New Proposal

Date Submitted: 08/31/23 2:29 pm

Viewing: **: Food Regulations, Nutrition Policy, and Personalized Nutrition, CERT (online)**

Last edit: 11/17/23 11:57 am

Changes proposed by: Debra Korte

In Workflow

1. **U Program Review**
2. **1971 Head**
3. **KL Committee Chair**
4. **KL Dean**
5. **University Librarian**
6. **Grad_College**
7. **COTE Programs**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DOE
16. DMI

Approval Path

1. 09/05/23 11:49 am
   Donna Butler (dbutler): Approved for U Program Review
2. 09/05/23 12:12 pm
   Kelly Swanson (ksswanso): Approved for 1971 Head
3. 09/08/23 11:27 am
   Brianna Gregg (bjgray2): Approved for KL Committee Chair
4. 09/08/23 1:05 pm
   Anna Ball (aball): Approved for KL

Dean
5. 09/29/23 3:39 pm
Claire Stewart (clairest): Approved for University Librarian
6. 11/08/23 4:08 pm
Allison McKinney (agrindly): Approved for Grad_College
7. 11/08/23 4:29 pm
Suzanne Lee (suzannel): Approved for COTE Programs
8. 11/09/23 12:29 pm
Brooke Newell (bsnewell): Approved for Provost

Proposal Type

Proposal Type:
Major (ex. Special Education)

Administration Details

Official Program Name	Food Regulations, Nutrition Policy, and Personalized Nutrition, CERT (online)
Diploma Title	Certificate in Food Regulations, Nutrition Policy, and Personalized Nutrition
Sponsor College	Agr, Consumer, & Env Sciences
Sponsor Department	Nutritional Sciences
Sponsor Name	Anna Ball, Associate Dean of Academic Programs
Sponsor Email	aball@illinois.edu
College Contact	Debra Korte
College Contact Email	dskorte@illinois.edu
College Budget Officer	Nichole Isaac

College Budget Officer Email: nmisaac@illinois.edu

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Debra Korte, dskorte@illinois.edu; Brianna Gregg, bjgray2@illinois.edu; Jessica Hartke, jessh@illinois.edu; Sharon Donovan, sdonovan@illinois.edu

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term: Fall 2024

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Establish the Campus Graduate Certificate in Food Regulations, Nutrition Policy, and Personalized Nutrition in the College of Agricultural, Consumer and Environmental Sciences and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Program Justification

Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

This proposal seeks the approval of a Graduate Certificate in Food Regulations, Nutrition Policy, and Personalized Nutrition.

This certificate will provide fundamental knowledge of current food regulations and nutritional policies and the emerging field of personalized nutrition. To link the topics together, all courses will include team-based projects and case studies, which will require application of how regulations and policies can be applied to emerging areas, including personalized nutrition. Providing a safe and healthy food supply for the U.S. population is the responsibility of the U.S. government through FDA and the USDA. Food safety regulations are sets of government mandates that control all procedures in the entire food chain to ensure the production of safe food. Food safety laws apply to suppliers, producers, and customers. The goal of food regulations is to protect consumers from deceptive and dangerous acts that can lead to foodborne illnesses.

In addition, the USDA and NIH recommend nutrition policies for the U.S. government. A nutrition policy is a statement by an authoritative body of its intent to act in order to maintain or alter the food supply, nutritional status, or some other indicator in society. It is distinct from food policy, which does not explicitly incorporate public health concerns. Lastly, precision or personalized nutrition is a rapidly emerging area of research, which has spurred significant interest from food manufacturers, manufacturers of testing and medical devices and clinicians. Recently, NIH has invested over $170M to study nutrition for precision health. However, there are still many knowledge gaps, which create challenges for both regulators and policymakers.

Professions with high demand for this Certificate encompass professionals employed in the food industry, health care providers, including physicians and registered dietitian-nutritionists (RDN), state and federal government employees in food safety and regulatory roles, public health professionals employed in government and extension, as well as lawyers. We anticipate that a large number of RDN’s will be interested in the Certificate for continuing professional education. The Academy of Nutrition and Dietetics (AND) has encouraged practicing RND to seek out continuing education in personalized nutrition. Additionally, beginning in 2024, the M.S. will become the entry-level degree for a RDN, therefore, many future dietitians are seeking non-thesis M.S. options. We expect that most people enrolled in the Certificate program will be in the U.S., however, it is possible that individuals in other regions of the world (Asia, LATAM, and Europe) will also be interested in learning about U.S. food regulations and nutrition policies.

The Graduate Certificate in Food Regulations, Nutrition Policy, and Personalized Nutrition is designed for a non-traditional, adult learner audience of prospective students who do not have time or the ability to take coursework on-campus. This coursework will be offered 100% online through a combination of asynchronous (self-paced) and synchronous sessions that allow learners to learn at their own pace, earn academic credit, and complete a graduate certificate.

The Graduate Certificate in Food Regulations, Nutrition Policy, and Personalized

Nutrition an opportunity to provide professional education for food scientists, dietitians, and public health nutritionists who will work in highly regulated food industries, government, and clinical practice. Additionally, an unmet need exists for better understanding of the growing area of personalized nutrition, its applications in clinical care, and how current regulations and policies impact personalized nutrition. Illinois has the opportunity to be a world leader in meeting this unmet need by developing and implementing an integrated transdisciplinary online Certificate Program specific to regulations and policy on food with focus on the personalized nutrition of the American diet and on food imports.

Note: NUTR 582 and 583 have been approved, effective Fall 2024, and will show as course not found until the Academic Catalog rolls to the next Academic Year, in early 2024. See CIM Course approval documents in the Program of Study section.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

As a result of this program, students will be able to:
- Develop an awareness and appreciation of the complex regulations that must be followed for development of a new food ingredient or new food product in the US market
- Explain the economic, political, social & cultural factors that influence U.S. food & nutrition policies
- Examine the impact of economic, political, social & cultural factors on national food systems and population health
- Discuss the key aspects of individual genetic variations, the epigenome, the microbiome, and the exposome that underlie the field of personalized nutrition and contribute to individualized responses to dietary intakes
- Examine the current research evidence of personalized nutrition
- Analyze the emerging personalized nutrition trends, innovations, and regulatory challenges

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The student learning outcomes will be assessed through each course. Frequent formative assessments (e.g., quizzes, discussion forums, live discussions, short-answer essays, and written reflections) will be used to assess student comprehension at the conclusion of each module/objective of each course.

Students will complete summative assessments (e.g., case studies, individual projects, and team projects) at the conclusion of each major course component. Lower-level Bloom's taxonomy assessments will primarily be used to assess learning for the asynchronous course content, while high-level Bloom's taxonomy, high engagement assessments will be used in the synchronous live sessions. Assessments used as part of the synchronous sessions will encourage learners to interact with one another (i.e., Social Learning Theory, Bandura; Zone of Proximal Development, Vygotsky) to solve problems, create potential solutions, and develop strategic plans to solve complex global issues in food and agricultural economics.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

The goal is for 90% of students enrolled in the certificate to successfully complete (i.e., meet or exceed) the required thresholds of the assessments and earn their Graduate Certificate. The following rating rubric will be used to assess student learning on a fail, meet, or exceed scale.

0-79.9%: Below Expectations
80-89.9%: Meets Expectations
90-100%: Exceeds Expectations

Faculty will provide oversight of individual measures of student outcomes specific to each course and each assessment used within the course. Faculty will consult with college instructional designers to ensure assessments used throughout the course align with intended learning outcomes of the course and the certificate. Each assessment used to measure student learning outcomes will include an evaluation instrument (i.e., rubric).

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

The assessment data from each course will be used internally to assess the overall course, determine necessary adjustments to content or assignments, and modify content/assignments as needed to improve course quality and the student experience.

Program Description and Requirements Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

Attach Program of Study-related information such as sample sequences (for undergraduate programs) or college-level forms.

NUTR 583_ Nutrition Policy.pdf
NUTR 582_ Personalized Nutrition.pdf

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

The Food Regulations, Nutrition Policy, and Personalized Nutrition Graduate Certificate provides knowledge of food regulations and nutritional policies in the emerging field of personalized nutrition. Learners will explore the complex regulations for the development of food products and food ingredients; discuss the economic, social, and cultural factors that influence U.S. food & nutrition policies and their impact on food systems and population health; examine key aspects of individual genetic variation and the external factors that underlie the field of personalized nutrition. Lastly, learners will investigate research evidence and analyze the emerging personalized nutrition trends, innovations, and regulatory challenges.

Statement for Programs of Study Catalog

Graduation Requirements

Minimum Cumulative GPA: 2.75

Minimum hours required for certificate completion: 12 hours

At this time these certificate courses do not satisfy degree requirements for any graduate programs.

Course List

Code	Title	Hours
NUTR 581	US Food Regulations	4
NUTR 582	Course NUTR 582 Not Found	
NUTR 583	Course NUTR 583 Not Found	
Total Credit Hours		12

Corresponding Degree: CERT Campus Graduate Certificate

Program Features

Academic Level: Graduate

Does this major have transcripted concentrations?: No

What is the typical time to completion of this program?

1 year

What are the minimum Total Credit Hours required for this program?

12

What is the required GPA?: 2.75

CIP Code: 301901 - Nutrition Sciences.

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is available:

Online Only - The entire program is delivered online, students are not required to come to campus.

Describe the use of this delivery method:

Courses are delivered fully online through the Canvas and Coursera learning management systems. Each course is comprised of two structural components -- an asynchronous component on Coursera and asynchronous and synchronous components through Canvas.

The asynchronous, self-directed component for each course will include pre-recorded lectures, panel discussions, complimentary readings, demonstration videos, and quizzes. The asynchronous portion provides learners with foundational content for the course.

The second structural component is the high engagement synchronous online session in Canvas. This session will be offered each week. Students can interact with the instructor(s) and with one another to complete (high-level Bloom's taxonomy) in-depth projects and interactive exercises that build upon the foundational knowledge they previously learned through the asynchronous portion of the course.

Admission Requirements

Desired Effective Admissions Term: Fall 2024

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Prospective students must apply for admission to the Graduate Certificate specifically through the Graduate College admissions process. Graduate and professional admissions minimum requirements will apply: https://grad.illinois.edu/admissions/apply/requirements

Enrollment

Number of Students in Program (estimate)

Year One Estimate	20	5th Year Estimate (or when fully implemented)	70

Estimated Annual Number of Degrees Awarded

Year One Estimate	10	5th Year Estimate (or when	50

fully implemented)

What is the matriculation term for this program?
Fall

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?
No

Additional Budget Information
No additional faculty, advisors, or staffing will be needed for the 3-year implementation of this program as it is supported by the grant from College of ACES, see attached budget.

Attach File(s)
Proposed Budget_CIM.pdf

Financial Resources

How does the unit intend to financially support this proposal?
Current academic and administrative staff in the College of ACES Online Programs and the Division of Nutritional Sciences will have the capacity to serve as advisors, maintain records, and support students with registration/enrollment for the Graduate Certificate and related coursework.

The College of ACES will provide funding over three years to support faculty in the development of course content and delivery of courses that are associated with this certificate. Funds generated from the tuition revenue of this program will be re-invested into faculty and Division of Nutritional Sciences support staff for this program.

Will the unit need to seek campus or other external resources?
No

Attach letters of support
FOOD_SelfSupporting_GradCERT.pdf
SS-program-designation-form_FOOD.pdf

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)
Base + Differential

Is this program requesting self-supporting status?
Yes

IBHE

Degree Program Title and Overview

What is the specific title of the proposed degree program as it would be listed in the IBHE Program Inventory? The name should be what typically is used for similar programs nationally. Provide a short description of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates.

Graduate Certificate in Food Regulations, Nutrition Policy, and Personalized Nutrition

The Food Regulations, Nutrition Policy, and Personalized Nutrition Graduate Certificate provides knowledge of food regulations and nutritional policies in the emerging field of personalized nutrition. Learners will explore the complex regulations for the development of food products and food ingredients; discuss the economic, social, and cultural factors that influence U.S. food & nutrition policies and their impact on food systems and population health; examine key aspects of individual genetic variations and the external factors that underlie the field of personalized nutrition. Learners will investigate research evidence and analyze the emerging personalized nutrition trends, innovations, and regulatory challenges.

Professions with high demand for this Certificate encompass professionals employed in the food industry, health care providers, including physicians and registered dietitian-nutritionists (RDN), state and federal government employees in food safety and regulatory roles, public health professionals employed in government and extension, as well as lawyers. We anticipate that a large number of RDN’s will be interested in the Certificate for continuing professional education. The Academy of Nutrition and Dietetics (AND) has encouraged practicing RDN to seek out continuing education in personalized nutrition. Additionally, beginning in 2024, the M.S. will become the entry-level degree for a RDN, therefore, many future dietitians are seeking non-thesis M.S. options. We expect that most people enrolled in the Certificate program will be in the U.S., however, it is possible that individuals in other regions of the world (Asia, LATAM, and Europe) will also be interested in learning about U.S. food regulations and nutrition policies.

The Graduate Certificate in Food Regulations, Nutrition Policy, and Personalized Nutrition is designed for a non-traditional, adult learner audience of prospective students who do not have time or the ability to take coursework on-campus. This coursework will be offered 100% online through a combination of asynchronous (self-paced) and synchronous sessions that allow learners to learn at their own pace, earn academic credit, and complete a graduate certificate.

