

Request for Existing General Education Course to be included in

## Pitt State Pathway

(Undergraduate Course Numbers through 699)

- A. Submission date: **January 4, 2019**
- B. Department: **Family & Consumer Sciences**
- C. College: **Arts and Sciences**  
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:  
**Click or tap here to enter text.**
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):  
**Sheila Cook**  
*(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)*
- E. Course prefix: **FCS**
- F. Course number: **203**
- G. Credit hours: **3**
- H. Title of course: **Nutrition & Health**  
Is this a change in the title of the course? **No**  
*(If "Yes," a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*
- I. Will this course require a new course description? **No**  
*(If "Yes," please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*  
**Click or tap here to enter text.**
- J. Does this course include a co-requisite laboratory course: **No**  
If "Yes", please provide the co-requisite course name and number:  
**Click or tap here to enter text.**
- K. Will this course be available on-line: **Yes**  
If "Yes", please provide a detailed explanation: **This course is taught both face-to-face and online every year. Online happens in summers and during a regular semester as a part of the requirements to offer all general education courses online in a rotating basis.**
- L. Semester(s) course will be offered (choose all that apply): **Fall - Spring - Summer**
- M. Prerequisite(s): **None**
- N. Co-requisite(s) —other than lab course named above: **None**

O. Select the *Pitt State Pathway Core Element* or *Essential Studies Element* based on the identified Learning Outcome to be covered in the course (choose only **one** set):  
*(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document located on the Faculty Senate web site under Pitt State Pathway.)*

Select Only One Element

- Communication
  - **Written Communication**.....
    - Students will communicate effectively.
  
- Communication
  - **Verbal Communication**.....
    - *Students will communicate effectively.*
  
- Quantitative/Analytic Methods and Scientific Literacy
  - **Quantitative/Analytic Methods**.....
    - *Students will analyze data logically.*
  
- Global Understanding and Civic Engagement
  - **Human Experience within a Global Context** .....
    - *Students will explore global systems conscientiously.*
  
- Global Understanding and Civic Engagement
  - **Human Systems within a Global Context**.....
    - *Students will explore global systems conscientiously.*
  
- Global Understanding and Civic Engagement
  - **Natural World within a Global Context**.....
    - *Students will explore global systems conscientiously.*
  
- Personal and Professional Behavior
  - **Wellness Strategies**.....
    - *Students will model productive behaviors purposefully.*

○ N/A

P. Will the course address a **Companion Element**? **No**  
*(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)*

If "Yes," please select one: **Choose an item.**

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Milestone I  
*(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)*

- R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

**Legislative Process**  
**Authorization and Notification Signatures**  
(Electronic signatures accepted)

**Department Chairperson** ..... Approved  Not Approved   
 1-6-19  
Department Chairperson Signature Date

**Faculty Senate General Education Committee** ..... Approved  Not Approved   
\_\_\_\_\_  
Faculty Senate General Education Chairperson Signature Date

**Faculty Senate**..... Approved  Not Approved   
\_\_\_\_\_  
Faculty Senate Recording Secretary Signature Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

\*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and email to [psupathway@pittstate.edu](mailto:psupathway@pittstate.edu).

FAMILY &  
CONSUMER  
SCIENCES



*Creating Healthy & Sustainable Families*

# FCS 203 – Nutrition & Health



Sheila Cook

Pittsburg State University

Family and Consumer Sciences

Spring 2019

**Pittsburg State University**  
**Department of Family and Consumer Sciences**  
**FCS 203 - Nutrition and Health**  
**Spring 2019**

**Course:** FCS 203-97  
**Instructor:** Sheila Cook, MS  
**Office:** 113 FCS Building  
**Office Phone:** 620-235-4573

**Time:** Thursdays – 5:00 – 7:50 pm  
**Location:** Grubbs Hall 107  
**E-mail:** [skcook@pittstate.edu](mailto:skcook@pittstate.edu)  
**Credit Hours:** 3

**Office Hours:** Mondays 10:00 a.m. – 12:00 p.m. & 1:00 p.m. – 3:00 p.m.  
Tuesdays and Thursdays 10:30 a.m. – 11:30 a.m.

**Department Policy for the First Day of Class:** Students in Family and Consumer Sciences courses are expected to participate beginning on the first day of a scheduled class. If a student does not participate on the first scheduled class session or notify the instructor of an expected delay or late start on the first day, the instructor will remove the student from the class roll to accommodate students who wish to take the course and/or have been on a waiting list.

**Course Information:** This course will be conducted face-to-face with the use of Canvas. Questions and concerns should be addressed through email since it is the preferred mode of contact. I check e-mails frequently and will respond to course related questions within 24 hours on weekdays and 78 hours on weekends.

