

University Committee on Curriculum Planning General Education Templates

The Committee on Curriculum Planning (CCP) is providing 5 templates for your use in preparing submittals of courses to the CCP. Use the templates as suggestions **ONLY**. Each course is unique and has different requirements/assignments and will address these criteria in different ways. The following are the members of the committee and they stand willing to review your documents as you are preparing them. Give the submittals to the committee member from your college, and if you would like to be present at the meeting when your curriculum is reviewed, let the faculty member in your college know.

Kim Craft, Business
Artis Grady, Science
Terry Lewis, PVA
Diana Graff, Library
Michael Richards, Provost's Office
Verlinda Angell, Education
Jim Harrison, Social Science
Brian Heuett, Faculty Senate
Suzanne Larson, Honors

NOTE: When submitting your course proposal you must provide an original and nine copies for Committee review.

Click here to view the templates:

- COMM 1010, Essentials of Communication
- COMM 1011, Essentials of Communication - Seminar
- HONR 1010, Critical and Creative Thinking Across Disciplines
- LM 1010, Information Literacy
- NFS 1020, Scientific Foundations of Human Nutrition

**SOUTHERN UTAH UNIVERSITY
GENERAL EDUCATION COURSE PROPOSAL**

Attach a representative course syllabus for the course (should include an outline of topics, texts and readings, assignments, assessment activities, and grading description).

Department: Communication	Proposal Date: October 5, 2001
General education Knowledge Area: Core - Communication	
Course number and title: COMM 1010 Essentials of Communication (COMM 1011 is required the same semester as COMM 1010).	
1. Course detail: Credit Hours <u> 1 </u> Contact Hours <u> 1 </u> Regular Class <u> 1 </u> Lab Class <u> 0 </u> Optimum enrollment COMM 1010 Lecture – <u>150</u> Maximum enrollment with teaching assistance <u>Same as Above</u> Existing course <u>yes</u> Proposed course _____ No revision to an existing course <u> X </u> Required for a major? If so, which ones? <u>no</u> Is the course part of a sequence? <u>COMM 1010 and COMM 1011 must be taken concurrently.</u>	
2. Course description: Introduces aspects of human communication including communication within oneself, interpersonal, small group, and public speaking. Lectures include topics such as self-concept, perception, intercultural communication, developing relationships, interviewing skills, critical thinking and listening, interpersonal, nonverbal communication and language use that leads to improved communication through listening, writing, and speaking. Concurrent COMM 1011 required.	
3. What is the instructional format of the course? The lecture (COMM 1010), by a full-time faculty member with at least a master's, but preferably a Ph.D., introduces, discusses, and evaluates the students' grasp of the general concepts of human communication. The material is presented in the form of lectures, class discussions, multi-media presentations, a COMM 1010 internet site and examinations. The instructional format that utilizes COMM 1010 and COMM 1011 takes advantage of the efficiency of a large lecture to address those topics that lend themselves to a lecture and testing format and the seminars allow the student to actually practice and perform communication activities and receive personalized feedback.	

4. What are the learning outcomes of the course and how they be assessed?

(Note: Complementary and expanded outcomes regarding demonstration of communication skills are listed in the COMM 1011 proposal)

1. **Outcome** - The ultimate learning outcome is to provide the student with knowledge concerning life-long skills in human communication that will assist in all aspects of life whether in a vocation, an avocation, or in personal relationships. This knowledge is presented and discussed in class sessions.

Assessment - Three examinations assess students' ability to retain and discuss life-long communication skills.

2. **Outcome** - Demonstrate a basic knowledge of theories, concepts, and methodologies regarding human communication, including but not limited to:

- self-concept and communication
- perception
- intercultural communication
- developing relationships
- interviewing skills
- critical thinking and listening
- interpersonal communication
- nonverbal communication
- language use

Assessment - Three examinations assess students ability to retain and discuss theories, concepts and methodologies of the above topics.