Illinois Administrative Code: 1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

Institutional Context

University of Illinois at Urbana-Champaign

Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program’s home department(s).

The University of Illinois recently approved Campus Graduate Certificates to reach a new population of learners. The priorities of the College of ACES are to expand our portfolio of online education programs to new audiences of learners who are interested in up-skilling or re-skilling to earn credentials. This certificate program also strives to fulfill the land-grant mission of providing accessible education to all.

The Graduate Certificate in Food Regulations, Nutrition Policy, and Personalized Nutrition will provide in-demand education in food regulations and nutrition policy for food scientists, dietitians, and public health nutritionists who will work in highly regulated food industries, government, and clinical practice. Additionally, an unmet need exists for better understanding of the growing area of personalized nutrition, its applications in clinical care, and how current regulations and policies impact personalized nutrition. Illinois has the opportunity to be a world leader in meeting this unmet need by developing and implementing an integrated transdisciplinary online Certificate Program specific to regulations and policy on food with focus on the personalized nutrition of the American diet and on food imports.

University of Illinois

Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

This certificate program responds directly to Campus Strategic Plan Goal 2C: “Provide new educational pathways and enhance current programs to increase flexibility and to foster education across disciplines.”

The Food Regulations, Nutrition Policy, and Personalized Nutrition Graduate Certificate will expand access to University of Illinois credentials. The impact is threefold:
1. new market of students gain flexibility in obtaining a standalone credential;
2. current students across campus to gain a complimentary credential; and
3. provide a new potential pathway to degree programs.

The Certificate allows more accessibility for continuing education for diverse populations, thus providing them with credentials to meet their career and personal goals.

Discuss projected future employment and/or additional educational opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. (Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at http://lmi.ides.state.il.us/ and/or the U.S. Bureau for Labor Statistics at http://www.bls.gov/).

Given the non-degree, graduate level format of this content as well as the working professional target audience, the expectation is that most learners will be seeking career advancement opportunities and/or new career paths in some capacity. The courses in the certificate program will provide learners with the knowledge and skills necessary for such opportunities.

Research indicates that the top reason learners choose a graduate certificate is a quick return on their investment that will potentially yield opportunities for salary increases, an expanded professional network, and basic preparation for a future graduate degree program. Furthermore, job seekers of the Great Resignation indicate a desire to increase their professional network while also obtaining skills, academic coursework, and value-added credentials that are transferable to other careers (Fox, M., 2022).

This Graduate Certificate will provide benefits to the leaners that it services and to the State of Illinois at large. The employees, the Illinois workforce, and employers will benefit from the upscaling of the workforce. This Gradate Certificate can also attract learners who will later return to the University to earn credentials.

What resources will be provided to assist students with job placement?

ACES career services and academic advisors in the Division of Nutritional Sciences and College of ACES will provide resources to students as needed. Due to the nature of the certificate program and intended target audience, we expect most students will be currently employed working professions who are seeking additional credentialing for their chosen career paths.

If letters of support are available attach them here:

Comparable Programs in Illinois

Illinois Administrative Code: 1050.30(a)(6): B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service. For additional information about similar programs, check the Degree Program Inventory on the IBHE website (https://www.ibhe.org/ProgInv_Prog.aspx) and review the Notice of Intent website for programs being planned (http://legacy.ibhe.org/ODA/tracking/NOI/NOISearch.asp).

Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them. Provide complete responses, do not reference website links.

None identified. No comparable graduate certificate programs are offered in state public or private colleges or institutions.

Comparable

Programs in Illinois Attach Documents

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6). Illinois Administrative Code:

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois Respond to the following questions about how the proposed program will support the three goals of A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan.

Equity

Describe institutional-level plans to close equity gaps in access, progression, completion, and attainment and the implications for the proposed program. More specifically, provide institutional-level plans for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, transfer and low-income students and implications for the proposed program. Explain how progress will be monitored.

The College of ACES recognizes the need to attract, recruit, retain, and complete a diverse group of students for this certificate program. The intent of this certificate program is to provide accessible, affordable fully online education to working adults, students of color, and low-income students. To that end, we provide flexible learning options as part of this program, targeted outreach and support services to students of color. We also ensure cultural awareness and diversity throughout our instructional content and marketing materials. Our support services will help students connect with financial assistance through the university and provide them with support services to navigate the registration/enrollment process for courses.

Describe program and institution-based high-impact practices and wrap-around student support services ensuring equitable access and success for students enrolled in the proposed program.

College and departmental support services will be provided to students in this certificate program. Specifically, support will be provided for students to:
1. Connect with their learning community of fellow students who are enrolled in associated coursework and the certificate program;
2. Assist with answering questions related to admissions, enrollment, and registration; and
3. Provide them with resources/links to navigate questions related to tuition and student services.
4. Offer adult learning strategies and support resources/links to contribute to student success

Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored.

The College of ACES has an active job search for a new Associate Dean for Diversity, Equity, and Inclusion. As part of this new appointment, intentional strategies will be implemented to increase and retain faculty, staff, and administrators who represent diverse populations. Specific to this certificate program, we strive to recruit diverse faculty and instructors to ensure a sense of belonging and representation for all prospective students. We will also recruit faculty, staff and administrators to serve as lead instructors, subject matter experts, and student support for this certificate.

Sustainability

Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have been historically underserved.

This graduate certificate is designed for adult learners (working professionals). Our desire is to create an affordable, accessible, flexible online educational certificate. The content is focused on knowledge and skill development in targeted areas of interest. Graduate certificates are more affordable with less time commitment for learners as compared to a master's degree. This certificate is in alignment with current workforce demands.

ACES Online Programs have dedicated staff to support students from underrepresented and first gen populations to help foster a sense of belonging and community. Staff also provide technical support in navigating the admissions/enrollment processes.

Provide tuition cost analysis for comparable programs and institutions in Illinois.

This proposed certificate will have self-supporting status at the Base + Differential rate. Students will be eligible to apply for financial aid through the university. Furthermore, the College of ACES is in the process of hiring a Coordinator of Educational Programs and Partnerships who will seek out corporate agreements with external stakeholders to help fund individual student's access to this certificate.

Growth

Provide a supply and demand analysis for the proposed program that, at minimum, does the following: a) Provides evidence of student interest in the proposed program including any strategies to incentivize students to stay in Illinois. b) Identifies and provides evidence of a high-quality credential with viability for future careers.

With an intended audience of adult learners (professionals in the workforce), this certificate aims to address the evolving landscape of food regulations and nutrition policies. Recent developments such as heightened focus on public health, sustainability, and dietary customization emphasize the demand for professionals with specialized knowledge in these areas. Graduates will be well-equipped for diverse career paths, including roles in regulatory compliance, public health advocacy, policy analysis, and personalized nutrition consultation.

Furthermore, the program's curriculum is designed to align with industry standards and emerging trends. Faculty expertise, guest lectures from industry professionals, and practical case studies ensure that students receive a high-quality education. This education translates to a credential that not only meets the needs of current job markets but also equips graduates with skills that will remain relevant as food regulations and nutritional paradigms continue to evolve.

Explain how the program engaged with business and industry in its development and how it will spur the state’s economy by leveraging partnerships with local, regional, and state industry, business leaders and employers.

As evident in the content of the course, faculty interact with food science professionals (during pre-recorded lectures and during synchronous online sessions) to provide firsthand knowledge from business leaders. These professionals offer a 'state of the industry' perspective from the vantage point of the workforce. This connected educational experience helps ensure the graduate program aligns with industry standards and seeks to solve real-world problems the students are experiencing in their professional lives.

Furthermore, the Food Regulations, Nutrition Policy, and Personalized Nutrition Graduate certificate is strategically designed to foster meaningful engagement with the business and industry sectors. Through a collaborative approach, our graduate certificate program aims to create a dynamic learning environment where students receive real-world insights, engage in industry-relevant research, and develop practical skills. This symbiotic relationship will not only ensure that our curriculum remains up-to-date and aligned with industry needs, but also open doors for internships, job placements, and research collaborations. Ultimately, these collaborative efforts will contribute to a skilled workforce equipped to drive innovation, compliance, and growth in the food and nutrition sectors, thus positively impacting the state's economy.

Describe how the proposed program will expand access and opportunities for students through high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences.

The knowledge and skills provided through this certificate, in addition to the credential of a Graduate Certificate, can be used by students to apply for promotions or pivot to new careers. Furthermore, they will expand their professional networks with other students in the course and connect with industry experts through synchronous online sessions.

This certificate program is part of a larger effort from the College of ACES to expand its educational portfolio of online, flexible learning opportunities. As a result, ACES is continuing to strive toward the land-grant mission of education for all by providing online, flexible, affordable learning options for a global audience of learners.

Explain how the proposed program will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future.

To meet the diverse learning needs of students, this certificate will offer a combination of asynchronous online and synchronous online learning models. This approach allows students to access course materials at their own convenience, promotes flexibility, and allows students to personalize their learning experience.

Beyond workforce need, describe how the program broadly addresses societal needs (e.g., cultural or liberal arts contribution, lifelong learning of Illinois residents, or civic participation).

Beyond addressing workforce needs, the Food Regulations, Nutrition Policy, and Personalized Nutrition certificate will equip professionals with knowledge and skills to address the growing concerns of public health and wellness, food insecurity, and food safety. The certificate will also positively contribute toward improving consumer awareness of food regulations and policies and inspire research and innovation to address the global impact of nutrition standards combat malnutrition and other food-related societal issues.

A Thriving Illinois:
Higher Education
Paths to Equity,
Sustainability, and
Growth - Attach
Documents

Program Description and Requirements

Illinois Administrative Code:

1050.30(b)(1) A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program

in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

Program Description

Provide a description of the proposed program and its curriculum, including a list of the required core courses and short ("catalog") descriptions of each one. (This list should identify all courses newly developed for the program).

Provide Program Description here:

The Food Regulations, Nutrition Policy, and Personalized Nutrition Graduate Certificate provides knowledge of food regulations and nutritional policies in the emerging field of personalized nutrition. Learners will explore the complex regulations for the development of food products and food ingredients; discuss the economic, social, and cultural factors that influence U.S. food & nutrition policies and their impact on food systems and population health; examine key aspects of individual genetic variations and the external factors that underlie the field of personalized nutrition. Learners will investigate research evidence and analyze the emerging personalized nutrition trends, innovations, and regulatory challenges.

The uniqueness of this certificate lies in its combination of asynchronous, self-paced content in addition to the synchronous, high engagement live sessions where learners can engage in problem-solving and discussion with other students in the learning community. Adult learners enrolled in this certificate will be encouraged to share their real-world experiences and apply new knowledge and skills gained from the coursework toward their professional endeavors.

This is a fully online certificate program that includes asynchronous and high-impact, high-engagement synchronous components.

The certificate includes three required courses that equate to 12 credit hours.
The three new courses that will be developed for this certificate program.

The three new courses are:

NUTR 581: Introduction to US Food Regulations (4 credit hours)
This course provides an introduction to food regulations. Throughout the semester, students will learn the principles of US food regulations and develop an understanding of how these regulations influence the US food industry through presentations given primarily by industry professionals. The course will explore the main US food regulations as well as other specialty topics including enforcement actions, trade associations, and the Codex Alimentarius.

NUTR 582: Personalized Nutrition (4 credit hours)
This course focuses on learning key concepts of why a “one size fits all” approach to nutrition recommendations may not work for everybody. We each have unique variations in our genomes, epigenomes and microbiomes, which interacts with our external environment to affect how our bodies respond to different dietary intakes. You will learn how our unique biological make-up is fundamental to human health and may be a way to establish a more personalized approaches to diet. You will also learn about new approaches to analyzing personalized nutrition data and what direct-to-consumer products and services are available.

NUTR 583: Nutrition Policy (4 credit hours)
This course will provide an overview of the nutrition and food policy process, policymakers, stakeholders, and the evidence-base at the interface of nutrition policy. We will explore complex questions about how government has responded to diet-related health problems and will discuss the appropriate role for government in efforts

to facilitate healthy eating. Lastly, how to develop and evaluate policy approaches to improve diet quality and reduce the burden of diet related disease among all people will be presented.

Attach Program Description Files if needed	CIM-C_CourseDescriptions_FoodCERT.pdf

Graduation Requirements

Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

To earn a Certificate in Food Regulations, Nutrition Policy, and Personalized Nutrition, students must complete three required courses (12 credit hours) with a 2.75 average or higher. Due to the nature of the certificate program, no thesis, dissertation, internship, or practicum is required.

Specialized Program Accreditation

Describe the institution’s plan for seeking specialized accreditation for this program. Indicate if there is no specialized accreditation for this program or if it is not applicable.

NA

Licensure or Certification for Graduates of the Program

If this program prepares graduates for entry into a career or profession that is regulated by the State of Illinois, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

NA

Plan to Evaluate and Improve the Program

Describe the program's evaluation plan.

The Division of Nutritional Science and the ACES Online Program administration will use key performance indicators to evaluate the certificate program. The key performance indicators that will be used to measure and evaluate viability and success of the Graduate Certificate are:
• number of applications received
• number of students enrolled
• retention rate percentage (within each course and online degree)
• ICES course evaluations
• ICES course evaluations
• DNS course evaluations (Likert scale used to rate each major component of the course, including asynchronous and synchronous components and assessments)
• time to certificate completion

The data collected will be evaluated by the teaching and learning team at the conclusion of each iteration of the course. Revisions will be made prior to the next course offering.

