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App-4/10/12

Senate Action Date: App-5/10/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Department of Food and Nutrition	Phone 7-3578

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

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: FDNT 143 Nutrition and Wellness

Proposed course prefix, number and full title, if changing: FDNT 143 Current Issues in Nutrition and Wellness

2. Liberal Studies Course Designations, as appropriate
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals

	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	3-8-2012
Department Chairperson(s)	<i>[Signature]</i>	3-8-12
College Curriculum Committee Chair	<i>[Signature]</i>	3-9-12
College Dean	<i>[Signature]</i>	3-9-12
Director of Liberal Studies (as needed)	<i>[Signature]</i>	3/29/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>[Signature]</i>	4/10/12

Received

APR 16 2012

Liberal Studies

Received

MAR 19 2012

Liberal Studies

SAMPLE SYLLABUS OF RECORD

I. Catalog Description

FDNT 143	Current Issues in Food and Nutrition	3 class hours 0 lab hours
Prerequisites:	None	3 credit hours (3c-0l-3cr)

Introduces the student to contemporary nutrition issues as they relate to personal food choices and overall health. Completion of FDNT 143 fulfills the Liberal Studies Dimensions of Wellness Requirement. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

II. Course outcomes and Assessment (Expected Undergraduate Student Learning Outcomes-EUSLO)

Objective 1:

Describe components of a healthy diet and its role in preventing disease.

Expected Student Learning Outcomes 1 and 2:

Informed Learner and Empowered Learner

Rationale:

Assignments will require students to know the functions and food sources of selected nutrients enabling them to identify dietary factors that contribute to overall disease risk. These assignments will include application of dietary principles to personal food choices.

Objective 2:

Discuss the most current Dietary Guidelines for Americans as a means of understanding healthy food choices.

Expected Student Learning Outcomes 1 and 2:

Informed Learner and Empowered Learners

Rationale:

Assignments will require students to know and understand the most current scientific findings that support the Dietary Guidelines for Americans. Assignments will also require students to discuss selected readings that either support or refute current dietary recommendations so they can better understand the science of nutrition and its relationship to overall health.

Objective 3:

Analyze his/her diet using the United State Department of Agriculture(USDA) Food Guidance System

Expected Student Learning Outcomes 1 and 2 and 3:

Informed Learner and Empowered Learners and Responsible Learner

Rationale:

Assignments will require students to compare and analyze current nutrient recommendations (eg. Myplate) to their own intake. Students will use this comparison to identify factors that contribute to their overall health. Assignments will also require students to assess their overall dietary behaviors and reflect on strategies to improve health.

Objective 4:

Evaluate the credibility of food and nutrition information.

Expected Student Learning Outcomes 1 and 2 and 3:

Informed Learner and Empowered Learners and Responsible Learner

Rationale:

Assignments will require students to evaluate scientific findings and to distinguish fact from fiction regarding beliefs about nutrition, potential risks versus benefits of food/dietary supplements, and the role of nutrition in preventing chronic disease. Assignments will require the student to translate knowledge into making responsible choices with regard to their diet and eating behaviors.

III. Course Outline

- A. Introduction (2 hours)
 - 1. What is nutrition?
 - 2. Sources of nutrition information
 - 3. The consumer and nutrition misinformation

- B. The Dietary Guidelines for Americans (3 hours)
 - 1. Functions and food sources of nutrients
 - 2. Introduction to the dietary guidelines for Americans
 - 3. Importance of dietary guidelines for health promotion and disease prevention
 - 4. An overview of key recommendations

- Exam 1 (1 hour)

- C. Balancing Calories to Manage Weight (4 hours)
 - 1. The overweight and obesity epidemic
 - 2. An obesogenic environment: contributing factors
 - 3. Calorie balance: calorie needs vs. calories consumed
 - 4. Principles for promoting calorie balance and weight management
 - 5. Improving public health through diet and physical activity

- D. Food and Food Components to Reduce (9 hours)
 - 1. Functions and health effects of sodium
 - 2. Functions and health effects of fats
 - 3. Calories from solid fats and added sugars
 - 4. Functions and health effects of refined grains
 - 5. Effects of alcohol