5. How does the course integrate Skill Areas into the Knowledge Area in order to fulfill the goals of general education?

1. **Communication** – Students study the nature of the English language and other symbolic communication systems in relation to analyzing other’s speaking and writing. Students study active listening and reflecting, self-disclosure, conflict and anger management, developing relationships, content and relational forms of communication, nonverbal communication, leadership styles and decision-making strategies.
2. **Higher-order Thinking** - Students examine higher-order thinking skills as they analyze symbolic communication either through verbal, oral, nonverbal or other means. Students discuss higher-order thinking skills as required in the process of self-disclosure, conflict and anger management, nonverbal communication, leadership styles and decision-making strategies. Critical thinking skills are discussed in terms of connecting self-concept with communication.
3. **Information Management** – Students are exposed to live and multi-media presentations of communication concepts, principles and theories. Students locate applicable information via printed material, on-line, and web page sources. Traditional note-taking and note management in order to prepare for examinations enhances student’s ability to evaluate written and oral material.
4. **The Valuing Process** – A diverse society in the information age provides vast amounts of information that the student must evaluate. In the process of discussing self and communication, interpersonal communication, and developing relationships, students are required to consider their own values as well as take others’ values into consideration. The process of communication or “making common” requires the student to consider multiple perspectives, recognize biases, and deal with the ambiguity of symbols used in the communication process. A moral and ethical communicator takes all these factors into consideration when interacting effectively with others.

Approvals:

Department/division chair Date

Chair, Committee on Curriculum Planning Date

Dean Date

Chair, Deans’ Council Date

**SOUTHERN UTAH UNIVERSITY
GENERAL EDUCATION COURSE PROPOSAL**

Attach a representative course syllabus for the course (should include an outline of topics, texts and readings, assignments, assessment activities, and grading description).

Department: Communication	Proposal Date: October 5, 2001
General education Knowledge Area: Core - Communication	
Course number and title: COMM 1011 Essentials of Communication – Seminar (COMM 1010 is required the same semester as COMM 1011).	
<p>1. Course detail: Credit Hours <u> 2 </u> Contact Hours <u> 2 </u> Regular Class <u> 2 </u> Lab Class <u> </u> Optimum enrollment: <u> 30 </u> Maximum enrollment with teaching assistance <u>Same as Above</u> Existing course <u>yes</u> Proposed course <u> </u> No revision to an existing course <u> X </u> Required for a major? If so, which ones? <u>no</u> Is the course part of a sequence? <u>COMM 1010 and COMM 1011 must be taken concurrently.</u></p>	
<p>2. Course description:</p> <p>Students practice skills related to effective writing, speaking, and listening. Students research, write drafts and rehearse, present public speeches and small group projects and critique other’s speaking and writing. Focus is on listening, writing, and speaking with thoughtfulness, clarity, coherence, and persuasiveness. Concurrent 1010 required.</p>	
<p>3. What is the instructional format of the course?</p> <p>The seminar, in a smaller classroom setting, taught either by faculty, adjunct instructors, or GTAs, allows students to practice and hone clarity, accuracy, and precision in communication including research, public speaking in informative, persuasive, and other situations, small group exercises, communication critique and analysis, leadership, listening, and graphical presentation of information. Instructors are able to closely advise students on research and presentation and provide individual evaluation of written assignments and oral presentations. The students present speeches and writing to other members of the class.</p> <p>The instructional format that utilizes COMM 1010 and COMM 1011 takes advantage of the efficiency of a large lecture to address those topics that lend themselves to a lecture and testing format and the seminars allow the student to actually practice and perform communication activities and receive personalized feedback.</p>	

4. What are the learning outcomes of the course and how will they be assessed?

(Note: Complementary outcomes regarding communication theories, concepts, and methodologies are listed in COMM 1010 proposal)

- Outcome** - The ultimate learning outcome is to provide the student with life-long skills in human communication that will help in all aspects of life whether in a vocation, an avocation, or in personal relationships. In a non-threatening environment students practice skills.

Assessment – Students are evaluated through one written examination
- Outcome** - Demonstrate the ability to critique written work.

Assessment - Students write a manuscript for a potential speech. The students evaluate the written manuscript as they derive a presentation outline that is used during the actual presentation of the speech. Students also critique classmates' work as they participate in small group sessions.
- Outcome** - Demonstrate the ability to critique oral presentations.

Assessment - Students attend a live public speech event such as SUU Convocation and based on the concepts discussed in class submit a written evaluation of the speaker's performance. Students also participate as audience members as classmates present speeches. Some speeches may include students doing a written critique of fellow classmates' speeches.
- Outcome** - Demonstrate a basic knowledge of theories, concepts, and methodologies regarding human communication.

