

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

UWUCC Use Only
Number 36B
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE FN 14 Introduction to Nutrition

DEPARTMENT Food and Nutrition

CONTACT PERSON Joanne Steiner, Mary Ann Cessna, and Rita Johnson

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
Thomas E. Liller
College Curriculum Committee

Joanne B. Steiner
Department Chairperson
Harold E. Wiseman
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	Semester/Year to be	Date to be published
to LSC <u>12/88</u>	implemented <u>Fall 1989</u>	in Catalog <u>1989</u>
to UWUCC <u>12/88</u>		

Revised 5/88

[Attach remaining parts of proposal to this form.]

CATALOG DESCRIPTION**FN 145 Introduction to Nutrition****3 credits****2 lecture hours****Prerequisites: None****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.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

FN 145 Introduction to Nutrition

3 credits

2 lecture hours

Prerequisites: None

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

_____. 1987. Diet Books with no sugar coating. Newsweek. February 2:76.

- _____. 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.
- Metcalfe, 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 Consensus 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.

COURSE ANALYSIS QUESTIONNAIRE

Section A. Details of the Course

- A1. The course is designed as a required course for students majoring in the foodservice concentration of the Hotel, Restaurant and Lodging program and as an elective course for any students outside the Department of Food and Nutrition. The course is proposed for inclusion in the Liberal Studies course list as a Liberal Studies Elective. The course will provide more indepth knowledge of nutrition than what is included in the health and wellness criteria. The course does not meet nutrition requirements for dietetics, nursing, home economics education, and child development majors.
- A2. This course has evolved from the current FN 212 Nutrition in order to provide a course with no prerequisites for students interested in nutrition. FN 212 will continue to serve those majors who meet the prerequisites.
- A3. This course will be offered as a large lecture section two hours per week. The students will then schedule for a one hour discussion/activity session. The size of the activity section will be 20 students in order to accommodate the activities elected (see course syllabus).
- A4. A nonmajors section FN 212 Nutrition has been offered for the past three semesters with a maximum enrollment of 75 students each term using the lecture/discussion group format.
- A5. This course is not intended to be dual level.
- A6. This course is not to be taken for variable credit.
- A7. Similar courses are offered at these institutions:

University of Delaware, ND 150

Elementary Nutrition (1 credit); Basic knowledge of nutrition and its application to food selection. Not open to human resource majors.

The University of Iowa, 17:142

Nutrition (3 credits); Principles of human nutrition. Not open to majors for degree credit. Offered fall semesters. Prerequisites: 4:8, and 72:130 or 72:140.

Marywood College, H EC 111

Basic Nutrition (3 credits); Presents concepts of digestion, absorption, and metabolism of nutrients and discusses the interrelationship of nutrients and how they affect individuals throughout the life cycle.

Seton Hill College, HE 160

Nutrition for Life (2 credits); Introductory study of nutrition principles and their importance to all ages; factors influencing food habits; an exploration of ways in which nutrition facts can be applied for better health. Emphasis on increasing nutrition awareness in everyday life. Fundamental concepts in nutrition as the basis for discussion of more controversial topics such as vegetarianism, vitamin therapy, dieting, and other current interests in nutrition.

Bowling Green State University, HOEC 207

Nutrition, Health and You (3 credits) A non-technical course.

Application of fundamental principles of nutrition in selection of adequate diet for optimal health; current nutrition controversies. Not open to home economic education, dietetics, or food and nutrition majors.

- A8. This course is not required by a professional society or accrediting authority. Since the FN 212 course carries a physiology prerequisite, the proposed course needs to be a separate course at the 100 level.

Section B. Interdisciplinary Implications

- B1. This course can either be team taught or the lecture and discussion sections can be instructed by individual instructors. It is anticipated that at least two instructors will be assigned to teach this class.
- B2. It is not anticipated that any additional or corollary courses will be needed, now or later.
- B3. This course does not overlap with any other courses at the University. However, a unit in nutrition is required in the health and wellness component. The proposed course builds on the introduction to nutrition that the student might have had in the health and wellness area. Since the amount of nutrition received in such a course is limited the health and wellness course will not be a required prerequisite.
- B4. 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. If the lecture size should increase beyond seventy five, it will be necessary to locate a larger lecture hall.
- c. The department and college own all equipment necessary for the designed activities.
- d. The department budget is sufficient to purchase all consumable supplies.
- 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.

C4. One lecture section with five to seven discussion groups will be offered each semester.

- C5. Seventy-five to one hundred students can be accommodated. This is the current enrollment in the nonmajors section of FN 212.
- C6. No professional society limits enrollment size.
- C7. A course in nutrition is required for the foodservice concentration of the Hotel, Restaurant and Lodging Management major. Since this program does not require that the student take physiology, it is necessary that a course without a prerequisite be developed.

