject
Food Science (390)

Proposed subject

Will the course number change?
No

Current course number
550

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?
Yes

Current title
Food Fermentations

Proposed title (max. 100 chars.)
Fermented Foods and Beverages

Proposed transcript title (max. 30 chars.)
Fermented Foods and Beverages

Will the crosslistings change?
No

Current crosslistings

Proposed crosslistings

Will the "repeatability" of the course change?
No

Current repeatability

Proposed repeatability

Catalog Changes

Will the credits change?

No

Current minimum credits

2

Current maximum credits

2

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

No

Current course description

Lecture. Chemistry, microbiology, and technology of foods and beverages in which fermentations are important (e.g. cheese, bread, pickles, beer). Fermentation techniques in developing new foods and food additives. Instrumentation and mechanization of food fermentations. Field trips.

Proposed course description

Will the prerequisites change?

Yes

Current prerequisites and other requirements

Food Sci 310, Chem 341 or 343, Bact 325 or cons inst

Proposed prerequisites and other requirements

Biochem 501 or cons inst

Designation Changes

Will the Liberal Arts and Sciences (LAS) designation change?
No

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?
No

Current level:
Advanced

Proposed level:

Will the L&S breadth requirement change?
No

Current breadth:
B-Biological Science

Proposed breadth:

Will the General Education Requirement change?
No

Current GER:

Proposed GER

Additional Information

Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)

None

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.

Address the relationship of this change to other UW-Madison courses, including possible duplication of content

None

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.

Will any courses be discontinued as a result of this change?

No

List course number(s) and complete a course discontinuation proposal for each course

Justification Changes

Explain the need for the change

Title: proposed title better reflects new content and focus of course. Prerequisites: To open this course to a wider campus audience, prerequisite changed to a single Biochemistry course. Our plan is to open this course to a broader campus audience. We are also planning to add a 1 credit lab (FS 552) in the future to complement this lecture section.

Additional comments (optional)

The revised version of this lecture course has been taught as a FS 375. The syllabus of this revised course is attached.

Attach a syllabus

FS375 Sp2012 Final Syllabus.pdf

Additional attachments (optional)(please read "help" text before uploading an attachment)

DRAFT

Food Science 375
Fermented Foods & Beverages
Spring 2012 Semester

Lecture: 1:20 - 2:10 TuTh in Plant Sciences 108

Pre-requisites: Microbiology 101 or 303

Instructors:

Dr. James Steele
127B Babcock Hall
Office hours: by appointment
jlsteele@wisc.edu

Dr. Dana Wolle
226 Babcock Hall
Office hours: by appointment
dwolle@cdr.wisc.edu

Course Description: This course will cover the microbiology and chemistry of a variety of fermented foods (e.g. cheese, soy sauce, and sauerkraut) and beverages (e.g. beer), with an in depth coverage of cheese and beer. The course is intended for any student which has completed an introductory course in microbiology. Students will be exposed to the physiology and genetics of lactic acid bacteria and yeast, as well as fundamentals of food chemistry.

The long-term vision is for this class to have an associated laboratory, in which the students would manufacture beer and perhaps cheese and other fermented products (i.e soy sauce). These course(s) will be an integral part of an undergraduate certificate program in "Fermented Foods & Beverages", additional courses would be required in Food Science, Microbiology, and Marketing. The intent of this course/program would be to train undergraduate students for positions in the fermented foods and beverages industry.

Text: "Microbiology and Technology of Fermented Foods" (2006), by Robert W. Hutkins. Blackwell Publishing. ISBN: 978-0813800189. Estimated cost: $200. A copy will be on reserve at Steenbock Library.

Grading: There will be three in class exams (see schedule below for dates). These exams will each cover the material presented in the nine lectures prior to the exam. The format of the exams will be primarily multiple choice and/or matching, however short answer/short essay questions may also be utilized. The three exams will be weighted equally and the final exam will not be cumulative. Letter grades will be assigned using the scale below as a guide. Letter grades "cut offs" will not be based upon a stricter scale than what is presented below.

Percentage	Grade Assigned
90-100%	A
85-89.9%	AB
80-84.9%	B
75-79.9%	BC
70-74.9%	C
60-69.9%	D
<60%	F

Schedule

Date	Lecture Topic	Lecturer	Assigned Readings[1]
1/24	#1. Course Intro and History of Food and Beverage Fermentations	Steele	Syllabus, Chapter 1
1/26	#2. Unifying Themes 1 - substrates, enzymes, basic microbial physiology	Steele	
1/31	#3. Yeast Physiology and Metabolism	Wolle	Pages 41-43, 277-281, 323-326, and 375-377.
2/2	#4. Unifying Themes continued - Intrinsic/extrinsic factors	Steele	
2/7	#5. Introduction to LAB, LAB physiology and genetics	Steele	Pages 20-34 and 43-48
2/9	#6. LAB physiology and genetics continued	Steele	
2/14	#7. Natural Fermentations – basic principles and examples	Steele	Pages 233-253
2/16	#8. Controlled Fermentations - basic principles and examples (Sausage/Vegetables/Bread)	Steele	
2/21	#9. Engineering Principles	Pfleger	
2/23	#10. **Exam 1**- Lectures 1-9		
2/28	#11. Beer - Intro and History	Wolle	
3/1	#12 Beer – Ingredients I: Barley and	Wolle	

Date	Lecture Topic	Lecturer	Assigned Readings[1]
	Malt, Water		
3/6	#13. . Beer –Ingredients II: Hops	Ryder	
3/8	#14. Beer- Wort Production	Wolle	
3/13	#15. Beer - Fermentation Process	Wolle	
3/15	#16 Beer – Fermentation Flavor Development	Ryder	
3/20	#17. Beer –Packaging and Analysis	Wolle	
3/22	#18. Beer – Defects	Wolle	
3/27	#19. Beer – Future Trends	Ryder	
3/29	#20.Exam 2- Lectures 11-19 Intro to dairy fermentations and dairy lactic acid bacteria (LAB)	Wolle	
4/2 – 4-8	Spring Break		
4/10	#21. Basic Cheese Manufacture	Steele	
4/12	#22. Cheese Ingredients	Steele	
4/17	#23. Microbial Ecology of cheese and metabolism of dairy-related LAB	Steele	
4/19	#24. Cheese flavor development and defects	Steele	
4/24	#25. Cheese varieties I	Johnson	
4/26	#26. Factors affecting starter activity and performance	Steele	
5/1	#27. Cheese varieties II	Johnson	
5/3	#28. Gastrointestinal microbiota and probiotics I	Steele	
5/8	#29. Gastrointestinal microbiota and probiotics II and course evaluations	Steele	
5/10	#30. Exam 3-Lectures 21-29	Steele	

[1] All assigned reading are from the text “Microbiology and Technology of Fermented Foods” (2006), by Robert W. Hutkins. Blackwell Publishing. ISBN: 978-0813800189. The text is on reserve at Steenbock library.