**Email Etiquette:** Please use respectful etiquette when using email by adding:

1. Include course number, day, and time in subject line.  
Example Subject line: FCS 203 – MWF 1:00
2. A brief, respectful message using proper, professional address.
3. State just the facts and no long stories.
4. Use proper grammar, spellings, and no texting in your writings.
5. I will not engage in disrespectful correspondence.

**Example:**

Subject line: FCS 203 – On-line

Hello Mrs. Cook,

I had a question concerning the discussion board for this week. Do you want us to use the information detail for all discussion responses or just the original 300+ comment? Thank you for your time.

Student A

**Instructional Resources / Books Required:** Pope, J., Nizielski, S. and McCook A. Nutrition for a Changing World 2016. Make sure to purchase/rent this textbook – YOU WILL NEED IT!

**Course Description:** This course provides a study of the digestive process and fundamental principles of nutrition and their application to the feeding of individuals throughout the lifecycle. All required coursework will be delivered through Canvas and textbook format, and assignments will be posted and turned-in to the PSU Canvas learning system.

**Course Objectives:** Upon completion of this course, the student should be able to:

- Define the scope and science of nutrition.
- Identify the primary characteristics of a healthy diet.
- Summarize the body's organization from cells to organ systems.
- Identify the primary functions of carbohydrates in food and in the body.
- Recognize how energy intake and energy expenditure are important in the regulation of energy balance and weight control.
- Explain how energy-supplying nutrients are used during physical activity.
- Analyze personal diet and activity levels.
- Recognize the characteristics of the major eating disorders.
- Recognize nutritional needs during different stages of the life cycle.
- Explain the relationship between nutrition and disease (such as atherosclerosis, cancer, hypertension, osteoporosis, and anemia).
- Identify the most common food borne diseases, their causes and methods of prevention.

**Teaching Strategies:** Weekly readings and PowerPoint study guides using audiovisuals including articles and/or videos. Assignments will be used to problem solve and practice applying principles that are presented through readings in the text.

### **Pitt State Pathways:**

#### **Wellness Strategies:**

Wellness encompasses the concepts and importance of physical fitness and/or activity over the lifetime, chronic disease prevention/management, nutritional knowledge, mental health awareness, and continuous involvement in an exercise or physical/leisure time activity program to ensure students create a healthy lifestyle plan throughout their lifetime. Competency for FCS 203 in this element means:

- *Understanding* chronic disease prevention/management.
- *Evaluating* healthy lifestyle habits.

- *Creating a healthy nutritional regimen.*

<b>Wellness Strategies</b>	<i>Creates wellness strategies for life long health</i>	<i>Evaluates wellness strategies for life long health</i>	<i>Analyzes wellness strategies for life long health</i>	<i>Understands wellness strategies for life long health</i>
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### **Quantitative/Analytic Methods: (Diet Analysis Project)**

Quantitative literacy and its methods refer to competency in working with numerical data. Students with strong quantitative skills possess the ability to reason and solve problems from a wide array of contexts and everyday life situations. They can create sophisticated arguments supported by objective evidence and can communicate those arguments in a variety of formats (e.g. text, tables, graphs, mathematical equations, etc.) as appropriate. Competency for FCS 203 in this element means:

- *Applying* a set of formal tools to interpret, represent, calculate, and analyze quantitative data;
- *Explaining* assumptions and rationale for selecting a formal logical approach to solve a problem.
- *Drawing and communicating* conclusions to support decisions.

### **Diet Analysis Project:**

- Students will analyze their own diet by computer. This is a required assignment. Detailed instructions will follow later in the semester. Instructions, worksheets, and supporting documents for doing this assignment will be posted online. All assignment papers are expected to be neat and typed and follow APA format.
- **NO LATE PROJECTS WILL BE ACCEPTED.**
- Detailed information for project submission will be given later in the semester.

