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10/22  
Approved

LSC Use Only  
Number: LS 158  
Action: Approved  
Date: 4-11-91

UWUCC Use Only  
Number: \_\_\_\_\_  
Action: \_\_\_\_\_  
Date: \_\_\_\_\_

**CURRICULUM PROPOSAL COVER SHEET**  
**University-Wide Undergraduate Curriculum Committee**

**I. Title/Author of Change**

Course/Program Title: FN 143 Nutrition and Wellness  
Suggested 20 Character Course Title: Nutrition & Wellness  
Department: Food and Nutrition  
Contact Person: Mary Ann Cessna

**II. If a course, is it being Proposed for:**

       Course Revision/Approval Only  
  X   Course Revision/Approval and Liberal Studies Approval  
       Liberal Studies Approval Only (course previously has been approved by the University Senate)

**III. Approvals**

Joanne B. Steiner Joanne B. Steiner  
Department Curriculum Committee      Department Chairperson  
Mia M. Moore-Armstrong Harold C. Wingard  
College Curriculum Committee      College Dean \*  
Chad D. ... \_\_\_\_\_  
Director of Liberal Studies      Provost (where applicable)  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

**IV. Timetable**

Date Submitted to LSC: \_\_\_\_\_ Semester to be implemented: \_\_\_\_\_ Date to be published in Catalog: \_\_\_\_\_  
to UWUCC: \_\_\_\_\_

Table of Contents

Parts I, II, and III	Page
Curriculum Proposal Cover Sheet . . . . .	1
Part IV. Description of Curriculum Change	
1. Catalog Description . . . . .	2
2. Course Syllabus . . . . .	3-12
3. Course Analysis Questionnaire . . . . .	13-14
Part V. Letter of Support from Health and Physical Education . . . . .	15
Part VI. Liberal Studies Course Approval Form	
1. Part I. Basic Information . . . . .	16
2. Part II. Which Liberal Studies Goals Will Your Course Meet?	
Sections A through C . . . . .	17-18
3. Part III. Does Your Course Meet the General Criteria for Liberal Studies?	
Sections A through D . . . . .	19-20
Section E . . . . .	21-22
4. Part IV. Does Your Course Meet the Criteria for the Curriculum Category in Which It Is to be Listed? Health and Wellness . . . . .	23-24

**FN 143 Nutrition and Wellness**  
**Proposal Submitted to the**  
**Indiana University of Pennsylvania**  
**Liberal Studies Committee**  
**and the**  
**University-Wide Undergraduate Curriculum Committee**  
**from the**  
**Department of Food and Nutrition**

**Mary Ann Cessna, Professor**

**March 1, 1991**

## CATALOG DESCRIPTION

FN 143 Nutrition and Wellness

3 credits

Prerequisites: None

Corequisite: None

Introduces the student to the ~~four~~ major components of wellness: contemporary nutrition issues as they relate to personal food choices, physical fitness, stress management, sexually transmitted diseases, and AIDS, and substance abuse. Completion of ~~FN 143~~ FN 143 fulfills the Liberal Studies Health and Wellness requirement.

## COURSE SYLLABUS

## I. CATALOG DESCRIPTION

FN 143 Nutrition and Wellness

3 credits

Prerequisites: None

Corequisite: None

Introduces the student to the four major components of wellness: contemporary nutrition issues as they relate to personal food choices, physical fitness; stress management, sexually transmitted diseases, and AIDS; and substance abuse. Completion of both FN 143 fulfills the Liberal Studies Health and Wellness requirement.