New Course Proposal

Subject Biology (205) **Status** Under Review by Divisional Committee
Proposer Catherine L Woodward

Basic Information

Course Title
Rainforests and Coral Reefs

Transcript Title (limit 30 characters)
Rainforests and Coral Reefs

Three-digit course number
265

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
No

Will this course be crosslisted?
No

Note the crosslisted subjects

What is the primary divisional affiliation of this course?
Biological Sciences

Is this a topics course?
No

Can students enroll in this course more than once for credit?
No

If yes, please justify

Typically Offered
Fall

Catalog Information

Minimum credits

3

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

Are you awed by the amazing biodiversity found in rainforests and coral reefs? Want an opportunity to see these ecosystems first hand and decide if a career in tropical biology or international conservation is for you? This course focuses on the ecology of the world's most biodiverse ecosystems, and their global importance. Combining lecture with online discussions and case studies, you'll learn the physical, chemical, and biological processes that make rainforests and coral reefs function, as well as the history of human dependence upon these ecosystems. This course will help you understand why both of these ecosystems currently are threatened and what actions can and must be taken to protect them. An optional 10-day, 2-credit field expedition to a rainforest and/or coral reef site in Central or South America will be offered over winter break (Biology 399).

Does the course have prerequisites or other requirements?

No

List the prerequisites and other requirements for the course

Indicate the component(s) that comprise the course. Check all that apply

Lecture

Administrative Information

Chief Academic Officer

Not Found

Designee of chief academic officer for approval authority

Amy S Bethel; Debbie A Hug

If there are additional contacts, please list

Janet Branchaw

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Fall 2013-2014

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

While this course will not be part any major requirement, we will submit the course for biological science breadth, to the FIGs program as a freshmen seminar, and to the CALS International Curriculum committee to meet the CALS International Studies requirement.

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

We will submit the course for Liberal Arts and Science credit, biological science breadth, CALS International Studies, and CALS First Year Seminar requirements.

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

*COURSE DESCRIPTION Tropical rainforests and coral reefs, with their serene beauty and astounding diversity, inspire awe in almost everyone, adults and children alike. They also happen to be two of the most important ecosystems on Earth! During this course, students will explore these highly productive and ecologically complex natural communities, learn why they are important to human welfare, and examine the threats to them. This course emphasizes the teaching of ecology in the context of these two hyper-diverse ecosystems. The course will combine lectures, discussions, case studies, readings, and independent investigations, both in person and online. The blended format provides for ample exposure to the creative use of instructional technology and enhancement of content with multimedia resources. Students who elect to go on the 10-day winter break field trip to the tropics will apply the concepts learned during the course to conduct an independent field research project. LEARNING OBJECTIVES: Through this course, students will be able to: * Articulate overarching ecological principles including patterns of biodiversity, process of evolution and natural selection, species interactions, biogeochemical cycles, and community organization, in the context of rainforest and coral reef ecosystems. * Describe the geographical, abiotic, and biotic characteristics of tropical ecosystems and compare these to the temperate zone. * Describe the ecological characteristics of tropical rainforest and coral reef ecosystems and explain the biotic adaptations of plants and animals that inhabit them. * Explain the global importance of rainforest and coral reef ecosystems and the major threats to them. * Identify and utilize resources for current scientific and conservation information about tropical ecosystems. * Apply science process skills to formulate testable questions about rainforest and coral reef ecosystems. COURSE CONTENT OVERVIEW: Introduction to the Tropics * What is the Tropics? * The Tropics & Global Climate Tropical Biodiversity * Why are the Tropics so diverse? * Ecological Interactions Rainforest Ecology * Rainforest Diversity and Structure * Rainforest dynamics * Adaptation and Evolution in the Rainforest * Tropical Forest Communities Rainforest Conservation (cont'd) * Threats to Rainforests * Rainforest Conservation and the Future of Rainforests Coral Reef Ecology * Coral Reefs: Rainforests of the Sea * Life in the Oceans * Biotic Interactions on Coral Reefs * Threats to Coral Reefs * The State of the Fisheries * Coral Reef Conservation*

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

This course covers natural history and ecology of rainforest and coral reef ecosystems and approaches to conserve them. There may be some overlap with Introduction to Ecology 260; however, this course will extend general ecological concepts by applying them in the specific context of rainforests and coral reefs. There may be some overlap with Environmental Conservation 339, as many of the threats to rainforest and coral reefs ecosystems are indeed global in scope (e.g., habitat loss, climate change); however, 339 is not a freshman level course. Furthermore, case studies incorporated into this course will be specific to the rainforest and coral reefs ecosystems, such as any conceptual overlap will act only to reinforce important ideas by presenting them in a different context. UW-Madison used to offer both Tropical Ecology (taught by Ed Beals) and Marine Biology; however, neither course is still offered. Rainforests and Coral Reefs will help to fill this void. (Note: On 3/20/13, Andrea Poehling added "Interdis Courses (CALS) (494)" as an affected subject. This is a mechanism to allow our CALS colleagues to comment on the courses.)

Is there a relationship to courses outside your subject?

Yes

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

Interdis Courses (C A L S) (494)

List the instructor name and title (list multiple if applicable)

Catherine Woodward, Assistant Faculty Associate

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Catherine Woodward has an MS in tropical botany from the University of Florida - Gainesville (1995) and a PhD in botany (plant ecology) from the UW-Madison (2005). She has taught the Topics course Rainforests and Coral Reefs (Biology 375) online each fall, and the Tropical Conservation Semester study abroad program in Ecuador each Spring since 2007. She also currently serves as President for the Ceiba Foundation for Tropical Conservation, a non-profit organization.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

Bio265-Syllabus.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

This course will strengthen curricula across campus in several ways: 1) It will provide a small-enrollment biology course for entering freshmen 2) It adds a biology course on a subject (tropical ecology) that is not currently taught at UW-Madison 3) It will be part of the campus initiative to internationalize the curriculum (particularly in STEM fields). There are few international biological sciences experiences for first-year students. 4) As part of the FIG program, it will merge the humanities and the natural sciences by having students co-enroll in Chemistry and Spanish language (although not required for all offerings of the course) 5) It will introduce and prepare students for study abroad opportunities and will include the option of a 10-day culminating field experience for 2 credits for first-year students (Biology 399: Field Study).