Exam 2	(1 hour)
E. Foods and Nutrients to Increase	(9 hours)
1. Vegetables and fruits	
2. Whole grains and health	
3. Milk and milk products	
4. Nutrients of concern	
F. Building Healthy Eating Patterns	(5 hours)
1. Research regarding healthy eating patterns	
2. Balancing protein	
3. Dietary Approaches to Stop Hypertension (DASH)	
4. Mediterranean eating patterns	
5. Vegetarian eating patterns	
Exam 3	(1 hour)
G. Principles for Achieving a Healthy Eating Patterns	(3 hours)
1. Focus on nutrient dense food	
2. Follow food safety principles	
3. Consider the role of supplements and fortified foods	
H. Putting the Principles for a Health Eating Pattern into Action	(2 hours)
1. USDA food patterns	
2. Vegetarian adaption's of the USDA food pattern	
3. DASH eating plan	
I. Helping Americans Make Healthy Choices	(2 hours)
1. Opportunities for nutritious foods and physical activity	
2. Behavior change through environmental strategies	
Final Exam 4 during final exam week	(2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

1. 60% Four examinations (15% for each exam) – three during the semester and a fourth during final exam week. Exams will consist of multiple choices, short answer, true/false, and matching with material coming from lecture, the text, handouts, and assignments.
2. 20% Five supplemental readings (4 % for each reading) will be selected from current issues in nutrition. Students will evaluate and interpret scientific information by responding to critical thinking questions.
3. 15% Assignments- Student will complete diet assessment questions, case scenario problems and application exercises related to food and nutrition recommendations.
4. 5% Participation- Students will participate in small group discussion/learning

exercises. Quantitative mechanisms, such as exit slips, in-class participation tallies, or discussion board posts will be used to determine their participation grade.

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

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

VI. **Attendance Policy**

The attendance policy for this course conforms to the University's Undergraduate Course Attendance Policy

VII. **Required Textbooks**

U.S. Department of Agriculture, Center for Nutrition Policy and Promotion, 2010, www.cnpp.usda.gov/DietaryGuidelines.htm

Supplemental Textbook

Colson, J. (2011). *Taking Sides: Clashing views in food and nutrition* (2nd ed.). Guilford, Connecticut: McGraw-Hill/Dushkin.

VIII. **Special Resource Requirements**

No special resource requirements.

IX. **Bibliography**

Books:

Blake, J. S. (2012). *Nutrition and you* (MyPlate ed.). San Francisco, California: Pearson Education.

Coleman, E. (2003). *Eating for Endurance* (4th ed.). Palo Alto, California: Bull Publishing Company.

Duyff, R. L. (2012). *American Dietetic Association: Complete Food and Nutrition Guide* (Rev., 4th ed.). Hoboken, New Jersey: John Wiley & Sons.

Fragakis, A. S., & Thomson, C. (2007). *The health professional's guide to popular dietary supplements* (3rd ed.). United States: American Dietetic Association.

Hendler, S. S., & Rorvik, D. (Ed). (2001). *PDR for nutritional supplements*. Montvale, New Jersey: Thomson PDR.

Nestle, M. (2007). *Food politics: How the food industry influences nutrition, and health* (Rev.). Berkeley and Los Angeles, California: University of California

Press.

Nestle, M. (2006). *What to eat*. New York: North Point Press.

Otten, J. J., Hellwig, J. P., Meyers, L. D. (Eds.) (2006). *Dietary reference intakes: The essential guide to nutrient requirements*. Washington, D.C.: National Academies Press.

Pollan, M. (2009). *In defense of food: An eater's manifesto*. New York City, New York: Penguin Press.

Thompson, J., & Manore, Melinda. (2012). *Nutrition an applied approach* (MyPlate ed.). San, Francisco, California: Pearson Education.

Sizer, F. S., & Whitney, E. (2008). *Nutrition: Concepts and controversies* (11th ed.). Belmont, California: Thompson Wadsworth.

Webb, G. (2011). *Dietary supplements and functional foods* (2nd ed.). Hoboken, New Jersey: Wiley-Blackwell.

Whitney, E., & Rolfes, S. R. (2011). *Understanding nutrition*. Belmont, California: Wadsworth.

Winne, M. (2008). *Closing the food gap*. Boston, Massachusetts: Beacon Press.

Position Papers:

American Dietetic Association (2006). Food and nutrition misinformation. *Journal of the American Dietetic Association*, 106, 601-607. doi: 10.1016/j.jada.2006.02.019

American Dietetic Association (2009). Nutrient supplementation. *Journal of the American Dietetic Association*, 109, 2073-2085. doi: 10.1016/j.jada.2009.10.020

American Dietetic Association (2007). Total diet approach to communicating food and nutrition information. *Journal of the American Dietetic Association*, 107, 1224-1232. doi: 10.1016/j.jada.2007.05.025

American Dietetic Association (2009). Vegetarian diets. *Journal of the American Dietetic Association*, 109, 1266-1282. doi: 10.1016/j.jada.2009.05.027

American Dietetic Association (2009). Weight management. *Journal of the American Dietetic Association*, 109, 330-346. doi: 10.1016/j.jada.2008.11.041

Websites:

<http://www.cdc.gov/>

<http://www.usda.gov/whp/portal/usda/usdahome>

<http://www.choosemyplate.gov/>

<http://www.nih.gov/>

<http://www.hhs.gov/>

Course Analysis Questionnaire

A. Details of the Course

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

This will be a variable title course. This course is designed to meet the Expected Undergraduate Student Learning Outcomes (EUSLO) and Common Learning Objectives found in the criteria for a Liberal Studies Dimensions of Wellness Course. The primary focus of this course is current issues in food and nutrition and how they relate to physical well being.

