



NUTR 510 – 01W

Community Nutrition: Theories and Applications

COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Katharine Halfacre
Office Location: NHS 135
Office Hours: By appointment
Office Phone: 903-886-5549
University Email Address: **Katharine.Halfacre@etamu.edu**
Preferred Form of Communication: **Email**
Communication Response Time: 24-48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Texts

1. Boyle, M.A. (2022). *Community nutrition in action* (8th ed.). Cengage. Access at <https://www.cengage.com/c/community-nutrition-in-action-8e-boyle/9780357367957/>
2. Edelstein, S. (2023). *Community nutrition and public health nutrition* (5th ed.). Jones & Bartlett Learning. Access at <https://www.jblearning.com/catalog/productdetails/9781284234237#productInfo>

Other materials and supplementary readings will be provided in the LMS.

Course Description

This course expands on the important issues in community nutrition practice and presents the core information needed by students who are interested in solving nutrition and health problems. This course will provide a sweeping review of the community nutritionist's role and abilities, the current status of community nutrition, and tools for addressing community health issues through nutritional interventions.

The syllabus/schedule are subject to change.

Student Learning Outcomes

1. Identify characteristics that define the community nutritionists' professional roles and responsibilities, including advocacy.
2. Demonstrate knowledge and skills related to current and emerging community nutrition through evidence-based practice. Within evidence-based practice, understand the different types of study design commonly used in community nutrition.
3. Demonstrate an understanding of how the nutrition care process can be used in community nutrition.
4. Effectively assess a target population to determine their nutrition education needs and apply knowledge of the role of environment, food and lifestyle choices to develop a nutrition education session/class which will affect behavior change and enhance wellness in a target population.
5. Implement and evaluate a nutrition education session/class.
6. Complete a small grant application appropriate for meeting the needs of a target population.
7. Demonstrate an understanding of cultural competence in the development of educational materials and describe the influence of culture on beliefs, values, and behaviors.
8. Describe the policy-making process and explain how laws and regulations are developed.
9. Communicate the current status of food insecurity in the United States and globally and describe actions that might help eliminate food insecurity.
10. Describe the purpose, eligibility requirements and benefits of federal nutrition programs.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Ability to utilize D2L, word processing, presentation, and database software; ability to utilize university email

Instructional Methods

We will review various aspects of community nutrition. This course will use lectures, engaging discussions, evaluations, and projects. Assessments may be formative or summative.

Student Responsibilities or Tips for Success in the Course

This graduate-level course will require students to be highly disciplined, motivated, and professional. Attendance, attentiveness, and quality of work should reflect that students are in professional preparation. Plan to dedicate about nine hours of effort each week to succeed in this course. This time will be committed to reading the course text, reviewing lecture materials, and completing assignments. Be focused, prepared, and hardworking.

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GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 450- 500 Points

B = 400- 449 Points

C = 350- 399 Points

D = 300- 349 Points

F = Less than 300 Points

Weights of the assessments in the calculation of the final letter grade.

Grade Item	Point Value	Percentage of Final Grade
Quizzes (7)	25 points each	5% x 7 = 35%
Final Exam	50 points	10%
Discussion Boards (10)	10 points each	2% x 10 = 20%
Community Needs Assessment	75 points	15%
Nutrition Education Plan	50 points each	10%
Nutrition Education Presentation	50 points	10%
TOTAL	500 points	100%

Assessments

Quizzes

Seven quizzes will be used to assess knowledge of topics covered in class and in the text. Specific details will be provided in the LMS.

Final Exam

A final exam will be administered at the end of this course to assess knowledge of the topics covered in this class. Specific details will be provided in the LMS.

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Discussion Boards

Ten discussions will take place during the term. You should post a minimum of 3 posts per discussion thread: one initial post responding to the prompt/question (by 11:59pm Wednesday of the week it is assigned) and two response posts to your fellow classmates that further the discussion. All answers should be “backed up” with documentation. Be sure to cite your references in APA format. Each initial post should be a minimum of 300 words, and each peer-response post should be a minimum of 100 words. Specific details will be provided in the LMS.

Community and Needs Assessment

The purpose of the community and needs assessment is to determine the health and nutrition education needs of your organization, as obtained from current employees, volunteers and/or clients and from current research information. A needs assessment is a part of the planning process, often used for improvement in individuals, education/training, organizations, or communities. It is important that the organization shares the same educational goals of your volunteer time as do you; therefore, you must meet with individuals at your volunteer organization to determine, as a team, what will be the expected outcome of your education class. You will then use this information to guide your recommendations and your curriculum. Specific details will be provided in the LMS.

Nutrition Education Plan Assignment

Students will develop a formal lesson plan according to good instructional design principles. Students will learn about design, planning, different instructional methods and evaluation. The nutrition education plan will combine these components in a lesson plan that demonstrates ability to teach nutrition to your target population. Specific details will be provided in the LMS.

Nutrition Education Lesson Presentation

Students will present a 12-15 minute video presentation. They will be teaching their fellow classmates their nutrition education lesson. The presentation will also include a brief introduction to the population and location that was chosen.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Students can expect a response to contact (email preferred) within 48 hours. Generally, the instructor will attempt to respond to contact as soon as possible. Assignments will be graded and posted in a timely manner. Office hours are posted and appointments should be scheduled during those times.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Your engagement with course content is essential for success. If you experience an illness, emergency, or anything else that prevents you from participating in the course, please reach out as soon as possible. Late work will only be accepted with a valid, documented excuse.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

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Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

AI Use in Courses

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

subject to change

NUTR 531 Planned Schedule		
Week	Topic	Assignments (Due Date)
1	Syllabus Introduction Ch. 1 (Boyle): Opportunities in Community Nutrition	Syllabus Acknowledgment (2/1) Discussion 1 (2/1)
2	Ch. 1 (Boyle): Opportunities in Community Nutrition Ch. 2 (Edelstein): Epidemiology	Discussion 2 (2/8) Quiz 1 (2/8)
3	Ch. 4 (Boyle): Understanding and Achieving Behavior Change Ch. 7 (Edelstein): Serving Those at Highest Nutrition Risk	Discussion 3 (2/15) Quiz 2 (2/15)

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4	Ch. 5 (Boyle): Community Needs Assessment Ch. 6 (Boyle): Program Planning for Success	Discussion 4 (2/22)
5	Ch. 8 (Boyle): Addressing the Obesity Epidemic Ch. 10 (Boyle): Food Insecurity	Discussion 5 (3/1) Quiz 3 (3/1)
6	Ch. 11 (Boyle): Mothers and Infants	Discussion 6 (3/8)
SPRING BREAK		
7	Ch. 12 (Boyle): Children and Adolescents Ch. 13 (Boyle): Healthy Aging	Discussion 7 (3/22)
8	Ch. 15 (Boyle) Gaining Cultural Competence	Discussion 8 (3/29) Quiz 4 (3/29)
9	Ch. 16 (Boyle) Principles of Nutrition Education	Discussion 9 (4/5)
10	Ch. 12 (Edelstein): Providing Nutrition Services in Community and Public Health Primary Care	Community Needs Assessment (4/12) Quiz 5 (4/12) Discussion 10 (4/12)
11	Ch. 17 (Boyle): Marketing Nutrition and Health Promotion	Quiz 6 (4/19)
12	Final Exam Review	Nutrition Education Lesson Plan (4/26) Quiz 7 (4/26)
13	Final Exam	Final Exam (5/3)
FINALS	Finals Week	Nutrition Education Presentation (5/8)

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Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