Assessment - Students are evaluated through one written examination.
- Outcome** - Demonstrate the ability to write and rewrite and present and modify presentations in a manner using correct diction, correct language usage, and effective presentation techniques based on research and audience feedback

Assessment – Students research, write, rehearse, and deliver an informative speech, a persuasive speech, a small group presentation, and perform an introduction exercise and impromptu speech. The instructor evaluates and critiques the students' work.
- Outcome** - Demonstrate the ability to identify a purpose of a communication and effectively present information as appropriate to the venue and the audience.

Assessment – Students research, write, rehearse, and deliver an informative speech, a persuasive speech, a small group presentation, and perform an introduction exercise and impromptu speech. The instructor evaluates and critiques the students' work.
- Outcome** - Demonstrate effective group communication by using active listening, self-disclosure, appropriate conflict management skills, recognizing content and relational forms of communication and importance of non-verbal elements.

Assessment - Students participate in a small group exercise where they are required to work together, experience the dynamics of small group communication, and ultimately resolve conflicts and be a productive group by presenting a group or panel presentation. The instructor evaluates the students performance not only as an individual presenter but also as a participant and contributor to the group.

5. How does the course integrate Skill Areas into the Knowledge Area in order to fulfill the goals of general education?

1. **Communication** – The performance components of this class in a seminar setting allow the student to practice effective use of the English language and read and listen critically to speeches in order to learn to write and speak with thoughtfulness, clarity, coherence, and persuasiveness. Students analyze and evaluate their own and other’s speaking and writing. Students practice the recursive process of researching, outlining, writing, re-writing, rehearsing and actual performance of public speeches by generating materials, evaluating sources, using correct diction, syntax, usage, grammar and mechanics. Students focus on the purpose of communication and respond to different venues and audiences. In small group settings the students practice leadership skills and decision-making strategies through active listening involving paraphrasing, self-disclosure, appropriate conflict and anger management, identifying content and relational aspects forms of communication and attending to non-verbal communication cues.
2. **Higher-order Thinking** - Students develop and practice higher order thinking skills as they analyze a communication problem, determine a purpose such as to inform or persuade, research a variety of sources and distinguish between opinions, facts and inferences, and present evidence or defend conclusions in a reasoned argument. Critical thinking skills and the presentation of analyses are developed as students critique other student presentations and other outside of class presentations.
3. **Information Management** – Students practice and learn information management skills by locating information from a variety of sources such as print, electronic, interviews, and other sources. They are required to evaluate, organize, synthesize and annotate the information in computer printable form and also in an effective oral presentations
4. **The Valuing Process** – A diverse society in the information age provides vast amounts of information that the student must evaluate. In the process of evaluating and synthesizing information from a variety of sources, to be used in written and oral forms, the student is required to judge and make informed decisions about sources of information and the people and institutions providing that information. The process of communication or “making common” requires the student to consider multiple perspectives, recognize biases, and deal with the ambiguity of symbols used in the communication process. A moral and ethical communicator takes all these factors into consideration when interacting effectively with an audience.

Approvals:

Department/division chair Date

Chair, Committee on Curriculum Planning Date

Dean Date

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**SOUTHERN UTAH UNIVERSITY
GENERAL EDUCATION COURSE PROPOSAL**

Attach a representative course syllabus for the course (should include an outline of topics, texts and readings, assignments, assessment activities, and grading description).

