



## SENATE COMMITTEE ON CURRICULAR AFFAIRS

### COURSE SUBMISSION AND CONSULTATION FORM

---

#### *Principal Faculty Member(s) Proposing Course*

Name	User ID	College	Department
JENNIFER SAVAGE WILLIAMS	jfs195	Health and Human Development (HH)	Not Available

**Academic Home:** Health and Human Development (HH)

**Type of Proposal:**  Add  Change  Drop

**Message for Reviewers:**

#### *Course Designation*

(NUTR 175Z) Healthy Food for All: Factors that Influence What we Eat in the US

### Course Information

#### *Cross-Listed Courses:*

#### *Prerequisites:*

NUTR 100; OR NUTR 251; OR FDSC 105;

#### *Corequisites:*

#### *Concurrents:*

prerequisite or concurrent AGBM 170Z

#### *Recommended Preparations:*

**Abbreviated Title:** Healthy Food Eat USA LINKED  
**Discipline:** General Education  
**Course Listing:** Linked

### Special categories for Undergraduate (001-499) courses

---

#### *Foundations*

- Writing/Speaking (GWS)  
 Quantification (GQ)

#### *Knowledge Domains*

- Health & Wellness (GHW)  
 Natural Sciences (GN)  
 Arts (GA)  
 Humanities (GH)  
 Social and Behavioral Sciences (GS)

#### *Additional Designations*

- Bachelor of Arts  
 International Cultures (IL)

- United States Cultures (US)**
- Honors Course**
- Common course number - x94, x95, x96, x97, x99**
- Writing Across the Curriculum**

#### **First-Year Engagement Program**

- First-Year Seminar**

#### **Miscellaneous**

- Common Course**

#### **GE Learning Objectives**

- GenEd Learning Objective: Effective Communication**
- GenEd Learning Objective: Creative Thinking**
- GenEd Learning Objective: Crit & Analytical Think**
- GenEd Learning Objective: Global Learning**
- GenEd Learning Objective: Integrative Thinking**
- GenEd Learning Objective: Key Literacies**
- GenEd Learning Objective: Soc Resp & Ethic Reason**

#### **Bulletin Listing**

---

<b>Minimum Credits:</b>	3
<b>Maximum Credits:</b>	3
<b>Repeatable:</b>	NO
<b>Department with Curricular Responsibility:</b>	Nutritional Sciences (UPHH_NUTR)
<b>Effective Semester:</b>	Upon Approval
<b>Travel Component:</b>	NO

#### **Course Outline**

---

##### **A brief outline or overview of the course content:**

This course encompasses the study of ingestive behavior and how fundamentals of nutrition-policy (e.g., farm bill, child nutrition act that provides food education and food assistance in relation to Dietary Guidelines for Americans and Dietary Reference Intakes), food environment, and behavioral economics influence food choice thereby affecting the overall health, nutrition, and well-being of individuals and communities within the United States. The purpose of this course is to provide an interdisciplinary perspective of how the individuals, including those living in poverty, make food choices within their communities, and how these choices impact health and wellness. Topics include an introduction to what we eat, why we eat, and the key roles of diet on health with focus on the links among poverty, food security and obesity.

##### **A listing of the major topics to be covered with an approximate length of time allotted for their discussion:**

Introduction to what and why we eat and the role of food economics and policy (1 week)  
 Nutrition and Health: Why we eat what we do (1 week)  
 Hunger in the world of plenty and food insecurity (1 week)  
 Income inequality (1 week)  
 Food costs and budgeting (1 week)  
 Making food policy in the United States (1 week)  
 Feeding the Hungry with US Governmental programs and Faith Centers (3 weeks)  
 Food Policy Interventions (1 week)  
 Behavioral patterns, diet choice, and food waste (1 week)  
 Determinants of food intake (2 weeks)  
 Foods laboratory (1 week)  
 Presentations (1 week)