Provide an estimate of the expected enrollment

20

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

This blended course will meet for three 50-minute sessions per week, including one online and two in class over 15 weeks, for a total of 45 contact hours. Students will also be expected to work outside of class for a minimum of six hours per week.

If this is a variable credit course, provide rationale

NA

Additional comments (optional)

Rainforests and Coral Reefs will be the key course within the Tropical Ecology and Conservation FIG. Students who take the course will be encouraged to enroll in a 10-day field experience in Ecuador during the winter break following the course, which will provide hands-on exploration of tropical ecosystems. The field experience is optional.

Additional attachments (optional) (please read "help" before uploading an attachment)

L&S Designations

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

Yes

What is the rationale for seeking LAS credit?

*This course meets several of the educational criteria for LAS credit: 1. Communication skills, including: * fluency in reading, writing, and oral communication * ability to use quantitative information to understand, develop and respond to arguments * reasoned, well-organized, and sustained discussions of important issues or questions, including the ability to explain and evaluate different or opposing perspectives evenhandedly and dispassionately These criteria will be achieved through guided reading of scientific literature, so that students learn to utilize scientific information to formulate and critically analyze opposing conservation arguments. 2. Applying modes of thought flexibly, through: * understanding and application of the fundamental theory, methods of inquiry, and patterns of reasoning that characterize fields of knowledge within the arts, humanities, sciences, and social sciences, including the basic principles of logical, mathematical, and scientific reasoning * posing meaningful questions that advance knowledge and understanding * analyzing arguments, evaluating the evidence supporting them, and framing reasonable and persuasive counter-arguments; similarly, constructing arguments, supporting them with relevant evidence, and anticipating likely counterarguments * applying the major areas of knowledge to the solution of individual and community problems These criteria will be achieved as students learn fundamental principles in ecology through an examination of the scientific research and reasoning that underlies them. Students will examine scientific evidence that supports or refutes the conflicting viewpoints on environmental issues (e.g., climate change, deforestation). Through critical analysis, students will learn to recognize and apply appropriate tools for addressing conservation problems. 3. Knowledge of cultural heritage and history, through: * self-critical appreciation of cultural and personal values This criterion will be achieved during discussions of the value of biodiversity and ecosystem services, and linkages between individual actions here in the U.S. with human-induced land use changes and environmental impacts on rainforests and coral reefs.*

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Elementary

Should the course be reviewed for L&S breadth requirements?

Yes

Indicate which:

B-Biological Science

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

SYLLABUS

BIOLOGY 265: Rainforests & Coral Reefs
3 credits

Instructor: Dr. Catherine L. Woodward
Institute for Biology Education
445 Henry Mall, Room B3
cwoodwar@wisc.edu
608-890-3701

Breakdown of hours:
Total instructional contact hours = 45
Classroom lectures/discussions/presentations: 36
Online presentations/discussions: 9

COURSE DESCRIPTION

Tropical rainforests and coral reefs with their serene beauty and astounding diversity inspire awe in almost everyone, adults and children alike. They also happen to be two of the most important ecosystems on Earth! During this course, students will explore these highly productive and ecologically complex natural communities, learn why they are important to human welfare, and examine the threats to them. This course emphasizes the teaching of ecology in the context of these two hyper-diverse ecosystems. The course will combine lectures, discussions, case studies, readings, and independent investigations, both in person and online. The blended format provides for ample exposure to the creative use of instructional technology, and enhancement of content with multimedia resources. Students who elect to go on the 10-day winter break field trip to the tropics will apply the concepts learned during the course to conduct an independent field research project.

LEARNING OBJECTIVES:

Through this course, students will be able to:

1. Articulate overarching ecological principles including patterns of biodiversity, process of evolution and natural selection, species interactions, biogeochemical cycles, and community organization, in the context of rainforest and coral reef ecosystems.
2. Describe the geographical, abiotic, and biotic characteristics of the tropics and compare these to the temperate zone.
3. Describe the ecological characteristics of tropical rainforest and coral reef ecosystems and explain the biotic adaptations of plants and animals that inhabit them.

4. Explain the global importance of rainforest and coral reef ecosystems and the major threats to them.
5. Identify and utilize resources for current scientific and conservation information about tropical ecosystems.
6. Apply science process skills to formulate testable questions about rainforest and coral reef ecosystems.

COURSE REQUIREMENTS

Lectures: There will be three 50-minute classroom lectures per week (see schedule of topics below). Lectures will be supplemented by online activities (videos, discussions, readings or collaborative web activities) to be conducted either prior to or following the lecture period (see online course materials below).

Overview of lecture topics:

(Note: Number of lecture periods per topic given in parenthesis)

Introduction to the Tropics
1. What is the Tropics?
2. The Tropics & Global Climate (x 2)

Tropical Biodiversity
3. Why are the Tropics so diverse? (x 2)
4. Ecological Interactions (x 2)

Rainforest Ecology
5. Rainforest Diversity and Structure (x 2)
6. Rainforest dynamics (x 2)
7. Adaptation and Evolution in the Rainforest (x 2)
8. Tropical Forest Communities (x 3)

Rainforest Conservation (cont'd)
9. Threats to Rainforests (x 2)
10. Rainforest Conservation and the Future of Rainforests (x 2)

Coral Reef Ecology
11. Coral Reefs: Rainforests of the Sea
12. Life in the Oceans (x 3)
13. Biotic Interactions on Coral Reefs (x 2)

Coral Reef Conservation
14. Threats to Coral Reefs (x 2)
15. The State of the Fisheries (x 2)
16. Approaches to Marine Conservation (x 2)

Assignments: There are three assignments plus a small group project.

Assignment 1: Rainforests in the News. Find a recent news article involving rainforest and post to the course Wiki. Each student must find a unique article – no repeats so get started early!

Assignment 2: Ecological Footprint assignment. Calculate your ecological footprint and share with the class.

Assignment 3: Coral Reefs in the News. Find a recent news article involving coral reefs and post to the course Wiki. Each student must find a unique article – no repeats so get started early!

Assignment 4: Group project – case study or action plan. See below.

Readings & Videos: The course has a textbook as well as other readings and videos related to the lectures that are available online. Below is a sample list of readings and videos:

Textbook:

Kricher, J. 2011. Tropical Ecology. Princeton University Press. (available in hardcover or Kindle versions)

Representative Readings:

Clark, D. A. 2004. Tropical forests and global warming: slowing it down or speeding it up? Frontiers in Ecology and Environment, 2:73-80.

Costanza, R. et al 1998. The value of the world's ecosystem services and natural capital. Nature, 387: 253-260.

Duarte, C. M. et al. 2009. Will the oceans help feed humanity? Bioscience, 59:967-976.