### **Discussion Board:**

- When Discussion board is used, all topics will be posted to Canvas. Discussion board topics will generally cover the respective chapters covered for that week.
- *In addition to posting one 300 + word response to the discussion board questions, students will also post a 100 + word comment on the post of at least one other classmate.*
- To receive all points for each discussion board topic, all required posts must be submitted by the deadline, contain no grammatical, spelling or punctuation errors, mention at least two specific points, make strong connections to content and real-life situations, and include your “information detail” (see below for specifics).
- Responses submitted to fellow classmates post should be thoughtful and present new ideas, not “I agree!” or “I like what you said about nutrients!”
- **NO LATE POSTS WILL BE ACCEPTED.**

- **When posting on Discussion Board, use the following “information detail” format example at the beginning of each of your posts and references at the end of each of your posts:**

**Your First and Last Name Here**  
**FCS 230 – Nutrition & Health – Mrs. Cook**  
**Discussion Board # 8 - Pregnancy**  
**15 June 2018**

- **The Importance of Nutrition during Pregnancy.**

Approximately 300 extra calories are needed daily to maintain a healthy pregnancy. These calories should come from a balanced diet of protein, fruits, vegetables, and whole grains, with sweets and fats kept to a minimum. A healthy, well-balanced diet during pregnancy can also help to minimize some pregnancy symptoms such as nausea and constipation.

The Academy of Nutrition and Dietetics recommends the following key components of a healthy lifestyle during pregnancy: appropriate weight gain, eating a balanced diet, exercising regularly, and appropriate and timely vitamin and mineral supplementation.

Fluid intake is also an important part of healthy pregnancy nutrition. Women can take in enough fluids by drinking several glasses of water each day, in addition to the fluids in juices and soups. An expectant mother should talk with her health care provider or midwife about restricting her intake of caffeine and artificial sweeteners. All alcohol should be avoided in pregnancy.

**Why is folic acid important?**

The U.S. Public Health Service recommends that all women of childbearing age consume 400 micrograms (0.4 mg) of folic acid each day. Folic acid, a nutrient found in some green leafy vegetables, most berries, nuts, beans, citrus fruits, fortified breakfast cereals, and some vitamin supplements can help reduce the risk for birth defects of the brain and spinal cord (called neural tube defects). This can lead to varying degrees of paralysis, incontinence, and sometimes intellectual disability.

Folic acid is most beneficial during the first 28 days after conception, when most neural tube defects occur. Unfortunately, many women do not realize they are pregnant before 28 days. Therefore, folic acid intake should begin prior to conception and continue through pregnancy. Your health care provider or midwife will recommend the appropriate amount of folic acid to meet your individual needs.

Most health care providers or midwives will prescribe a prenatal supplement before conception, or shortly afterward, to ensure all of the woman's nutritional needs are met. However, a prenatal supplement does not replace a healthy diet.

**References:**

<https://www.healthline.com/health/pregnancy/healthy-pregnancy>

<http://americanpregnancy.org/pregnancy-health/diet-during-pregnancy/>

**Course Assignments:**

- **Assignments and activities for the course will be posted and submitted through Canvas.**
- **All assignment due dates will be posted on Canvas.**



- Assignments will be posted throughout the session. Students may be required to do research, submit reflection papers, read case studies and complete case study questions.
- All assignments will be uploaded to Canvas.
- **DO NOT submit any assignments to the instructors email.** I will disregard it. If you've experienced issues with Canvas in the past, contact Gorilla Geeks and resolve them as soon as possible. Technical issues with computers or CANVAS are not valid excuses for late work.
- You may work slightly ahead if you like, however, you cannot work behind. Most importantly: **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

### **Exams and Final:**

Three unit exams, each worth 100 points, will be given throughout the semester, about one every four to five weeks. Exams will be timed and uploaded to Canvas. **No make-up exams are given.**

One comprehensive final exam, worth 150 points, will be given. Detailed information and instructions for the final exam will be given later in the summer semester.

### **Grading:**

Points will be updated throughout the semester and totaled at the end of the semester. Final grades will be determined using a percentage of total points possible.

**Final grades will NOT be rounded up.**

Grading Scale: 90-100%= A  
 80-89%= B  
 70-79%= C  
 60-69%= D  
 <60%= F

### **Course Notes:**

1. Participation is expected. We cover a vast amount of materials on a WEEKLY basis and you are responsible for keeping up.
2. I suggest logging onto Canvas EVERY DAY and following the weekly module schedule closely.
3. If you have internet issues, get those issues worked out now. This course waits for no one.
4. You are responsible for submitting your own work.
5. All assignments must be turned in on or before, the specified date because **No Late Work Will Be Accepted.**

### **Submitting Assignments:**

- All assignments will be submitted through the PSU Canvas management system and through Turnitin.
- Unless otherwise specified, all written assignments are to follow General APA Guidelines:
- Assignments must be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides.
- **12 pt. Times New Roman font must be used for ALL assignments.**
- Unless otherwise specified, assignments should be at least one and one half pages in length, but no more than two pages.
- Always use correct grammar and word choice conducive for a college-level course.
- Always include a reference page written in APA format for EACH assignment.
- Formatting papers: <https://www.ivcc.edu/stylebooks/stylebook4.aspx?id=14574> or <https://owl.english.purdue.edu/owl/resource/747/0>
- **ALWAYS SPELL CHECK, GRAMMAR CHECK, AND PROOF READ!**
- All students are expected to use the PSU Canvas system to keep up with class events, assignments, to view weekly announcements, etc.
- Please note: ALL assignments are required to include an APA style cover page. The following is an example of the information needed for your cover page. It should be centered and half-way down the middle of the page.