##### **Course Description:**

This course encompasses the study of eating behavior and how fundamentals of nutrition-policy (e.g., farm bill, child nutrition act that provides food education and food assistance in relation to Dietary Guidelines for Americans and Dietary Reference Intakes), the food environment, and behavioral economics influence food choice thereby affecting the overall health, nutrition, and well-being of individuals and communities within the United States. While aspects of this are covered in a variety of disciplines (e.g., nutrition, food science, agriculture, economics, sociology, and others), these aren't always integrated for students. The purpose of this course is to provide an interdisciplinary perspective of how individuals, including those living in poverty, make food choices within their communities, and how these choices impact health and wellness. Topics include an introduction to what we eat, why we eat, and the

key roles of diet on health with focus on the links among poverty, food security and obesity. The politics of food discusses portions of the Farm Bill and Child Nutrition Act with focus on the Women, Infants and Children Supplementary Food Program (WIC), the Special Nutrition Assistance Program (SNAP), and school lunch, and the influence these programs have on what is produced and consumed. The behavioral economics of food will focus on determinants of food choice including taste, cost, nutrition, and convenience as well as provide an overview of the biology and psychology of eating through hand-on experiential activities. Through these experiences, students will gain household budgeting skills across income levels that provides perspective to barriers to eating healthy. Lastly, food access dimensions will be discussed (e.g., food deserts, food swamps, grocery stores, targeted advertising/marketing) will be discussed. This course is a linked course with AGBM 170Z meets the General Education Integrative Studies requirement.

**The name(s) of the faculty member(s) responsible for the development of the course:**

- Name: JENNIFER SAVAGE WILLIAMS (jfs195)  
Title:  
Phone:  
Address:  
Campus: UP  
City:  
Fax:

## Course Justification

---

**Instructional, Educational, and Course Objectives:**

**This section should define what the student is expected to learn and what skills the student will develop.**

Upon successful completion of this course, you will be able to:

1. Define food insecurity and obesity
2. Identify key issues in and debate about how food insecurity causes obesity
3. Describe how nutritional sciences, food policy, and economic principles and concepts interact to influence eating behavior that thereby influence health and wellness
4. Apply critical thinking to understand the intended and unintended consequences of the food system on nutrition, health, and wellness
5. Discuss and begin to explore alternative food-system scenarios and policies that might improve the nutritional status and health of individuals and communities within our society
6. Recognize how different perspectives across socio-economic background might be applied to understand how policy and economics impact food insecurity, hunger, diet, and health.
7. Explain the impact of food policy and food economics on what, why, and when we eat.

**Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.**

Students will be assessed on the learning of the above objectives through readings and discussions that will take place during the in-class meetings, quizzes, and written assignments. Students will apply their understanding of the challenges of using food assistance programs to acquire food and other resources to create nutritious and healthy meals/diet plans with the food laboratory project.

**Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

NUTR 175 is linked with AG BM 170 to meet the integrative studies requirement for the new General Education curriculum. These courses overlap in the area of economics and policy. AG BM 170 discusses the role of economics and policy on the food system including food production and processing of foods. NUTR 175, will address how the food supply, economics and policy influence food security and availability of food offered by different social programs (e.g., WIC, SNAP Ed, etc., ) Prerequisites for this course include NUTR 100: Contemporary Issues in Nutrition OR NUTR 251: Introductory Principles of Nutrition OR FD SC 105: Food Facts and Fads. Students will benefit from taking one of these introductory nutrition courses to give them a foundation of the nutrients found in food, the Dietary Guidelines and how they are used to create nutrition recommendations for Americans, and the components of a healthy eating plan. This course will build on students understanding of United States Dietary Guidelines and nutritional composition of foods learned in these classes and have them apply this knowledge as it relates to food policy, eating behaviors, and US food programs designed to reduce food insecurity and hunger in the US. In the future, we plan to request that this course be added to the Food Systems Minor course option

**Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

This course will meet supporting course and elective course requirements in the Nutritional Sciences major and the three options offered in the Nutritional Sciences major. This course covers 4 of the 5 GHW domain criteria requirements. All of the topics in this course evaluate food policy, hunger/food insecurity issues, governmental and social food programs available to individuals who are in need in the United States and therefore meet the US culture requirements.

**A description of any special facilities:**

Students will complete the foods laboratory project in the Nutritional Sciences Foods Teaching Lab.

**Frequency of Offering and Enrollment:**

Once a semester. Up to 36 students.

**Alignment with General Education Objectives**

- EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
- KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.
- CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.
- CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.
- GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.
- SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

Integrative Thinking – teaches simultaneous concepts of nutrient requirements and where nutrients are within the food system. Students will learn about: the nutritional considerations (i.e., alignment with Dietary Guidelines for Americans and Dietary Reference Intakes); prioritizing decision making; sensitivity and regulatory impact analyses that are required before such recommendations can be implemented; the role of economics on food choice; and how socio-economics impacts food intake and health. The students will have the opportunity demonstrate their integrative thinking by completing class projects and quizzes.

Critical and Analytical Thinking – In considering the connections between agriculture, nutrition, policy, and economics and their combined effect on eating behavior and health, this course emphasizes critical thinking. Students will have opportunities to demonstrate their critical thinking skills during discussions and debates, the policy and food economics project and foods laboratory project.

Social Responsibility and Ethical Reasoning - students will use critical, evidence-driven analysis of effective government policy responses to food security and nutrition challenges and how these programs impact food choice during the class discussions and debates and the opinion editorial piece.

Key Literacies - Through lecture, discussion, case studies, and secondary data analysis, students will be able to: describe evidence of the effectiveness of these nutrition programs in improving food security, poverty, and nutrition in different contexts to lead healthy and productive lives in their community and wider society.

**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

Students will demonstrate their knowledge and skill set through the completion of assignments, participating in group discussion and through quizzes. In particular, learning will be assessed by 1) three food laboratory activity/exercises in which students will taste and cost out a variety of foods, prepare and evaluate an entrée at different price points, and plan and prepare a meal utilizing foods at the food bank; 2) case studies presenting scenarios across socio-economic levels to expose students to varying perspectives on food security, obesity, food planning and budgeting that require students apply lessons learned in the classroom and assigned reading materials, 3) written summaries on the rationale and relationships between food intake, and economic constraints; and 4) written problem sets that require use of publicly available data sets, including USDA "What We Eat in America," and Economic Research Service reports on food consumption.

**General Education Domain Criteria**

**General Education Designation:** Linked

**Linked Courses**

- AGBM 170
- NUTR 175

## GHW Criteria

---

- Explain the methods of inquiry in Health and Wellness fields and describe how the contributions of these fields complement inquiry in other areas
- Describe multiple perceptions and dimensions of health and wellness (emotional, spiritual, environmental, physical, social, intellectual, and occupational)
- Identify and explain ways individuals and/or communities can achieve and maintain health and wellness
- Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness
- Disseminate knowledge about health and wellness and demonstrate behavioral practices needed to engage in healthy living across the life span

### What components of the course will help students achieve the domain criteria selected above?

Assigned readings, attending lectures and participating in class discussions and debates will enhance students understanding of the factors that influence individuals, families, and a community's ability to have access to affordable and healthy foods, and how this relates to the quality of health and risk for disease in populations living in food insecure environments. Students will enhance their understanding of how social, economic, and environmental factors affect food policy, the food system, and the social programs designed to provide food to those who are food insecure. Furthermore, students will learn how social perceptions of using government funded food assistance food programs affect individuals using these programs. Students will apply their knowledge by creating and preparing a budget-friendly menu and meal that meets the nutritional needs of individuals across the lifespan.

---

## Integrative Studies

---

### Explain how the intellectual frameworks And methodologies of each course's Knowledge Domain will be explicitly addressed in the course and practiced by the students.

AG BM 170Z (GS): Through lecture, discussion, case studies, and secondary data analysis, students will be able to explain the connections between agriculture, governmental policy, and economics and their combined effect on food production and processing. The course will explicitly use economic concepts of supply and demand, firm profitability, and consumer demand to evaluate production, consumption, and international trade data representing a wide range of U.S. crops.

