

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 13-59
 LSC Action-Date: AP-10/24/13 UWUCC Action-Date: APP-11/12/13 Senate Action Date: APP-12/3/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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 145 Introduction to Nutrition (existing LS elective)

Proposed course prefix, number and full title, if changing: FDNT 145 Personal Nutrition

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>Thomas Johnson</i>	5-8-13
Department Chairperson(s)	<i>Susan Dabkowski</i>	5-8-13
College Curriculum Committee Chair	<i>Paul Wachter</i>	July 30, 2013
College Dean	<i>[Signature]</i>	7/31/13
Director of Liberal Studies (as needed)	<i>[Signature]</i>	11/6/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gael Sechrist</i>	11/12/13

Received
 NOV 6 2013
 Liberal Studies

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 AUG 2 2013
 Liberal Studies

Checklist for Liberal Studies Electives Course Proposals

1. Review the Criteria for a Liberal Studies Elective – note how the competencies are to be handled.
2. Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
3. Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4. Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners.
5. Course content – meets the required course content for a Liberal Studies Elective. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements.
6. Competencies - All Liberal Studies Electives must meet the EUSLOs and required course content from at least ONE of the following SIX competencies: Global Citizenship; Information Literacy; Oral Communication; Quantitative Reasoning; Scientific Literacy; and Technological Literacy. Note: a course may meet more than one competency.
7. Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
8. Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
9. Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

If this is a course revision (p. 18 UWUCC Handbook)

10. Summary of the proposed revisions.
11. Justification/rationale for the revision – be sure to include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
12. The old syllabus of record.
13. Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook).

Liberal Studies Course Approval Checklist Instruction Sheet

Use this checklist for all Liberal Studies categories other than writing-intensive sections; a different checklist is available for this. If you have questions, contact the Liberal Studies Office, 103 Stabley, telephone 357-5715.

This checklist is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-Wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

- Standard UWUCC Course Proposal Cover Sheet, with signatures and Liberal Studies course designation checked
- Course syllabus in UWUCC format
- UWUCC course analysis questionnaire. Needed only if this is a new course not previously approved by the University Senate. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review.
- Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment
- Answers to the four questions listed in the Liberal Studies Course Approval General Information (one page)

Submit the original of the completed proposal to the Liberal Studies Office (103 Stabley). In addition to the signed hard copy, email the proposal as a Word or RTF file attachment to Liberal-Studies@iup.edu.

Please Number All Pages

Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

FDNT 145: Personal Nutrition	3 class hours 0 lab hours
Pre-requisites: None	3 credits (3c-0l-3cr)

Encourages students to practice and adopt food behavioral choices that can be applied to everyday life. Evidence-based information concerning weight control, nutrients, diseases and lifecycle nutrition is presented. This course is appropriate for students who are not nutrition majors or minors.

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

Students will be able to:

Objective 1

Explain how nutrients are absorbed, their chemical make-up, function and sources. Assessment will consist of diet analysis, assignments, and exams.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learner

Rationale

Assignments related to supplemental reading, class material, class assignments and lectures require students to have a basic understanding of how the nutrients are absorbed, their chemical make-up, function and sources. Students critically analyze their diet for excess and lack of nutrients and how they may affect risk for diseases and nutrient related conditions.

Objective 2

Explain nutrient needs for different stages of life including gender and racial factors and how these influence food choices and long-term health. Assessment consists of diet analysis project, current nutrition event assignment, class discussions, exams and assignments.

Expected Student Learning Outcomes 2 and 3

Empowered and Responsible Learners

Rationale

Through supplemental readings, chapter readings, lecture, class discussions and assignments students identify different nutritional needs from pregnancy to the mature adult. Lectures, supplemental readings, and textbook chapters include information about cultural, gender and racial differences and their effects on nutrients needs. Assessment consists of exams, assignments which require the students to evaluate case studies and participate in group discussions.

Objective 3

Evaluate the scientific relevancy of nutrition messages available on the Internet and other media allowing them to identify a variety of potential resources for information. Students evaluate the information for accuracy, currency, objectivity, authority, content and coverage.

Expected Student Learning Outcomes 1 and 3

Informed and Responsible Learners

Rationale

Assignments require students to assess various types of media such as internet, journal and popular magazine articles, newspapers, television shows, infomercials and others as appropriate, for accuracy, currency, objectivity, authority, content and coverage of nutrition information. The current nutrition event assignment require students to explore contemporary issues in nutrition, present these to the class and evaluate them for accuracy, currency, objectivity, authority, content and coverage.

Objective 4

Assess the risk of food safety related issues as it pertains to the students' personal environment. Identify socioeconomic issues that make groups of people more vulnerable to foodborne illnesses. Assessment consists of exams, class discussions and assignments.

Expected Student Learning Outcomes 1 and 3

Informed and Responsible Learners

Rationale

Assignments using supplemental resources and websites, nutrition current event assignment, class discussions and exams require students to assess the risk of food safety problems in their personal living condition and how socioeconomic status affects the risk. Students evaluate ways to reduce the risk personally and in society.

Objective 5

Investigate the current dietary recommendations, nutrition guidelines and nutrition objectives and relate them to the students' life. Students are to evaluate the economic, legal, and social impact of these guidelines and have an understanding of ways to access these policies via websites, governmental databases and governmental documents. Assessment consists of assignments, class discussion and exams.

Expected Student Learning Outcomes 2 and 3

Empowered and Responsible Learners

Rationale

Assignments, diet analysis, class discussion, lecture and examinations require students to understand the current policies and recommendations by the federal, state and local governments and how these policies impact their personal dietary choices.

III. Detailed Course Outline

Unit 1: Nutrition concepts, health implications and nutrition misinformation

(6 hours)

- A. Define nutrition
- B. Six nutrient categories
- C. Tools for choosing a healthful diet
- D. Nutrition misinformation
- E. Key elements to the nutrition label
- F. Gender factors in food choices
- G. Cultural factors in food choices

Exam 1

(1 hour)

Unit 2: Macronutrients and health related issues

(8 hours)

- A. Carbohydrates function, structure and sources
- B. Simple sugars and starches

- C. Fiber and the importance in the diet
- D. Diseases associated with carbohydrates
- E. Protein function, quality, structure and sources
- F. Amino acid supplements
- G. Vegetarian diets
- H. Protein energy malnutrition
- I. Diseases associated with protein
- J. Fat and lipid function, structure and sources
- K. Cholesterol, saturated fat, trans-fatty acids and health
- L. Diseases associated with fat/lipids

Exam 2 (1 hour)

Unit 3: Weight management and disordered eating (4 hours)

- A. Determining a healthful weight
- B. Weight management techniques
- C. Disordered eating issues
- D. Gender and ethnic influences of weight

Exam 3 (1 hour)

Unit 4: Select micronutrients and importance in diet (8 hours)

- A. Functions, sources and needs of select vitamins as related to the current dietary recommendations
- B. Functions, sources and needs of minerals as related to the current dietary recommendations

Exam 4 (1 hour)

Unit 5: Nutrition in the life cycle (7 hours)

- A. Nutritional needs during pregnancy
- B. Nutritional needs during lactation
- C. Nutrients of concern in infancy
- D. Ethnic and cultural issues related to pregnancy, breastfeeding and infancy
- E. Nutrients of concern in childhood
- F. Nutrients of concern in adolescents
- G. Nutrients of concern in the adult
- H. Nutrients of concerns in the aged

Exam 5 (1 hour)

Unit 6: Food safety and insecurity (4 hours)

- A. Threats to the safety of the food supply
- B. Preventing foodborne illness
- C. Definition of food Insecurity
- D. Biotechnology and other technology related to food insecurity and food safety

Final Exam (2 hours)

IV. Evaluation Method

(The assignments that follow are meant as examples of how the liberal studies electives' competencies can be met)

a. In-class and Out of Class Worksheets and Activities (20% of grade)

Assignments re-enforce topics discussed in class and encourage critical thinking by class discussion. Assignments are based on nutrition activities relevant to the consumer. Activities may be done in-class in groups or given as homework. These assignments may include the following:

1. Case Studies
2. Worksheets
3. Group discussion
4. Evaluation of a website for accuracy, currency, objectivity, authority, content and coverage
5. Supertracker from ChooseMyPlate.org
6. Evaluation of nutrition controversies as per media and evidence based research
7. Presentations
8. Note card or clicker question responses

Assignments are graded on quality of work, depth of question response, content, spelling, grammar and adherence to deadlines.

Information Literacy – EUSLO I and EUSLO II – Informed Learner and Empowered Learner

b. Diet Analysis Project (20% of grade)

Students keep a 3-day food record and enter the information into a diet analysis software program. The students provide the 3-day average and respond to questions. These questions relate to ways they can improve their eating habits/patterns based on

information learned in the course. Students develop a nutrition related goal and keep a log of the progress towards goal completion.

The assignment is graded on realistic responses as related to the student's diet analysis results. Students are evaluated on quality of responses, content, spelling, grammar and adherence of deadlines.

Information Literacy – EUSLO I and EUSLO II - Informed Learner and Empowered Learner

c. Current Nutrition Event Assignment (30% of grade)

Students are assigned to search for an article in main stream print material, such as newspapers, magazine or online magazine (no blogs) or newspaper that deal with nutrition or nutrition and health related topic from the USA or other countries. Students read the article and write a summary. Students provide a written analysis of the article including; if they agree or disagree with the article and why, how the information affects them personally, and how they would find more and/or accurate information about the topic.

Assigned students verbally present their article and their evaluation of the article. This assignment allows students to practice written and oral summary of current events in nutrition, gain knowledge of contemporary topics occurring in nutrition in the US and other countries and to assess main-stream media's presentation of nutrition issues.

The assignment is graded for quality of written and oral work. Students are evaluated on quality of responses, content, grammar, spelling and adherence of deadlines.

Information Literacy - EUSLO I and EUSLO III – Informed Learner and Responsible Learner

d. Exams and final exam (30% of grade)

Students take exams and a final exam on information from the textbook, lectures, current event assignment, supplemental readings and assignments. Exams may include multiple-choice, matching, true/false, completion or short essay.

Information Literacy – EUSLO I and EUSLO III – Informed Learner and Empowered Learner

V. Grading Scale	Percentage of Grade*
In-class or homework assignments	20%
Diet Analysis Project	30%
Current Nutrition Event	20%
Exams and Final	30%
Total	100%

*Percentage assigned may vary per instructor

Example Grading Scale

90 to 100%	A
80 to 89%	B
70 to 79%	C
60 to 69%	D
Below 60%	F

VI. Undergraduate Course Attendance Policy

The current University Attendance Policy is in effect as outlined in the Undergraduate Catalog.

VII. Required Textbook (s)

Below are four examples of currently available textbooks from which faculty may select:

- 1) Blake JS. *Nutrition and you: core concepts for good health*. Pearson Higher Education; 2013.
- 2) Brown J. *Nutrition now; 6th edition*. Wadsworth Cengage Learning; 2011.
- 3) Boyle MA and Roth SL. *Personal nutrition, 8th edition*. Cengage Learning; 2012.
- 4) Thompson J and Manore M. *Nutrition for life, 3rd edition*. Benjamin Cummings; 2012.

Supplemental Readings

Below are examples of supplemental books and websites faculty may select:

- 1) Litt AS. *The college student's guide to eating well on campus*. Tulip Hill Press, MD, 2005.

- 2) Nestle M. *Food politics, revised and expanded edition*. University of California Press; Los Angeles, CA. 2007.
- 3) Nestle M. *What to eat*. North Point Press; New York, NY. 2007.
- 4) Patel, R. *Stuffed and starved: the hidden battle for the world food system*. Melville House; Brooklyn, NY. 2012.

VIII. Bibliography

Electronic Resources

American Heart Association. www.americanheart.org. Accessed 02/2013.

Center for Disease Control and Prevention. Division of Heart Health and Stroke Prevention. www.cdc.gov. Accessed 02/2013.

Cooking 101. www.pearsonhighered.com/blake. Accessed 02/2013.

Dietary Guidelines for Americans. *Center for Nutrition Policy and Promotion*. <http://www.cnpp.usda.gov/DGAs2010-PolicyDocument.htm>. Accessed 02/2013

Dietary Reference Intakes. *Institute of Medicine*. www.lom.gov. Accessed 02/2013.

Food and Nutrition Information Center. <http://fnic.nal.usda.gov/>. Accessed 02/2013.

Food Safety. Fight Bac. www.fightbac.gov. Accessed 02/2013.

Herbal Fact Sheets. *National Center for Complimentary and Alternative Medicine*. www.nccam.gov. Accessed 02/2013.

National Dairy Council. <http://www.nationaldairyCouncil.org/Pages/Home.aspx>. Accessed 02/2013.

Nutrition Animations. <http://nutrition.ibpub.com/resources/animations.cfm>. Accessed 02/2013.

Nutrition Education Resources. *Academy of Nutrition and Dietetics*. <http://www.eatright.org/nnm/content.aspx?id=5342#USpgC2encnk>. Accessed 02/2013.

Nutrition Facts Label. <http://www.fda.gov/food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm#twoparts>. Accessed 02/2013.

Nutrition Tips and Portion Sizes. *United States Department of Health and Human Services*. www.letsmove.gov. Accessed 02/2013.

Obesity in America. www.obesityinamerica.org. Accessed 02/2013.

Soy Based Diets. United Soybean Board. www.unitedsoybean.org. Accessed 02/2013.

Ten things to know about evaluating a medical resource on the web. *National Center for Complementary and Alternative Medicine*. www.nccam.nih.gov

Accessed 01/2013.

The Dash Diet. www.nhlbi.nih.gov/health/public/heart/hbp/dash. Accessed 01/2013.

USDA Nutrition Evidence Library. <http://www.nel.gov/>. Accessed 02/2013.

Books and Articles

Boyle MA and Roth RL. *Personal Nutrition 8th ed*. Wadsworth Cengage Learning; 2013.

Brown, JE. *Nutrition now 6th ed*. Wadsworth Cengage Learning; 2011.

Brown, JE. *Nutrition through the life cycle 4th ed*. Wadsworth Cengage Learning; 2011.

Byrd-Bredbenner C, Moe G, Beshgetoor D, and Berning J. *Perspectives in Nutrition 8th ed*. The McGraw-Hill Publishing; 2009.

Committee on Food Insecurity. Food insecurity is associated with chronic disease among low-income NHANES participants. *Journal of Nutrition*. 140(2); 2010, 304-310.

Donaldson M. "Nutrition and Cancer: A review of the evidence for an anti-cancer diet" *Nutrition Journal*. 19; 2004, 19-24.

Escott-Stump S. *Nutrition and Diagnosis-Related Care 7th ed*. Lippincott, Williams and Wilkins Publishing; 2011.

Fram MS, Frongillo EA, Jones SJ, Williams RC, Burke MP, DeLoach KP, and Blake CE. Children are aware of food insecurity and take responsibility for managing food resources. *Journal of Nutrition*. 141(6); 2011, 1114-1119.

Freeland-Graves, J. and Nitzke S. Total diet approach to communicating food and nutrition information. *Journal of the Academy of Dietetics and Nutrition*; 2002; 102; 100-108.

Holben, D. Position of the American Dietetic Association: food insecurity in the United States. *Journal of the Academy of Nutrition and Dietetics*. 110 (9); 2010, 1368-1377.

Katsuyuki M. "Relationship of dietary linoleic acid to blood pressure: the international study of macro-micronutrients and blood pressure study" *Hypertension*. 52; 2008, 408-412.

Nestle M. *Food politics: how the food industry influences food and health*. University of California Press, CA; 2007.

Perez-Escamilla R and Bermudez O. Early life nutrition disparities: where the problem begins? *Advances in Nutrition*. 3; 2012, 71-72.

Sizer F and Whitney E. *Nutrition: concepts and controversies 12ed myplate update*. Wadsworth Cengage Learning; 2012.

Stanfield PS and Hui YH. *Nutrition and diet therapy. Academy of Nutrition and Dietetics*; Chicago Il; 2008.

Turly J and Thompson J. *Nutrition your life science 1st ed*. Wadsworth Cengage Learning; 2013.

Whitney E and Rolfes SR. *Understanding nutrition 13th ed*. Wadsworth Cengage Learning; 2013.

Part II 2. Summary of the Proposed Revisions

1. Title revision

Title revision reflects the consumer nutrition focus of the course.

2. Catalog Description

Current Description:

Provides students with an understanding of essential nutrients and their roles in the body, as well as the changing nutritional needs of an individual throughout the lifespan. Includes the impact of exercise, food choices on metabolism, body composition and weight control; nutrition misinformation; consumer issues; commercially prepared foods; and major diseases that may be affected by eating behaviors.

Proposed Description:

Encourages students to practice and adopt food behavioral choices that can be applied to everyday life. Evidence-based information concerning weight control, nutrients, diseases and lifecycle nutrition is presented. This course is appropriate for students who are not nutrition majors or minors.

