



SEATTLE COLLEGES

Central · North · South · SVI

NUTR100 - Personal Nutrition

Document Type: Master Course Outline Supplemental

Proposal Type: New Course

Requester(s): Janet Kapp

College: South

Origination Approved: 03/02/2015 - 8:46 AM

BASIC INFORMATION

Requester(s): Janet Kapp

College: South Seattle College

Division/Dept: Academic Programs

Dean: Joseph Shannon

Peer Reviewer(s): Shawn E Peterson

COLLEGE SUPPLEMENTAL

Proposed Quarter of Implementation: Fall 2015

Request Provisional Exception

Class Capacity: 35

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

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

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:

This course explores how nutrition affects health and fitness for the individual and the family. Students apply knowledge of nutrition guidelines to analyze their personal diet and improve current food preparation, intake, and lifestyle habits. Taught by a Registered Dietitian, this course is for students who want to increase their knowledge of nutrition and improve overall health. Designed for students with little or no science background. Suggested pre- or co-requisites: ENGL 098 and MATH 094.

Course Prerequisite(s):

Suggested pre- or co-requisites: ENGL 098 and MATH 094

Course Corequisite(s):

Suggested pre- or co-requisites: ENGL 098 and MATH 094

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.

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.

Foundations and Skills for Life-long Learning

Transfer previous learning to new situations, reflect on learning experiences, and initiate steps to apply effective learning strategies to improve and expand knowledge, skills, and competence.

Student Learning Outcomes:

Communication

Read and listen actively to learn and communicate

1. Analyze and assess nutritional intake through the application of nutritional guideline tools and use of a computerized program.
2. Identify and select foods that maximize health and well-being.
3. Evaluate credibility of nutrition information for evidence of health fraud.
4. Develop consumer skills by utilizing nutrition knowledge such as learning how to read food labels, ingredient lists, and understanding food label claims.
5. Explain the role of the six classes of nutrients in developing a healthful diet.
6. Explain the principles of food production, food systems, and food safety.
7. Summarize the special nutritional needs at each life-cycle stage.

Computation

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

1. Calculate, analyze and assess nutritional intake through the application of nutritional guideline tools and use of a computerized program.
4. Develop consumer skills by utilizing nutrition knowledge such as learning how to read food labels, ingredient lists, and understanding food label claims.

Human Relations

Use social interactive skills to work in groups effectively

3. Work with others to evaluate credibility of nutrition information for evidence of health fraud.

4. Develop consumer skills by utilizing nutrition knowledge such as learning how to read food labels, ingredient lists, and understanding food label claims as and share this information in class presentations.

Critical Thinking and Problem-Solving

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

1. Calculate, analyze and assess nutritional intake through the application of nutritional guideline tools and use of a computerized program.
2. Identify and select foods that maximize health and well-being.
3. Work with others to evaluate credibility of nutrition information for evidence of health fraud.
4. Develop consumer skills by utilizing nutrition knowledge such as learning how to read food labels, ingredient lists, and understanding food label claims as and share this information in class presentations.

Personal Responsibility

Uphold the highest standard of academic honesty and integrity

3. Work with others to evaluate credibility of nutrition information for evidence of health fraud.
4. Develop consumer skills by utilizing nutrition knowledge such as learning how to read food labels, ingredient lists, and understanding food label claims as and share this information in class presentations.

Attend class regularly, complete assignments on time and effectively participate in classroom and online discussions, group work and other class-related projects and activities

3. Work with others to evaluate credibility of nutrition information for evidence of health fraud.
4. Develop consumer skills by utilizing nutrition knowledge such as learning how to read food labels, ingredient lists, and understanding food label claims as and share this information in class presentations.

Information Literacy

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

3. Work with others to evaluate credibility of nutrition information for evidence of health fraud.
4. Develop consumer skills by utilizing nutrition knowledge such as learning how to read food labels, ingredient lists, and understanding food label claims as and share this information in class presentations.

Program Outcomes:

None--this is not part of a professional-technical program.

Course Outcomes / Objectives:

Upon successful completion of the course, students will be able to

1. Analyze and assess nutritional intake through the application of nutritional guideline tools and use of a computerized program.
2. Identify and select foods that maximize health and well-being.
3. Evaluate credibility of nutrition information for evidence of health fraud.
4. Develop consumer skills by utilizing nutrition knowledge such as learning how to read food labels, ingredient lists, and understanding food label claims.
5. Explain the role of the six classes of nutrients in developing a healthful diet.
6. Explain the principles of food production, food systems, and food safety.

7. Summarize the special nutritional needs at each lifecycle stage.

SLO #	Included in Course Outcome Number	SSC Student Learning Outcomes
SLO 1.1	1-7	Communication - Read and listen actively to learn and communicate.
SLO 1.2		Communication - Speak and write effectively for academic and career purposes.
SLO 2.1	1, 4	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	3, 4	Human Relations - Use social skills to work in groups effectively.
SLO 3.2		Human Relations – Have knowledge of the diverse cultures represented in our multicultural society.
SLO 4.1	1-4	Critical Thinking—Think critically in evaluating information, solving problems, and making decisions.
SLO 5.1	1	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	3, 4	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, 3	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.

Explain the student demand for the course and potential enrollment:

Currently, SSC offers a 5-credit, transfer, science-based nutrition course (NUTR 150). Many students take this course for personal interest but do not have the necessary academic background and/or skills to succeed or do not desire the level of information presented in NUTR 150. In the past, students with a broader interest in nutrition generally took the evening NUTR 150 course. This time slot worked well and although the course content was not changed, the class format in terms of time, assignments, smaller class size, and fewer days on campus worked well with this type of student. In order to attract a broad range of students as well as life-long learners with a general interest in personal health and nutrition, we propose to offer this as a 5-credit personal nutrition course. In the past the evening nutrition course

attracted a class size of 20. We believe that this course can be accepted as a elective transfer similar to a Health 125 course taught at SSC. We will be pursuing this with UW.

While initially we will offer this as a face-to-face evening course, we can anticipate offering other modes of delivery if there is demonstrated interest in this course. Offering a hybrid or online mode increases accessibility of this course to the target audience.

Explain why this course is being created:

This is an original course created by a local registered dietitian who had considerable success offering the course in Oregon at Clackamas Community College as well as Portland Community College. In an effort to provide a range of classes for our students, we propose to offer a less science-intensive nutrition course for students interested in learning about and improving their nutrition habits. This course will qualify as an elective course in the Natural World, similar to our health classes.

While initially we will offer this as a face-to-face evening course, we can anticipate offering other modes of delivery if there is demonstrated interest in this course. Offering a hybrid or online mode increases accessibility of this course to the target audience.

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

We do not see any challenges in offering this course beyond meeting the minimum enrollment requirement. We have seen a decrease in enrollment overall in the past two years and have not offered an evening nutrition class. We hope that this nutrition course will attract students with interest in the topic as the higher-level course did in the past. Offering this course as a hybrid or completely online increases accessibility of this course to the target audience.

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

This course does not fulfill the pre- or co-requisites for 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

2/13/2015
Date

Dean:

Joseph Shannon
Print Name

Joseph Shannon
Signature

12/4/2014
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

2/27/2015
Date

Vice President for Instruction:

Peter Lortz
Print Name

Peter Lortz
Signature

3/2/2015
Date