**FCS 203 – The Name of the Assignment Here**  
**Your Name Here**  
**Pittsburg State University**

**Student Assistance:** Students seeking assistance with academic programs because of handicap should contact the Center for Student Accommodations, 216 Russ Hall, 235-4309. Please inform the instructor if you have a handicap or a disability that the instructor needs to know about.

**Student Responsibility:** It is the student's responsibility to seek out faculty members for information regarding the course. Students who have problems in courses typically wait too long to contact their instructor.

**PSU Syllabus Supplement:** <https://www.pittstate.edu/office/registrar/syllabus-supplement.dot>

**Academic Dishonesty/Plagiarism and Cheating:** Each student is expected to do original work. Any student who cheats or plagiarizes will receive a failing grade for the particular project or exam. For further information, please refer to the Academic Integrity Policy in the Pittsburg State University catalog.

## Projected Course Outline

This outline is an estimated schedule for this course. The professor has the right to make adjustments to the schedule at any time.

Week 1	Intro Discussion Board # 1 – Getting to Know You!	
Week 2	Discussion Board # 2 – Analyzing Your Current Health  Assignment # 1 – Question and Summary Paper – Evaluating Sources of Nutrition Information  Assignment # 2 – The Longevity Game	
Week 3	Discussion Board # 3 – Probiotics  Discussion Board # 4 – Artificial Sweeteners  Assignment # 3 – Ch. 3 - Digestive Disorder Chart  Assignment # 4 – Ch. 4 – Comparing Cereal Bars	
Week 4	Discussion Board # 5 – Fat Tax  Assignment # 5 – Ch. 5 – Reflection Paper – Diabetes	
Week 5	Discussion Board # 6 – What’s Wrong With the American Diet?  Exam 1	
Week 6	Discussion Board # 7 – Vegetarianism  Assignment # 6 – Ch. 8 – Proteins and Their Functions	
Week 7	Discussion Board # 8 – Vitamin Deficiencies and Toxicities  Assignment # 7 – Vitamins and Their Functions	
Week 8	Discussion Board # 9 – Supplements  Assignment # 8 – Focus on Major Minerals	
Week 9	Spring Break	
Week 10	Assignment # 9 – Ch. 14 – Super Foods  Exam 2	

Week 11	<p>Discussion Board # 10 – The DASH Diet</p> <p>Assignment # 10 – Ch. 16 – The Impact of Fluids and Beverages on Nutritional Health</p>	
Week 12	<p>Assignment # 11 – Ch. 17 – Postnatal Nutrition Consultation</p> <p>Exam 3</p>	
Week 13	<p>Assignment # 12 – Ch. 18 – Childhood Food Allergies and Intolerances</p> <p><b>Diet Analysis Project</b></p>	
Week 14	<p>Discussion Board # 11 – Eating Disorders</p> <p>Assignment # 13 – Eating Disorders and Alcohol and Drug Abuse Questions</p>	
Week 15	<p>Discussion Board # 12 – Organic Foods</p> <p>Assignment # 14 – Evaluating Diets for the Aging Adult</p>	
Week 16	Final Exam	

## **FCS 203 – Nutrition & Health**

### **Dietary Analysis Project Instructions**

**Please note the due date for this project.**

**No late projects will be accepted.**

Complete a 3 day food record. Fill out the following information as accurately as possible. Include one weekend day and two weekday days to provide a record that reflects day-to-day variability in your food consumption. It is critical that you include EVERY item you put in your mouth, both food and fluid.

- a. Example: If, for breakfast, you have peanut butter toast, be sure to indicate which kind of bread you have, how much peanut butter, how many slices of toast, as well as what you drink, or other foods consumed with it.
- b. Next, input the information obtained on nutrient analysis software tool available online. There are many free, easy to use tools available, but one of the easiest ones to use is the “Choosemyplate.gov” available at: <https://www.Choosemyplate.gov>.
- c. Create a profile to complete the 3-day diet analysis. Enter all foods and beverages you consume. You may need to enter fairly generic foods initially, and search for the best choice for what you ate. You can easily compile your 3-Day Diet Diary by using the **Nutrients Report, Food Groups and Calories** and the **Meal Summary** reports, which will list all of the food/beverages you entered for analysis.
- d. After you have completely entered all food and drinks consumed for all three days, use the information from this report to help answer the “Diet Analysis Questions” listed below. It is fine to break the Food Group intake down even more into Food Group-Subgroups, but it is not required. These reports will give you a visual on how you are trending over time based on the Food Group recommendations.

