# CURRICULUM PROPOSAL COVER SHEET University-Wide Undergraduate Curriculum Committee

	LSC Use Only Number Action			UWUCC Use Onl Number 36 P Action Date	<u> </u>
	I. TITLE/AUTHOR COURSE/PROGRAM TO DEPARTMENT Food CONTACT PERSON	ITLE FN 14 Instantant		rition	
	X Course Ar	proval Only proval and Lib	eral Studies <i>l</i>	Approval <u>se previously</u> has be	en
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## CATALOG DESCRIPTION

FN 145 Introduction to Nutrition

Prerequisites: None

3 credits

2 lecture hours

l discussion hour

Provides students with an understanding of essential nutrients and

### COURSE SYLLABUS

I. CATALOG DESCRIPTION

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FN 145 Introduction to Nutrition

3 credits

Prerequisites: None

2 lecture hours 1 discussion hour

Provides students with an understanding of essential nutrients and their roles in the body, as well as the changing nutritional needs of an individual throughout the liferent. The lades the impact of examples and

- 1. What is nutrition?
- 2. How the organism uses food substances
- 3. Human food behavior

4. Dietary\_plans

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The putrients

- 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)
- 4. Adults and elderly H. Food processing and safety (two lectures) <u>l Partadition</u> . was is idea and accominants

Food fraud and misinformation (1) Week 1: Media presentation on fradulent 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

### IV. EVALUATION METHODS

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

Tests (3 - 4 exams)

Book Review

Discussion Activities

Responsibility (meeting assigned deadlines & participation)

300 pts. = 60% of final grade

130 pts. = 26% of final grade

20 pts. = 4% of final grade

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- . 1984. Eating Disorders. Medical World News. July 9:334.
- Hecht, A. 1984. Triglycerides, cousins of cholesterol. FDA Consumer. March: 133.
- Jarvis, W. 1985. "Food: Facts & Fallacies A-Z," Review and Herald Publishing Association, Washington, DC.
- Jarvis, W.T. 1983. "Quackery and You," Review and Herald Publishing Association, Washington, DC.
- Kolata, G. 1984. New cholesterol clues: diets vs. stress. American Health. March/April:150.
- 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

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

## COURSE ANALYSIS QUESTIONNAIRE

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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. A8. This course is not required by a professional society or accrediting

L	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.	
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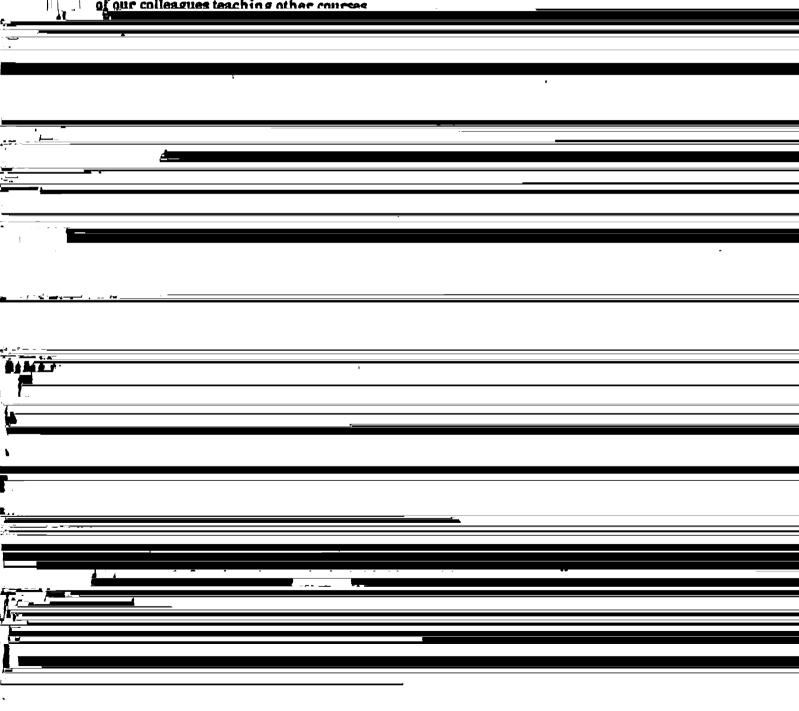
# LIBERAL STUDIES COURSE APPROVAL FORM

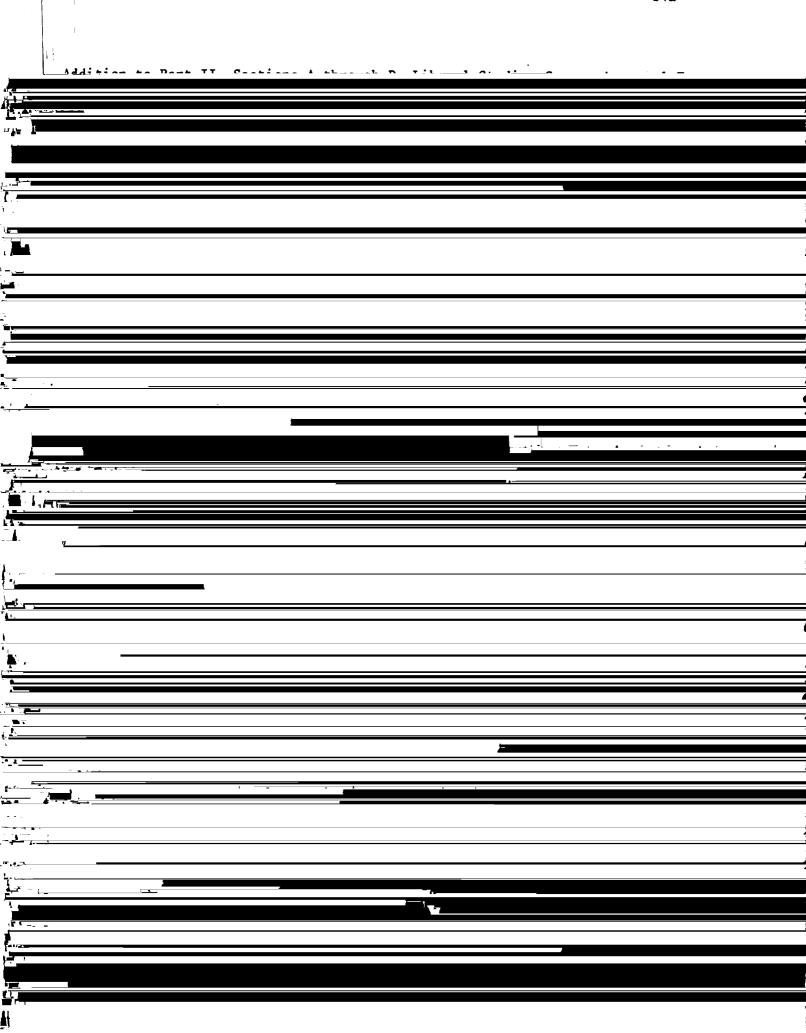
About this form: Use this form only if you wish to have a course included for Liberal Studies great. The form is intended to assist you in developing your course to meet the university.	
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### Liberal Studies Form -- 2

# 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. If or 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.





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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.

This course is intended to allow the student to explore and deepen their

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

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# 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 cir will wante contribute to students' abilities.				
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Knowledge Area Criteria	which the	course must	mael:
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- 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.

  X Suggest the major intellectual questions/amblance which interests.

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