Hixon, M. and W. Brostoff. 1998. Damselfish as keystone species in reverse: Intermediate disturbance and diversity of reef algae. Science 220:511-513.

Roberts, C. et al. 2001. Effects of marine reserves on adjacent fisheries. Science 294:1920-1923

Representative videos:

Excerpts from: "The Money Tree." PBS Frontline.
http://www.pbs.org/frontlineworld/stories/carbonwatch/moneytree/

Excerpts from: "The Loneliest Animals." PBS Nature.
http://www.pbs.org/wnet/nature/episodes/the-loneliest-animals/video-full-episode/4935/

Excerpts from: "Journey to Planet Earth." PBS Environmental Series.
http://www.pbs.org/journeytoplanetearth/

Discussions: There will be three online discussion forums going on during the course. Students are required to participate in each one by that forum's closing date (see class schedule). Most require at least two postings for full credit.

Quizzes: There are three graded quizzes during the course, designed to help students gauge their learning and understanding of the presentations and readings. There may also be a few ungraded 'self-quizzes' online for students to assess their understanding of the material as they go.

Participation: Participation in the course will be based upon engagement in and stimulation of discussions, regular attendance to lectures, complete use of course website and materials, contributions to the Wiki, and feedback on your classmate's postings and projects. A perfect participation score will require student engagement above and beyond fulfillment of minimum course requirements.

Small Group Project: Students will work together on a collaborative project of their own design. The project may take a variety of forms, such as: 1) create your own web-page on an approved rainforest or coral reef topic, 2) create an action plan surrounding a particular conservation project or policy or 3) another format of your creation, preferably mulitmedia (video, podcast, webpage, etc) with prior approval from the instructor. The project must be delivered online, either via the Wiki or Google Sites, and also will be presented in class.

Online Course Materials: Course materials, including readings, online discussions, course Wiki, and videos will be made available via the Learn@UW online course system.

GRADING AND EVALUATION

Grades will be based on student performance as evaluated via points accumulated from assignments, quizzes, participation, and the small group project. A tentative grading breakdown is given below:

	Total Points
Quizzes (40 points/each)	120
Assignments	50
Discussions and Participation	100
Group Project	100
TOTAL	370

The grading scale is 92-100% = A, 88-91.9% = AB, 82-87.9% = B, 78-81.9% = BC, 70-77.9% = C, 60-69.9% = D, <60% = F

New Course Proposal

Subject Biology (205) **Status** Under Review by Divisional Committee
Proposer Mary L Smith

Basic Information

Course Title
Capstone in Biology

Transcript Title (limit 30 characters)
Capstone in Biology

Three-digit course number
599

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
Yes

Will this course be crosslisted?
No

Note the crosslisted subjects

What is the primary divisional affiliation of this course?
Biological Sciences

Is this a topics course?
No

Can students enroll in this course more than once for credit?
Yes

If yes, please justify
Students may elect to take more than one semester to complete a capstone or may elect to complete multiple one-semester capstones

Typically Offered
Fall, Spring, Summer

Catalog Information

Minimum credits

1

Maximum credits

4

Grading System

A-F

Course Description (will be published in Course Guide)

The Biology capstone is an experiential learning opportunity whereby a student is called upon to apply a series of skills to a scientific research project or to a real-world problem under the supervision of the supervising instructor. Students will practice their problem solving-skills, be exposed to multidisciplinary approaches, develop team-work and interpersonal skills, access and use information resources, reflect upon, or address societal, economic, ethical and professional issues, and prepare a written report or an oral presentation.

Does the course have prerequisites or other requirements?

Yes

List the prerequisites and other requirements for the course

Junior standing (to be completed preferably during the student's final two or three semesters)

Indicate the component(s) that comprise the course. Check all that apply

Independent Study

Administrative Information

Chief Academic Officer

Not Found

Designee of chief academic officer for approval authority

Amy S Bethel; Debbie A Hug

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Fall 2013-2014

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

This course will provide a single course number for all students in the Biology major to use for their capstone requirement when competed as an independent study. This course will differentiate the Biology capstone experience from other independent study (299 or 699).

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

Meet the major's capstone requirement

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

The capstone experience is intended in part to engage students in synthesizing knowledge and connect course material typically taught in discrete disciplinary courses within the core curriculum (i.e., the Biology Major). Thus the course emphasis is not as much on course content as it is in developing a set of skill described in the CALS capstone requirement (see attached). The "content" area, activities, products and outcomes will be described in the "599 Biology Major Capstone - Proposal and Approval form" (see attached) that will be developed jointly and co-signed by the student and the instructor. Examples of most typical indicators of completion of each capstone criteria are as follows. The proposal form will identify societal, economic, ethical, scientific and professional issues that will be at the core of the capstone experience (criteria # 5). In order to develop problem-solving skills (criteria # 1), teamwork and interpersonal skills (criteria # 3), student will generally be expected to participate in a faculty member's research program as a novice with research-related responsibilities under guidance of a qualified supervisor. The proposal form will indicate also the multiple disciplines that the student will be expected to draw from in order to complete the capstone project (criteria # 2). In combination with the summarization of original data collected during the capstone project, students will access and use information resource to (criteria # 4) to write a paper, create and present a poster, deliver a presentation, or design a web page for a broad audience of multiple stakeholders (criteria # 6).

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

Is there a relationship to courses outside your subject?

Yes

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

Interdis Courses (C A L S) (494)

List the instructor name and title (list multiple if applicable)

Supervising instructors will be tenured or tenure-track faculty members affiliated affiliated with the Biology Major who have students completing the capstone project as part of their lab-based, field-based, or international-based research or outreach program

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

Biology Major Capstone Syllabus.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

This course will help to better define what is a Biology Major capstone experience and help ensure that all students in the major choosing to complete their capstone outside of a pre-approved capstone course are meeting the goals of a capstone as per CALS capstone requirement guidelines.

Provide an estimate of the expected enrollment

100-120 per semester

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

Students will be expected to spend 3 hr of capstone-related activities per week over a 15 week period as the unit for claiming one credit.

If this is a variable credit course, provide rationale

We want to give student and instructors the flexibility they need as we anticipated contrasting situation. Students who will complete their capstone in a campus laboratory will be advise to enroll for 3 credit (corresponding to 9 - 10 hours a week over a 15 week period). Some students may wish to extend their experience over multiple semesters.

Additional comments (optional)

Attached is the Biology Major 599 Proposal and Approval Form

Additional attachments (optional) (please read "help" before uploading an attachment)

2013-01-26-599-Capstone-proposal-Form.pdf

L&S Designations

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

Yes

What is the rationale for seeking LAS credit?

