



Section 1. Proposed Course Outline (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **FN 240** Full Course Title for print catalog: **Introduction to Nutrition and Metabolism**

Abbreviated Course Title for Banner: **Intro to Nutrition & Metab** (30 character limit)

Prerequisites: CH 112 or CH 221

Co-requisites:

Grade Option: ☐ x Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
4 Lecture	4 hours (lecture credits x 10)	4 hours (lecture credits x 12)	4 hours (lecture credits x 11)
___ Lec/Lab	___ hours (lec-lab credits x 20)	___ hours (lec-lab credits x 24)	___ hours (lec-lab credits x 22)
___ Lab	___ hours (lab credits x 30)	___ hours (lab credits x 36)	___ hours (lab credits x 33)
4 Total credits (sum)	40 Total hours (sum)	48 Total hours (sum)	44 Total hours (sum)

Course Description (300 character limit): A nutrition course designed for exercise and movement science, dietetics, and health profession majors who have taken general chemistry. Food sources, functions, and metabolism of the major nutrients discussed. Nutrient utilization, deficiencies and toxicities and their relationship to disease prevention will be covered.

Course Outcomes and Proficiencies

What will the student **know** or **be able to do** at the end of the course?

What **attitudes** related to the subject will the student hold?

Upon successful completion of this course, the student will:

Develop and apply a strong understanding of human anatomy and physiology relating to the processes of digestion, absorption and transportation of the 6 classes of nutrients.

Identify food sources of essential macro and micronutrients and describe the functions of these nutrients as they relate to disease prevention and health promotion.

Identify the central pathways of energy metabolism and how these metabolic pathways respond to changes in dietary intake (fed, fasting and starvation).

Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome will be assessed:

Study Questions, Exams, Online Discussions, Wiki Participation.

Study Questions, Exams, Online Discussions, Wiki Participation, Case Studies.

Study Questions, Exams, Online Discussions, Wiki Participation.

Identify non-nutrient dietary components believed to have health enhancing characteristics (omega-3, phytochemicals, pro and pre-biotics)	Study Questions, Exams, Online Discussions, Wiki Participation.
Identify the unique characteristics, strengths and weaknesses of a variety of diet planning tools such as: MyPlate, Food Guide Pyramids, web based diet analysis tools, US Dietary Guidelines, and DASH.	Study Questions, Exams, Online Discussions, Wiki Participation, Diet Analysis Project.
Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Study Questions, Exams, Online Discussions, Wiki Participation for Case Studies.
Recognize that nutrition and its effect on our physical body is only one dimension of health and others are equally important, including exercise, finding purpose, freedom from excessive stress and community relationships (including family).	Study Questions, Exams, Online Discussions.
Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Study Questions, Exams, Online Discussions, Wiki Participation, Diet Analysis Project.
Evaluate personal dietary intakes using the Recommended Dietary Allowances and various food guides and identify behavior change strategies for improvement if necessary.	Study Questions, Exams, Online Discussions, Diet Analysis Project.
Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Study Questions, Exams, Online Discussions.
Discuss current international, national and local issues surrounding food access, nutritional excesses and nutritional deficiencies and offer possible solutions. Some of these issues include problems such as obesity, diabetes, eating disorders, hunger and the cost of nutritious food.	Study Questions, Exams, Online Discussions, Nutrition Research Project, Diet Analysis Project.
Examine the difference between evidence based and non-evidence based research related to one's personal health.	Study Questions, Exams, Online Discussions, Nutrition Research Project.

Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes? (See sample at <http://www.lanecc.edu/cops/format3.htm>.)