## II. COURSE OBJECTIVES:

Upon completion of this course the student will:

1. state the functions and food sources of selected nutrients.
2. state the Dietary Guidelines for Americans and discuss how to implement them in everyday life.
3. identify hereditary, personal, nutritional, and environmental factors that affect health.
4. interpret and use the nutritional information on product labels to make prudent food choices in the market place.
5. have participated in organized nutrition discussion groups/ learning exercises designed to apply nutrition principles to food choices.
6. recognize contemporary health issues and evaluate the credibility of health information for themselves, their family, and the community.
7. identify hereditary, personal, and environmental factors that affect health.
8. assess their own fitness, stress, emotional, and general wellness states.
9. describe how exercise is related to health, the characteristics of fitness, and the importance of developing lifestyle fitness.
10. have participated in organized exercise/physical activities and stress management exercises.
11. identify and explain factors associated with reasons people use tobacco, illicit drugs, and alcohol along with their physical and psychological effects.
12. identify the factors that lead to stress, and choose appropriate stress management strategies.

### III. COURSE OUTLINE

#### Lecture Outline

- A. Nutrition (7 weeks; includes 17 hours of lecture and 4 hours of integrated learning/discussion experiences. Integrated learning experience information on page 7.)
1. Health Information and Behavior - 2 hours
    - a. Lifestyle Choices Affect Health
    - b. Sources of Health Information
    - c. The Consumer and Health Misinformation  
Examples: multivitamin/mineral supplements and weight loss gadgets
  2. Energy Sources - 4 hours
    - a. Carbohydrate
    - b. Fat
    - c. Protein
    - d. Alcohol
  3. Dietary Guidelines for Americans - 10 hours
    - a. Eat a Variety of Foods Daily
    - b. Maintain Desirable Body Weight
    - c. Avoid Too Much Fat, Saturated Fat, and Cholesterol (and relationship to vascular disease)
    - d. Eat Foods With Adequate Starch and Fiber (and relationship to cancer)
    - e. Avoid Too Much Sugar
    - f. Avoid Too Much Sodium
    - g. If You Drink Alcohol, Do So In Moderation
  4. Nutrition for Fitness (taught by FN faculty) - 1 hour
    - a. The relationship of type of activity to fuel utilization.
    - b. Fluid needs of the exercising body.
    - c. Nutrition misinformation as related to fitness.

B. Fitness (Includes 3 hours of lecture and 3 hours of integrated learning experiences.)

1. Basics of exercise

- a. The cardiovascular, respiratory, and circulatory systems.
- b. Aerobic and anaerobic energy production.
- c. Heart and artery disease and exercise.

2. Developing fitness

- a. Cardio-respiratory fitness
- b. Muscular strength and endurance
- c. Flexibility, balance, and coordination

3. Exercise programs

- a. Increasing muscular strength, flexibility, and muscular endurance.
- b. Motivation and compliance
- c. Developing a personalized exercise program

4. Exercise and environment

- a. Temperature (Heat and Cold)
- b. Altitude
- c. Humidity

C. Stress (Includes 5 hours of lecture and 1 hour of learning experience.)

1. Stressors and stress.

2. The stress response.

3. Measurements of stress.

4. Stress management.

- a. Aerobic exercise
- b. Relaxation training
- c. VMBR (visual motor behavioral rehearsal)
- d. Other basic stress management strategies

D. Substance Abuse (Includes 9 lecture hours)

1. Chemical Abuse

a. Alcohol

1. Factors associated with alcohol consumption.
2. The physiological and psychological effects of alcohol.

b. Drugs

1. Factors associated with drug use.
2. Commonly abused drugs.
3. The physiological and psychological effects of drugs.

2. Smoking

- a. Factors associated with tobacco use.
- b. The health effects of smoking.
- c. The health effects of tobacco smoke in the environment.
- d. The health effects of smokeless tobacco.

