



# SEATTLE COLLEGES

Central · North · South · SVI

## NUTR&101 - Human Nutrition

Document Type: Master Course Outline Supplemental

Proposal Type: New Course

Requester(s): Janet Kapp

College: South

Origination Approved: 04/15/2015 - 12:42 PM

### BASIC INFORMATION

**Requester(s):** Janet Kapp

**College:** South Seattle College

**Division/Dept:** Academic Programs

**Dean:** Joseph C Shannon

**Peer Reviewer(s):** Judy F Learn

Brooke Yool

### COLLEGE SUPPLEMENTAL

**Proposed Quarter of Implementation:** NA

Request Provisional Exception

As this is basically a change in numbering only, we would appreciate approval as soon as possible.

**Class Capacity:** 35

**Note:** The following questions are being asked in order to fulfill [Seattle Colleges District VI and AFT Seattle, Local 1789](#) language:

Have you discussed the class cap for the course with your unit administrator and with other unit faculty that will be teaching?

Yes, discussion has been held.

Is the class cap number that you have indicated mutually agreed upon by unit faculty and unit administrators?

Yes, agreement has been reached.

**Modes of Delivery:** (Check all that apply)

Fully On Campus  Fully Online  Hybrid  Correspondence  Credit by Exam

Seminar  Visual Media  Other Explanation:

**Select the Special Designation(s) this course will satisfy, if applicable:**

(No Special Designations Selected)

### Class Schedule Description:

Introduction to human nutrition with an emphasis on the relationship of nutrition to growth, development, health, and physical and mental functioning. Sources, functions, interrelationships, and human requirements of proteins, carbohydrates, fat, minerals, vitamins and water will be examined, as will changes in energy and nutrient requirements across the lifespan. Weight management, food safety, and US and global issues in nutrition are included. Compass Scores: Reading 81 & Writing 68.

**Course Prerequisite(s):**

Compass Scores: Reading 81 and Writing 68

**Course Corequisite(s):**

None

**AA Degree Outcomes:** ( If Applicable )

**Communication (Reading, Oral or Signed, Written, Other Forms of Expression)**

Explain meaning of written work, presentations, arts, and media in different contexts and present oral, signed, written, or other forms of expression to increase knowledge, foster understanding, or promote change in an audience.

**Critical Thinking, Inquiry and Analysis, and Problem Solving**

Explore issues, ideas, phenomena, and artifacts to define and articulate problems or to formulate hypotheses. Analyze evidence to formulate an opinion, identify strategies, develop and implement solutions, evaluate outcomes, and/or draw conclusions.

**Global Learning and Intercultural Knowledge and Competence**

Critically analyze complex, interdependent, national and global systems, and their legacies and implications, regarding the distribution of power. Reflect on how one's position in these systems affects both local and global communities. Apply a set of cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.

**Information Literacy**

Identify, locate, and evaluate needed information in a complex and changing environment. Effectively and responsibly use that information to develop ideas, address issues, and solve problems.

**Collaboration**

Work effectively with others to learn, complete tasks, and pursue common goals that shape, influence, and benefit the individual and/or society.

**Student Learning Outcomes:**

**Communication**

Read and listen actively to learn and communicate

Speak and write effectively for academic and career purposes

**Computation**

Use arithmetic and other basic mathematical operations as required by program of study

**Human Relations**

Use social interactive skills to work in groups effectively

Have knowledge of the diverse cultures represented in our multicultural society

**Critical Thinking and Problem-Solving**

Think critically in evaluating information, solving problems, and making decisions

**Information Literacy**

Independently access, evaluate and select information from a variety of appropriate sources

**Program Outcomes:**

Not applicable.