- 3. The course objectives are updated to align with the new Expected Undergraduate Student Learning Outcomes (EUSLO) and Common Learning Objectives for the revised Liberal Studies elective criteria.**
- 4. Added supplemental resources and updated textbooks. Syllabus of record is from 1989.**
- 5. Course incorporates gender and racial issues as required by the Liberal Study elective criteria. Assignments and course content incorporate topics that address nutrition implications and cultural differences as related to disease and food insecurity associated with ethnicity, race and gender.**
- 6. Bibliography updated to reflect current sources and the recent evidence based practice in nutrition. The bibliography has been updated to reflect changes that have occurred in nutrition. Syllabus of record is from 1989.**

Part II 3. Justifications of the Proposed Revisions

Personal Nutrition -FDNT 145 allows the student the ability to search for accurate and relevant nutrition information and apply this information to their own lives. This revision reflects the emphasis on consumer nutrition, allows consistency among instructors and better complies with the revised liberal studies criteria, objectives and student learning outcomes. Students will be required to use a variety of print and non-print resources to interpret ways to increase or decrease specific nutrients in their diet and identify how to evaluate nutrition information for intellectual honesty. Oral and written skills will be used to assess the current information and provide accurate information by the use of class discussions, assignments, presentations, and evaluation of nutrition resources. Students will learn how to evaluate print and non-print nutrition information leading to the students' understanding of what constitutes accurate, current, objective and evidence based nutrition information. The revision is required to make this course a liberal studies elective under information literacy categories.

Liberal Studies Course Approval General Information Questions

- 1. All instructors of the course will follow the basic guidelines of the Syllabus of Record. Instructors will exchange material such as course handouts, assignments and course policies. Periodic meetings will occur among instructors if multiple-instructors are teaching the course in a semester.**
- 2. Objective 2 of the syllabus states: "Compare dietary needs for different stages of life to include gender and racial factors and how these influence food choices as individuals and as a society." Lecture material and class assignments will include nutrition issues of women and race. Current event assignment will be used to provide real-life issues of nutrition disparity in all groups throughout the US and other countries focusing on minorities and women.**
- 3. Current nutrition event assignment will allow students to analyze contemporary issues. The assignment will include main stream media as the source and require the students to assess issues in nutrition in the USA and other countries focusing on those related to minorities and women.**
- 4. Students with a Food and Nutrition major or minor are required to take FDNT 212, Nutrition, which has a chemistry prerequisite. FDNT 212 includes detailed discussion of the scientific principles in addition to application. By contrast, FDNT 145 emphasizes personal application of nutrition principles, with minimal reference to chemistry, biochemistry and biology.**

Nutrition Project

Objective of Assignment: To critically analyze your diet for nutrients that you eat in excess and nutrients you may not eat enough. Then you will set 1 short-term goal and document on your progress for 5 weeks.

Directions:

Please see the steps below: A demonstration of how to use the Supertracker will be provided in class.

1. Keep a food log for 3 days. Write down all you eat including portion sizes and anything you put in your food, (such as butter or mayonnaise). This also includes all beverages including water. This information can be directly inputted into the SuperTracker website or written on the 24 hour logs provided in the LMS section entitled Diet Analysis.
2. Go to the following website: www.choosemyplate.gov. Click on the SuperTracker tab at the top.
3. If you have never used it before you will be asked to register. If you have been to this site, please log-in and record what you consumed.
4. Enter the foods you eat and the activity that you have done for 3 days. Include all foods and beverages, condiments (butter, ketchup) and anything added to beverages (sugar, creamer, drink mix).
5. Click on the My Report tab after you have entered all 3 days. Download the PDF document for the following reports that can be accessed by clicking on the name of the report under the My Report tab. You will have a separate PDF for all the reports listed below. Yes you can go back in if you forgot to print something.
 - a. Food Groups and Calories
 - b. Nutrients Report
 - c. Meal Summary Report (provides the list of foods you eat and is listed as a week)
6. Answer the following questions. Please type your answers to the following questions.

Food Groups and Calories

- a. List the food group (Ex: Vegetable) or subgroup (Ex: dark green leafy) that stated under next to them (if none state Not applicable and reason why)
- b. List the food group (Ex: Vegetable) or subgroup (Ex: dark green leafy) that stated over next to them (if none state Not applicable and reason why)
- c. List three tips for improving your intake of 3 of the components. Explain why you would do this and if it is truly possible.