3. AIDS and Sexually Transmitted Diseases (2 lecture hours)

a. AIDS

1. Physiological and psychological effects.
2. Preventing transmission of AIDS.

b. Sexually transmitted diseases

1. Syphilis
2. Gonorrhea
3. Pelvic Inflammatory Disease (PID)
4. Genital herpes
5. Others



INTEGRATED LEARNING EXPERIENCE OUTLINE

A. Nutrition Integrated Learning/Discussion Experiences\*

1. Reading and understanding food and nutrition labels
2. Estimation of calories spent for basal metabolic rate and voluntary activity, and determination of body frame size
3. Biochemical cardiovascular assessment including serum cholesterol and serum glucose screenings and explanation of dietary recommendations based on individual findings (optional experience) The blood screening experience is conducted out of class.
4. Estimation of food portion sizes
5. Fat Budgeting

B. Fitness and Stress Management Integrated/Discussion Experiences\*

1. Blood pressure and exercise heart rate exercise
2. Nautilus and training principles exercise
3. Cardiovascular fitness learning exercise
4. Flexibility (take home exercise)

C. Integrated Learning/Discussion Experiences in the Stress Component\*

1. Progressive Neuromuscular Relaxation

\*Topics may vary depending upon major issues and current trends

IV. EVALUATION METHODS

Nutrition Component (45% of final grade):

The final grade for this course will be based on performance in these areas:

- 80% - Written objective examinations. There will be (2) exams consisting of a combination of multiple choice, completion, matching, true/false, and potential short answer essay. (40% each)
- 20% - Discussion group/integrated learning experience written assignments. Exercises are evaluated based on completeness and accuracy of the worksheets. Missing any part of the activity means no credit toward integrated learning experience grade.

Fitness/Stress Management/Substance Abuse Component (45% of final Grade):

- 75% - Written objective examinations. There will be three (3) exams consisting of a combination of multiple choice, completion, matching, true/false, and potential short answer essay. (25% each)

- 25% - Integrated Learning Experience Assignments. Students will be expected to attend each of the 4 activities and complete the assigned worksheets to receive any credit for this portion of their grade. Missing any part of the exercise means no credit toward learning experience grade.

Book Review (10% of final Grade)

A minimum of one reading from substantive works of fiction or nonfiction. The student will purchase and read one of the following:

1. Brody, J. Jane Brody's Nutrition Book. Bantam Books, NY, 1981.
2. Bruch, H. The Golden Cage: The Enigma of Anorexia Nervosa. Harvard University Press, Cambridge, MA, 1978.
3. Coleman, E. Eating for Endurance. Bull Publishing, Palo Alto, CA, 1988.
4. Deutsch, R.M. The New Nuts Among the Berries. Bull Publishing Co., Palo Alto, CA, 1977.
5. Lappe, F.M. and Collins, J. Food First: Beyond the Myth of Scarcity, Random House, New York, 1978.
6. O'Neill, C.B. Starving for Attention, Dell Publishing Co., NY, 1983.
7. Peterson, M. and K. Peterson. Eat to Compete: A Guide to Sports Nutrition. Year Book Medical Publishers, Inc., Chicago, IL, 1988.
8. Reich, C.A. The Greening of America: How the Youth Revolution is Trying to Make America Livable. Random House, New York, 1970.
9. Sinclair, U. The Jungle. Bantam Books, New York, 1906.
10. Yetiv, J. Popular Nutritional Practices: A Scientific Appraisal. Popular Medicine Press, Toledo, OH, 1986.
11. Other appropriate contemporary writings as available.

Note: There will be some potential fees for the integrated learning experiences.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Sizer FS, Whitney EN, Life Choices: Health Concepts and Strategies. West Publishing Co., NY, 1988.

Plus: Lecture Handouts and Lab Manual - Dr. Cessna  
Nutrition and Wellness Lab Manual #30 - Dr. Blacksmith

## VI. SPECIAL RESOURCE REQUIREMENTS

Each student will be expected to supply the following for FN 143:

Students electing the optional activity in biochemical assessment will be expected to pay a fee of approximately \$15.00.

## VII. BIBLIOGRAPHY: NUTRITION

## BOOKS:

Aaronson, V. 30 Days to Better Nutrition, Englewood Cliffs, NJ; Prentice Hall, Inc., 1984.

Brody, Jane. Jane Brody's Nutrition Book, New York: Bantam Books, 1982.

Coleman, E. Eating for Endurance, Palo Alto, CA: Bull Publishing Co., 1988.

Briggs, G.M. and D.H. Calloway. Nutrition and Physical Fitness, 11th ed., NY: Holt, Reinhart, & Winston, 1984.

Calloway, D.H. and K.O. Carpenter. Nutrition and Health, NY: Sanders College Publishers, 1981.

Christien, J.L. and J.L. Greger. Nutrition for Living, Menlo Park, CA: The Benjamin/Cummings Publishers, Inc., 1988.

Clydesdale, F.M. and F.J. Francis. Food, Nutrition, and Health, Westport, Conn: AVI Publishing Co. Inc., 1985.

Cook-Fuller, C.C. Ed. Nutrition 88/89, Guilford, Conn: The Dushkin Publishing Group, Inc., 1988.

Dintiman, G.B., S.E. Stone, J.C. Pennington, and R.G. Davis. Discovering Lifetime Fitness: Concepts of Exercise and Weight Control, NY: West Publishing Co., 1984.

Donatelle, R.J., L.G. Davis, C.F. Hoover. Access to Health, Englewood Cliffs, NJ: Prentice Hall, Inc., 1988.

Gussow, J.B. and P.R. Thomas. The Nutrition Debate: Sorting Out Some Answers, Palo Alto, CA: Bull Publishing Co., 1986.

Hamilton, E., E.N. Whitney, and F.S. Sizer. Nutrition: Concepts and Controversies, 3rd ed., NY: West Publishing Co., 1985.

Herbert, V. and S. Barrett. Vitamins and Health Foods: The Great American Hustle, Philadelphia, PA, George F. Stickley Co., 1981.

Hegarty, V. Decisions in Nutrition, St. Louis, MO: Times Mirror/Mosby College Publishing, 1988.

Horton, E.S. and R.D. Terjung, eds. Exercise, Nutrition, and Energy Metabolism, NY: Macmillan Publishing Co., 1988.

Katch, F.I. and W.D. McArdle. Nutrition, Weight Control and Exercise, 3rd ed., Phila., PA: Lea and Febiger, 1988.

McArdle, W.D., F.I. Katch, and V.L. Katch. Exercise Physiology: Energy, Nutrition and Human Performance, 2nd ed. Philadelphia, PA: Lea and Febiger, 1986.

Montoye, H.J., J.L. Christien, F.J. Nagle, and S.M. Levin. Living Fit, Menlo Park, CA: The Benjamin/Cummings Publishers Inc., 1988.

Nestle, M. "National Nutrition Objectives For the Years 1990 and 2000", Contemporary Nutrition, Vol. 13, No. 6, 1988.

Sizer, F.S., and E.N. Whitney. Life Choices: Health Concepts and Strategies, NY: West Publishing Co., 1988.

The Surgeon General's Report on Nutrition and Health, U.S. Department of Health and Human Services, Public Health Service, Pub. # 88-50210, Washington, DC, 1988.

The 1990 Health Objectives for the Nation: A Midcourse Review, Public Health Service, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion, Nov., 1986.

Whitney, E.N. and E. Hamilton. Understanding Nutrition, 4th ed., NY: West Publishing Co., 1987.

#### OTHERS:

Food Power: A Coach's Guide to Improving Performance, Rosemont, IL: National Dairy Council, 1983.

Glanz, K. and C.L. Damberg. "Meeting Our Nation's Health Objectives in Nutrition", Journal of Nutrition Education, Vol. 19, No. 5, 1987, 211-219.

Metcalfe, L.L. "The Turnaround Lifestyle System. Enjoying a Responsible Lifestyle Through Positive Behavioral Changes", Camden, NJ: American Alliance for Health, Physical Education, Recreation, and Dance and the Campbell's Institute for Health and Fitness, 1986.

Nutrition for Athletes: A Handbook for Coaches, Washington, D.C.: American Alliance for Health, Physical Education, Recreation, and Dance, 1971.