Department: Honors Program	Proposal Date: Oct. 8, 2001
General education Knowledge Area: Humanities	
Course number and title: Honr 1010 Critical and Creative Thinking Across Disciplines	
<p>1. Course detail: Credit Hours <u> 3 </u> Contact Hours <u> 3 </u> Regular Class <u> X </u> Laboratory Class <u> </u> Optimum enrollment <u> 20 </u> Maximum enrollment with teaching assistance <u> </u> Existing course <u> X </u> Proposed course <u> </u> No revision to an existing course <u> </u> Required for a major? If so, which ones? <u>Required for graduation from the Honors Program</u> Is the course part of a sequence? <u> No </u> If so, what other courses are in the sequence? <u> N/A </u></p>	
<p>2. Course description:</p> <p>An interdisciplinary and team taught course designed to improve critical and creative thinking, problem solving and information management skills. Emphasis is placed on improving a student's ability to analyze and advocate arguments and to understand the relationship of language to logic. Specific attention will be spent on applying the principles of informal logic to a variety of disciplines. Students will learn tools for managing large amounts of information especially data from the Internet.</p>	
<p>3. What is the instructional format of the course?</p> <p>This course relies on Socratic questioning and the use of case studies and analytical worksheets. Using Socratic questioning assumes that thinking is not driven by answers but by questions. Rather than feeding students content to remember, the Socratic form engages thinkers. The questions we ask determine where our thinking goes and forces us to evaluate and test for relevancy, accuracy, precision and consistency in thinking.</p>	
<p>4. What are the learning outcomes of the course and how will they be assessed?</p> <ul style="list-style-type: none"> • Critical thinking: In 1988-89, forty-six men and women from the United States and Canada participated in a Delphi project sponsored by the American Philosophical Association on critical thinking. The group concluded that six skills were at the central core of critical thinking: <ol style="list-style-type: none"> 1. Interpretation—Comprehend and express meaning To comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, convention, beliefs rules, procedures, or criteria. 2. Analysis—Identify inferential relationships To identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions. 	

3. **Evaluation—Assess the credibility of language**

To assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationship among statements, descriptions, questions or other form of representation.

4. **Inference—Draw conclusions**

To identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and evidence, judgments, beliefs opinions, concepts, descriptions, questions; or other forms of representation.

5. **Explanation—Result of own reasoning**

To state the results of one's reasoning; to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments.

6. **Self-regulation—Critiquing your own reasoning**

Self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validation or correcting either one's reasoning or one's results.

• **Additional goals:**

7. To foster the ability creatively and constructively to generate possible explanations for findings and apply new knowledge to a broad range of social and personal problems.
8. To understand how the disciplines of art, science, humanities, and social science employ reason.
9. To understand the feminist critique of traditional logic and argument and the new constructive approach to critical thinking.
10. To critique Internet sites using two different standards for evaluating Internet sites.

• **Assessment**

1. Two analytical essay examinations. The exams will be evaluated using the Intellectual standards to assess reasoning established by Paul and Nosich: 1. Purpose, goal or end in view, 2. Question at Issue or problem to be solved, 3. Point of view or frame of reference, 4. Empirical dimension of reasoning, 5. Conceptual dimensions of reasoning, 6. Assumptions, 7. Implications, and 8. Inferences.
2. Two public speeches. In the first speech students need to use the Toulmin model to construct a claim speech. The second speech requires students to construct a causal argument. In both speeches students will need to employ appropriate research methods for locating and integrating evidence/data into their speeches.
3. Case studies require students to assess the logic and supportive proof used in written argument.
4. Worksheets require students to identify types of arguments and types of fallacies.
5. Reaction papers require students to construct responses to class discussions and reading.
6. Students will attend rehearsal and performance of a play or music looking at the logic of aesthetics.
7. Team oral presentation using Internet/book sources constructing an argument on who should be held responsible for the death of John F. Kennedy.

5. How does the course integrate Skill Areas into the Knowledge Area in order to fulfill the goals of general education?

• ***Humanities Area***

1. Students will learn to “figure out” the logic of what they are reading.
2. Students will use reasoning to articulate arguments on human issues—explaining, giving examples, posing problems, interpreting information and should be aware when they are being vague, have inadequate explanation or supportive proof.
3. Students will learn techniques for reading, writing, speaking and listening critically. These skills are essential modes of learning and must be systematically cultivated in subject domains and on interdisciplinary issues.
4. Disciplined thinking with respect to any subject involves the ability of a thinker to recognize, analyze and assess the basic elements of thought: the purpose or goal of thinking, points of view, assumptions made and the central concepts and ideas at work.
5. Students will review the Greek and Roman teachings on formal and informal arguments.