The Biology Capstone as described here will meet at least the first two of the three "habits of the mind" of liberal arts education. First students engaged in the Biology Capstone will gain skills in written and verbal communication, expressing ideas and point of views effectively. They will reflect and question current knowledge through reading, research and consider the views of a variety of stakeholders. Second, students engaged in the Biology Capstone will draw flexibly upon and apply mode of thoughts of the groups of majors areas of knowledge. The products of the biology major capstone (hard-to-measure product such as learning gains and tangible outcomes such as a report, a publication or an oral presentation) will result from scholarly research-based experience framed as an undergraduate students experience as described in the syllabus.

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Advanced

Should the course be reviewed for L&S breadth requirements?

Yes

Indicate which:

B-Biological Science

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

Biology Major Capstone (Bio 599)

This syllabus provides an outline of what you are expected to know or to do to complete this experiential course. In addition, it outlines how you will be expected to document your learning gains (i.e., newly acquired knowledge and skills) as a result of your engagement in your capstone project.

Objectives (Student Learning Outcomes):
The Biology Major 599 capstone is a experiential learning opportunity whereby a student is called upon to apply a series of skills to a scientific research project or to a real-world problem under the supervision of the supervising instructor. As per CALS expectations, a capstone experience should meet the following criteria:

1. Develop problem-solving skills
2. Expose student to multidisciplinary approach
3. Develop teamwork and interpersonal skills, including the ability to communicate effectively to multiple audiences
4. Develop skills in accessing and using information resources (e.g., electronic databases, library resources, national repositories)
5. Address societal, economic, ethical, scientific, and professional issues
6. Include written, oral, and/or multimedia reports by each student to communicate and extend that experience.

Course Materials (Capstone proposal form) .
There are no textbook or curricular-based material for this course. Students are expected to contact possible instructors or mentors and complete the "Biology Major Capstone 599 Proposal and Approval Form" with their approval. Note that the student's experience must be rooted in a biological issue. On occasions a field (internship, study abroad) or lab experience that is not research based could serve as a capstone, if this would better serve the student's interests and goals. In all cases however, the experience must be scholarly. Additional details on CALS capstone requirement can be found at: www.biology.wisc.edu/biocapstone

Capstone Time Commitment.
Students and their direct supervisors are expected to establish a close working relationship over the course of the experience and interact on a regular basis. For laboratory-based experiences students are expected to spend 2-3 hours per week over the 15-week of a semester per credit. This equivalency should be used to determine the number of credit to take or the number of hours on the capstone project for students engaging in other types of capstone experiences.

Meeting Capstone Criteria
A student may complete their capstone by participating in a faculty member's research program, conduct an internship or a field-based outreach program. To determine whether an experience meet the CALS capstone criteria, use the list of examples or indicators listed here for informational purpose for each criteria:

1) Develop problem-solving skills: Example 1: A student working in a laboratory may be challenge to troubleshoot problems that arise in implementing standard operating protocols. The student is expected to search for solutions and propose alternative approaches to overcome the

hurdles. Example 2: A student plans a field-based research project or an internship in a institution or organization outside the UW-Madison (e.g., Hospitals, Zoos, farms, etc.) independently in a way to meets all criteria of the Biology Major capstone requirements.

2) Expose student to multidisciplinary approach: Example: A student writes a research proposal, a report or prepares a presentation that demonstrate a clear understanding of the perspective of multiple stakeholders. Example 2: The student uses research techniques and methods that are drawn from more than one discipline.

3) Develop teamwork and interpersonal skills, including the ability to communicate effectively to multiple audiences: Example 1: A student demonstrates willingness to listen carefully, to help others, and to act responsibly. Example 2: A student plans a field-based research project and must develop, coordinate and plan visit and data collection for a series of research sites.

4) Develop skills in accessing and using information resources: Example 1: A student conduct a literature review using the UW-Madison library resources. Example 2: A student design and develop a web page to document the project.

5) Address societal, economic, ethical, scientific, and professional issues: Example 1: A student's capstone proposal, report or oral presentation includes an analysis that may help justify the project because of its societal, economic or ethical implications. Example 2: The student documents dilemmas, conflict of interests, or particular aspects of professional attitude they became aware of at any particular phase of their capstone experience. Such documentation can take place informally by discussing them with their supervisor or instructor, or formally in the final written report or oral presentation.

6) Include written, oral, and/or multimedia reports by each student to communicate and extend that experience. Example 1: During their capstone experience, students will be required to communicate on several levels, including with their mentor and other members of the research team. Example 2: A student's capstone experience includes reading a number of papers and either writing a report or delivering a power point presentation to the research team in a seminar-type setting. Example 3: The student final product is a scholarly publication to be presented at a scientific conference (abstract, short communication or full paper).

Grades

Student's performance will be assessed on the A-F grading scale. The following grading rubrics are provided to course instructors as suggested guidelines:

1. Student level of engagement and commitment: 20%
2. Student abilities as a self-directed learner: 20%
3. Student abilities as a team member: 20%
4. Student abilities to reflect on the experience (during and after): 20%
5. Student final report or oral presentation: 20%

The course is not graded on a curve. End of semester scores will be translated into a letter grade as follows: A = 92-100; AB = 88-91; B = 82-87; BC = 78-81; C = 70-77; D = 60-69, and F = below 60.

Biology Major Capstone 599
Proposal and Approval form

On the next page is a list of 6 criteria used to evaluate whether a student's experience meets the spirit of the CALS capstone requirement. Note that the student's experience must be rooted in a biological issue. On rare occasions a field (internship, study abroad) or lab experience that is not research based could serve as a capstone, if this would better serve the student's interests and goals. In all cases however, the experience must be scholarly. Additional details on CALS capstone requirement can be found at: www.biology.wisc.edu/biocapstone

Instructions: how to handle this proposal form

1. A Biology Major student seeking to complete capstone requirement with a 599 must complete and submit this completed form in collaboration with an instructor (usually a faculty) who will have direct oversight of the experience and the responsibility to assign the final grade.
2. When the capstone experience is laboratory-based, the instructor may delegate oversight authority to a supervisor (e.g., laboratory technician, graduate student or post-doc) to guide the student's experience.
3. Both the student and the instructional faculty must sign the completed proposal form and return it to the Biology Major's Office at 445 Henry Mall; room 118.
4. If issues or problems are detected, the office of the Biology Major may contact the student and supervisor within two week of proposal submission.