Sizer, F.S. and L.K. DeBruyne. "Nutrition for Sport: Knowledge News and Nonsense", Nutrition Clinics, Vol. 3, No. 1, p. 24.

You: A Guide to Food: Exercise and Nutrition, Rosemont, IL: National Dairy Council, 1983. (A separate booklet for females and for males.)

U.S.D.A. Dietary Guidelines and Your Diet, Publication HG-232-1 through HS-232-7, Washington, D.C.

BIBLIOGRAPHY: FITNESS, STRESS MANAGEMENT/SUBSTANCE ABUSE

Argas, S.W. Eating Disorders: Management of Obesity, Bulimia, and Anorexia Nervosa, New York, NY: Pergamon Press, 1987.

Carroll, C.R. Drugs in Modern Society, Dubuque, IA: William C. Brown Publishers, 1985.

Cooper, K. The Aerobics Program for Total Well-Being, New York, NY: Bantam, 1982.

Dusek, D.E., and Girando, D.A. Drugs: A Factual Account, New York, NY: Random House, 1987.

Dusek, Dorothy. Weight Management the Fitness Way. Exercise, Nutrition, Stress Control and Emotional Readiness, Boston, MA: Jones, Bartlett Publishers, 1987.

Gong, V., and Rudnick, N. Understanding AIDS: A Comprehensive Guide, New Brunswick, NJ: Rutgers University Press, 1986.

Greenberg, J.S. Comprehensive Stress Management, Dubuque, IA: William C. Brown Publishers, 1987.

Hoeger, Werner, K. Principles and Laboratories for Physical Fitness and Wellness, Englewood, CA: Morton Press, 1988.

Masters, W.H., Johnson, V.E. and Kolodny, R.C. Human Sexuality, Glenview, IL: Scott Foresman and Company, 1988.

McGlynn, G. Dynamics of Fitness: A Practical Approach, Dubuque, IA: William C. Brown Publishers, 1987.

Perlmutter, W.E., and Bucher, C.A. Adult Development and Aging, New York, NY: John Wiley and Sons, Inc., 1988.

Prentice, W.E. and Bucher, C.A. Fitness for College and Life, St. Louis, MO: Mirror/Mosby College Publishing, 1988.

Rosato, F. Jogging for Health and Fitness, Englewood, CO: Morton Publishing Company, 1982.

Seyle, H. Stress Without Distress, New York, NY: J.B. Lippincott, 1974.

Thygeson, Alton. Fitness and Health: Lifestyle Strategies, Boston, MA: Jones and Bartlett Publishers, 1987.

Travis, John W. and Ryan, R.S. Wellness Workbook, Berkley, CA: Ten Speed Press, 1985.

Tubesing, Nancy L. and Tubesing, D.A. Structured Exercise in Stress Management, Duluth, MN: Whole Person Press, 1986.

Ward, D.A. Alcoholism: Introduction to Theory and Treatment, Dubuque, IA: Hunt Publishing Company, 1983.

Wiess, L., Katzman, M., and Wolchik, S. Treating Bulimia: A Psychoeducational Approach, New York, NY: Pergamon Press, 1985.

Whitney, E.N. and Hamilton, E.V.N. Understanding Nutrition, 5th Ed., St. Paul, MN: West Publishing Company, 1990.

Williams, M.H. Lifetime Physical Fitness: A Personal Choice, Dubuque, IA: William C. Brown Publishers, 1985.