• ***Communication***

1. Understand the standards embedded in the history of the intellectual and scientific communities for good thinking—clarity, accuracy, significance, relevancy, fairness, logic, depth and breadth, evidentiary support, probability, predictive or explanatory power.
2. Recognize the relationship between the purpose of communication and the problem issues that must be resolved to achieve the purpose.
3. Determine what is the most significant aspect of a problem or issue that needs to be addressed prior to collecting evidence.
4. Recognize the relationship of credibility (ethos), emotion (pathos), and logic argument in reasoning.

• ***Higher-order Thinking***

1. Make comparisons, note similarities and differences between or among informational items.
2. Ask relevant and penetrating questions to clarify facts, concepts and relationships.
3. Detect if, then statements based on the false assumption that if the antecedent is true, so must be the consequence.
4. Identify the main conclusions of an argument.
5. Determine if the conclusion is supported with reasons and identify those that are stated or implied.
6. Identify the unstated assumptions of an argument.
7. Determine if an argument makes sense and is reasonable.
8. Project alternatives and consider their pros and cons, including their plausibility and practicality, when making decision or solving problems.
9. Employ graphs, diagrams, hierarchical trees, matrices and models as solution aids.
10. Present an argument succinctly in such a way as to convey the crucial point of an issue.
11. Cite relevant evidence and experiences to support a position.
12. Illustrate the central concepts with significant examples and show how these concepts and examples apply in real situations.
13. Identify the similarities and differences between formal and informal logic.

**SOUTHERN UTAH UNIVERSITY
GENERAL EDUCATION COURSE PROPOSAL**

Attach a representative course syllabus for the course (should include an outline of topics, texts and readings, assignments, assessment activities, and grading description).

Department: Library	Proposal Date: October 10, 2001
General education Knowledge Area: Information Literacy	
Course number and title: LM 1010 Information Literacy	
1. Course detail: Credit Hours <u> 1 </u> Contact Hours <u> 1 </u> Regular Class <u> </u> Laboratory Class <u>Web</u> Optimum enrollment <u> 600 </u> Maximum enrollment with teaching assistance <u> 900 </u> Existing course <u> X </u> Proposed course <u> </u> No revision to an existing course <u> </u> Required for a major? If so, which ones? _____ Is the course part of a sequence? If so, what other courses are in the sequence? _____	
2. Course description: <ul style="list-style-type: none">• Information Literacy: an on-line orientation course in library research resources focusing on specific areas such as books, serials, reference, computer searching and information for the Internet. (Fall, Spring, Summer)	
3. What is the instructional format of the course? <ul style="list-style-type: none">• LM 1010 is a web-based course in which students work independently to complete the course.	

4. What are the learning outcomes of the course and how will they be assessed?

Course Objectives

After completing this online tutorial the student will be able to:

- Locate basic services in the SUU Library and understand their purpose.
- Locate and use reference books for finding background information on a topic of interest.
- Locate books using the SUU Online Catalog.
- Locate and cite articles using two online periodical indexes.
- Locate and cite information on the Internet using the online search engines.
- Evaluate information sources for their currency, usefulness, truthfulness and accuracy.
- Choose a topic and find 15 sources for an annotated bibliography.
- Accurately document all sources - give credit where credit is due.
- Properly format a bibliography using MLA style for a research paper

Relevance to the goals and suggested competencies of Information Literacy Skills:

- Provides an opportunity to access information from a wide variety of sources using the latest technology.
- Develops criteria to evaluate information used in assignments.
- Requires the information to be presented clearly and concisely in an annotated bibliography.

Means of assessment:

- 1) Nine quizzes covering each of the nine chapters in the course.
- 2) Final comprehensive test that covers the content of the course.
- 3) Complete annotated bibliography in the MLA format with the following 15 sources: 1 reference book, 2 books from the collection, 2 newspapers, 4 popular periodicals, 4 scholarly periodicals, and 2 web sources.

INSTRUCTIONS AND CRITERIA

1. **Respond to those items that apply.** Courses approved for general education are expected to provide substantive, rigorous, and broad introductions to important theories, concepts, and methodologies in a particular field of study that are appropriate for non-majors; to broaden students' understanding of human thought and achievement; and to enhance basic skills such as writing, computation, critical & analytical thinking, and understanding of American institutions. General education courses should not require a co-or prerequisite course.
2. **Enter the description of the course that will be included in the University's catalog.**
3. **Describe the instructional format of the course.** Departments are responsible for developing appropriate instructional formats for courses proposed for general education. The course format should not only be appropriate to the discipline and course content, but also should be consistent with the aims of general education. In most instances the goals and outcomes of general education may best be met by instruction in mass lectures with discussion or laboratory sections. Electronic delivery formats should consider access, resource capacities, and technical support.
4. **Describe the learning outcomes of the course.** In its content and approach, the course should satisfy the rationale and learning outcomes of general education rather than the instructor's intentions. The course syllabus should have clearly stated course goals and should indicate how accomplishment of the goals will be assessed.
5. **Describe how the course integrates the four Skill Areas into a Knowledge Area course in order to fulfill the goals of general education.** The University has identified both a rationale for general education and four Skill Areas that each course in a Knowledge Area is expected to integrate. How does the proposed course integrate the Skill Areas?

Criteria

1. Does the course fulfill a USHE-directed requirement? Core courses should transcend disciplines. Core skills courses should demonstrably enhance students' skills: emphasize critical thinking and analysis, and expect students to synthesize thought, gather and evaluate data, use numeric applications, and deliver written and verbal communications. Assessment activities to measure student improvement should be clear.
2. Does the course fulfill a requirement of an accrediting agency?
3. In what manner and to what extent is the course integrating Skills Areas in a Knowledge Area or interdisciplinary field of knowledge? The course should provide a basis for life-long learning.
4. What is the delivery mechanism for the course and does it balance efficiency and effectiveness?
5. Does the course implement the SUU general education rationale?
6. Does the course meet its objectives and the goals of general education?
7. The General Education program particularly encourages interdisciplinary courses that (1) lead students to think critically about traditions and methodologies, (2) make meaningful comparisons between and among traditions and methodologies, (3) evaluate aesthetic preferences and belief systems, and (4) encourage analysis and synthesis of knowledge.

**SOUTHERN UTAH UNIVERSITY
GENERAL EDUCATION COURSE PROPOSAL**

Attach a representative course syllabus for the course (should include an outline of topics, texts and readings, assignments, assessment activities, and grading description).

Department: Family and Consumer Sciences	Proposal Date: October 8, 2001
General Education Knowledge Area: Life and Physical Science	
Course number and title: NFS 1020 Scientific Foundations of Human Nutrition	
<p>1. Course detail: Credit Hours <u>3</u> Contact Hours <u>3</u> Regular Class <u>X</u> Laboratory Class _____ Optimum enrollment <u>60</u> Maximum enrollment with teaching assistance <u>100</u> Existing course <u>X</u> Proposed course _____ No revision to an existing course _____ Required for a major? If so, which ones? <u>FCS Nutrition emphasis; FCS Education; and Physical Education Athletic Training</u> Is the course part of a sequence? If so, what other courses are in the sequence? <u>No</u></p> <p>*** Please note: This course is articulated across <u>all</u> school in the USHE. All state universities and colleges have a commonly numbered course with similar content and assignments. This course is currently accepted (and transferable) for general education at all of the USHE institutions.</p>	
<p>2. Course description:</p> <p>An introduction to the science of nutrition and the relationship of food intake and health. Nutrient requirements and food selection to meet those requirements are discussed. Students evaluate their own food intake and eating behaviors and learn to be informed consumers of food and nutrition information.</p>	
<p>3. What is the instructional format of the course?</p> <p>This course is presented via lecture, class discussion, multi-media presentations, internet support material, computerized dietary analysis and written assignments.</p>	

4. What are the learning outcomes of the course and how will they be assessed?

This course is designed to address the Southern Utah University rationale for general education by presenting a broad field of knowledge coupled with the development of necessary life skills, thus allowing students to gain perspective in their own lives as well as increasing general societal welfare. This is accomplished as follows:

Course objectives:

- Increase knowledge of the science of nutrition with a greater understanding of the relationship of food to health
- Describe the nutrient requirements of the human body, factors affecting those requirements, and current advancements being made by science in this area
- Apply nutrition information in selecting and evaluating a nutritious food intake
- Interpret information on a nutrition label and use this information, along with other nutrition tools, in evaluating diets
- Identify current sources of nutrition information and distinguish between reliable information and misinformation
- Explain dietary modifications necessary across the life cycle and in varying dietary lifestyles