**Course Outcomes / Objectives:**

<b>SLO #</b>	<b>Included in Course Outcome Number</b>	<b>SSC Student Learning Outcomes</b>
SLO 1.1	1-11	Communication - Read and listen actively to learn and communicate.
SLO 1.2	1-11	Communication - Speak and write effectively for academic and career purposes.
SLO 2.1	6	Computation - Use arithmetic and other basic mathematical operations as required by program of study.
SLO 2.2		Computation - Apply quantitative skills for academic and career purposes.
SLO 3.1	12	Human Relations - Use social skills to work in groups effectively.
SLO 3.2	1, 12	Human Relations – Have knowledge of the diverse cultures represented in our multicultural society.
SLO 4.1	9, 10, 11	Critical Thinking—Think critically in evaluating information, solving problems, and making decisions.
SLO 5.1	1, 10	Technology - Select and use appropriate technological tools for personal, academic, and career tasks.
SLO 6.1		Personal Responsibility – Uphold the highest standards of academic honesty and integrity.
SLO 6.2		Personal Responsibility – Respect the rights of others in the classroom, online, and in all other school activities.
SLO 6.3		Personal Responsibility – Attend class regularly, complete assignments on time, and effectively participate in classroom and online discussions, group work, and other class-related projects and activities.
SLO 6.4		Personal Responsibility – Abide by appropriate safety rules in laboratories, shops, and classrooms.
SLO 7.1	1, 6, 9, 10,11	Information Literacy—Independently access, evaluate, and select information from a variety of appropriate sources.
SLO 7.2		Information Literacy – Have knowledge about legal and ethical issue related to the use of information.
SLO 7.3		Information Literacy - Use information effectively and ethically for a specific purpose.

Americans and other resources as tools to explain the current essentials of a healthful diet within the context individual, cultural, and ethnic practices.

2. Describe digestion and absorption of nutrients and alcohol in the human body.

3. Categorize the basic structure and function of the macronutrients: carbohydrates, lipids, and proteins.

4. Identify food sources of essential macro- and micronutrients and other beneficial food components.
5. Explain the rationale for evidence-based dietary changes for preventing chronic diseases such as diabetes cardiovascular disease, and cancer.
6. Use nutrition recommendations from government and other sources to create a personal diet/meal pattern one's Dietary Reference Intakes (DRI) for age, weight, gender, and caloric needs.
7. Describe and provide examples of physiological and environmental factors that impact eating behavior, weight, and body composition.
8. Compare and contrast how nutritional needs change throughout life, including during infancy, childhood, pregnancy and older adulthood.
9. Use critical thinking skills to recognize and differentiate between sound nutritional practices and unfounded claims.
10. Use online and other resources to evaluate the scientific relevancy of nutrition research and popular media.
11. Examine and evaluate current trends in food safety, food production, and health-related diet recommendations.
12. Explore food security and insecurity by participating in a volunteer meal program and/or modeling a food bank benefit program.

**Explain the student demand for the course and potential enrollment:**

Human Nutrition is a transfer non-lab science. Students enroll in this course to fulfill this requirement for an AA or AS. This course is a pre- or co-requisite for most nursing programs and the Hospitality BAS program and the course has enjoyed a high demand over the years. This course is currently offered at South as a face-to-face and online course. Adding a hybrid mode increases the options for all students, and specifically culinary students who prefer a face-to-face course but are limited by their program schedule. Increasing access to this course is the primary reason for including all modes of delivery.

**Explain why this course is being created:**

This course request changes the course numbering from NTR150 to common course numbering NUTR&101. This aligns the course with other colleges/universities in state as well as out of state. While our agreement with the University of Washington is in place and students readily transfer this course, using common course numbering assists students to transfer to other universities across the state and out of state. The change in mode is an added feature as this course is already offered at North in a hybrid mode. South currently offers this course in face-to-face and online modes. As this course typically fills, adding a hybrid mode increases students' accessibility.

**What challenges, if any, do you foresee in offering this course:**

I do not foresee any challenges as this revision changes the course numbering only and adds an additional hybrid option for students. South provides extensive help with Canvas for students, the LMS being used for this class. Tutorials are posted within the system itself. In the hybrid mode, class time can be used to support students.

**Notations:** List any additional course fees or any additional notes (e.g. Permission required)

This course has been designated as a new course due to the change in numbering from NTR150 to NUTR&101. The content is the same. This course is a co- or prerequisite for most nursing programs.

**This is to certify that the above criteria have all been met and all statements are accurate to the best of my knowledge.**

Faculty involved in originating this program:

Janet Kapp  
Print Name

*Janet Kapp*  
Signature

4/15/2015  
Date

Dean:

Joseph C Shannon  
Print Name

*Joseph C Shannon*  
Signature

3/20/2015  
Date

**Results of SSCC Curriculum Coordinating Council Findings**

**Participating Faculty Response and Remarks**

- Recommended for approval
- Not recommended for approval

Chairman, Curriculum Coordinating Council:

Diane Schmidt  
Print Name

*Diane Schmidt*  
Signature

4/15/2015  
Date

Vice President for Instruction:

Peter Lortz  
Print Name

*Peter Lortz*  
Signature

4/15/2015  
Date