Nutrient Report

- a. List ALL nutrients for which you are below 100% of the RDA (state "under" next to them). (if none state Not applicable and reason why)
- b. Choose 3 of these nutrients and list three food sources you can eat to increase your intake for each of these 3 nutrients. (Example: I am deficient in potassium and I can eat more oranges, bananas and nuts) (if none state Not applicable and reason why)

- c. List ALL nutrients for which are over the 100% of the RDA (state "over" next to them) (if none state Not applicable and reason why)
 - d. For all the nutrients for which are over, state whether you feel that this is an issue and might cause toxicity over time. (if none state Not applicable and reason why)
7. Upload all the Supertracker PDF documents of you food records and the answers to the questions above by _____ . in the LMS dropbox entitled Diet Analysis Project.

Goals

- 7 Write one short-term goal to help improve your food intake (Example: I will increase my fruit intake by having 1 additional fruit per day for a snack) and record this goal on the goal sheet. For 5 weeks record your progress towards achieving this goal by answering the 4 questions listed. Yes these are the same questions for each week. Upload the goal sheets all 5 weeks by _____ in the LMS dropbox entitled Goal Sheets.

Goal Journal

100 points

A goal is a statement of broad direction and general purpose that you create to help reach a specific beneficial want or need in your life. Following up on your goal is important because it helps you remain on track and it also serves as a reminder of the work you have put in and the steps you have taken to reach your goal. You will be using a short-term goal that is obtainable in 5 weeks such as; "I will eat 2 more servings of fruit and vegetable a day." Base this goal on the results of the diet analysis, food logs and activity logs.

For each journal entry you should answer the following questions based on your goal, including any other additional information that you feel is relevant.

- How do you feel you are progressing with the goal you have created for yourself?
- Are there any barriers you have encountered while trying to reach your goal?
- How did you overcome these barriers?
- Is there anything you would do differently to help you on your path to attaining your goal?

Please list your goal;(20 pts)

Why is this goal important for you to attain?

Entry #1 (25 pts)

Date: _____

- How do you feel you are progressing with the goal you have created for yourself?
- Are there any barriers you have encountered while trying to reach your goal?
- How did you overcome these barriers?
- Is there anything you would do differently to help you on your path to attaining your goal?

Entry #2 (25 pts)

Date: _____

- How do you feel you are progressing with the goal you have created for yourself?
- Are there any barriers you have encountered while trying to reach your goal?
- How did you overcome these barriers?
- Is there anything you would do differently to help you on your path to attaining your goal?

Entry #3 (25 pts)

Date: _____

- How do you feel you are progressing with the goal you have created for yourself?
- Are there any barriers you have encountered while trying to reach your goal?
- How did you overcome these barriers?
- Is there anything you would do differently to help you on your path to attaining your goal?

Entry #4 (25 pts)

Date: _____

- How do you feel you are progressing with the goal you have created for yourself?
- Are there any barriers you have encountered while trying to reach your goal?
- How did you overcome these barriers?
- Is there anything you would do differently to help you on your path to attaining your goal?

Entry #5 (25 pts)

Date: _____

- How do you feel you are progressing with the goal you have created for yourself?
- Are there any barriers you have encountered while trying to reach your goal?
- How did you overcome these barriers?
- Is there anything you would do differently to help you on your path to attaining your goal?

Name:

Grading for the diet analysis assignment:

Criteria	Grade listed in points	Comments
Kept food records for 24hours for 3 days (5 points each day)	/15	
Answered all questions in #6 with detail and with thought	/70 (10 points each)	
Developed a goal that is achievable, measurable and specific	/20	
All Supertracker PDF documents uploaded and answers to questions uploaded by due date.	/50	

Goal Journals (25 points for each entry, 25 points for goal and rationale).	/125 points	
Total points	/250 points	

Part II 4. Old Syllabus of Record

COURSE SYLLABUS

I. CATALOG DESCRIPTION

FN 145 Introduction to Nutrition

3 credits

Prerequisites: None

2 lecture hours

1 discussion hour

Provides students with an understanding of essential nutrients and their roles in the body, as well as the changing nutritional needs of an individual throughout the lifespan. Includes the impact of exercise and food choices on metabolism, body composition and weight control; nutrition misinformation; consumer issues; commercially prepared foods; and major diseases that may be affected by eating behaviors.

II. COURSE OBJECTIVES

After completing the course the student will:

1. assess their nutritional status and plan diets to meet their goals based on an understanding of what constitutes an adequate diet for a normal, healthy adult.
2. understand the fundamentals of nutrition and be able to list the function and food sources of the nutrients.
3. cite examples of the consequences of an over- and under-supply of the energy nutrients, major vitamins and minerals.
4. outline similarities and differences between dietary strategies recommended to minimize the risks of heart disease, hypertension, cancer and diabetes, citing implicated nutrients.
5. explain the current understanding of the causes of eating disorders and describe the relative effectiveness of diets and exercise in successful weight control.
6. will evaluate current nutrition misinformation on the basis of sound nutrition principles.
7. will evaluate the nutrition contribution of commercially prepared foods.
8. describe the nutrient needs during growth and development through senescence.
9. interpret and use the nutrition information on product labels to make intelligent food choices.

III. COURSE OUTLINE

How food becomes you (one lecture)

1. What is nutrition?
 2. How the organism uses food substances
 3. Human food behavior
- B. Healthy eating (two lectures)
1. The nutrients
 2. Recommended nutrient intakes
 3. Dietary goals and guidelines
 4. Dietary plans
- C. The energy nutrients (six lectures)
1. Carbohydrates: Sugar, Starch and Fiber
 2. Lipids: Fats and Oils
 3. Proteins and Amino Acids
 4. Alcohol
- D. Energy requirements and energy balance (eight lectures)
1. Kcalories and food
 2. Energy expenditure and stores
 3. Body composition
 4. Weight gain and loss
 - a. Obesity
 - b. Eating disorders
 - c. Fasting
 5. Fitness and exercise
 - a. Exercise and heart health
 - b. Fuels for muscular work
 - c. Food for performance
- E. Vitamins (two lectures)
1. Fat soluble

2. Water soluble
 3. Vitamin supplements
- F. Water and minerals (two lectures)
1. Major minerals
 2. Trace minerals
 3. Water and body fluids
- G. Nutrition throughout life (three lectures)
1. Pregnancy
 2. Feeding the infant
 3. Childhood and teen years
 4. Adults and elderly
- H. Food processing and safety (two lectures)
1. Food additives, pesticides and contaminants
 2. Food in the supermarket
 3. Food preparation
- I. Discussion group activities. Each student will participate in fourteen one-hour discussion/activity sessions. The activities will allow each student the opportunity to select those activities that are of personal relevance within the following categories:
1. All students will attend the following:
 - a. Week 1: Determining valid nutrition information
 - b. Week 2: Determining portion control
 - c. Week 3: Keeping and analyzing dietary records
 2. The student will select two of the following four week activities:
 - a. Food choices when eating out
 - (1) Week 1: Healthy commercially prepared foods
 - (2) Week 2: Analyzing nutrients in commercially prepared foods
 - (3) Week 3: "Lite" cuisines
 - (4) Week 4: Merchandising healthy food choices
 - b. Determining body composition
 - (1) Week 1: Body circumference and skin folds (anthropometric assessment)
 - (2) Week 2: Electrical impedance measures
 - (3) Week 3: Hydrostatic weighing
 - (4) Week 4: Calculation of personal body fat/lean including comparison of methodology

- c. Food fraud and misinformation
 - (1) Week 1: Media presentation on fraudulent health practices
 - (2) Week 2: Investigate truth in advertising
 - (3) Week 3: Identifying popular diets
 - (4) Week 4: Analyze a popular diet
 - d. "Supermarket Savvy"
 - (1) Week 1: Nutrient density and nutrient labeling
 - (2) Week 2: Video: Supermarket Savvy
 - (3) Week 3: Comparison of five major food products for nutrient content, cost, and advertising claims
 - (4) Week 4:
 - A. Health food stores
 - B. National chains
 - C. Supermarkets
 - D. Independent supermarkets
 - E. Convenience stores
3. OR the student may elect the following eight week activity sessions in place of two 4 week sessions:
- a. Obtaining and maintaining ideal body weight
 - (1) Week 1: Determining the appropriate body weight
 - (2) Week 2: Setting weight goals
 - (3) Week 3: Selecting foods to lose weight
 - (4) Week 4: Altering food preparation to attain body weight
 - (5) Week 5: Exercising as it relates to attaining body weight
 - (6) Week 6: Changing eating and activity behavior
 - (7) Week 7: Eating out
 - (8) Week 8: Evaluating of popular weight loss programs

In addition to the above weekly activities the student will have the opportunity to weigh in weekly and keep computerized records of weight loss, food intake and nutritional analysis of diet regimen. The student's grade will not be dependent upon weight status but on completion of the assigned activities within the unit. All students selecting this activity will be requested to receive approval from the Pechan Health Center for participation in the session. The Nutrition Counseling Center at Pechan will be available for private consulting as a supplement to the program.

