

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-69</u>
Action _____
Date _____

UWUCC Use Only
Number <u>36B</u>
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE FN 140 Nutrition and Wellness  
DEPARTMENT Food and Nutrition  
CONTACT PERSON Mary Ann Cessna, Rita Johnson, Joanne Steiner

II. THIS COURSE IS BEING PROPOSED FOR:

- \_\_\_\_\_ Course Approval Only
- X Course Approval and Liberal Studies Approval
- \_\_\_\_\_ Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Joanne B. Steiner  
Department Curriculum Committee

Joanne B. Steiner  
Department Chairperson

Chas. E. Sleser  
College Curriculum Committee

Harold E. Whynant  
College Dean\*

\_\_\_\_\_  
Director of Liberal Studies  
(where applicable)

\_\_\_\_\_  
Provost  
(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 <u>12/88</u>	Semester/Year to be implemented <u>Summer 1989</u>	Date to be published in Catalog <u>1989</u>
to UWUCC <u>12/88</u>		

**CATALOG DESCRIPTION****FN 140 Nutrition and Wellness****3 credits  
2.5 lecture hours  
.5 lab hours****Prerequisites: None****Corequisite: None**

Introduces the student to the four major components of wellness: nutrition, physical fitness, stress, and substance abuse with emphasis on nutrition.

## COURSE SYLLABUS

## I. CATALOG DESCRIPTION

FN 140 Nutrition and Wellness

3 credits  
2.5 lecture hours  
.5 lab hours

Prerequisites: None

Corequisite: None

Introduces the student to the four major components of wellness: nutrition, physical fitness, stress, and substance abuse with emphasis on nutrition.

## 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. assess his/her own nutrition, fitness, and stress status.
5. interpret and use the nutritional information on product labels to make prudent food choices in the market place.
6. explain the relationships between nutrition and physical performance.
7. explain the effects of alcohol on the body and mind, including nutritional well-being.
8. describe how exercise is related to health, the characteristics of fitness, and the importance of developing lifestyle fitness.
9. participate in organized exercise/physical activity laboratories designed to measure aerobic capacity, strength, and flexibility.
10. participate in organized nutrition laboratories designed to apply nutrition principles to food choices.
11. recognize contemporary health issues and evaluate the credibility of health information for themselves, their family, and the community.
12. explain factors associated with reasons people use tobacco and its health effects.
13. identify factors associated with reasons people use tobacco, illicit drugs and their physical and psychological effects.

14. 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 laboratory experiences.)
  1. Health Information and Behavior
    - a. Lifestyle Choices Affect Health
    - b. Sources of Health Information
    - c. The Consumer and Health Misinformation
  2. Energy Sources
    - a. Carbohydrate
    - b. Fat
    - c. Protein
    - d. Alcohol
  3. Vitamins and Minerals
    - a. Fat Soluble Vitamins
      1. at risk and controversial: e.g. vitamin D
    - b. Water Soluble Vitamins
      1. at risk and controversial: e.g. B vitamins, vitamin C
    - c. Major Minerals
      1. at risk and controversial: e.g. calcium, sodium
    - d. Trace Minerals
      1. at risk and controversial: e.g. iron, zinc, selenium, fluoride
  4. Water
  5. Dietary Guidelines for Americans
    - 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
- B. Fitness (3 weeks; includes 6 hours of lecture and 3 hours of laboratory experience.)
- 1. Basics of exercise
    - a. The cardiovascular, respiratory, and circulatory system.
    - b. Aerobic and anaerobic energy production.
  - 2. Measuring fitness
    - a. Muscular Strength and Endurance
    - b. Flexibility
    - c. Cardio-respiratory fitness
    - d. Body Composition
  - 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
    - d. Pollution
  - 5. Nutrition for Fitness (taught by FN faculty)
    - a. The relationship of type of activity to fuel utilization.
    - b. Fluid needs of the exercising body.
    - c. Ergogenic aids.

- d. Nutrition misinformation as related to fitness.
  - e. The effect of alcohol, drugs, and caffeine on athletic performance.
- C. Stress (2 weeks; includes 6 hours of lecture and no laboratory experiences.)
- 1. Results of too much stress.
  - 2. Measurements of stress.
  - 3. Stress management.
    - a. Aerobic exercise
    - b. Relaxation training
    - c. Desensitization
    - d. Cognitive restructuring
- D. Substance Abuse (2 weeks; includes 6 lecture hours and no laboratory experiences.)
- 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.

#### Laboratory Outline

- A. Laboratory Experiences in the Nutrition Component

1. Reading and Understanding Food and Nutrition Labels
2. Assessing "Health Foods"
3. Sports Nutrition Products OR Biochemical Cardiovascular Assessment
4. Assessing Body Composition

B. Laboratory Experiences in the Fitness Component

1. Fitness Assessment I
2. Fitness Assessment II
3. Fitness Assessment III

IV. EVALUATION METHODS

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

- 60% Exams. Four objective exams consisting of a combination of multiple choice, completion, matching, true/false, and short essay.
- 20% Laboratory Assignments. Students will complete an exercise for each of the seven laboratories.
- 20% Writing Assignments. Students will evaluate health and wellness claims; papers will be graded on content and mechanics.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Montoye HJ, Christien JL, Nable FJ, Levin SM, Living Fit. The Benjamin/Cummings Publishers Inc., Menlo Park, CA, 1988.