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

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

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

No. This course has not been offered on a trial basis.

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

This course is not intended to be dual level.

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

This course is not to be taken for variable credit.

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

Similar courses are offered at the following institutions:

Pennsylvania State University
http://bulletins.psu.edu/bulletins/bluebook/university_course_descriptions.cfm?letter=N&courselong=NUTR%7c100%7c200304SP

NUTR 100- Contemporary Nutrition Concerns, 1.5 cr.
Interpretation of nutrition principles in relation to contemporary problems in selecting a diet to promote a healthy lifestyle. This course will present the basic principles of nutrition so that students may be better prepared to evaluate nutrition related issues in the media and to make informed choices about dietary in takes in order to promote a

healthful lifestyle.

NYU Steinhardt

<http://steinhardt.nyu.edu/courses/course/show?id=602>

NUTR-UE 119- Nutrition and Health, 3 cr.

Introduction to nutrition science & its role in health & society: nutrient characteristics, requirements, & food sources, energy balance, weight control, dietary guides & food planning, & social & economic factors that affect food production & consumption.

Arizona State University

<https://webapp4.asu.edu/catalog/app>

NTR 100- Introductory Nutrition, 3 cr.

Basic concepts of human nutrition. Recent controversies in nutrition and how food choices affect personal health.

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

No, the content of this course is not recommended or required by a professional society, accrediting authority, law or external agency.

B. Interdisciplinary Implications

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

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

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

The content of this course is not offered by other departments. Although nutrition might be discussed in other wellness course offerings it is not the primary focus. Emphasis is on evaluating current nutrition issues as they apply to healthy behavioral choices.

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

This course is not cross-listed.

C. Implementation

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

No new faculty member is required to teach this course.

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

No additional resources are needed to teach this course.

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

No course resources have been funded by a grant.

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

This course will be offered fall and spring semesters.

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

Four sections per semester

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

Up to 50 students can be accommodated in this class. Student enrollment may be limited by the size of the room.

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

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

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

This course is not a distance education course.

D. Miscellaneous

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

No additional information is necessary.

Sample Assignment

The following is an example of a supplemental reading assignment.

Issue: Is the Dietary Guideline for Sodium Realistic?

1. Referencing your supplemental reading text read the following articles:
 - Institute of Medicine, from "Strategies to Reduce Sodium Intake in the United States: Brief Report," *The National Academics Press* (April 2010)
 - Michael Moss, from "The Hard Sell on Salt," *The New York Times* (May 29, 2010)
2. State the functions of sodium in the body. (3pts)
3. What role does sodium play in food processing? (3pts)
4. List five strategies proposed by the Institute of Medicine to lower sodium in the American diet. (5 pts)
 - a. Which strategy would have the greatest impact on lowering sodium and why? (1pt)
 - b. Which would be the easiest to implement and why? (1pt)
 - c. Which would be the most difficult and expensive to implement and why? (1pt)
5. Is there a compromise possible between the health professionals who promote lower sodium food and the food industry? Support your answer. (3pts)

Answers to Liberal Studies Questions

- A. This is a multiple-section, multiple-instructor course. The structure of this course will remain the same for all sections and each instructor will identify topics to be addressed and utilized. The same strategies for evaluation will be used for all sections. Prior to the beginning of each semester instructors will meet to coordinate their classes and ensure comparable course requirements.

- B. The nature of this course implicitly includes ethnic and racial minorities and women by nature of the content area. Specifically it addresses women, African American, Asians, and other ethnic backgrounds. For example, issues such as lactose intolerance, susceptibility to hypertension, and reproductive health, which effect various ethnic populations disproportionately, are uniquely defined and addressed throughout the course.

- C. Required readings for this course include a collection of articles related to contemporary food and nutrition issues. These articles will provide different viewpoints on current controversies in food and nutrition, presenting alternative positions of various authors and interest groups.

- D. This course introduces students to life skills related to food and nutrition choices and behaviors by examining select topics of current interest. By contrast, courses intended for Food and Nutrition Majors focus on the application of prerequisite chemistry courses necessary for understanding the biochemistry of nutrition and provide a broad based, in-depth presentation of nutrition principles.