4. All students will select three topics from a list of contemporary topics for three discussion periods (these could be updated as new research becomes available) such as:
- a. Heart disease
 - b. Hypertension
 - c. Cancer
 - d. Osteoporosis
 - e. Vitamin and mineral supplementation
 - f. Sugar substitutes

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

Tests (3 - 4 exams)	300 pts. = 60% of final grade
Book Review	50 pts. = 10% of final grade
Discussion Activities	130 pts. = 26% of final grade
Responsibility (meeting assigned deadlines & participation)	20 pts. = 4% of final grade

90% of total points earned = A
80% of total points earned = B
70% of total points earned = C
60% of total points earned = D
less than 60% total points = F

V. REQUIRED TEXTBOOK

Hamilton, E.M., Whitney, E.N. and Seizer, F.S., Nutrition: Concepts and Controversies. West Publishing Company, St. Paul, MN, 1988.

VI. SPECIAL RESOURCE REQUIREMENTS

A. The student will need to purchase one of the following:

A minimum of one reading from substantive works of fiction or nonfiction.

1. Bruch, H. The Golden Cage: The Enigma of Anorexia Nervosa. Harvard University Press, Cambridge, MA, 1978.
2. Lappe, F.M. and Collins, J. Food First: Beyond the Myth of Scarcity, Random House, New York, 1978.
3. Reich, C.A. The Greening of America: How the Youth Revolution is Trying to Make America Livable. Random House, New York, 1970.
4. Sinclair, U. The Jungle, Bantam Books, New York, 1906.

B. Ackerman Hall Computer Laboratory

Microcomputer programs:

Food Processor I. ESHA Research. Geltz, B. 1986.

Hogg, W.E. Jr., MD. Master Control: A Diet and Exercise Program.

C. Ackerman Hall Nutrition Laboratory

RJL Impedence Analyzer

D. Human Performance Laboratory

VII. Bibliography

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- _____. 1984. Eating Disorders. Medical World News. July 9:334.
- Hecht, A. 1984. Triglycerides, cousins of cholesterol. FDA Consumer. March:133.
- Jarvis, W. 1985. "Food: Facts & Fallacies A-Z," Review and Herald Publishing Association, Washington, DC.
- Jarvis, W.T. 1983. "Quackery and You," Review and Herald Publishing Association, Washington, DC.
- Kolata, G. 1984. New cholesterol clues: diets vs. stress. American Health. March/April:150.
- Metcalfa, L.L. 1986. "The Turnaround Lifestyle System. Enjoying a Responsible Lifestyle Through Positive Behavioral Changes," American Alliance for Health, Physical Recreation and Dance and the Campbell's Institute for Health and Fitness. Camden, NJ.
- National Dairy Council
 Contemporary Topics in Nutrition: Sodium Cholesterol/fat and Refined Sugar/Caloric Sweeteners
- Food Power A Coach's Guide to Improving Performance
- Nutrition Education and Wellness File: Food Fads, Facts, and Fallacies
- Nutrition Education and Wellness File: Nutrition and Physical Performance
- Nutrition Education and Wellness File: Osteoporosis
- Nutrition Education and Wellness File: Weight Control
- You: A Guide to Food, Exercise and Nutrition
- _____. 1984. Nutrition update: Fat/Cholesterol. Dairy Council Digest. 55(5):145.
- _____. Osteoporosis. National Institutes of Health Concensus Development Conference Statement. Volume 5, Number 3. Reprinted with permission by National Dairy Council, Rosemont, IL.
- Recker, R.R. 1983. Osteoporosis. Contemporary Nutrition 3(5):1.
- Rock, C.L. 1987. Popular and fad diets. Nutrition and the M.D. 13(4):1.
- Sizer, F.S. and DeBruyne, L.K. 1988. Nutrition for sport: Knowledge, news and nonsense. Nutrition Clinics. 3:1-24.
- U.S.D.A. Dietary Guidelines and Your Diet. Publ. HG-232-1 through H.S.-232-7. Washington, DC.

Willis, J. 1984. Please pass that woman some more calcium and iron. FDA Consumer. September:6.

Wood, P. 1984. The cholesterol controversy is over. Runners World. March:136.

Zamula, E. 1986. The Greenland diet: Can fish oils prevent heart disease? FDA Consumer. October:6.