# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png UNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. Course  | **HPE 210 Nutrition Education and Promotion**  |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: creation |**  |
| A.3. [Originator](#Originator) | **Carol Cummings** | [Home department](#home_dept) | **Health and Physical Education** |
| A.4. [Context and Rationale](#Rationale)  | Nutrition education taught with a comprehensive, balanced, developmentally- and culturally-appropriate approach supports students’ engaging in healthier dietary habits and academic success. In the United States, nutrition education is commonly taught within the health and/or physical education (PE) curriculum and, in the community, is often taught by community and public health education or promotion specialists.  In this course, students will develop skills necessary to design and implement nutrition education, learning methodologies in school and community settings that can facilitate dietary changes in groups of people. Students will explore nutrition, nutrition-related disease prevention, lifestyle choices, and relation to various physical health concepts (diet, fitness, disease, etc.), while at the same time experiencing best-practice teaching strategies. Students will explore the science of nutrition and its application to health education, including designing learning experiences using the National Health Education standards, which are an integral part of all PK-12 health education school-based programs. They will also apply multiple intelligence theory to teaching strategies.  This new course will better prepare students in the health education/teacher certification program to develop and implement nutrition education units and lesson plans that meet the needs of all learners. Students will also develop a toolkit of educational strategies that engage learners in meaningful ways, leading to adoption of healthy eating behaviors. |
| A.5. [Student impact](#student_impact) | This new course will offer students the opportunity to learn to apply concepts of nutrition and physical health to implementing lessons that meet the needs of learners.  |
| A.6. [Impact on other programs](#impact)  | **None** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **HPE 210** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | Nutrition Education and Promotion |
| B.4. [Course description](#description)  |  | Students explore the science of nutrition and its application to health education. The study of nutrients, dietary guidelines, current problems, healthy-eating promotion, and nutrition education methods are covered. |
| B.5. [Prerequisite(s)](#prereqs) |  | HPE 200, or consent of department chair |
| B.6. [Offered](#Offered) |  | **Spring |** |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade |**  |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture Small group**  |
| B.12.[Categories](#required) |  | **Required for major** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers** **Class Work | Quizzes |** **| Projects |** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| 1. Describe the fundamental principles of human nutrition, with application to promoting healthy eating, and disease prevention in school, and community settings. (What is the relationship between unhealthy eating and compromised academic performance?)
 | FSEHD 1 RIPTS: 2.1 RI CHIO: 1 – 7 (Nutrition)NSGIHETE: 1 (Content Knowledge) | Exams, Quizzes, Diet Analysis Project; Discussion and Online Assignments |
| 1. Students will be able to interpret and apply nutrition concepts necessary to plan and implement nutrition education efforts that improve the health of learners in school, and community health settings.
 | FSEHD 1 RIPTS: 2.1 RI CHIO: 2 & 5 (Nutrition)NSGIHETE: 1, 2 & 3 (Content Knowledge, Planning & Assessment) | Exams, Quizzes, Discussion and Online Assignments |
| 1. Students explore developmentally appropriate health education methodologies, and health behavior theories, and their application to learning experiences that support healthy eating behaviors and dietary practices.
 | FSEHD 1 RIPTS: 2.1 RI CHIO: 2 & 5 (Nutrition)NSGIHETE: 2 (Planning) | Exams, Quizzes, Discussion and Online Assignments |
| 1. Students critically evaluate teaching methodologies, nutrition information, educational materials, and nutrition research appropriate for teaching in both school and community settings.
 | FSEHD 1 RIPTS: 2.1 RI CHIO: 2 & 5 (Nutrition)NSGIHETE: 2 & 3 (Planning & Implementation) | Exams, Quizzes, Discussion and Online Assignments |
| 1. Identify a variety of nutrition education teaching strategies and methodologies that engage learners, and are aligned with national health education standards.
 | FSEHD 1 RIPTS: 2.1 RI CHIO: 2 & 5 (Nutrition)NSGIHETE: 2 (Planning) | Exams, Quizzes, Discussion and Online Assignments |
| 1. Develop a broader perspective of pk-12 learners’ nutrition needs through a personal diet analysis investigation, analysis of state and national data (prevalence and cost of unhealthy eating among youth), and examination of school nutrition programs.
 | FSEHD 1 RIPTS: 2.1 RI CHIO: 2 & 5 (Nutrition)NSGIHETE: 1 & 4 (Content Knowledge & Assessment) | Exams, Quizzes, Diet Analysis Project; Discussion and Online Assignments |

| B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| * 1. What is nutrition?

 a. Defining terms b. What drives our food choices? c. Prevalence and cost of heathy eating d. Healthy eating and academic performance e. Factors that influence healthy eating f. Food insecurity g. Nutrition Education: application of content and concepts to health education setting - educational strategies and key concepts - support for healthy dietary practices - challenges and alignment with standards* 1. Tools for healthy eating

 a. Dietary reference intakes b. MyPlate and reading the food label c. Applying healthy eating tools to a health education settings.  d. Nutrition Education: application of content and concepts to health education setting - educational strategies and key concepts - support for healthy dietary practices - challenges and alignment with standards* 1. The Nutrients: Macronutrients: Why are they important? What do we need to learn and teach?

 a. Basics of Digestion b. Carbohydrates c. Fats d. Proteins e. Nutrition Education: application of content and concepts to health education setting - educational strategies and key concepts - support for healthy dietary practices - challenges and alignment with standards* 1. The Nutrients: Micronutrients: Why are they important? What do we need to learn and teach?

 a. Vitamins b. Minerals c. Water d. Nutrition Education: application of content and concepts to health education setting - educational strategies and key concepts - support for healthy dietary practices - challenges and alignment with standards* 1. Weight Management and Energy Balance

 a. Dietary and physical activity patterns that contribute to overweight in youth - energy intake, physical activity, and sedentary behavior - BMI measurements: Challenges and problems? Impact on students body image b. Disordered eating and warnings signs - Anorexia Nervosa, Binge Eating, Bulimia Nervosa - Common signs, causes for each disorder, and treatments - What to do if you suspect a friend has an eating disorder c. Body Image – Supporting and nurturing a healthy body image d. FITT Principal – components of fitness e. Nutrition Education: application of content and concepts to health education setting - educational strategies and key concepts - support for healthy dietary practices - challenges and alignment with standards * 1. Nutrition for Children and Youth

 a. Nutritional needs and issues of school-aged children b. Nutritional needs and issues of adolescents c. Healthy school food environments - School lunch program * 1. Special Topics

 a. Hunger and food insecurity b. Food safety c. Farm to table * 1. Nutrition Education

 a. Nutrition standards b. Developmentally appropriate knowledge and skill expectations for healthy eating c. Cultural competence and nutrition education d. Strategies for learning - National Health Ed. Standards: Skills-Based  e. Children’s literature f. Resources for teaching nutrition education * 1. Consumer Health

 a. wise consumer strategies b. food labels, marketing strategies, deception in advertising c. comparing and analyzing health products and services  d. health literacy   |
|  |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Susan Clark | Program Coordinator of B.S. Health Education |  |  |
| Robin Kirkwood Auld | Chair of Health and Physical Education |  |  |
| Julie Horwitz and/or Gerri August | Deans of FSEHD |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |