RYERSON UNIVERSITY

SCHOOL OF NUTRITION

FACULTY OF COMMUNITY SERVICES

Follow-up Report on Periodic Program Review of BASc program in Nutrition and Food

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In keeping with usual practice, this follow-up report addresses the recommendation stated in the Academic Standard Committee's assessment of the Periodic Program Review of the Bachelor of Applied Science in Nutrition and Food approved by Senate in January 2014.

Analysis of Curriculum Mapping:

Analyses of the 'Courses to Program Goals Matrix' (Appendix AI-I) and 'Undergraduate Degree Level Expectations' (Appendix AI-L) were undertaken to assess the extent to which the learning outcomes associated with our BASc program courses contribute to students' ability to achieve Undergraduate Degree Level Expectations at the expected levels upon graduation. Results of the analysis show that:

- first year courses strongly support students' progress in achieving Program Goal #1 regarding the depth and breadth of the nutrition-related knowledge base through learning objectives that introduce and reinforce essential concepts. For example, in FNN100 (Nutrition and Health) students are introduced to the concept of dietary assessment through lectures and a 3-day food record assignment that enable them to achieve the following learning goal "Describe the methods of dietary assessment, analyze and discuss the results of an estimated three-day food record."
- second year course learning objectives build on the knowledge base (Program Goal #1) by introducing more complex concepts, supporting integration of knowledge, and including activities that enable students to begin applying acquired knowledge and skills (Program Goal #3). These courses support introduction, reinforcement, and development of entry-level proficiency in fundamental areas, such as nutritional assessment. For example, in FNN201 (Nutrition Through the Lifespan), students are introduced to the statistical basis of the dietary reference intakes and utilize their dietary assessment skills as part of a comprehensive nutrition assessment, which

also includes anthropometric, clinical, and biochemical data collection and interpretation.

- third year courses support the development of entry-level proficiency in relation to the knowledge base (Program Goal #1), knowledge and application of methodologies (Program Goal #2), application of knowledge (Program Goal #3) and development of communication skills (Program Goal #4) through learning objectives that enable students to build upon previous learning, engage in activities that require more advanced application of concepts and skills, and introducing and reinforcing critical thinking skills across the breadth of the curriculum. Many course learning objectives support students' ability to enhance their proficiency in basic skills and develop entry-level proficiency in increasingly advanced areas of nutrition practice. For example, in FNS400 (Food Service Systems Management) students apply their knowledge of the principles of quantity food production as they gain management and administration skills through case-based learning. In FNP300 (Nutrition Communication Theory/Practice) students are tasked with creation of a public service announcement tailored to meet the needs of a priority population that draws on their knowledge of interpersonal and mass communication theories and principles.
- fourth year courses support students efforts to attain entry-level proficiency with regard to the higher level program goals such as the awareness of limits of knowledge (Program Goal #5) and autonomy and professional capacity (Program Goal #6). Course learning objectives focus on enhancing students' ability to integrate knowledge and skills, think critically, solve problems, and demonstrate their capacities as future health professionals and life-long learners. For example, in FNR401 (Advanced Nutrition Management of Human Disease) lectures and case-based assignments provide students with opportunities to demonstrate their skills by determining enteral nutrition regimens for complex care patients. In FNR310 (Senior Quantitative Research Project) and FNR320 (Senior Qualitative Research Project), students are challenged to apply their knowledge of research methodologies, statistics, nutrition and disease to plan, implement, analyse and present original research involving collection of primary or secondary data.

Taken together, the results of this analysis demonstrate that the curriculum provides a mechanism through which students can progress from novice learners to entry-level proficiency with regard to each of the six program goals arising from the UDLEs.