NUTR 175Z (GHW): Through readings, discussions, case studies, and application (in a cooking lab and visits to local grocery stores), students will examine and evaluate the relationship between governmental policies and how they influence American food assistance and community programs and ultimately, be able to explain how these factors impact families and individuals access to healthy food. Students will be able to identify and explain ways governmental programs can be improved to help individuals and/or communities have access to healthy food and maintain health and wellness across the lifespan. Students will acquire the skills of understanding budgets and creating and preparing budget-friendly healthy meals that could be used by low-income families.

---

### Explain how the courses in the Linkage will be linked with each other. It is anticipated that courses will usually be linked by subject matter, but they should additionally be linked by some purposeful component that provides opportunities for students to experience and practice integrative thinking across Knowledge Domains. The Linkage component between courses needs to be intentional and explicit to students. However, each course in a Linkage must be self-contained such that students can successfully complete just one course in the Linkage if they so choose.

The areas where the two courses overlap or are "linked" include three major themes of 1) Agricultural and Food Policy; 2) Alternative Food System Scenarios; and 3) Economics. AG 170 will approach these major themes from agricultural economics and food production side while NUTR 175 will have the students explore the impact these areas have on establishing recommendations for the Dietary Guidelines for Americans, access to food in lower-income populations, and governmental food assistance programs. The schematic provided in the attached syllabus shows the common content that will be taught in both courses to integrate the content. One assignment, likely a case study, will be integrated and completed in 2 parts, one part in each of the integrated course. To complete both portions of the case study, students must show an understanding of these complex economic, political, and cultural forces that impact food choice and the food system.

---

### Briefly explain the staffing plan. Given that each Linked course is approved for a single Knowledge Domain, it will be taught by an instructor (or instructional team) with appropriate expertise in that domain, who will also be expected to implement the Linkage's shared component as defined in this proposal

The instructor of NUTR 175Z should have expertise in food insecurity, community nutrition programs and food accessibility in lower income populations as well as having a fundamental knowledge of cooking principles and food safety.

The instructor of AB BM 170Z should have a background in in the economic modeling of food purchase behavior, agricultural production and process of conventional and organically grown foods, and of food behavior and health.

---

### Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Student feedback surveys will be conducted by students after they complete each of the integrated, linked, courses. One assignment, likely a case study, will be integrated and completed in 2 parts, one part in each of the integrated course. To complete both portions of the case study, students must show an understanding of these complex economic, political, and cultural forces that impact food choice and the food system.

---

## General Education Designation Requirements

---

### Intercultural Requirements:

This course meets the designation for a US cultures course as all of the content covered in this course is in the context of the US food system, accessibility of food by those who are food insecure, and US policies that affect food availability through governmental

programs, social programs, and other means in the United States. This course will encourage students to examine their beliefs and understanding of how ethnic status, race, and socio-economic status, etc., affects individuals and their family's access to low-cost, healthy food. Students will enhance their understanding of the nature of social justice and equity by examining whether access to healthy food through federally funded programs is a right or a privilege and how a country capable of feeding the world has hungry citizens. Students will increase their ability to locate and evaluate information to better understand the social and economical demographics of individuals and families living in communities across the United States and how it relates to food insecurity, hunger, diet and health of those individuals and their families.

### Campuses That Have Offered ( ) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
----------	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

#### Curricular Information

Blue Sheet Item #: 47-01-057

Review Date: 9/28/2018 12:00:00 AM

#### SCRID Numbers

(NUTR 175Z): 47-01-057

#### UPLOADED DOCUMENTS:

Context Type: Syllabus

File Description: NUTR 175 Syllabus

File Name: NUTR 175 Course Syllabus.pdf

Context Type: Syllabus

File Description: Revised Syllabus

File Name: NUTR 175Z Syllabus Template.pdf

Proposal ID: 5867 created on 10/19/2018 4:09 PM