Section 1: Student / Instructor / Supervisor info:

Student Name (First and Last name): _____

Campus ID number: _____

Email Address (myname@wisc.edu): _____

I have completed Introductory Biology (Bio/Bot 130 plus Bio/Zoo 102, Bio/Bot/Zoo 152, or Biocore 303) prior to the semester of this capstone experience: YES NO (strike through the not applicable)

I am within my last 3 semesters of my expected graduation semester: YES NO (strike through the not applicable)

Anticipated Graduation Term (ex. Fall 2013): _____

Capstone Instructor Name: _____

Capstone Instructor email: _____

Capstone Supervisor Name (if different than Instructor): _____

Capstone Supervisor Name (if different than Instructor):_____

Section 2: If a student's project is part of a broader lab effort, please provide some background and clarify the student's role and contribution to this larger context in the remaining space of this page.

Section 3: Please describe below the capstone experience and how it will contribute to the following 6 criteria. *Please make sure that a link between the student's experience and the biological issue at hand is clearly established*. Emphasis should be placed on ACTIVITIES that student is expected to engage in, the PRODUCTS / OUTPUTS expected from these activities, and the MONITORING INDICATORS (.e.g. deadlines, modes of communications between student and instructor or supervisor) of satisfactory completions of activities and products/outputs.

1. **Develop problem-solving skills (150 words maximum):**

2. **Expose student to multidisciplinary approach (150 words maximum):**

3. **Develop teamwork and interpersonal skills, including the ability to communicate effectively to multiple audiences (150 words maximum):**

4. **Develop skills in accessing and using information resources (e.g., electronic databases, library resources, national repositories) (150 words maximum):**

5. **Address societal, economic, ethical, scientific and professional issues (150 words maximum):**

6. **Communicate and extend the capstone experience via written, oral, and/or multimedia reports**

Section 4: Student Signature:

I attest the above information as truthful. The work completed will be completed during the semester mentioned on the form. Any changes to the above mentioned may jeopardize the satisfactory completion of the capstone requirement.

Student signature: _____

Date: _____

Section 5: Capstone Instructor Approval:

Student is allowed to enroll in the Biology Major 599 Capstone course for (1, 2, 3, or 4): _____Credit(s)

I attest that the above student is participating in a directed study experience, as described above. A passing grade in this experience (A, AB, B, BC, C, D) in this course would indicate that the student completed all the activities describe in the proposal and met the expectation outlines in the Biology Major 599 Capstone syllabus.

Capstone instructor (Faculty) signature: _____

Date: _____

Comments (if applicable):

New Course Proposal

Subject Interdis Courses (C A L S) (494) **Status** Under Review by Subject Owner
Proposer Jonathan D Tingley

Basic Information

Course Title
Leading Learning Communities as Peer Mentors

Transcript Title (limit 30 characters)
Leading LCs as Peer Mentors

Three-digit course number
275

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
No

Will this course be crosslisted?
No

Note the crosslisted subjects

What is the primary divisional affiliation of this course?
Interdivisional

Is this a topics course?
No

Can students enroll in this course more than once for credit?
No

If yes, please justify

Typically Offered
Spring

Catalog Information

Minimum credits

1

Maximum credits

1

Grading System

A-F

Course Description (will be published in Course Guide)

Combining student development theory and engaging discussion, this course helps continuing students prepare themselves for mentoring and leadership roles at UW-Madison. Students will reflect on their experiences in their first year at the University to gain an understanding of how to assist future first year students with their transition to college and the academic rigor of the University of Wisconsin-Madison.

Does the course have prerequisites or other requirements?

Yes

List the prerequisites and other requirements for the course

Inter Ag 175

Indicate the component(s) that comprise the course. Check all that apply

Seminar

Administrative Information

Chief Academic Officer

Sarah K A Pfatteicher

Designee of chief academic officer for approval authority

Debra K Schiess; Susan K Gisler

If there are additional contacts, please list

WISE Residence Life Coordinator, Jon Tingley, jon.tingley@housing.wisc.edu WISE Program Coordinator, Ann Haase-Kehl, ann.haase-kehl@housing.wisc.edu

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Spring 2012-2013

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

This course would replace the current peer mentor seminar for INTER-AG 375, WISE Seminar for Peer Mentors, which is a continuation of the INTER-AG 175 WISE Seminar course. Students who have an interest in mentoring 1st year WISE residents would take this new INTER-AG 375.

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

This course teaches students who are Learning Community residents about peer mentorship and how to support other students.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

There may be other student leadership courses, but this course is specifically for University Housing residents who want to learn more about peer mentoring. There is no other course for this.

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Jon Tingley, Residence Life Coordinator, University Housing Ann Haase-Kehl, Program Coordinator, WISE Residential Learning Community, University Housing

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

The instructor has a Master's degree in Counseling & Student Personnel and is a professional staff member for the Division of University Housing.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

Course Syllabus Spring 2013.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

This course is part of a broader Residential Learning Community program at UW-Madison, which includes the Women in Science and Engineering Learning Community (WISE). Students in the WISE Community enroll in a fall first-year seminar where mentors, who participants in WISE previously facilitate small group discussion. The mentors help the young women in this community start a successful career at UW-Madison by addressing common transitional challenges and help support them in meeting challenges specifically related to being a woman in a STEM field. This course helps second semester students understand what it means to be a peer mentor by teaching foundational theories of student development and how to apply those theories in their roles with first year students. This course is intentionally offered in the Spring semester prior to students serving as peer mentors to make sure that mentors have an adequate foundation to lead first year students. It gives students the opportunity to practice new skills, apply their knowledge, and gain a greater understanding of themselves so that they can be more effective leaders.

Provide an estimate of the expected enrollment

20

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

This course is designed to meet for 50 minutes each week with outside work assigned each week as well. This meets the federal definition of 1 credit hour.

If this is a variable credit course, provide rationale

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

Resume 2012.pdf

L&S Designations

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

DRAFT

Leading WISE Learning Community as Peer Mentors – Spring 2013

Instructor: Jon Tingley, Residence Life Coordinator, WISE Learning Community
Office: Sellery Residence Life Office **E-mail**: jon.tingley@housing.wisc.edu

INTER AG 375 - Spring 2013 - Thursdays 5:30 p.m. – 6:20 p.m. - Ed Gordon Suite

Course Objectives:

Students taking this course will:

- Build an academic foundation for successful service as a peer mentor
- Develop an understanding of first-year academic development theories
- Further develop their understanding of the undergraduate educational experience
- Further develop their understanding of University and community resources to support student development and a successful student leader experience
- Examine and practice effective mentoring strategies

Required Readings:

- Newton, Fred B. and Ender, Steven C. Students Helping Students. San Francisco, CA: Jossey-Bass Co, 2010.