## COURSE ANALYSIS QUESTIONNAIRE

## Section A: Details of the Course

- A1. This course meets the requirements for a core course in the Health and Wellness Knowledge Area of Liberal Studies courses at IUP and is intended for inclusion in the Liberal Studies course list. This course has been taught for one year, and will not meet the Health and Wellness requirements for Food and Nutrition majors. This course was designed in conjunction with the Department of Health and Physical Education to meet the health and wellness requirement for those majors. However, enrollment is not limited to Health and Physical Education majors.
- A2. The addition of this course will not change the content of any courses offered in the Department of Food and Nutrition.
- A3. This course offers a novel approach to meeting the broad criteria for Health and Wellness in that it will be team taught (50/50) by faculty in the Department of Food and Nutrition and the Department of Health and Physical Education.
- A4. This course has been offered at IUP with provisional Liberal Studies approval for two semesters and one summer.
- A5. This course is not intended to be a dual-level course.
- A6. This course may not be taken for variable credit.
- A7. The following universities offer a nutrition course as part of the liberal studies or general education curriculum:
- Mansfield University, Home Economics 111  
Introduction to Nutrition (3 credits); Introduces the science of nutrition, the nutrient needs of the body and the foods that meet these needs.
- West Virginia University, Nutrition 71  
Introduction to Human Nutrition (3 credits); Nutrient structure, metabolism, integrated function and their importance to human well-being during all stages of the life cycle. Current concerns and those of special interest to college students in meeting nutrient needs.
- The State University of New Jersey Rutgers, Food Science 104  
Food and Health (3 credits); Nutrition and its relationship to health.
- A8. This course is not required by a professional society or accrediting authority.

## Section B: Interdisciplinary Implications

- B1. This course will be team taught (50/50) by faculty from the Departments of Food and Nutrition and Health and Physical Education. Food and Nutrition faculty will teach the nutrition component and nutrition for fitness and Health and Physical Education faculty will teach the exercise, stress, and

substance abuse components. This teaching plan will combine our interdisciplinary expertise and therefore maximize teaching effectiveness.

- B2. No additional or corollary courses are needed with this course. However, the student may elect FN 145, Introduction to Nutrition, as a Liberal Studies Elective.
- B3. The content of this course is related to that taught in the Health and Wellness course in the Department of Health and Physical Education. Our department was asked to develop a course with a strong nutrition component that meets the needs of Health and Physical Education majors. Faculty from both departments met to discuss the criteria and the course syllabus. This syllabus represents input and agreement from both departments.
- B4. Yes, seats in this course will be available to students in the School of Continuing Education.

#### Section C: Implementation

##### C1. Resources

- a. No new faculty are needed to teach this course.
  - b. Current space allocations are adequate.
  - c. The two departments and College of Human Ecology and Health Sciences own equipment necessary for the course.
  - d. The departmental budgets are sufficient to purchase consumable supplies. However, students who elect the Biochemical Assessment activity will be required to pay a fee of approximately \$15 to cover the expense of supplies for this activity.
  - e. Library holdings are adequate.
  - f. Travel funds are not needed.
- C2. No grant funds are associated with this course.
  - C3. This course will be offered each semester and one summer session.
  - C4. Initially, four sections of this course will be offered per semester with two sections offered in the summer. Additional sections will be added as needed.
  - C5. Approximately 40 students will enroll in each lecture section.
  - C6. No professional society limits enrollment size.
  - C7. This course will not be a curriculum requirement.

##### D. MISCELLANEOUS

See attached memorandum from the Department of Health and Physical Education.



(412) 357-2770.

November 29, 1988

IUP

SUBJECT: Health and Wellness Course Syllabus

TO: Dr. Charles Cashdollar, Director  
Liberal Studies

FROM: Jim ~~My~~1, Chairman  
Health and Physical Education

Please be advised that the Health and Wellness committee of the Department of Health and Physical Education has reviewed the course syllabus for FN 130\* Nutrition and Wellness. The course was presented and discussed by members of both departments at a series of meetings, and as a result the HPE committee has agreed that it is a viable course, very much suited for inclusion in the Health and Wellness component of the liberal studies program. The department has also agreed to team teach the course with the faculty from the Food and Nutrition Department as it supports the premise that Health and Wellness can and should be, as much as possible, interdisciplinary in nature. The syllabus is very comprehensive and deals with the recommended areas of health and wellness as defined by the liberal studies committee. We also feel this course will satisfy the Health and Wellness requirement for both Health and Physical Education and Physical Education and Sport majors.

The HPE department will be forwarding its own course revision for its health and wellness committee within the next two weeks.

\*Number changed to FN 140 in order to match other health and wellness courses.

## LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The course is intended to assist you in developing your course to meet the University's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone 357-5715.

Do not use this form for technical, professional or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

### PART I. BASIC INFORMATION

- A. For which category(ies) are you proposing the course? List all that apply.

#### LEARNING SKILLS

- First English Composition Course  
 Second English Composition Course  
 Mathematics

#### KNOWLEDGE AREAS

- Humanities: History  
 Humanities: Philosophy/Religious Studies  
 Humanities: Literature  
 Fine Arts  
 Natural Sciences: Laboratory Course  
 Natural Sciences: Non-laboratory Course  
 Social Sciences  
 Health and Wellness  
 Non-Western Cultures  
 Liberal Studies Elective

- B. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for current General Education course, thus allowing it to meet any remaining General Education needs?

Yes

If so, which General Education course(s)? HP 101 Personal Health and Wellness

### PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET?

Indicate by number all that apply, specify whether the goal is primary or secondary, and include an explanation for each.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you identify them by number, please indicate whether you consider them to be primary or secondary goals of the course and include an explanation for each. (For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals but it might also enhance inquiry skills or literacy of library skills.) Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

**A. Intellectual Skills and Modes of Thinking:**

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making and other aspects of the critical process.
2. Literacy — writing, reading, speaking, listening
3. Understanding numerical data
4. Historical consciousness
5. Scientific inquiry
6. Values (ethical mode of thinking or application of ethical perception)
7. Aesthetic mode of thinking

**B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person**

**C. Understanding the Physical Nature of Human Beings**

**D. Certain Collateral Skills:**

1. Use of the library
2. Use of computing technology

Addition to Part II, Sections A through D, Liberal Studies Course Approval Form.

A1. Secondary: FN 143 incorporate many aspects of these goals. The students will be required to evaluate health and wellness claims, analyze their own health and nutrition behaviors, synthesize course information, and make decisions in order to apply this information to their diet and lifestyles.

A2. Primary: Literacy is a primary goal of this entire course. It will be emphasized in all aspects of lecture and learning experiences. With the abundance of health and nutrition information and misinformation available in the mass media, this course will emphasize these literacy skills. Students will be responsible for reading the text, listening to lecture presentations, evaluating the validity of particular health and wellness claims, and discussing nutrition and wellness issues in both lectures and labs.

A5. Primary: Nutrition is an interrelated science which is based in the natural sciences (particularly chemistry and biology), but uses social science principles in order to understand behaviors and communicate with people. Thus, the use of scientific inquiry is a primary goal of this course. The student will understand basic scientific principles from reading their text and attending lectures. These principles will be applied in the integrated learning experiences.

A6. Primary: This course includes the four elements of health and wellness: nutrition, fitness, substance abuse, and stress. Discussions of these will inevitably motivate students to examine their current values. After completing this course, the students will be prepared to make better informed ethical decisions.

B. Primary: All of the goals discussed in Category A above are essential to being an educated person. In addition, our society today has multiple advantages unknown to past generations. Included among these are a longer life expectancy, improved medical services, and advanced technology. The nutrition and wellness information presented in this course will assist the student in understanding these advances.

C. Primary: The very nature of health and wellness is involved in understanding the physical nature of human beings. Both lectures and learning experiences are designed to explain and apply scientific and physical principles of health and wellness related to the functioning of the human body.

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?** Please answer these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please explain how it will.
- C. Liberal Studies courses require the reading and use by students of at least one but preferably more substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks or manuals). Your attached syllabus must make explicit that the course meets this criterion.

(The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.)

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

Addition to Part III, Sections A through D, Liberal Studies Course Approval Form.

A. To assure the basic equivalency of this multiple-section, multiple-instructor course, we plan to use similar syllabi and the same text. The faculty who team teach the course will meet periodically for planning and evaluative purposes.