## **Grading Information**

A complete Diet Analysis Project must include the following Reports compiled from the Choose My Plate website.

- 1.) The Nutrient Report
- 2.) 3 days of Meal Summary Reports (so a Meal Summary Report for each day)
- 3.) 5 Food Group Intake History charts (so a Food Group Intake History chart for each of the five food groups (ex. Vegetables, Fruits, Dairy, Grains and Protein).
- 4.) The Diet Analysis Questionnaire.

The project will not be graded on the quality of a person's diet. Grading will be based on if the instructions were followed, the necessary pieces of information are included, and the questionnaire was answered correctly based on your 3-day diet Nutrient Analysis. For this project to be of most beneficial to you, it is important to be honest about what it is you are eating and drinking and fill it in as such.

- The Diet Analysis Project is worth 100 points total.  
40 points for the questions (point totals are beside each question)  
60 point breakdown for the Nutrient Report (20 points), Meal Summary Reports (20 points) and Food Group Intake History charts (20 points) included from the Choose My Plate website.

## **Submission of Project**

- The completed Dietary Analysis Project is to be submitted through Canvas.
- NO LATE PROJECTS WILL BE ACCEPTED-NO EXCEPTIONS, so make appropriate arrangements to make sure the project is submitted by the deadline.

SEE THE NEXT PAGE FOR DIET ANALYSIS PROJECT QUESTIONS

# FCS 203 - Nutrition & Health

## Diet Analysis Project Questions

Please note the due date for this project.  
No late projects will be accepted.

- Be sure to enter water and all drinks consumed.
  - “Moderate” means <100% based on your intake for the day.
  - “Adequate” means  $\geq 75\%$  based on your intake for the day.
  - After completing the 3-Day Analysis, answer the following questions.
1. What is your recommended # of daily kcals?
  2. How much fiber did you consume? \_\_\_\_\_
  3. Does this amount of fiber meet your recommendations? YES NO
  4. If you are not meeting the recommendations, what diet changes could you make to increase the amount of fiber in your diet?
  5. Did you meet your protein recommendations according to the analysis? YES NO
  6. Did you consume a moderate amount of cholesterol? YES NO
  7. On average how many grams of fat do you consume daily?
  8. What changes can you make in your diet to more closely meet fat and cholesterol recommendations?
  9. How many mg of Vitamin E did you consume? \_\_\_\_\_
  10. Does this meet your recommended amount? YES NO
  11. If your answer to the above question was NO, list 2 foods to consume that would increase your Vitamin E intake: \_\_\_\_\_ and \_\_\_\_\_
  12. What was your average folate intake? \_\_\_\_\_
  13. List 2 foods that are good sources of folate \_\_\_\_\_ and \_\_\_\_\_
  14. How many mg of iron should you get per day? \_\_\_\_\_
  15. Did you meet your iron recommendations? YES NO
  16. Did you consume an adequate amount of potassium? YES NO

17. What was your sodium intake?
18. Was this a moderate amount of sodium? YES NO
19. What was your intake for Vitamin C? \_\_\_\_\_
20. Does that meet your recommendation? YES NO
21. What changes can you make in your diet to more closely meet the recommendations?
22. What was your average total fluid intake (amount in cups or fluid ounces) for the three days analyzed?
23. What type of fluid (beverages) did you consume the most between the three days?
24. Does this meet your daily recommendation for an adequate amount of daily fluid based on the recommendations discussed in your notes?
25. What are two things you wish to improve upon in your diet? \_\_\_\_\_
26. What surprised you most about your diet?
27. Did you notice a difference in the amount of calories consumed between the week-days included in the analysis versus the weekend day analyzed?
28. What changes will you make to your diet to more closely meet the recommendations given by the Choose My Plate analysis?
29. Are you meeting your daily food group targets based on the recommendations made for you?
30. If you are lacking in any of the food groups what can you do to make improvements? (Please list specific examples...i.e. more than “just eating more fruits and vegetables”)
31. How does the Choose My Plate program compare to other diet analysis programs you might have used (such as MyFitness Pal or Jawbone)?
32. Did you find it more or less user friendly?
33. Was this diet project helpful to you? YES NO
34. Why or why not?

Note: Make sure to complete, copy, and include with your diet analysis.