Recommended Readings (on Learn@UW):

- Steinem, G. If Men Could Menstruate. Ms. Magazine, October 1978
- Kantrowitz, B, and Scelfo, J. Science and the Gender Gap. Newsweek Magazine, September 2006
- Barres, B. Does Gender Matter?. Nature, July 2006

Course Expectations:

- Students are expected to engage with the course material in some way. This means completing assigned homework, discussing readings in class, and sharing insights regarding class discussion. You can discuss these things in multiple ways including: in class time, with the #WiscWISE hashtag on Twitter, or on Learn@UW.
- Arrive on time for class and be prepared to start when class starts. You may get dinner and bring it to the room before class, but you need to be ready for class when it starts.
- Expressing differences of opinion are encouraged, but must be done so in a dialogue format.
- Be reflective of your experiences, thoughts and opinions: this will make the course more enjoyable and meaningful for all of us.
- You may leave your cell phone on during class for emergencies, please silence your phone before coming to class. If you need to take an emergency call, please step outside of the room.

Academic Integrity:

Students are expected to follow all academic integrity expectations outlined by UWS Chapter 14 Academic Disciplinary Procedures. Examples of misconduct include cheating, plagiarism, unauthorized collaboration, etc. The policies can be viewed at: http://students.wisc.edu/doso/acadintegrity.html

Disability Access:

Federal and State law as well as University of Wisconsin policies require the University to provide reasonable accommodation in its academically related programs to students with disabilities, including students with learning disabilities. If you require assistant, please contact the McBurney Disability Resource Center http://www.mcburney.wisc.edu/information/staff.php or consult with the course instructor.

Inclusion & Equity:

This course is grounded in the values of social justice which include the goal of full and equitable participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a version of society that is equitable where all members are physically and psychologically safe and secure. Because of this, all participants in this course are expected to treat other individuals in the course with respect, dignity, and full validation of their humanity at all times.

Attendance and Participation:
Students are expected to complete all assigned work on time, to attend class, and to participate in class discussion. Attendance for this course is mandatory and will be taken for every class meeting. Any class period that is missed by a student must be cleared with the instructor at least 24 hours prior to the class. It is up to the judgment of the instructor whether or not the absence is excused. Unexcused absences will result in 5% taken off the final grade per absence. More than 3 unexcused absences will result in an automatic grade of "F" for the course.

Reflective Journals
You will be asked to complete a reflective journal almost every week; these will count as half of your participation grade. The purpose of this activity is to help you reflect on your experience in the course and as a student. Good leadership techniques and style develop from continuous reflection and during our hectic schedules; it is often difficult to allow ourselves the time necessary to learn from our experiences. The reflections help provide a structured outlet to help you discuss how the material relates to your experience as a student and as an individual. A goal of this discussion is to assist you in becoming more self-aware and self-directed, an essential life and career skill, and to think critically and expansively about one's work as a mentor and emerging leader.

Assignments
Assignment should be typed, double spaced, in Times New Roman (or similar) size 12 point font with 1" margins. All assignments should be submitted to their respective dropbox on Learn@UW.

Mentor / Role Model Interview
You will identify a person whom you feel has been a mentor or role model for you and you will interview that person outside of class for 20-30 minutes (can be in-person, phone, Skype). You will submit a 4 page paper reflecting on the following questions:

- Why did you choose to interview this person?
- What was something the interviewee shared that reinforced something you learned in this course?
- Did the interviewee share anything that surprised you?
- What else did you learn from this project?

Resource Tour
You will work in groups to identify a campus resource related to the WISE Community and present it to the class. You should prepare a presentation (including a handout) that you will give to the class while we walk to the campus resource. The presentation should be in the form of a 1.5 – 2 page outline. There is a rubric on Learn@UW.

Grading Policy
Late work will be accepted with one letter grade deducted per day the item is late, before grading.
Attendance / Participation.....750 points
Mentor / Role Model interview.....150 points
Resource Tour.....100 points

Grading Scale
90% - 100%.....A
80% - 89%.....B
70% - 79%.....C
60% - 69%.....D
<60%.....F

Extra Credit
There will be extra credit opportunities available throughout the semester; they will be announced in class.

PLEASE NOTE: The course outline below is subject to change – please make note of changes when announced in class or via e-mail.

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Course Outline: Leading Learning Communities as Peer Mentors	
Dates:	**Readings and Assignments**
Jan. 24 Welcome and overview of the course	Welcome back activity How to use your book: *Students Helping Students* After class: Complete Journal #1 for next week
Jan. 31 Understanding your talents: Strengths Quest	Guest – Virginia Olin – Strengths Quest Before class: Complete Strengths Quest activity (L@UW) After class: Complete Journal #2 for next week
Feb. 7 Visit with Lily Yeh	**Visit with Lily Yeh: Meet in Sellery Main Lounge** Before class: Read Ch. 1: Peer Educators on College Campuses After class: Watch Video posted at L@UW for journal Complete Journal #3 for next week
Feb. 14 Student maturation & the impact of peers	Before class: Read Ch. 2: Student Maturation & the Impact of Peers During class: Complete Journal #4 **Journals collected today**
Feb. 21 Enhancing cultural proficiency	TED: The Danger of A Single Story Before class: Read Ch. 3: Enhancing Cultural Proficiency After class: Complete Journal #5 for next week
Feb. 28 Interpersonal communication skills	Before class: Read Ch. 4: Interpersonal communication skills After class: Complete Journal #6 for next week
Mar. 7 Problem solving with individuals	Before class: Read Ch. 5: Problem Solving with Individuals After class: Complete Journal #7 for next week
Mar. 14 Understanding Group Process	Before class: Read Ch. 6: Understanding group process After class: Complete Journal #8 for next week
Mar. 21 Leading groups effectively	Before class: Read Ch. 7: Leading Groups Effectively During class: Complete Journal #9. **Journals collected today** **Mentor / Role Model interview due today**
Mar. 29 Spring Break!!	Enjoy your break!
April. 4 Understanding others' talents	Guest – Virginia Olin – Strengths Quest Before class: Complete Strengths Quest activity (L@UW) After class: Complete Journal #10 for next week
April. 11 Strategies for academic success	Before class: Read Ch. 8: Strategies for Academic Success After class: Complete Journal #11 for next week
April 18 Using & referring campus resources	Before class: Read Ch. 9: Using Campus Resources & Referral Techniques After class: Complete Journal #12 for next week
April 25 Being an ethical leader	Before class: Read Ch. 10: Ethics and Strategies for Good Practice After class: Complete Journal #13 for next week
May 2 Resource Tours	Resource Tours today **Journals collected today**
May 9 Resource Tours	Resource Tours today Course evaluation