OR

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

VI. SPECIAL RESOURCE REQUIREMENTS

Each student will be expected to supply the following:

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

1. Deutsch, R. The New Nuts Among the Berries, 1977.
2. Barrett, S. The Health Robbers, 1980.
3. Herbert V., Barrett, S. Vitamins and Health Foods: The Great American Hustle, 1981.

4. Herbert, V., Nutrition Cultism, 1981.
5. Stare, FJ, Whelan, EM. The 100% Natural, Purely Organic, Cholesterol-Free, Megavitamin, Low-Carbohydrate Nutrition Hoax, 1983.

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

## VII. BIBLIOGRAPHY

### 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.D. 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.

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

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.

## 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 is a new offering of the Department of Food and Nutrition and will not meet the Health and Wellness requirements for our own 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 never been offered at IUP on a trial basis or as a special topics course.
- 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 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 their 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 own equipment necessary for the lecture portion of the course. However, to facilitate the completion of the microcomputer dietary analysis assignment more access to microcomputers is needed.
- d. The departmental budgets are sufficient to purchase consumable supplies for laboratories. However, students who elect the Biochemical Assessment lab will be required to pay a fee of approximately \$15 to cover the expense of supplies for this lab.
- 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, two lecture sections of this course will be offered per semester with one section offered in the summer.

C5. Approximately 45 students will enroll in each lecture section and 15 students in each lab. The laboratory enrollment is limited by availability of space and lab equipment.

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.

Department of Health and Physical Education  
Indiana University of Pennsylvania  
Zink Hall  
Indiana, Pennsylvania 15705-1073

(412) 357-2770.

November 29, 1988

SUBJECT: Health and Wellness Course Syllabus

TO: Dr. Charles Cashdollar, Director  
Liberal Studies

FROM: Jim Mill, 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.

IUP

# 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 form 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? Check 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. Are you requesting regular or provisional approval for this course?**

- Regular     Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?  yes  no**

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

## Liberal Studies Form -- 2

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [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 or 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.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	_____	_____ X _____
2. Literacy--writing, reading, speaking, listening	_____ X _____	_____
3. Understanding numerical data	_____	_____
4. Historical consciousness	_____	_____
5. Scientific inquiry	_____ X _____	_____
6. Values (ethical mode of thinking or application of ethical perception)	_____ X _____	_____
7. Aesthetic mode of thinking	_____	_____
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	_____ X _____	_____
<b>C. Understanding the Physical Nature of Human Beings</b>	_____ X _____	_____
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	_____	_____
2. Use of computing technology	_____	_____ X _____

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

A1. FN 140 incorporates many aspects of these goals. The students will be required to evaluate health and wellness claims (written assignment), analyze their own health and nutrition behaviors, and synthesize course information and make decisions in order to apply this information to their diet and lifestyles.

A2. Literacy is a primary goal of this entire course. It will be emphasized in all aspects of lecture and laboratories. 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, writing an evaluation of particular health and wellness claims, and discussing nutrition and wellness issues in both lecture and labs.

A5. 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 lecture. These principles will be applied in the seven laboratory experiences.

A6. 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. 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. The very nature of health and wellness is involved in understanding the physical nature of human beings. Both lectures and laboratories are designed to explain and apply scientific and physical principles of health and wellness related to the functioning of the human body.

D2. Microcomputer software is often used to assess and analyze dietary intake. Students in this course will use an introductory level program to analyze their nutrient intake. Having this individualized information readily available will make lecture presentations and discussions more meaningful.

## Liberal Studies Form -- 3

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?** Please attach answers to 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 the 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 wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

- C. Liberal Studies courses must 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. During this provisional status the team teaching the course will meet as a group at the beginning and end of the semester 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 to 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.

## Liberal Studies Form -- 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

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 which you can mark off appropriately and include 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.

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

- E2. The seven laboratory experiences 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, laboratories, and written assignments.
- 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 laboratories and written assignments are designed to investigate nutrition and wellness controversies.

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

- 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 coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

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

- 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.
- Employ laboratory experiences and physical activities that correlate to the recognized content areas of the course.
- Utilize a scientific base, and promote knowledge and skills that have strong empirical validity.
- Provide the students with an opportunity to assess their personal well-being and forecast the possible outcomes of altered patterns of behavior.
- focus on a variety of behavioral skills to assist students in selecting lifestyles for quality living.
- Identify hereditary, personal, and environmental factors that affect health.
- Assist the students in recognizing contemporary health issues and evaluating the credibility of health information.
- Encourage the students to assume responsibility for their personal health as well as the wellness of family and community.
- 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 understand 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 lecture and laboratories 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. Composition skills will be practiced in the written assignments, while both mathematical and composition skills will be used in the laboratory reports.

#### Health and Wellness Criteria

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