Plan to Evaluate and Improve the Program
Attachments

Budget Narrative

Fiscal and Personnel Resources

Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Budget Rationale

Provide financial data that document the university's capacity to implement and sustain the proposed program and describe the program's sources of funding.

Is the unit's (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

The initial development of this certificate is funded by the College of ACES and the FY23 Investment for Growth Program from the Office of the Provost. Through college and campus support, the college developed a grant program wherein faculty teams applied to receive funding to develop new online courses that comprised a new online Graduate Certificate. The revenue generated from the courses will be re-invested into the certificate program, Division of Nutritional Sciences support staff, faculty, content revision, development of new Division of Nutritional Sciences certificate courses, and student support services.

Faculty Resources

Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

Current faculty, instructors, adjunct faculty, industry experts and professionals will provide instruction.

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No additional support is needed at this time. Should demand for the courses exceed expectations and more sessions of the courses need to be offered, one or two new faculty may need to be hired to maintain an appropriate teacher-student ratio.

Describe how the unit will support student advising, including job placement and/or admission to advanced studies. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

Current administration in ACES Online Programs will provide student support in admissions and enrollment services.

Are the unit's current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program?

Yes, the current facilities are adequate to support the program. Faculty have the necessary computer and video/audio equipment available to provide a high quality online learning experience. Additionally, faculty have full access to use the ACES Media Studio, equipped with the latest technology, to host their live synchronous online sessions and record asynchronous content. Faculty also have full access to the suite of CITL media studios to record video content and create materials for the course.

Physical address locations for the above mentioned facilities include:
ACES Media Studio is located in Room 028, ACES Library, Information and Alumni Center, 1101 South Goodwin Avenue, Urbana, IL 61801
CITL Studios are located in Room 069, Literatures, Cultures, and Linguistics Building, 707 S. Mathews Ave., Urbana, IL 61801

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The courses for this program will be 100% online. Library collections, resources and services are adequate to meet needs.

Summarize information about library resources for the program, including a list of key textbooks, a list of key text and electronic journals that will support this program, and a short summary of general library resources of the University that will be used by the program's faculty, students, and staff.

Electronic journals will be used for required readings for the courses. Sources for the electronic journals include the University of Illinois U of I collection, EBSCO Discovery database, and Online Journals database. Open source, peer-reviewed journals will also be included as readings in the course.

Required readings for the courses may come from a variety of peer-reviewed, academic journals, including but not limited to Frontiers in Neuroscience, Eating Behaviors, Current Developments in Nutrition, and Digestive Diseases and Sciences.

Required textbooks include:
Neff, R. (2014). Introduction to the U.S. Food System: Public Health, Environment, and Equity. Jossey-Bass Professional Learning

Pomeranz, J. (2015). Food Law for Public Health. Oxford University Press.

Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

No funding will be needed for library services.

If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

The program is self-supporting. No graduate tuition waivers will be used for the courses associated with this program.

Budget Narrative
Fiscal and
Personnel
Resources
Attachments

Personnel Budget

Please complete all lines below; all fields are required. For fields where there is no anticipated cost or need, enter 0 or NA.

Category Year One Year Five Notes

Faculty (FTE)

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
0	0	existing faculty resources will be employed, no new resource allocation required

Faculty ($)

Faculty Year 1	Faculty Year 5	Faculty Notes
0	0	existing faculty resources will be employed, no new

Faculty Year 1	Faculty Year 5	Faculty Notes
		resource allocation required

Advising Staff ($)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
0	0	existing staff resources will be employed, no new resource allocation required

Graduate Students ($)

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
0	0	NA

Other Personnel Costs

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
0	0	NA

Budget Narrative Attachments

Facilities and Equipment

Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained;

B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service;

C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.

The faculty and instructional designers who are developing content for this certificate have full access to services provided by two instructional media producers from CITL (embedded in ACES), three CITL video/media studios, one newly renovated ACES Media Studio, two ACES instructional designers, and CITL digital media and graphic design specialists.

Physical address locations for the above mentioned facilities include:
ACES Media Studio is located in Room 028, ACES Library, Information and Alumni Center, 1101 South Goodwin Avenue, Urbana, IL 61801
CITL Studios are located in Room 069, Literatures, Cultures, and Linguistics Building, 707 S. Mathews Ave., Urbana, IL 61801

Will the program require new or additional facilities or significant improvements to already existing facilities?

	No
Will the program need additional technology beyond what is currently available for the unit?	
	No
Are there other costs associated with implementing the program?	No
Facilities and Equipment Attachments	

Faculty and Staff

Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

Current staff and faculty who will support this program include:

Division of Nutritional Sciences Instructional and Administrative Support Team

- Dr. Sharon Donovan, Professor (FSHN), Director of Personalized Nutrition Initiative, Division of Nutritional Sciences Affiliate, team leader for the certificate program development.

- Dr. Jessica Hartke, Senior Associate Director, Division of Nutritional Sciences. Dr. Hartke leads or co-instructs one or more courses in the certificate and oversees recruiting and admissions for the Division of Nutritional Sciences degree programs.

- Dr. Anna Keck, Assistant Director, Personalized Nutrition Initiative. Dr. Keck leads or co-instructs one or more courses in the certificate.

- Dr. Elvira de Mejia, Professor (FSHN), Personalized Nutrition Initiative Affiliate. Dr. Mejia leads or co-instructs one or more courses in the certificate.

- Dr. Yuan-Xiang Pan, Professor and Associate Department Head for Undergraduate Programs (FSHN), Division of Nutritional Sciences Affiliate and Personalized Nutrition Initiative Affiliate. Dr. Pan leads or co-instructs one or more courses in the certificate.;;

- Bryan Endres JD. Professor, Department of Agricultural & Consumer Economics, University of Illinois at Urbana-Champaign

- Dr. Luis Mejia, Adjunct Professor, FSHN, University of Illinois Urbana-Champaign

- Dr. Guy Johnson, Principal, Johnson Nutrition Solutions, LLC and Adjunct Professor, FSHN, University of Illinois Urbana-Champaign

College of ACES Administrative Support Team

- Dr. Anna Ball, associate dean of academic programs, ACES, full-time faculty and staff
- Dr. Debra Korte, assistant dean for learning innovation, ACES (oversee student support services and ACES Online staff), full-time faculty
Dr. Anna Ball and Dr. Debra Korte will provide oversight of the certificate and the ACES Online Staff who are supporting the development of the certificate. Drs. Ball and Korte each have doctoral degrees in agricultural education and served as teacher educators and curriculum experts in their respective higher education appointments and land-grant universities.

- Kasey Murphy, instructional designer, ACES, full-time staff
- Jennifer Banda, visiting teaching and learning specialist, ACES, full-time staff

Kasey Murphy and Jennifer Banda are former educators (secondary and post-secondary education) and hold degrees in education and curriculum design.

- Kevin Southworth, instructional media producer, CITL (embedded in ACES), full-time staff
- Adam Ruud, instructional media producer, CITL (embedded in ACES), full-time staff
Adam Ruud and Kevin Southworth each have more than 14 years of experience in media development.

- Dr. Elissa Thomann Mitchell, online education consultant, ACES, part-time faculty
Dr. Thomann Mitchell is a Teaching Associate Professor in Human Development and Family Studies. She is a certificated online course evaluator for Quality Matters and is an accomplished author of several peer-reviewed publications on the scholarship of teaching and learning in online and hybrid modalities of instruction.

Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

Please see attached CVs for each key faculty member.

Faculty and Staff Attachments: Food_CVs_faculty.pdf

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours: 0	0 Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours: 0	0 Percent of Total:
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours: 100	12 Percent of Total:
Total Credit Hours of the Program:	Number of Credit Hours:	12 Percent of Total:

100

New Faculty Required

Will new faculty expertise or new faculty members be needed to launch this program?

No

Please explain existing coverage:

No new faculty are needed to launch this program.

Additional Funds

Will the proposed program require a large outlay of additional funds by the institution?

No

Institutional Funding

Please explain institutional funding for proposed program:

The funding provided for the development of this certificate is part of a grant developed from the FY23 Investment for Growth initiative and funding support provided by the College of ACES. Each instructional team is provided funding over 3 years to design, develop, and implement the courses for the certificate program. The funding generated from the courses will be reinvested in the program to sustain this certificate.

EP Documentation

EP Control Number	EP.24.049
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	

Program Code:

Minor Code	Conc Code	Degree Code	Major Code

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document Justification for this request

Program Reviewer Comments

Key: 1216

Biographical Sketch

Sharon M Donovan

Education

Postdoctoral Fellow, 1989-1991, Stanford University School of Medicine
R.D., 1989, University of California, Davis
Ph.D., 1988, University of California, Davis
B.S., 1983, University of California, Davis

Research Interests

The Donovan laboratory conducts basic and translational research in the area of pediatric nutrition. During this phase of life, proper nutrition is of key importance for growth, development and long-term functional outcomes, such as cognition and immune response. On-going work in the lab is focusing on optimizing intestinal and cognitive development of neonates, development of the gut microbiome and prevention of childhood obesity.

Academic Positions

University of Illinois at Urbana-Champaign

Center for Advanced Study, Professor	*2020 - Present*
Melissa M. Noel Endowed Chair in Diet & Health, Department of FSHN	*2003 - Present*
Professor, Department of FSHN and Division of Nutritional Sciences	*2001 - Present*
Director, Division of Nutritional Sciences	*1999-2009*
Associate Professor, Department of FSHN and Division of Nutritional Sciences	*1997-2001*

Publications:

Berding, K.B., Donovan, S.M. (2018) Diet can impact microbiota composition in children with autism spectrum disorder. Frontiers in Neuroscience 12:515. doi: 10.3389/fnins.2018.00515

Cole, N.C., Musaad, S.M., Lee, S.Y., Donovan, S.M., and the STRONG kids Research Team. (2018) Home feeding environment and picky eating behavior in preschool-aged children: a prospective analysis. Eating Behaviors 30:76-82.

Reznikov, E.A., Comstock, S.S., Hoeflinger, J.L., Wan,g M., Miller, M.J., Donovan, S.M. (2018) Dietary bovine lactoferrin reduces Staphylococcus aureus in the tissues and modulates the immune response in piglets systemically infected with Staphylococcus aureus. Current Developments in Nutrition 2:nzy001. doi: 10.1093/cdn/nzy001

Wang, A.A., Harrison, K., Musaad, S., Donovan, S.M., Teran-Garcia, M.; STRONG Kids Research Team (2019) Genetic risk scores demonstrate the cumulative association of single nucleotide polymorphisms in gut microbiome-related genes with obesity phenotypes in preschool age children. Pediatric Obesity 2019 14(9):e12530. doi: 10.1111/ijpo.12530

Fiese, B.H., Musaad, S., Bost, K.K., McBride, B.A., Lee, S.Y., Teran-Garcia, M., Donovan, S.M. (2019)The STRONG Kids2 Birth Cohort Study: A cell-to-society approach to dietary habits and weight trajectories across the first five years of life. Current Developments in Nutrition 3(3):nzz007 https://doi.org/10.1093/cdn/nzz007.

Berding K.B., Donovan SM. (2020) Dietary patterns impact temporal dynamics of fecal microbiota composition in children with autism spectrum disorder. Frontiers in Nutrition 6:193. doi: 10.3389/fnut.2019.00193

Davis, E.C., Dinsmoor, A.M., Wang, M., Donovan, S.M. (2020) Microbiome composition in pediatric populations from birth to adolescence: Impact of dietary and prebiotic and probiotic interventions. Digestive Diseases and Sciences 65: 706-722

McGuire, M.K., Seppo, A., Goga, A.M. Buonsenso, D., Collado, M.C., Donovan, S.M., MÃ¼ller, J.A., Ofman, G., Monroy-Valle, M., Oâ€™Connor, D.L., Pace, R.M., Van de Perre, P. Best practices for human milk collection for COVID-19 research. Breastfeeding Medicine (2021) 16: 29-38.

Honors

Member, Center of Advanced Study, University of Illinois, Urbana-Champaign (2020)

Member, 2020-2025 Dietary Guidelines for Americans Advisory Committee, (2019-2020)

Elected member of the National Academy of Medicine of the National Academy of Science, Engineering and Medicine (2017)

Lucille S. Hurley Distinguished Lecturer (Department of Nutrition, UC, Davis) (2016)
Team Award for Excellence in Research for STRONG Kids/I-TOPP (College of ACES) (2015)

Spitze Landgrant Professorial Career Excellence Award (College of ACES) (2014)

Paul A. Funk Recognition Award (College of ACES) (2010)

Senior Award for Excellence in Research (College of ACES) (2006)

Norman A. Kretchmer Award (American Society for Nutrition) (2006)

Jonas Salk Health Leadership Award, Central Illinois Division of the March of Dimes (2003)

Melissa N. Noel Endowed Chair in Nutrition and Health (2003)

University Scholar (UIUC) (1998-2001)

Mead Johnson Award (American Society for Nutritional Sciences) (1997)

Award for Excellence in Research (College of ACES) (1997)

Ehrlich-Koldovsky Young Investigator Award (International Society for Research on Human Milk and Lactation) (1995)

International Life Sciences Institute (ILSI) Future Leader Award (1992)

Biographical Sketch

Jessica Hartke, PhD

Academic Positions
University of Illinois Urbana-Champaign
Senior Associate Director of the Division of Nutritional Sciences

Society for Nutrition Education and Behavior
Managing Editor and Reviews Editor

Resident Instruction
Topics in Nutrition Research

Select Publications:
Hartke, Jessica & Drnevich, Jennifer & Wheeler, Matthew & Donovan, Sharon. (2007). Transgenic overexpression of insulin-like growth factor-I (IGF-I) in milk influences intestinal development and gene expression in piglets.. The FASEB Journal. 21. 10.1096/fasebj.21.6.A1077.

Hartke, J & Monaco, Marcia & Wheeler, Matthew & Donovan, Sharon. (2005). Effect of a short-term fast on intestinal disaccharidase activity and villus morphology of piglets suckling insulin-like growth factor-I transgenic sows. Journal of animal science. 83. 2404-13. 10.2527/2005.83102404x.

Donovan, Sharon & Hartke, J.L. & Monaco, Marcia & Wheeler, Matthew. (2004). Insulin-like Growth Factor-I and Piglet Intestinal Development+. J. Dairy Sci. 87. 47-54. 10.3168/jds.S0022-0302(04)70060-0.

Honors
2022 Chancellor's Academic Professional Excellence Award

2020 College of ACES Professional Staff Award for Excellence in Administrative and Management Contributions

Biographical Sketch

Anna Keck

Education
Ph.D., University of Illinois Urbana-Champaign PhD, Nutritional Toxicology · (1997 - 2001)
MS, Illinois State University, Biochemistry · (1996 - 1997)
MS, Uppsala University, Chemistry · (1992 - 1996)
BS, Frykenskolan, Sweden · (1985 - 1988)

Certifications
Certified Clinical Research Professional
Certified IRB Professional
Certified Research Administrator

Professional Experience

University of Illinois Urbana-Champaign	
Assistant Director- Personalized Nutrition Initiative	*February 2023 – Present*
Program Coordinator - Personalized Nutrition Initiative	*November 2019 - February 2023*
Evaluation Specialist	*March 2018 - February 2023*
Program Coordinator, Division of Nutritional Sciences	*November 2017 - June 2021*
Adjunct Assistant Professor	*November 2007 - July 2020*
I-TOPP Program Coordinator	*June 2015 - August 2018*
Program Coordinator, Abriendo Caminos	*August 2017 - September 2019*
Visiting Assistant Professor	*2003 - 2007*
Carle Foundation Hospital	
Executive Director of the Research Institute	*November 2008 - June 2015*
Director, Foundation Research Office	*August 2007 - November 2008*
USDA	
Postdoctoral Fellow, Human Nutrition Center	*2001 - 2003*

Resident Instruction
Topics in Nutrition Research

Select Publications:
Keck A-S, Sloane S, Liechty JM, Fiese BH, Donovan SM (2017) Productivity, impact, and collaboration differences between transdisciplinary and traditionally trained doctoral students: A comparison of publication patterns. PLoS ONE 12(12): e0189391. https://doi.org/10.1371/journal.pone.0189391

Keck, AS., Sloane, S., Liechty, J.M. *et al.* Longitudinal perspectives of faculty and students on benefits and barriers to transdisciplinary graduate education: program assessment and institutional recommendations. *Palgrave Commun* **3**, 40 (2017). https://doi.org/10.1057/s41599-017-0027-y

Galbraith KL, Keck AS, Little C. Single-site community consultation for emergency research in a community hospital setting. Prehosp Emerg Care. 2014 Jul-Sep;18(3):328-34. doi: 10.3109/10903127.2014.882998. Epub 2014 Mar 26. PMID: 24669874.

Biographical Sketch

Elvira de Mejia

Education
Ph.D., 1990, National Polytechnic Institute, Mexico City, Mexico
M.Sc., 1976, University of California, Davis
B.S., 1972, National Polytechnic Institute, Mexico City, Mexico

Research Interests
Molecular mechanisms of chemoprevention of bioactive food components, mainly proteins and flavonoids, and their safety. We study food components with health benefits; analysis, characterization and mechanism of action of antimutagenic and anticarcinogenic compounds in foods (legumes, oilseeds and vegetables). We currently are working with bioactive proteins in different legumes. Our research group investigates the role of processing on the presence, concentration and physicochemical characteristics of proteins with biological potential against transformed human cells as well as their safety, such as allergenic potential. We also are studying the health benefits of tea, in particular the molecular mechanisms underlying the biological effects of ethnic teas used in folk medicine to combat several disorders, including cancer. This scientific study will introduce new materials to improve human health.

Academic Positions
University of Illinois at Urbana-Champaign
Professor, Food Science and Human Nutrition
Professor, Nutritional Sciences
Director, Nutritional Sciences
Affiliate, Personalized Nutrition Initiative, Carl R. Woese Institute for Genomic Biology
Professor, Center for Global Studies
Professor, Lemann Center for Brazilian Studies

Publications:
Books Authored or Co-Authored (Original Editions
Mojica, L., Gonzalez de Mejia, E. 2019. Legume Bioactive Peptides. In: Legumes: Nutritional Quality, Processing and Potential Health Benefits. Edited by Maria Ã□ngeles MartÃn-Cabrejas. Publish 2019 by Royal Society of Chemistry. Print ISBN: 978-1-78801-161-7. ePub eISBN: 978-1-78801-675-9, 350 pages.

Books Authored or Co-Authored (Revisions)
Cortez, R., Gonzalez de Mejia, E. (2019). Blackcurrants (Ribes nigrum): A Review on Chemistry, Processing and Health Benefits. Journal of Food Science 84 (9), 2387-2401.

Grancieri, M., Martino, H. S.D., Gonzalez de Mejia, E. 2019. Chia seed (Salvia hispanica L.) as a source of proteins and bioactive peptides with health benefits. A review. Comprehensive Reviews in Food Science and Food Safety 18, 480-499.

Selected Articles in Journals
Grancieri, M., Martino, H.S.D., Gonzalez de Mejia, E. 2019. Chia (Salvia hispanica L.) Seed total protein and protein fractions digests reduce biomarkers of inflammation and atherosclerosis in macrophages in vitro. Molecular Nutrition and Food Research 63, 1900021 (1 of 15).

Mazewski, C., Kim, S., Gonzalez de Mejia, E. 2019. Anthocyanins and their metabolites inhibit colorectal cancer cell progression and stimulate an immune response in vitro and in silico. Scientific Reports 9 (1), 11560.

Rebollo-Hernanz, M., Zhang, Q., Aguilera, Y., MartÃn-Cabrejas, M., Gonzalez de Mejia, E. 2019. Relationship and Comparison of the Phytochemicals from Coffee and Cocoa By-Products and their Potential against Inflammation, Oxidative Stress, Adipogenesis, and Insulin Resistance. Antioxidants 8(8), 279.

Rebollo-Hernanz, M., Zhang, Q., Aguilera, Y., MartÃn-Cabrejas, M.A., Gonzalez de Mejia, E. 2019. Phenolic compounds from coffee by-products modulate adipogenesis-related inflammation, mitochondrial dysfunction, and insulin resistance in adipocytes, via insulin/PI3K/AKT signaling pathways. Food and Chemical Toxicology 132, 110672.

Rebollo-Hernanz, M., Zhang, Q., Aguilera, Y., MartÃn-Cabrejas, M.A., Gonzalez de Mejia, E. 2019. Cocoa shell aqueous phenolic extract preserves mitochondrial function and insulin sensitivity by attenuating the inflammatory crosstalk between macrophages and adipocytes in vitro. Molecular Nutrition and Food Research 63(10):e1801413.

Li, Q., Vijay, S., Gonzalez de Mejia, E., Pavel, S. 2019. Effect of sulfur dioxide and lactic acid in steeping water on the extraction of anthocyanins and bioactives from purple corn pericarp. Cereal Chemistry 96:575â€“589. https://doi.org/10.1002/cche.10157

Honors

Fellow of the Mexican Academy of Sciences
Various scientific recognitions awarded by the Mexican Government and Foundations for her scientific contributions to Food Toxicology
Academic awards for excellence in teaching and for a successful work performance as Head of the graduate group in Food Science, University of Queretaro
General Foods Industry award
Fellow of the Agency for International Development
Selected by the Organization of American States as leader for the development of research programs to improve the nutritional quality and production of beans in the Central part of Mexico
Cochran Scholar, USDA
Fellow of the United Nations University
North American Colleges and Teachers of Agriculture (NACTA) Teacher Fellow award
Winner of the McCormick Science Institute Research Award
Campus Distinguished Promotion Award
University Scholar, University of Illinois
Recipient of the Spitze Land-Grant Professorial Career Excellence Award, ACES
Associate Editor, Journal of Functional Foods, Publisher, Food Science Journals, Elsevier
International Agency for Research expert on the Evaluation of Carcinogenic Risks to Humans: Coffee, Mate and Very Hot Beverages
Sheth Distinguished Faculty Award for International Achievement, University of Illinois
Recipient of the Paul A. Funk Recognition Award, College of ACES
Certified Food Scientist, Institute of Food Technologists
Member of the Cancer Community at Illinois

Biographical Sketch

Yuan-Xiang Pan

Education
Ph.D. in Molecular Nutrition, Virginia Tech, Blacksburg, USA
M.S. in Animal Nutrition, Virginia Tech, Blacksburg, USA
B.S. in Cell Biology, Lanzhou University, Gansu, China

Research Interests
The long-term goal of Dr. Pan's laboratory is to understand the underlying molecular mechanisms by which environmental factors influence the risk of diseases, in order that effective interventions can be developed to reduce the incidence of the disease. His lab utilizes a variety of models of human developmental diseases, including obesity, diabetes, and cancer. His lab uses experimental, statistical, and computational analyses to explore the epigenome, to integrate comparative and high-throughput epigenomics data. His lab also uses a wide range of molecular biology techniques including analysis of chromatin structure, promoter analysis, gene delivery, quantitative real-time PCR, sequencing analysis and bioluminescent Imaging.

Academic Positions
2022-Present, Professor of Nutrition, Department of Food Science and Human Nutrition (FSHN), Division of Nutritional Sciences (DNS), Informatics Programs in School of Information Sciences (iSchool), University of Illinois, Urbana-Champaign (UIUC), Illinois.

2013 - 2022, Associate Professor of Molecular Nutrition, Department of Food Science and Human Nutrition, Division of Nutritional Sciences, Illinois Informatics Institute (I3), University of Illinois, Urbana-Champaign (UIUC), Illinois.

2006 - 2013, Assistant Professor of Nutrition Department of Food Science and Human Nutrition Division of Nutritional Sciences University of Illinois, Urbana-Champaign (UIUC), Illinois.

2003 - 2006, Assistant Scientist (Faculty) Department of Biochemistry and Molecular Biology University of Florida College of Medicine, Gainesville, Florida.

2001 - 2003, Postdoctoral Research Associate Department of Biochemistry and Molecular Biology, University of Florida College of Medicine, Gainesville, Florida.

2000 - 2001, Research Associate (Faculty) Department of Animal and Poultry Sciences Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, Virginia.

Select Publications:
Cai, MZ., J. Zhang, H. Chen, and Y-X. Pan. A Maternal Low-protein Diet during Gestation Induces Hepatic Autophagy-related Gene Expression in a Sex-specific Manner in Sprague-Dawley Rats. Br J Nutr. 2021. Accepted.

HernÃ¡ndez-Saavedra D, Moody L, Tang X, Goldberg ZJ, Wang AP, Chen H, Pan Y-X. Caloric Restriction Following Early-Life High Fat-Diet Feeding Represses Skeletal Muscle TNF in Male Rats. 2021. J Nutr Biochem. 2021 Feb 4:108598. doi: 10.1016/j.jnutbio.2021.108598. Online ahead of print. PMID: 33549890

Wang, H., Xu GB, Chen H, and Y-X. Pan. Maternal High Fat Diet Activates Hepatic Interleukin 4 in Rat Male Offspring Accompanied by Increased Eosinophil Infiltration. 2020. Am J Physiol Gastrointest Liver Physiol. 2020 Oct 28. doi: 10.1152/ajpgi.00153.2019. Online ahead of print. PMID: 33112158.

Moody L, Chen H, Pan Y-X. Considerations for feature selection using gene pairs and applications in large-scale dataset integration, novel oncogene discovery, and interpretable cancer screening. 2020. BMC Med Genomics. 2020 Oct 22;13:148. PMID: 33087122.

Moody, L., Crowder, S. L., Fruge, A. D., Locher, J. L., Demark-Wahnefried, W., Rogers, L. Q., Delk-Licata, A., Carroll, W. R., Spencer, S. A., Black, M., Erdman, J. W., Chen, H., Pan, Y-X. & Arthur, A. E. Epigenetic stratification of head and neck cancer survivors reveals differences in lycopene levels, alcohol consumption, and methylation of immune regulatory genes. 2020. Clin Epigenetics. 2020 Sep 11;12(1):138. PMID: 32917280.

Yang TY, Gardner JC, Gao Z, Pan Y-X, Liang NC. The role of glucocorticoid signaling in exercise-associated changes in high fat diet preference in rats. Am J Physiol Regul Integr Comp Physiol. 2020 Mar 1;318(3):R515-R528. PMID: 31940232.