JON TINGLEY

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EDUCATION

Master of Science in Counseling and Student Personnel, College Student Affairs Track (CACREP Accredited)
Research Concentration: Methods for Improving Campus Climate for LGBTQI Students
Minnesota State University, Mankato • Mankato, MN • May 2012

Bachelor of Arts in Journalism and Media Communications emphasis in Advertising & Public Relations
University of Wisconsin-Milwaukee • Milwaukee, WI • May 2010

HIGHER EDUCATION AND STUDENT AFFAIRS ADMINISTRATION EXPERIENCE

GRADUATE HALL DIRECTOR, RESIDENTIAL LIFE • MNSU • 7/2010- PRESENT

- Supervise 4 Community Advisors in a 200 bed residence hall with upperclassmen and intercultural floors
- Assist Area Directors in planning, implementation and management functions of one residence community
- Support student staff by getting to know and interacting directly with residents in the system
- Co-advise National Residence Hall Honorary
- Building LGBT student roommate matching process as collaboration between LGBT Center and ResLife
- Presented 3 topics at UMR-ACUHO conference on technology, gender neutral housing and LGBT student support
- Serve as conduct hearing officer by conducting hearings, investigating incidents and determining outcomes
- Created ongoing training and development sessions for Community Advisors
- Organized training schedule for Community Advisors who are hired mid-year
- Acts as Liaison between University Security and Residential Life while acting as Hall Director on Duty
- Facilitated Leadership 101 course for residents
- Presented to professionals on uses for social media including programming and professional development
- Assists in recruitment, interviewing and selection of undergraduate, graduate and professional staff members
- Develops large scale events including topics on inclusion, International students and personal success

GRADUATE INTERN, LGBT CENTER • MNSU • 8/2011- PRESENT

- Developed a “Gender in Society” learning community
- Assisted in planning and operations of National Coming Out Week events
- Performed online needs assessment to gauge student interest in LGBT Center student groups
- Created and lead OUTSpoken student group based on issues facing LGBT students
- Created assessment tools for LGBT Center including use of Qualtrics surveys and clickers

RESIDENTIAL PROGRAMS INTERN, UNIVERSITY HOUSING • UWM • 2/2010 - 6/2010

- Created Staff Development archive for professional staff
- Learned basic duties of Hall Director Position
- Participated in University Housing Program Committee to implement mission-based programming model
- Developed programs for residents based on intimate partner violence, sexual health, sexuality and substance use

PROGRAM COORDINATOR, UWM RECREATION CENTER • UWM • 5/2007-7/2010

- Responsible for all promotion, marketing, program development and reservations for the Union Recreation Center
- Co-supervised a 15+ person student staff and the day-to-day operations of the center
- Co-planned and directed a three-stage remodel of the Recreation Center.
- Created and implemented a full training program for staff including a training manual and 2 day training seminar
- Devised various assessment tools in the areas of customer satisfaction, staff development and program quality
- Developed comprehensive marketing and e-marketing campaigns for Union Programming and other UWM events
- Created a student band concert series
- Developed and maintained several partnerships with campus departments including the LGBT Resource Center, First Year Center, and University Housing
- Assisted with the implementation of campus-wide events such as PANTHERFEST and UWM’s Family Weekend
- Created promotional materials for the proposed UWM Union renovation
- Created a programming blog and Facebook/Twitter/Youtube accounts to promote events

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STUDENT MANAGER, UWM FIRST YEAR CENTER • UWM • 2007

- Provided guidance in the creation of UWM's First Year Center
- Responsible for the day-to-day supervision of 30+ staff
- Assigned over 4000 first-year students to their mentors
- Created standards for Campus Ambassadors to operate by and methods to track their interactions with students
- Assisted Campus Ambassadors with programming ideas and implementation
- Coordinated with faculty to introduce first-year students to the space

VICE PRESIDENT, STUDENT ASSOCIATION OF UWM • UWM • 2006-2007

- Voice of UWM students to the Wisconsin government and national student organizations
- Chaired the Senate Finance Committee, which allocates roughly $7 million of segregated student fees
- Managed UWM Student Association Executive Branch budget
- Supervised initiatives of executive cabinet members such as early textbook adoption and neighborhood relations

LGBTQ ISSUES DIRECTOR, STUDENT ASSOCIATION OF UWM • UWM • 2005-2006

- Served as liaison between UWM Students, LGBT Resource Center, and the Wisconsin government
- Successfully brought "Gay? Fine by Me!" initiative to UWM with the assistance of the LGBT Resource Center
- Collaborated with local LGBT organizations and made their programs accessible to UWM students and the campus community

KEY COMPETENCIES GAINED THROUGH WORK EXPERIENCE

- Supervision and Leadership
- Advising and Helping Skills
- Assessment & Evaluation
- Collaboration & Teamwork
- Equity/Diversity/Inclusion
- Critical & Creative Thinking
- Student Learning & Development
- Technology / Media Skills
- Professional Communication

HONORS AND AWARDS

- 2012 Oshkosh Placement Exchange Minority & Friends Network Travel Grant nominee
- 2009 Wisconsin College Personnel Association's Undergraduate Student Leader Award recipient
- 2009 UWM Union Director's Award: Outstanding Student Employee Award recipient
- 2008 UWM Division of Student Affairs Outstanding Student Employee Award recipient
- 2008 UWM Union Director's Award: Department of the Year Award recipient (Union Programming)

CAMPUS AND COMMUNITY INVOLVEMENT

- Midwest Bisexual Lesbian Gay Transgender Ally College Conference Delegation Leader, MNSU, 2012
- Program Committee Member / Liaison / Presenter, UMR-ACUHO, 2010-2011
- Winter Welcome Week Committee, MNSU, 2010
- Be On the Safe Side Director Search and Screen Committee, UWM, 2010
- Office of Student Life Open House Planning Committee, UWM, 2009
- Spring Revival Planning Committee, UWM, 2008 and 2009
- Union House Party Planning Committee, UWM, 2008 and 2009 (chair in 2009)
- UWM Student Leadership Retreat, UWM, 2007 and 2008
- UWM 50th Anniversary Celebration Planning Committee, UWM, 2006
- UWM Senate Finance Committee Chair, UWM, 2006
- United States Student Association Congress, Portland State University, 2006
- Fair Wisconsin Vote No Task Force, Milwaukee, 2006
- UWM Hunger Clean-up, UWM, 2005, 2006 and 2007
- UWM Rak-A-Thon, UWM, 2005, 2006 and 2007
- UWM Vice Chancellor of Student Affairs Search and Screen Committee, UWM, 2006
- Growing Power volunteer program, 2006
- Neighborhood Housing Office Steering Committee, UWM, 2005-2006
- United Council General Assemblies, UW-System colleges, 2005

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