B. This course addresses nutrition and health behaviors for both men and women. In this vein, genetics and sex can impart different risks to chronic diseases. For example, women have a lower risk of heart disease and osteoporosis until menopause, while black women have a lesser risk for osteoporosis overall. On the other hand, black women have a greater risk of hypertension than white men and women. This type of example will be used throughout the course when appropriate.

C. See course syllabus, IV. Evaluation Methods and VI. Special Resource Requirements.

D. This core course in the Health and Wellness Knowledge Area is designed to meet the need for improving the lifestyle skills for college students. It includes an overview of four general areas: nutrition, exercise, stress, and substance abuse. This course is different from FN 212, Nutrition, the introductory course for majors, in that FN 212 solely emphasizes human nutrition principles and has a pre-requisite of Chemistry 102, College Chemistry II or CH 112, General Chemistry II.

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six ways will your course contribute? Indicate by number all that apply and include an explanation for each.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking
4. Recognize creativity and engage in creative thinking
5. Continue learning even after the completion of their formal education
6. Recognize relationships between what is being studied and current issues, thoughts, institutions and/or events

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format. Select the one(s) that apply, mark them appropriately; and include them with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

A copy of this form can be found on electronic mail as well as on floppy disk in the main office of each academic department.

Addition to Part III, Section E, Liberal Studies Course Approval Form.

- E2. The integrated learning experiences which include discussion and problem solving situations are the primary settings for these learning strategies. However, they will also be utilized during lectures because the main thrust of this course is to aid students in evaluating nutrition and wellness information in order to make healthy lifestyle choices. Part II A1 also discusses these criteria.
- E3. This course is designed to maximize the exchange of information between students and faculty by using a variety of techniques, including lectures, discussions, and integrated learning activities.
- E5. The focus of this course is the application of nutrition and wellness principles to the student's lifestyle. This strong applied approach provides the student with background information to enable continued learning after the completion of the course.
- E6. The very nature of this subject involves the discussion and evaluation of current topics and issues. These issues will be discussed in lectures. In addition, the learning experiences are designed to investigate nutrition and wellness controversies.



## CHECK LIST — HEALTH AND WELLNESS

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### Knowledge Area Criteria which the course must meet:

- X   Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- X   Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- X   Allow students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.
- X   Encourage students to use and enhance, whenever possible, the composition and mathematics skills built in the Skills Area of Liberal Studies.

### Health and Wellness Criteria which the course must meet:

- X   Address the major components relevant to a healthy lifestyle for both men and women. These major components include, but are not limited to, exercise, nutrition, stress, and substance abuse. In this respect, appropriate courses must be multidisciplinary in nature and not specialize in any single area of health and wellness.
- X   Employ laboratory experiences and physical activities that correlate to the recognized content areas of the course.
- X   Utilize a scientific base, and promote knowledge and skills that have strong empirical validity.
- X   Provide the students with an opportunity to assess their personal well-being and forecast the possible outcomes of altered patterns of behavior.
- X   Focus on a variety of behavioral skills to assist students in selecting lifestyles for quality living.
- X   Identify hereditary, personal and environmental factors that affect health.
- X   Assist the students in recognizing contemporary health issues and evaluating the credibility of health information.
- X   Encourage the students to assume responsibility for their personal health as well as the wellness of family and community.
- X   Address health and wellness in a gender-balanced fashion.

Addition to Part IV. Explanations for attached check list for Health and Wellness.

#### Knowledge Area Criteria

1. We will provide students with an overview of the four areas of nutrition, exercise, stress, substance abuse, and the interrelationships among them. The current implications of these complex issues and related health and wellness controversies will be included in this course.
2. The major intellectual principles of the course are provided in the syllabus. Both lectures and learning experiences are designed to address these.
3. The scientific method underlies the disciplines which encompass health and wellness. Due to the introductory nature of this course, vocabulary will be emphasized.
4. Both mathematical and composition skills will be used in the learning activities.

#### Health and Wellness Criteria

The attached syllabus indicates how this course meets the health and wellness criteria.