Wang, H., Xu GB, HernÃ¡ndez-Saavedra D, Chen H, and Y-X. Pan. A Low Protein Diet during Gestation and Lactation Increases Hepatic Lipid Accumulation through Autophagy and Histone Deacetylase. Am J Physiol Endocrinol Metab. 2020 Jan 7. doi: 10.1152/ajpendo.00263.2019. [Epub ahead of print] PMID: 31910026.

Kadayifci FZ, Haggard S, Jeon S, Ranard K, Tao D, Pan Y-X. Early-life Programming of Type 2 Diabetes Mellitus: Understanding the Association between Epigenetics/Genetics and Environmental Factors. Curr Genomics. 2019 Sep;20(6):453-463. PMID: 32477001.

Moody L, Shao J, Chen H, Pan Y-X. Maternal Low-Fat Diet Programs the Hepatic Epigenome despite Exposure to an Obesogenic Postnatal Diet. 2019. Nutrients. 2019 Sep 3;11(9). PMID: 31484384. (This article is an invited paper as part of the Special Issue â€œNutrition and Epigeneticsâ€).

Honors

Teaching Honors

List of Teachers Ranked as Excellent by Their Students (2009, NUTR510, UIUC)
List of Teachers Ranked as Excellent by Their Students (2010, FSHN426, UIUC)
List of Teachers Ranked as Excellent by Their Students (2011, FSHN426 and NUTR510, UIUC)
List of Teachers Ranked as Excellent by Their Students (2012, FSHN426, UIUC)

Research Honors

Milton L. Sunde Award (American Society for Nutrition, 2006)
Outstanding Investigator Award for Nutrient-Gene Interactions Research Interest Section (American Society for Nutrition, 2011)
Norman Kretchmer Memorial Award in Nutrition and Development (American Society for Nutrition, 2012)

Other Honors

Division of Nutritional Sciences Graduate Student Association Faculty Award (2012, 2022)

Biographical Sketch

Bryan Endres JD

Education
JD, University of Illinois College of Law, · (1997 - 2000)
MA, Bowie State University, European Program, Administrative Management · (1993 - 1995)
BS, United States Military Academy at West Point, Mathematical Economics, Systems Engineering · (1988- 1992)

Professional Experience
University of Illinois at Urbana-Champaign
Professor, Department of Agricultural & Consumer Economics *2016—Present*
Associate Professor *2013—2015*
Additional Affiliations
Director, Bock Agricultural Law & Policy Program, Agricultural and Consumer Economics
Director of Undergraduate Studies, Agricultural and Consumer Economics
Professor, Agricultural and Consumer Economics
Professor, Natural Resources and Environmental Sciences
Professor, Russian, East European and Eurasian Center
Professor, European Union Center
Affiliate, Center for Social and Behavioral Science

Steptoe & Johnson LLP
Associate *2001-2003*

Select Publications:
Endres, A. B., Andrade Laborde, J. E., Bohn, M. O., Formiga, A. K., Goldstein, W. A., Marriott, E. E., Ugarte, C. M., & Wander, M. M. (2022). Influence of the Seed Loophole and Bottleneck on Quantity and Quality of Organic Maize Seed in the U.S. Midwest. *Frontiers in Agronomy*, *4*, [763974]. https://doi.org/10.3389/fagro.2022.763974

Bryan Endres, A., Endres, R., & Nižić, M. K. (2021). Restaurant disclosure of food allergens: Analysis and economic implications. *Tourism and Hospitality Research*, *21*(2), 202-215. https://doi.org/10.1177/1467358420977576

Bryan Endres, A., & Endres, R. (2017). The European Union, Agriculture, and the Tropics: Public Financial Incentives to Enhance Food Security and Expansion of Production Contracts. *Tropical Conservation Science*, *10*. https://doi.org/10.1177/1940082917720663

Endres, A. B., & Schlessinger, L. R. (2016). Legal Solutions to Wicked Problems in Agriculture: Public-Private Cooperative Weed Management Structures as a Sustainable Approach to Herbicide Resistance. *Texas A&M Law Review*, *3*, 827-852.

Quinn, L. D., Scott, E. C., Endres, A. B., Barney, J. N., Voigt, T. B., & Mccubbins, J. (2015). Resolving regulatory uncertainty: Legislative language for potentially invasive bioenergy feedstocks. *GCB Bioenergy*, *7*(5), 909-915. https://doi.org/10.1111/gcbb.12216
View all publications on Illinois Experts

Biographical Sketch

Guy Johnson

Education
Ph.D., University of Illinois Urbana-Champaign, Nutritional Science · (1971 - 1976)
BS, University of Illinois Urbana-Champaign, Food Science · (1967 - 1971)

Professional Experience
University of Illinois Urbana-Champaign *2005—Present*
Adjunct Professor, Food Science and Human Nutrition

Johnson Nutrition Solutions, LLC *2000—Present*
Principal

McCormick Science Institute *2006—Present*
Senior Advisor

Kellogg Company *1998—2000*
VP Nutrition USA

The Pillsbury Company *1989—1998*
Director of Nutrition and Labeling Services

Gerber Products Company *1979—1989*
Director of Infant Nutrition

Select Publications:
DeSimone, J. A., Beauchamp, G. K., Drewnowski, A., & Johnson, G. H. (2013). Sodium in the food supply: Challenges and opportunities. *Nutrition Reviews*, *71*(1), 52–59. https://doi.org/10.1111/nure.12006

Hackman, R. M., Aggarwal, B. B., Applebaum, R. S., deVere White, R. W., Dubick, M. A., Heber, D., Ito, T., Johnson, G. H., Keen, C. L., Winters, B. L., & Stohs, S. J. (2014). Forecasting nutrition research in 2020. *Journal of the American College of Nutrition*, *33*(4), 340–346. https://doi.org/10.1080/07315724.2014.943113

Johnson, G. H., & Anderson, G. H. (2010). Snacking definitions: Impact on interpretation of the literature and dietary recommendations. *Critical Reviews in Food Science and Nutrition*, *50*(9), 848–871. https://doi.org/10.1080/10408390903572479

Johnson, G. H., & Fritsche, K. (2012). Effect of dietary linoleic acid on markers of inflammation in healthy persons: A systematic review of randomized controlled trials. *Journal of the Academy of Nutrition and Dietetics*, *112*(7). https://doi.org/10.1016/j.jand.2012.03.029

Johnson, G. H., Keast, D. R., & Kris-Etherton, P. M. (2007). Dietary modeling shows that the substitution of Canola Oil for fats commonly used in the United States would increase compliance with dietary recommendations for fatty acids. *Journal of the American Dietetic Association*, *107*(10), 1726–1734. https://doi.org/10.1016/j.jada.2007.07.015

Biographical Sketch

Luis Mejia

Education
Ph.D.
MS
BS

Professional Experience
University of Illinois at Urbana-Champaign
Adjunct Professor

Select Publications:
Nuñez, Marvin & G. Castillo, Ulises & Cuadra, Juan & Gallegos, Brenda & Mejia, Luis. (2022). "Atol Shuco", a Traditional Corn-Fermented Salvadorian Beverage: Phytochemical, Microbiological and Nutritional Considerations. 10.1021/bk-2022-1406.ch003.

Fabusoro, Olufemi & Mejia, Luis. (2021). Nutrition in HIV-Infected Infants and Children: Current Knowledge, Existing Challenges, and New Dietary Management Opportunities. Advances in Nutrition. 12. 10.1093/advances/nmaa163.
Endres, A. B., & Schlessinger, L. R. (2016). Legal Solutions to Wicked Problems in Agriculture: Public-Private Cooperative Weed Management Structures as a Sustainable Approach to Herbicide Resistance. *Texas A&M Law Review*, *3*, 827-852.

Mejia, Luis & Kuo, Wan-Yuan & Beltran-Velazquez, Filiberto. (2018). Provision of micronutrients in coexisting public health programs and risk of excessive intake: regulatory considerations: Regulations of micronutrient interventions. Annals of the New York Academy of Sciences. 1446. 10.1111/nyas.13972.

Mejia, Elvira & Aguilera, Yolanda & Martin-Cabrejas, Maria & Mejia, Luis. (2015). Industrial processing of condiments and seasonings and its implications for micronutrient fortification. Annals of the New York Academy of Sciences. 1357. 10.1111/nyas.12869.

Mejia, Luis & Bower, Allyson. (2015). The global regulatory landscape regarding micronutrient fortification of condiments and seasonings. Annals of the New York Academy of Sciences. 1357. 10.1111/nyas.12854.

Biographical Sketch

Anna Leigh Ball

124 Mumford Hall, MC-170, 1301 W. Gregory Drive, Urbana IL, 61801 |aball@illinois.edu

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Education:
PhD, University of Missouri May 2002, Major: Agricultural Education, Concentration: Teacher Education
MEd, University of Missouri, August 2000, Major: Practical Arts and Vocational Technical Education, Emphasis: Agricultural Education
BS, University of Illinois, December 1995, Major: Agricultural Education

Professional Experience:
University of Illinois, Urbana-Champaign *2019-present*
Associate Dean for Academic Programs, College of Agriculture, Consumer and Environmental Sciences

University of Missouri, Columbia
Faculty Fellow for Faculty Affairs, Office of the Provost (*2016-2019)*
Director, Center for Educational Innovations, CAFNR (*2011-2019)*
Faculty Fellow, Broader Impacts Network, Office of Research and Graduate Studies (2014-2015)
Department of Agricultural Education and Leadership, Professor (*2014-2019);* Director of Graduate Studies (*2016-2017);* Chair (*2010-2016);* Director of Undergraduate Studies (*2008-2010);* Associate Professor (2008-2014)

University of Florida 2006-2008
Assistant Professor of Agricultural Education, Department of Agricultural Education and Communication **Director**, Teaching Resource Center, College of Agriculture and Life Sciences

University of Illinois 2002-2006
Assistant Professor of Agricultural Education, Department of Human and Community Development

Publications:
Mott, R., Simonsen, J., Tummons, J., Ball, A.L., & Vandermause, R. (in press). What is the meaning of livestock youth production? A hermeneutic phenomenological study. *Journal of Agricultural Education.*

Leman, A. M., Korte, D., & Ball, A. (2021). Faculty and student perceptions of the learning experience in an emergency transition to online learning. NACTA Journal, 65.

Bowling, A.M. & Ball, A.L. (2020). Supporting students' psychological needs and motivation within school-based agricultural education: a mixed methods study. *Journal of Agricultural Education 61*(2), 206-221. https://doi.org/10.5032/jae.2020.02206.

Bird, W., Bowling, A. M., & Ball, A. L. (2020). Civic engagement, autonomy, and reflection: Factors influencing youth self-perceived civic responsibility. *Journal of Agricultural Education, 61*(1), 203-220. doi: 10.5032/jae.2020.01203

Bowling, A. M., Ball, A. L., & Bird, W. (2020). Exploring motivational strategies, outcomes, and theories within the C*areer Development Event preparation process.* Journal of Agricultural Education, 61(1), 221-234. doi: 10.5032/jae.2020.01221

Biographical Sketch

Bird, W., Bowling, A. M., & Ball, A. L. (2019) The role reflection plays in enhancing civic responsibility following FFA civic engagement activities. *Journal of Agricultural Education, 60*(1), 128 – 144. DOI: 10.5032/jae.2019.01128

Bowling, A. M., & Ball, A. L. (2018). Alternative certification: A solution or an alternative problem? *Journal of Agricultural Education, 59*(2), 109-122 https://doi.org/10.5032/jae.2018.02109

Cramer, S., Ball, A.L., & Hendrickson, M. (2019). "Our school system is trying to be agrarian": educating for reskilling and food system transformation in the rural school garden. *Agriculture and Human Values*, 36(4). DOI:10/1007.s10460-019-09942-1.

Cramer, S. & Ball, A.L. Wild leaves and narrow stems: exploring formal and nonformal education tensions through garden-based learning. *Journal of Agricultural Education, 60*(4), 35-52. doi: 10.5032/jae.2019.04035

Mott, R. L., Keller, K. J. M., Britt Rankin, J., & **Ball, A. L**. (2018). "Out of place around other people": Experiences of young people who live with food insecurity. *Children & Society*.

Honors and Awards:

E.B. Knight, Outstanding Journal Author Award, North American Colleges and Teachers of Agriculture, 2005. Article: Garton, B. L., Kitchel, T., & Ball A. L. (2005). University admission criteria and learning style: Predictors of academic success? *North American Colleges and Teachers of Agriculture Journal, 49*(2) 10.

- **Fellow**, American Association for Agricultural Education, 2016
- **Outstanding Member,** American Association for Agricultural Education, 2016
- **Excellence in College and University Teaching in the Food and Agricultural Sciences Award,** United States Department of Agriculture, 2014.

External Funding:

Findeis, J.L., (Lead P.I.) Parcell, J., **Henry [Ball]**, **A.L.**, Boessen, C., Fulcher, C., Chaddad, F., & O'Brien, D., *University of Illinois USAID Soybean MRA*. University of Illinois Subcontract 2013, $1,144,258.

Henry [Ball], A.L. & Simonsen, J. (Co-P.I.'s). *National Farm Business Management Benchmarking*. National Institute of Food and Agriculture, 2012, $76,000.

Parcell, J, **Henry [Ball], A.L.** & Gedikoglu (Co-P.I.'s), *Student Understanding of Price-Risk Management through Experiential Learning via Distance Education Delivery,* United States Department of Agriculture Higher Education Challenge Grant, $285,000

Ball, A.L. (Lead P.I.), & Knobloch, N.A. (Co-P.I.), *Developing Undergraduate-Faculty Partnerships to Enhance Learner-Centered Teaching in Colleges of Agriculture and Natural Resources, USDA Higher Education Challenge Grants Program*, 2005-2008, $150,000

Knobloch, N. (P.I.) and **Ball, A.L.** (Co-P.I.), *A National Assessment of Learner Centered Approaches to Teaching in Colleges of Agriculture,* Higher Education Challenge Grant, 2003 2006, $100,000.

DEBRA S. KORTE

124 ACES LIAC, 1101 S. Goodwin Avenue, Urbana, Illinois 61801 | (217) 244-8086 | dskorte@illinois.edu

SUMMARY OF TEACHING & LEARNING EXPERTISE

- Award-winning teaching professor with more than two decades of proven impact in agricultural education and curriculum development
- More than nine years of experience as trusted administrator and project manager of educational programs in the College of ACES
- Successful manager of approximately $400,000 of grant funds, sponsorship of graduate degree coursework, and execution of educational initiatives
- Author of 21 published works and conference presentations on the scholarship of teaching and learning, pedagogical practices, and emerging issues in teacher development

EDUCATION

2017 **Doctor of Philosophy |** University of Missouri, Agricultural Education
Doctoral Dissertation: Korte, D. (2017). The influence of social support on teacher self-efficacy in novice agricultural education teachers. Advisor: Dr. Jon Simonsen

2009 **Master of Science |** Eastern Illinois University, Educational Leadership Administration
Type 75 (Secondary Education) Administrative Certificate

2002 **Bachelor of Science |** University of Illinois at Urbana-Champaign, Agricultural and Environmental Communications & Education
Secondary Teaching Certificate in General Science and Agricultural Business and Management

PROFESSIONAL EMPLOYMENT

2020-present **Director for Learning Innovation and E-learning | Teaching Associate Professor**
University of Illinois, College of Agricultural, Consumer, and Environmental Sciences

2012-2020 **Teaching Assistant Professor**
University of Illinois, Agricultural Leadership, Education and Communications Program

2009-2012 **Assistant Communications Director and Training Coordinator**
Software Solutions Integrated, LLC, Shelbyville, Illinois

2008-2011 **Adjunct Instructor and Education Outreach Coordinator**
Lake Land College Agriculture Department, Mattoon, Illinois

2008-2009 **Curriculum Development Consultant**
MyCAERT, Danville, Illinois
University of Illinois Information Technology and Communication Services

2002-2008 **Agriculture Education Instructor**
Kansas CUSD #3, Kansas, Illinois

GRANTS FOR EDUCATIONAL INITIATIVES

2012-present **Administrator/Principal Investigator**, Illinois State Board of Education (ISBE) Instructional Grants

- Secured **$185,452 of funding** from **18 grants** offered by ISBE
- Develop and submit budget proposals for the Incentive Funding (IFG) and Growing Agricultural Science Teachers (GAST) grants for **9 consecutive years**
- Submit the IFG Indicators Application to the Illinois State Board of Education

PUBLICATIONS & PRESENTATIONS

Publications in Peer Reviewed Journals

Leman, A., **Korte, D.** and Ball, A. (in press). Faculty and student perceptions of the learning experience in an emergency transition to online learning. *North American Colleges and Teachers of Agriculture (NACTA) Journal.*

Korte, D.S., Mott, R., Keating, K.H., & Simonsen, J.C. (2020). Choosing a life of impact: A grounded theory approach to describe the career choice of becoming a teacher. *Journal of Human Sciences and Extension, 8*(2), 237-259. https://www.jhseonline.com/article/view/1069/841

Solomonson, J.K., Thieman, E.B., **Korte, D.S.**, Retallick, M.S. (2019). Why do they leave and where do they go? A qualitative study of Illinois school-based agriculture teachers who left the profession. *Journal of Agricultural Education, 60*(4), 115-131. doi:10.5032/jae.2019.04115.

Solomonson, J.K., **Korte, D.S.**, Thieman, E.B., Retallick, M.S., & Keating, K.H. (2018). Factors contributing to Illinois agricultural educators' final decision to leave the classroom. *Journal of Agricultural Education, 59*(2), 321-342. doi:10.5032/jae.2018.02321.

Korte D.S. & Simonsen, J.C. (2018). The influence of social support on teacher self-efficacy in novice agricultural education teachers. *Journal of Agricultural Education, 59*(3), 100-131. doi:10.5032/jae.2018.03100.

Gezer-Templeton, G. Mayhew, E., **Korte, D.**, & Schmidt, S. (2017). Use of exam wrappers to enhance students' metacognitive skills in a large introductory food science and human nutrition course. *Journal of Food Science Education*, 16(1), 28-36. doi:10.1111/1541-4329.12103.

Presentations at Regional & National Conferences

Korte, D.S. & Schmidt, S. (2019, June). *Starting with the End in Mind: Introducing Career Ready Practices to First Semester Freshman.* Poster presented at the annual meeting of the North American Colleges and Teachers of Agriculture Conference, Twin Falls, ID.

Korte, D.S. & Schmidt, S. (2019, June). *Helping Students Develop and Mature as Scientists.* Poster presented at the annual meeting of the Institute of Food Technologists, New Orleans, LA.

Korte, D.S. & Schmidt, S. (2018, July). *Exploring the influence of course elements on students' approaches to learning in a large enrollment introductory food science and human nutrition course.* Poster presented at the annual meeting of the Institute of Food Technologists, Chicago, IL.

Korte, D. & Simonsen, J. (2017, September). *The influence of social support on teacher self-efficacy in novice agricultural education teachers.* Research presentation at the annual meeting of the North Central American Association for Agricultural Education, Ames, IA.

Schmidt, S., **Korte, D.**, Reitz, N., Gezer-Templeton, G., & Mayhew, E. (2017, June). *Helping students learn both course content and best learning practices.* Poster presented at the annual meeting of the North American Colleges and Teachers of Agriculture Conference, West Lafayette, IN.

HONORS & ACHIEVEMENTS

2013-present	CITL List of Teachers Ranked as Excellent by Students (28 semesters, 6 for online course)
2020	Nominee for Association of Public & Land-Grant Universities USDA National Institute of Food and Agriculture Excellence in College & University Teaching in the Food & Agricultural Sciences
2018	NACTA Educator Award, North American Colleges and Teachers of Agriculture
2018	Specialized Faculty Teaching Award, College of Agricultural, Consumer and Environmental Sciences (ACES)

Elissa Thomann Mitchell, Ph.D., LSW, CFLE (she/her)
Teaching Associate Professor
Department of Human Development & Family Studies
University of Illinois at Urbana-Champaign
thomann2@illinois.edu

EDUCATION

2013	Ph.D., Human Development and Family Studies University of Illinois at Urbana-Champaign
2006	M.S.W., Mental Health Specialization M.S., Human & Community Development University of Illinois at Urbana-Champaign
2003	B.S., Psychology, Interpersonal Communication University of Evansville

LICENSE & CERTIFICATION

2022	*Licensed Social Worker,* State of Illinois (#150.108253, exp 11/30/23)
2020	*Certified Family Life Educator (CFLE),* NCFR (exp 1/31/2025)

PROFESSIONAL EMPLOYMENT

Academic Appointments

2023 – present	Teaching Associate Professor, Department of Human Development & Family Studies, University of Illinois at Urbana-Champaign
2018 – 2023	Director, Center for Social Justice Education, University of Southern Indiana
2015 – 2023	Associate Professor (2021 – 2023) / Assistant Professor (2015 – 2021), Social Work Department, University of Southern Indiana
2014 – 2015	Faculty Fellow, Center for Online Learning, Research, & Service, University of Illinois at Springfield
2013 – 2015	Assistant Professor, Department of Human Services, University of Illinois at Springfield
2008 – 2013	Graduate Research & Teaching Assistant, Human and Community Development, University of Illinois at Urbana-Champaign
2007 – 2008	Instructor, Human and Community Development, University of Illinois at Urbana-Champaign
2004 – 2006	Graduate Research & Teaching Assistant, Human and Community Development, University of Illinois at Urbana-Champaign

Other Professional Experience

2023 – present	Online Education Consultant, College of ACES, University of Illinois at Urbana-Champaign
2017 – 2023	Adjunct Instructor: Eastern Illinois University, University of Illinois at Urbana-Champaign, & Wilmington University
2017 – 2020	Course Developer & Reviewer, Applied Family Science, Wilmington University
2007 – 2013	Director of Network and Outreach, Generations of Hope Development

	Corporation, Champaign, Illinois
2005 – 2007	Family & Child Support Worker; Family Intervention Team; Research and Evaluation Assistant, Generations of Hope, Rantoul, Illinois
2004	Mental Health Technician, Adult and Child Health, Indianapolis, Indiana
2002 – 2003	Mental Health Technician, Southwestern Indiana Mental Health Center, Evansville, Indiana

SCHOLARSHIP
(abbreviated list; only work since 2020)

Publications

Mitchell, E. T. (2022). Macro practice. In K. Zgoda (Ed.) *Active learning lessons, activities, and assignments for the modern social work educator* (pp. 178-187). Routledge.

Mitchell, E. T. (2022). Social justice and activism. In K. Zgoda (Ed.) *Active learning lessons, activities, and assignments for the modern social work educator* (pp. 329-330). Routledge.

Mitchell, E.T., & Gilles, E.E. (2021). "I now feel more comfortable advocating for people:" Student reflections on service learning. *Journal of Human Services: Training, Research, and Practice, 7*(2), Article 1. https://scholarworks.sfasu.edu/jhstrp/vol7/iss2/1

Mitchell, E.T., Whittaker, A.L., Raffaelli, M., & Hardesty, J. (2021). Child adjustment after parental separation: Variations by gender, age, and maternal experiences of violence during marriage. *Journal of Family Violence, 36*, 979-989. https://doi.org/10.1007/s10896-021-00252-x

Mitchell, **E.T.** (2021). The importance of intergenerational relationships. *The Minka Monthly Newsletter*, p. 3. https://www.usi.edu/media/5637046/november-minka-monthly-newsletter.pdf

Mitchell, E.T. (2021). Steps to becoming an activist. *Illume,* 11. https://www.usi.edu/media/5631964/illume-spring-2021-web-full-spreads.pdf

Presentations

Mitchell, E.T. (2023, November). *Embracing choice: Student-led service learning.* Presentation at the Original Lilly Conference on College Teaching, Oxford, OH.

Mitchell, E.T. (2023, November). *Request for proposals: Teaching grant writing through active learning.* Presentation at the National Council on Family Relations Conference, Orlando, FL.

Mitchell, E.T. (2023, November). *Providing support to NICU families during COVID: A program for the way we are now.* Presentation at the National Council on Family Relations Conference, Orlando, FL.

Mitchell, E.T., & Crossman, K.A. (2023, October). *Course mapping: Rethinking the basics of course development.* Presentation at the Teaching Professor Online Conference, Virtual.

Crossman, K. & **Mitchell, E.T.** (2023, October). *Strategies for engaging students in reading and writing about research.* Presentation at the Teaching Professor Online Conference, Virtual.

Mitchell, E.T. (2023). *Course mapping: Rethinking the basics of course development.* Invited speaker at workshop for College of ACES Online Development, Champaign, IL.

Mitchell, E.T., Dillingham, J., & Maynard, Q.R. (2022, November). *Creating structure and support for student success.* Presentation at the Online Learning Consortium Conference, Virtual.

Dillingham, J., **Mitchell, E.T.**, & Maynard, Q.R. (2022, October). *Another committee? How a technology committee supports student and faculty success in an online world.* Presentation at the Indiana Association of Social Work Educators Conference, Indianapolis, IN.

Dillingham, J., & **Mitchell, E.T.** (2021, April). *Going online in a hurry: Using faculty peer mentors.* Presentation at the Social Work Distance Education Conference, Virtual.

Mitchell, E.T., & Dillingham, J. (2021, March). *Informal mentoring of faculty teaching online: Strategies & techniques.* Presentation at the Online Learning Consortium Conference, Virtual.

Mitchell, E.T., Gilles, E.E., & Huggins, V. (2021, February). *Teaching with service learning: A collaboration between social work and public relations faculty.* Presentation at the Indiana Campus Compact Summit, Virtual.

Mitchell, E.T. (2020, November). *Expanding the boundaries of teaching and learning in family science: Student engagement and learning.* Discussant for this session at the National Council on Family Relations Conference, Virtual.

Mitchell, E.T., & Huggins, V. (2020, May). *Teaching macro practice through online and community engagement.* Presentation at the Influencing Social Policy MACRO Conference, St. Louis, MO. *[Conference cancelled due to COVID-19]*.

Huggins, V. & **Mitchell, E.T.** (2020, March). *Social media and service learning: Teaching macro practice through engagement.* Presentation at the Association of Baccalaureate Social Work Program Directors' Conference, Birmingham, AL *[Conference cancelled due to COVID-19].*

Mitchell, E.T. & Dillingham, J. (2020, March). *Technology in practice: Implications for social work educators and programs.* Presentation at the Association of Baccalaureate Social Work Program Directors' Conference, Birmingham, AL. *[Conference cancelled due to COVID-19]*.