D. MISCELLANEOUS

No additional information is necessary.

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)? _____

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
A. Intellectual Skills and Modes of Thinking:		
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. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	_____X_____	_____
C. Understanding the Physical Nature of Human Beings	_____X_____	_____
D. Certain Collateral Skills:		
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. Through the lecture and discussion activities in this course the students will develop skills in the synthesis and application of nutrition principles to their own lifestyle. Emphasis on how to evaluate valid nutrition principles from fraudulent promotions is provided throughout the course. Additionally, the students will assess their own nutrition consumption practices, evaluate this information and possible lifestyle changes. This course contains specific activities germane to these goals.

A2. Literacy skills are emphasized in this course. Students will be required to read a work of fiction and submit a book review. They will also participate in a small group, one hour discussion of nutrition issues each week and will critique in writing sources of nutrition information found on product labels and delivered by the mass media.

A5. The science of nutrition is based in the natural sciences. Both lecture material and the discussion activities will emphasize nutrition principles that have been validated by scientific research. These principles will be applied by the students as they assess nutrition information.

A6. This course assists in the student's ability to make value judgments and choices that can alter one's well being. The learning modules are designed to provide the student with information about the results of potential long term consequences of a variety of nutritional practices. With this information the student can then evaluate his/her own food consumption behavior.

B. Students in this course will acquire a body of nutrition knowledge in more depth than the content included in the required Health and Wellness courses. This knowledge base will provide information that can be applied throughout the life cycle.

C. A primary objective of this course is to understand the impact that food consumption has on the physical well being of humans. A principle focus of the subject content is to help the student understand how the nutrients function in the body and how altering their consumption influences health.

D. Computing technology will be used for assessment of nutrient intake to evaluate current food consumption practices and to compare these to the Recommended Dietary Allowances.

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-instructor course, we plan to develop the lecture and discussion activities into instructional modules. Each member of the teaching team will select the topics of key interest for their portion of the teaching assignment. Initially, the faculty will meet as a group at the beginning and end of the semester for planning and evaluation.

B. This course addresses nutrition for both men and women. Nutritional requirements and status differ for both groups. Examples and activities throughout the course will include these differences. A good example would be the iron requirements and status differences between the two groups.

C. See Course Syllabus, IV. Evaluation Methods and VI, Special Resource Requirements, p. 7.

D. This course is intended to allow the student to explore and deepen their knowledge in nutrition beyond the nutrition content offered in courses approved for the health and wellness area. This course is different from FN 212, Nutrition, the introductory course for majors in dietetics, nutrition education, food and nutrition science and nursing. 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 discussion activities are designed to meet this criterion.
- E3. This course will utilize discussion sessions following assigned readings, and written assignments which includes a book review.
- E5. The focus of this course is the application of nutrition principles to the student's lifestyle. This should enable the student to continue learning after the completion of the course.
- E6. This course uses current topics and issues in nutrition as the focus for the introduction of the subject content.

Addition to Part III, Section E2, Liberal Studies Course Approval Form.

E2. The discussion activities are designed to meet this criterion. The students will be given a series of problems to evaluate in the food fraud and the supermarket savvy units. They will examine a variety of popular diets promoted by the press and then evaluate these diets in light of the scientific knowledge they have gained. The students will be given nutrient labeling information found on a variety of food products and evaluate this information based on the nutrient contribution that the food makes to overall nutritional status. Additional information will be presented to the student on the impact of nutrition on heart disease, cancer and osteoporosis. As a result the student will possess knowledge about the effect of food choices and nutrition behaviors on the possible prevention of these chronic diseases.

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.

Liberal Studies Elective Criteria which the course must meet:

- ☒ Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- ☒ Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

Addition to Part IV. Explanations for attached check list for Liberal Studies Electives.

Knowledge Area Criteria

1. The subject areas in the syllabus will be presented in enough depth that the student will be able to trace the historical development of nutrition knowledge. This will provide a foundation for the understanding of why controversies exist in the discipline and help provide a basis for decision making in the context of valid nutrition information.
2. The theories and principles of the discipline will be presented and application of these principles to the student's lifestyle will enhance the learning process.
3. Scientific inquiry and methodology is the foundation for discipline of nutrition. Emphasis will be placed on vocabulary and terminology.
4. Writing, mathematical and computer skills are included in the student assignments and activities.

Liberal Studies Elective Criteria which the course must meet.

1. This course fits all of the general policies defined for courses in the Liberal Studies Program.
2. This course is intended for nonmajors and is not a pre-requisite or pre-professional course for students majoring in nutrition and dietetics.