Topics:

Week 1- Introduction to Class; Introduction to Human Nutrition; Evaluating Valid and Invalid Nutrition Information; Designing a Healthful Diet
Week 2- Digestion and Absorption
Week 3- Macronutrients: Carbohydrates
Week 4- Macronutrients: Proteins
Week 5- Macronutrients: Lipids
Week 6- Energy Balance & Metabolism
Week 7- Micronutrients involved in Energy Metabolism, and Fluid/Electrolyte Balance
Week 8- Micronutrients involved in Antioxidant Function
Week 9- Nutrients involved in Bone Health
Week 10- Nutrients involved in Blood Health and Immunity; Food Safety

Section 2. Proposal Information

Course Developer:

Tamberly Powell

Date: May 2011

Catalog year to take effect: 2012-13

Type of Proposal

☒ New course

☐ Currently 199 or 299

☐ Experimental Course

☐ 199 Special Studies

☐ 299 Trends

☐ Revised course (If increasing credits, use credit change form)

☐ Reactivated course with no change

☐ Reactivated course with changes

Type of Course:

☒ Lower Division Collegiate (transfer)

☒ Professional/Technical (required or elective)

☐ Developmental, numbered below 100

Rationale:

How does this proposal further the goals of the program or department?

- Currently we do not have a nutrition course that transfers to a University for dietetic majors. This course would articulate with OSU's FN 240 course that is required for dietetic majors.
- This course would increase our nutrition offerings, which are over-enrolled every term.
- This course would be offered as an online class which supports two of Lane's core values, sustainability and accessibility, and Lane's strategic direction of online learning.

What assessment evidence supports this proposal?

- Spring 2011 in our FN 225 courses we asked students why they were taking the course. Twelve responded they are planning on going into the dietetics field.

How do you know there is a demand for this course?

- Winter 2011 in our FN 225 courses we asked students to assess the level of learning in the course. Twenty five students out of 203 reported wanting a higher level of learning for nutrition that requires a chemistry prerequisite.
- Spring 2011 in our FN 225 courses we asked students why they were taking the course. Twelve responded they are planning on going into the dietetics field.

Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

- Online discussions will encourage interaction between individuals regardless of race, gender, age, religion, disability, national origin, marital status, or class background.
- Case studies, videos, and other online material will include examples from culturally and ethnically diverse individuals.
- A course outcome is to understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.

Section 4. For revised courses only: PREVIOUS Catalog/Course Information:

Course Number: _____ Course Title in Banner: _____ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
__ Lecture	__ hours (lecture credits x 10)	__ hours (lecture credits x 12)	__ hours (lecture credits x 11)
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__ Total credits (sum)	__ Total hours (sum)	__ Total hours (sum)	__ Total hours (sum)

Course Description:

What will change? ☐ Course Number ☐ Title ☐ Course Description ☐ Credit hours ☐ Contact hours

Section 5. Support Courses (New Professional/Technical course proposals must complete.)

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

Program	Division
Nursing	Health Professions
Dental Hygiene	Health Professions
Exercise and Movement Science	Health and P.E.

Section 6. Overlap Courses (New course proposals must complete.)

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of two options at right. Note: N/A is not an option.

Options:

1. Approved: overlap is acceptable. Rationale attached.
2. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date
Health Professions	FN 225	50			

Section 7. Qualification to fulfill degree requirements (complete all relevant forms, available at <http://www.lanec.edu/currshed/drrcforms.htm>, and send to Mary Brau for the Degree Requirements Review Committee):

☐ Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

AAOT, ASOT-Bus, OTM:

- ☐ Arts & Letters
- ☐ Social Sciences
- ☐ Science /Computer Science
- ☐ Mathematics

AAOT:

- ☐ Cultural Literacy Option

AAS, 1-year and 2-year certificates:

- ☐ Human Relations

Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources?

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

To be completed by Liaison Librarian:

☒ Library resources are adequate to support this proposal.

☐ Additional resources are needed but can be obtained from current funds.

☐ Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian

Date

Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

Human, Physical, and Financial Resources:

☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course.

Source of funding:

☒ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.

Explain:

Required Certifications:

☒ We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with ASA upon course approval.

☒ We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with ASA and Human Resources upon course approval.

Fees:

☐ We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, "Fees: Special"

☒ No special fees will be required for this course.

Divisional Recommendation:

☐ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

☐ Faculty review of this course was completed within the division on ____ (date).

☐ Pass

☐ Do Not Pass

Administrative Assistant/Coordinator

Date

Division Dean

Date

Section 10. College Approval

Curriculum Committee Chair

Date

Executive Dean

Date

Curriculum Approval

Committee hearing:

Date

Vice President, Academic Affairs & Chief Academic Officer

Date