Full CV available upon request via email: thomann2@illinois.edu

Food Regulations, Nutrition Policy, and Personalized Nutrition, CERT (online)

NUTR 581: US Food Regulations

Throughout the semester, students will learn the principles of US food regulations and how these regulations influence the US food industry. The course will explore the main US food regulations, enforcement actions, trade associations, and the Codex Alimentarius. Students will apply their learning by completing individual assignments and participating in optional group exercises and will integrate and apply graduate level knowledge of food regulations by working throughout the semester on a capstone project.

NUTR 582: Personalized Nutrition

A “one size fits all” approach to nutrition may not work for everyone. We each have unique variations in our genome, epigenome and microbiome, which interact with our external environment to affect how our bodies respond to dietary intake. Students will learn how our unique biological make-up can be a way to establish more personalized approaches to diet, new approaches to analyzing personalized nutrition data, and what direct-to-consumer personalize nutrition products and services are available.

NUTR 583: Nutrition Policy

Throughout the semester students will learn about the policy making process and the evidence-base at the interface of nutrition policy. Students will explore complex questions about how government has responded to diet-related health problems and will examine the role for government in efforts to facilitate healthy eating. In addition, information on how to develop and evaluate policy approaches to improve diet quality and reduce the burden of diet-related disease among all people will be presented.

ILLINOIS

GRADUATE COLLEGE
110 Coble Hall, MC-322
801 S. Wright St.
Champaign, IL 61820

PROGRAM TUITION WAIVER POLICY PROPOSAL

Proposals to establish or revise tuition waiver policy for a graduate program will follow a shared governance approval process (Department, School, College, Graduate College).

Definitions of Tuition Waiver Policy Designations:

Traditional Programs. Programs either designated as generating **full or base-rate** tuition waivers. Base rate waivers waives only the Resident Graduate Base tuition amount. Non-Residents or students in a program with an additional tuition differential will be responsible for the remaining portion of tuition.

Reimbursable Programs. Programs identified as programs that would be reimbursed from an appointing unit outside their academic college.

Cost-recovery and self-supporting programs. Students in approved cost-recovery and self-supporting programs are not eligible to receive tuition and fee waivers except statutory waivers. Students in these programs are not eligible to hold a waiver generating graduate appointment (Assistantship or Fellowship). Full time employees may be admitted to these programs, but their employee waiver is not eligible for use towards a program with this designation.

Additional information related to these tuition waiver designations can be found here: http://www.grad.illinois.edu/gradhandbook/2/chapter7/tuition-waivers#otherprovisions.

PROGRAM INFORMATION

COLLEGE OR SCHOOL: College of Agricultural, Consumer and Environmental Sciences (ACES)

PROGRAM(s) (Include Program Codes if applicable):
Certificate in Food Regulations, Nutrition Policy, and Personalized Nutrition (CERT)

REQUESTED DESIGNATION (Select desired designation type):

Self-Supporting

Comments:

JUSTIFICATION: On a separate sheet, please address the following.

1. Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.

2. What type of financial assistance will be offered to students in the program?

3. Has this program had past practice of offering graduate assistantships? If so, please describe.

4. What provisions will be made to communicate the new classification to prospective and newly admitted students?

APPROVALS: (May use Adobe Signature or print and sign the document)

Department Executive Officer Signature and Date: _____

Disciplinary College Signature and Date: _____

Graduate College Signature and Date:_____

ILLINOIS

COLLEGE OF AGRICULTURAL, CONSUMER
& ENVIRONMENTAL SCIENCES

Academic Programs
128 Mumford Hall, MC-710
1301 W. Gregory Drive
Urbana, IL 61801

August 4, 2023

To Whom it May Concern:

The purpose of this letter is to provide justification for the Illinois Graduate College *Program Tuition Waiver Policy Proposal*. Specifically, the College of ACES and Division of Nutritional Sciences (DNS) are requesting **self-supporting** status for the Campus Graduate Certificate in *Food Regulations, Nutrition Policy, and Personalized Nutrition*.

1a. Describe the **pros and cons** of the classification requested.

- **Pros:** The Certificate in Food Regulations, Nutrition Policy, and Personalized Nutrition responds directly to Campus Strategic Plan Goal 2C: "Provide new educational pathways and enhance current programs to increase flexibility and to foster education across disciplines." This certificate program will address the growing needs to provide high quality, flexible online education to meet learner demands from mid-career, non-traditional audiences; mitigate risk of reliance on state financial support; provide new educational pathways to enhance current programs and increase revenue; and design affordable and accessible programs for students from disadvantaged ethnic, racial, and geographical backgrounds and underrepresented minority populations.
- **Cons:** The self-supporting status differs from the other programs currently offered in the Division of Nutritional Sciences, but none of the existing programs can be completed fully online.

1b. Describe how the requested classification will **benefit and not adversely affect** the academic quality of the program.

The requested self-supporting status will benefit the Division of Nutritional Sciences program and the initiatives specifically outlined as part of this new graduate certificate by expanding our reach of learners to a broader audience. This request will also contribute toward the sustainability of this certificate. There are no foreseeable reasons why the self-supporting status would adversely affect the academic quality of the certificate program, other courses and programs in the department, or the M.S. degree programs that coursework from this certificate can be applied toward as elective requirements.

2. What type of financial assistance will be offered to students in the program?

As a Campus Graduate Certificate, this program will be eligible for student financial assistance through the Office of the Registrar at the University of Illinois and the Graduate College.

3.Has this program had past practice of offering graduate assistantships? If so, please describe.

No. This is a new program offered by the Division of Nutritional Sciences Program and the College of ACES.

4.What provisions will be made to communicate the new classification to prospective and newly admitted students?

This certificate will be promoted as a standalone certificate and as a certificate that can be stacked toward an online Master of Science degree in either Food Science or Clinical and Community Nutrition. The self-supporting status of this certificate will be communicated on all marketing and promotional materials. The College of ACES will clearly communicate the self-supporting status of this certificate on all websites and promotional materials provided by the Division of Nutritional Sciences and the College of ACES.

Thank you for your consideration of this self-supporting status request for the new Certificate in *Food Regulations, Nutrition Policy, and Personalized Nutrition*.

Sincerely,

Anna Ball
Associate Dean of Academic Programs

Proposed Budget: Certificate in Food Regulations, Nutrition Policy, and Personalized Nutrition

Table 2. Anticipated Program Income

Course	Grant Year			Post-Grant
	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	2026-2027
Food Regulations	$0	$87,120	$174,240	$174,240
Nutrition Policy	$0	$58,080	$87,120	$174,240
Personalized Nutrition	$0	$58,080	$87,120	$174,240
	$0	$203,280	$348,480	$522,720

Table 3. ACES Online Learning Innovation RFP Budget

ACES Online Learning Innovation RFP Budget Template

Food Regulations, Nutrition Policy, and Personalized Nutrition Certificate Program

		Course 1: Food Regulations Johnson/ Hartke (0.5 mo)	Course 2: Personalized Nutrition Donovan /Pan(0.5 mo each)	Course 3: Nutrition Policy TBD/Donovan (0.5 mo each)	Total
A. Personnel: Instructional Team					
Instructional Team Leader	Salary	$ -	$ 9,149	$ 4,644	$ 13,793
Instructional Team 2	Salary	$ 4,203	$ 5,899	$ 9,149	$ 19,251
Instructional Team 3	Salary	$ -	$ -	$ -	$ -
Instructional Team 4	Salary	$ -	$ -	$ -	$ -
Instructional Team 5	Salary	$ -	$ -	$ -	$ -
Other FTE Personnel	Salary	$ -	$ -	$ -	$ -
	Personnel Total	**$ 4,203**	**$ 15,048**	**$ 13,793**	**$ 33,044**
B. Other Personnel					
Adjunct Instructor	Salary	$ -	$ -	$ -	$ -
Adjunct Instructor	Salary	$ -	$ -	$ -	$ -
Graduate Assistant(s)	Salary	$ 18,311	$ 12,207	$ 12,207	$ 42,725
Graduate Assistant(s)	Salary	$ -	$ -	$ -	$ -
Student Hourly	Salary	$ 12,000	$ 8,000	$ 12,000	$ 32,000
Student Hourly	Salary	$ -	$ -	$ -	$ -
Admin. Salary	Salary	$ -	$ -	$ -	$ -
Other	Salary	$ 9,000	$ 6,000	$ 6,000	$ 21,000
	Other Personnel Total	**$ 39,311**	**$ 26,207**	**$ 30,207**	**$ 95,725**
All Personnel	**Total**	**$ 43,514**	**$ 41,255**	**$ 44,000**	**$ 128,769**
C. Marketing		$ 6,486	$ 8,745	$ 6,000	$ 21,231
D. Other Direct Costs		$ -	$ -	$ -	$ -
Total Other Direct Costs		**$ 6,486**	**$ 8,745**	**$ 6,000**	**$ 21,231**
F. Total Direct Costs		**$ 50,000**	**$ 50,000**	**$ 50,000**	**$ 150,000**

Budget Justification:

A. **Personnel: Instructional Team**

This proposal covers the grant period of 05/16/23-05/15/26, 3 years or 36 months.

We are requesting a total of $33,044 for salaries for the main Instructional Team during the three-year grant period.

- A total of $4,203 is requested for **Course 1**: Food Regulations for the co-instructor Hartke (1/2 month, $4,203) for the time period they are developing the modified course and teaching it the first time. No funds are requested in this grant for co-instructor Johnson as he is contributing his time in-kind ($3,500), see Letter of Collaboration (**Appendix 1**).
- A total of $15,048 is requested for **Course 2**: Personalized Nutrition for the co-instructor Donovan (1/2 month, $9,149) and co-instructor Pan (1/2 month, $5,899) for the time period they are developing the modified course and teaching it the first time.
- A total of $13,793 is requested for **Course 3**: Nutrition Policy for the co-instructor Donovan (1/2 month, $9,149) and co-instructor TBD (1/2 month, $4,644) for the time they are developing the modified course and teaching it the first time.

B. Other Personnel (e.g., student hourly support, graduate assistantships)

Each Instructional Team responsible for a course will have one TA (25%) and one graduate hourly support (8 hours per week) per semester the course is offered to help with revising the online course and to update the course content and lecture videos annually, as needed, to keep the course content current and make improvements based on evaluation feedback. The students will also support the Instructional Team logistically with tasks such as the canvas site, uploading new materials, tracking completion of certificate requirements, and other tasks.

- We are requesting a total of $42,725 for 25% graduate level Teaching Assistant (TA) positions during the three-year grant period using the current campus rate for TAs ($18,311 for the Food Regulations course (Course 1), $12,207 for the Personalized Nutrition Course (Course 2), and $12,207 for the Nutrition Policy course (Course 3)). That is equal to $6,104 for each semester the course is offered (Course 1 is offered three times and courses 2 and 3 are offered two times during the 3-year grant period) and with the estimate that the TA will work approximately 5.5 months on each course.
- We are requesting a total of $32,000 for graduate student hourly positions during the three-year grant period ($12,000 for the Food Regulations course (Course 1), $8,000 for the Personalized Nutrition Course (Course 2), and $8,000 for the Nutrition Policy course (Course 3)). That is equal to $4,000 for each semester the course is offered (Course 1 is offered three times and courses 2 and 3 are offered two times during the grant period) and with the estimate that each student will work 8 hours a week for 20 weeks for $25 per hour.
- We are requesting a total of $21,000 for external guest lectures and updates to the lecture recordings during the three-year grant period ($9,000 for the Food Regulations course (Course 1), $6,000 for the Personalized Nutrition Course (Course 2), and $6,000 for the Nutrition Policy course (Course 3)). That is equal to $3,000 for each semester the course is offered (Course 1 is offered three times and courses 2 and 3 are offered two times during the grant period.

C. Marketing

We are requesting a total of $21,231 for the marketing plan for this program ($6,486 for Food Regulations course (Course 1), $8,745 for the Personalized Nutrition Course (Course 2), and $6,000 for the Nutrition Policy course (Course 3)).

Due to the total funds allowed in the RFP, this amount ($21,231) is lower than the cost of the marketing plan ($31,500) that was developed in consultation with Jennifer Larson, Assistant Dean for Marketing Communication at the College of ACES. To cover the cost difference, we will look for other funding sources to supplement this proposal, such as a portion of the tuition income generated in year 2 and 3, after we obtain the Graduate Certificate program approval.

Viewing: NUTR 582 : Personalized Nutrition

Changes proposed by: Jessica Hartke

General Information

Effective Term:	Fall 2024
College:	Agr, Consumer, & Env Sciences
Department/Unit Name (ORG Code):	Nutritional Sciences (1971)
Course Subject:	Nutritional Sciences (NUTR)
Course Number:	582
Course Title:	
Abbreviated Title:	Personalized Nutrition
Course Description:	

Completed Workflow

1. U Course Review
2. 1971 Head
3. KL Committee Chair
4. KL Dean
5. Grad Dean
6. COTE
7. Provost
8. Registrar
9. Banner

Approval Path

1. 10/17/23 3:06 pm Brooke Newell (bsnewell): Approved for U Course Review
2. 10/17/23 4:25 pm Kelly Swanson (ksswanso): Approved for 1971 Head
3. 10/24/23 3:08 pm Brianna Gregg (bjgray2): Approved for KL Committee Chair
4. 10/25/23 12:46 pm Anna Ball (aball): Approved for KL Dean
5. 10/25/23 4:19 pm Mary Lowry (lowry): Approved for Grad Dean
6. 10/25/23 9:24 pm Suzanne Lee (suzannel):

Approved for COTE
7. 10/26/23 8:06 am Brooke Newell (bsnewell): Approved for Provost
8. 10/26/23 3:29 pm Brianna Vargas-Gonzalez (bv4): Approved for Registrar
9. 10/28/23 3:59 am *system*: Approved for Banner

History

1. **Oct 28, 2023 by Jessica Hartke (jessh)**

A "one size fits all" approach to nutrition may not work for everyone. We each have unique variations in our genome, epigenome and microbiome, which interact with our external environment to affect how our bodies respond to dietary intake. Students will learn how our unique biological make-up can be a way to establish more personalized approaches to diet, new approaches to analyzing personalized nutrition data, and what direct-to-consumer personalize nutrition products and services are available.

Justification

Justification for change:

No overlap exists between this course and other NUTR courses. The intended audience for this course is adult learners who are employed by or who are seeking employment in food or nutrition-related companies. This new course will include unique case studies and lectures from experts related to the application of data analytics to personalized nutrition, personalized nutrition products and services, and business and entrepreneurship opportunities for Registered Dietitian Nutritionists (RDNs) in personalized nutrition. The course will include optional weekly synchronous discussion sessions and will require a capstone project on personalized nutrition. This course can be taken as a stand-alone course or can be combined with two other new 500-level courses in development that will constitute the proposed 12 credit hour Food Regulations, Nutrition Policy and Personalized Nutrition Certificate (key 1216).

Please Note: a syllabus is required for General

Education review:
NUTR 582_Personalized Nutrition Course Syllabus.pdf

Course Information

Course Credit

Course credit:

Undergraduate:	
Graduate:	4
Professional:	

Justification for Change in Graduate Credit:	To enroll in the course students must have a BS level understanding of biology and nutrition. In addition, the content requires a high level of cognitive processing, such as synthesis, conceptualizing, critical evaluation, and problem solving. This graduate level course is designed for a non-traditional, adult learner audience of prospective students who do not have time or the ability to take coursework on-campus. This coursework will be offered 100% online through a combination of asynchronous (self-paced) and synchronous sessions that allow learners to learn at their own pace to earn academic credit. The rigor expected of a graduate level course will be integrated through the formative and summative assessments required of students. Students will complete frequent formative assessments throughout the course, and high-engagement, high-level Bloom's taxonomy summative assessments (e.g., case studies, individual assignments, capstone project) will be required elements to pass the course. To ensure application of critical thinking, students will solve problems, create potential solutions, and develop strategic plans to solve complex global issues in food, nutrition and agriculture. This course is one of three courses that will comprise the proposed graduate certificate in Food Regulations, Nutrition Policy and Personalized Nutrition (key 1216).

Registrar Use Only:

Banner Credit: 4

Billable Hours: 4

Grading Type

Grading type: Letter Grade

Alternate Grading Type (optional):

Available for DFR: No

Repeatability

May this course be repeated? No

Credit Restrictions

Credit Restrictions:

Advisory Statements

Prerequisites:

Concurrent Enrollment Statement:

Restricted Audience Statement:

Restricted to graduate students.

Cross-listing

Cross Listed Courses:

Class Schedule Information

Class Schedule Information:

Fees

Is a fee requested for this course?	No

Course Description in the Catalog Entry

This is how the above information will be represented in the Catalog:

A "one size fits all" approach to nutrition may not work for everyone. We each have unique variations in our genome, epigenome and microbiome, which interact with our external environment to affect how our bodies respond to dietary intake. Students will learn how our unique biological make-up can be a way to establish more personalized approaches to diet, new approaches to analyzing personalized nutrition data, and what direct-to-consumer personalize nutrition products and services are available. Course Information: 4 graduate hours. No professional credit. Prerequisite: Restricted to graduate students.

Additional Course Notes

Enter any other course information details to be included in the catalog:	

Course Detail

Frequency of course:	Every Fall
Duration of the course	Less
Describe:	this will be an 8 week course
Anticipated Enrollment:	60

Expected distribution of student registration:	Graduate:	Professional:
	100 %	N/A

General Education

General Education Category

Additional Course Information

Does this course replace an existing course? No

Does this course impact other courses? No

Does the addition of this course impact the departmental curriculum? No

Has this course been offered as a special topics or other type of experimental course? No

Will this course be offered on-line?
Online Only

Faculty members who will teach this course:
Sharon Donovan, PhD, RD. Professor, Dept. Food Science & Human Nutrition and Division of Nutritional Sciences and Director of the Personalized Nutrition Initiative
Yuan-Xiang Pan, PhD. Professor, Dept. Food Science & Human Nutrition (FSHN) and Division of Nutritional Sciences and Associate Dept. Head for Undergraduate Programs, FSHN and Pesonalized Nutrition Initiative Affiliate. Other faculty and external experts will be recruited to provide 1-2 lectures in their areas of expertise.

Course ID: 1012843

Comments to Reviewers:
This course is one of three courses the Division of Nutritional Sciences is creating as part of the new Food Regulations, Nutrition Policy, and Personalized Nutrition Graduate Certificate Program (key 1216) that was funded by the College of ACES in May 2023.

Course Edits Proposed by:
Sharon Donovan, PhD, RD. Professor, Dept. Food Science & Human Nutrition and Division of Nutritional Sciences and Director of the Personalized Nutrition Initiative
Yuan-Xiang Pan, PhD. Professor, Dept. Food Science & Human Nutrition (FSHN) and Division of Nutritional Sciences and Associate Dept. Head for Undergraduate Programs,

FSHN and Pesonalized Nutrition Initiative Affiliate; Jessica Hartke, PhD. Senior Associate Director, Division of Nutritional Sciences

Course Reviewer
Comments

Brooke Newell (10/01/23 2:21 pm): Rollback: Contact hour statement in the syllabus should be modified slightly to reflect what would be participation in course vs. outside of class (such as homework/assignments). Something like "Students should plan to dedicate at least 8-10 hours per week to participate in the course, and time outside of class to complete assignments to be successful in the course. "

Brooke Newell (10/11/23 1:22 pm): Rollback: Please revise the Contact hour statement on the first page of the syllabus. Contact hour statement in the syllabus should be modified slightly to reflect what would be participation in course vs. outside of class (such as homework/assignments). Something like "Students should plan to dedicate at least 8-10 hours per week to participate in the course, and time outside of class to complete assignments to be successful in the course. "

Key: 13410

Viewing: NUTR 583 : Nutrition Policy

Changes proposed by: Jessica Hartke

General Information

Effective Term:	Fall 2024
College:	Agr, Consumer, & Env Sciences
Department/Unit Name (ORG Code):	Nutritional Sciences (1971)
Course Subject:	Nutritional Sciences (NUTR)
Course Number:	583
Course Title:	
Abbreviated Title:	Nutrition Policy
Course Description:	

Completed Workflow

1. U Course Review
2. 1971 Head
3. KL Committee Chair
4. KL Dean
5. Grad Dean
6. COTE
7. Provost
8. Registrar
9. Banner

Approval Path

1. 09/21/23 9:47 am Brooke Newell (bsnewell): Approved for U Course Review
2. 09/21/23 11:29 am Kelly Swanson (ksswanso): Approved for 1971 Head
3. 10/11/23 2:16 pm Brianna Gregg (bjgray2): Approved for KL Committee Chair
4. 10/11/23 2:55 pm Anna Ball (aball): Approved for KL Dean
5. 10/19/23 10:12 am Mary Lowry (lowry): Approved for Grad Dean
6. 10/20/23 12:23 pm Suzanne Lee

(suzannel): Approved for COTE
7. 10/20/23 1:03 pm Brooke Newell (bsnewell): Approved for Provost
8. 10/26/23 3:29 pm Brianna Vargas-Gonzalez (bv4): Approved for Registrar
9. 10/27/23 4:00 am *system*: Approved for Banner

History

1. **Oct 27, 2023 by Jessica Hartke (jessh)**

Throughout the semester students will learn about the policy making process and the evidence-base at the interface of nutrition policy. Students will explore complex questions about how government has responded to diet-related health problems and will examine the role for government in efforts to facilitate healthy eating. In addition, information on how to develop and evaluate policy approaches to improve diet quality and reduce the burden of diet-related disease among all people will be presented.

Justification

Justification for change:

This course, originally piloted as "NUTR 510/FSHN 510/ANSC 525 – Nutrition Policy (3 credit hours)" is now becoming a permanent course number. No overlap exists between this course and other NUTR courses. The new course will feature guest lectures from government and policy experts and will include new case studies, optional weekly synchronous discussion sessions, and will require a capstone project that integrates student knowledge of nutrition policy and the emerging field of personalized nutrition. This course can be taken as a stand-alone course or combined with two other new 500-level courses in development that will constitute the proposed 12 credit hour Graduate Certificate in Food Regulations, Nutrition Policy, and Personalized Nutrition (key 1216).

Please Note: a syllabus is required for General Education review:

NUTR 583_Nutrition Policy Course Syllabus.pdf

Course Information

Course Credit

Course credit:

Undergraduate:	
Graduate:	4
Professional:	

Justification for Change in Graduate Credit:	To enroll in the course students must have a BS level understanding of biology and nutrition. In addition, the content requires a high level of cognitive processing, such as synthesis, conceptualizing, critical evaluation, and problem solving. This graduate level course is designed for a non-traditional, adult learner audience of prospective students who do not have time or the ability to take coursework on-campus. This coursework will be offered 100% online through a combination of asynchronous (self-paced) and synchronous sessions that allow learners to learn at their own pace to earn academic credit. The rigor expected of a graduate level course will be integrated through the formative and summative assessments required of students. Students will complete frequent formative assessments throughout the course, and high-engagement, high-level Bloom's taxonomy summative assessments (e.g., case studies, individual assignments, capstone project) will be required elements to pass the course. To ensure application of critical thinking, students will solve problems, create potential solutions, and develop strategic plans to solve complex global issues in food, nutrition and agriculture. This course is one of three courses that will comprise the proposed graduate certificate in Food Regulations, Nutrition Policy and Personalized Nutrition (key 1216).

Registrar Use Only:

Banner Credit: 4

Billable Hours: 4

Grading Type

Grading type: Letter Grade

Alternate Grading Type (optional):

Available for DFR: No

Repeatability

May this course be repeated? No

Credit Restrictions

Credit Restrictions:

Credit is not given toward graduation for NUTR 583 and NUTR 510 Nutrition Policy (NUTR 510, section A; or ANSC 525, section A; or FSHN 510, section A).

Advisory Statements

Prerequisites:

Concurrent Enrollment Statement:

Restricted Audience Statement:

Restricted to graduate students.

Cross-listing

Cross Listed Courses:

Class Schedule Information

Class Schedule Information:

Fees

Is a fee requested for this course?	No

Course Description in the Catalog Entry

This is how the above information will be represented in the Catalog:

Throughout the semester students will learn about the policy making process and the evidence-base at the interface of nutrition policy. Students will explore complex questions about how government has responded to diet-related health problems and will examine the role for government in efforts to facilitate healthy eating. In addition, information on how to develop and evaluate policy approaches to improve diet quality and reduce the burden of diet-related disease among all people will be presented. Course Information: 4 graduate hours. No professional credit. Credit is not given toward graduation for NUTR 583 and NUTR 510 Nutrition Policy (NUTR 510, section A; or ANSC 525, section A; or FSHN 510, section A). Prerequisite: Restricted to graduate students.

Additional Course Notes

Enter any other course information details to be included in the catalog:	

Course Detail

Frequency of course:	Every Fall
Duration of the course	Less
Describe:	less than full term, 8 weeks
Anticipated Enrollment:	60

Expected distribution of student registration:	Graduate:	Professional:
	100 %	N/A

General Education

General Education Category	

Additional Course Information

Does this course replace an existing course?	No
Does this course impact other courses?	No
Does the addition of this course impact the departmental curriculum?	No
Has this course been offered as a special topics or other type of experimental course?	Yes

Please indicate the Banner subject, course number, section ID, term and enrollment for each offering:
NUTR 510/ANSC 525/FSHN 510 Nutrition Policy, Section A. Fall semester for the past 2 years (2021 and 2022) with 25 students enrolled each semester.

Will this course be offered on-line?
Online Only

Faculty members who will teach this course:
Sharon Donovan, PhD, RD, Professor of Food Science & Human Nutrition and Nutritional Sciences, Director of the Personalized Nutrition Initiative; Guy Johnson, PhD., Principal, Johnson Nutrition Solutions, LLC and Adjunct Professor, Dept. Food Science & Human Nutrition; Luis Mejia, PhD. Adjunct Professor, Dept. Food Science & Human Nutrition

Course ID: 1012842

Comments to Reviewers:

This course is one of the three courses the Division of Nutritional Sciences is creating as part of the new Food Regulations, Nutrition Policy, and Personalized Nutrition Certificate Program (key 1216) that was funded by the College of ACES in May 2023.

This course has existed as an experimental 3 credit hour course for the last 2 years and was offered as NUTR 510/ANSC 525/FSHN 510, Nutrition Policy. We are ready to transition this course to a stand-alone 4 credit hour course.

Course Edits

Proposed by:

Sharon Donovan, PhD, RD, Professor of Food Science & Human Nutrition and Nutritional Sciences, Director of the Personalized Nutrition Initiative; Jessica Hartke, PhD, Senior Associate Director, Division of Nutritional Sciences

Key: 13411