Relevance to the goals and suggested competencies of the life and physical science knowledge area:

- The organization of the human body, its need for nourishment, and meeting essential nutrients is explained.
- The scientific method is presented and is referred to repeatedly throughout the semester as nutrients and their interactions with the human body are discussed.
- Scientific evidence and argument are evaluated in relation to nutrient groups, specific nutrients, and lifecycle nutrition.
- The relationship between scientific studies, theories, etc. and how they affect food choices and health are presented.
- The historical and social contexts leading to discovery of nutrients and the relationship of those nutrients to health is explained. The historical impact of nutrient deficiencies in the diet of persons or populations prior to the discovery and understanding of those nutrients is explored.
- The on-going evolution of the science of nutrition and our understanding of it is described. Continual study and research is critical.

Means of assessment:

- (1) examinations
- (2) written abstracts and evaluation of common sources of nutrition information (i.e. internet sites, media articles or presentations, etc.)
- (3) appropriate completion of a food record and computerized diet analysis
- (4) completion of assignments evaluating students' food intake with scientifically accepted nutrient requirements, weight patterns, and eating behaviors
- (5) completion of assignments addressing food labeling, food intake guidelines, and application of nutrition knowledge

Effectiveness of course material delivery and methods, coupled with a change in student knowledge, is currently being assessed using a pre- and post- course evaluative instrument to facilitate formative changes by the faculty.

5. How does the course integrate Skill Areas into the Knowledge Area in order to fulfill the goals of general education?

All four general education skill areas are integrated into this course. Examples of that integration include:

Communication:

- Reading, understanding, analyzing and applying material in the textbook, popular media, internet, scientific studies, food labels, etc. is central to the course.
- Formulating verbal questions and responses to questions based on material read is expected in classroom discussions.
- Tables, charts, graphs, and spreadsheets are used to evaluate nutrient intake and to compare known requirements.
- Classroom discussion requires effective group communication in listening, reflecting, and responding appropriately and in context.
- Written assignments should show evidence of thoughtfulness, and should be clear, coherent and concise. They are expected to be written using correct grammar, mechanics, and punctuation.

High Order Thinking:

- Classroom presentations, coupled with written abstract and internet assignments, are designed to assist the student in distinguishing opinions, facts, assumptions, and outright quackery related to nutrition. Making informed judgments and choices is also emphasized.
- Because nutrition is a dynamic and changing field, skills and tools to evaluate nutrition information long after the course is completed are emphasized.
- Defending food selection and nutrition viewpoints using a body of scientific evidence is encouraged.
- Fallacies of formal and informal logic in nutrition information often presented to the public are addressed. Examples of nutrients, supplementation, etc. are given.
- Application of textbook principles in selecting "what's for dinner?" is expected. Dietary analysis assignments require evaluation of what was eaten and what changes would help meet nutrient needs.
- Classroom discussion challenges popular ideas, fad diets, etc. and questions how those diets or ideas can be supported or negated based on scientific knowledge.

Information management:

- Students keep a three-day dietary intake record that is entered into a computer for evaluation. A large volume of data about the caloric and nutrient content of that food is generated in charts, graphs, and spreadsheet formats. Students must organize, assess, and evaluate that information. Usefulness, truthfulness, and accuracy of the data must also be assessed as related assignments throughout the semester are completed and plans for diet improvement are made.
- Computerized dietary data is entered, stored, and retrieved regularly throughout the semester for use in completing assignments.
- Multiple sources of nutrition information are evaluated for currency, usefulness, truthfulness, and accuracy.

Valuing Process:

- While requirements for many nutrients are well understood and established, a variety of other nutritional decisions are made based on personal values and beliefs (i.e. vegetarian diet, use of herbs or supplements as part of alternative medicine, etc.). These values and beliefs are identified and considered.
- Food decisions are often based on cultural, ethnic, geographical, religious, socio-economic, convenience, tradition, personal preference or various other factors. These factors as a basis for eating habits are presented. Meeting nutrient requirements within these and other parameters are discussed.
- Ramifications of dietary decisions on current and future health is recognized
- Nutrition concepts (i.e. breastfeeding, ergogenic aids, trans- fatty acids etc.) are presented in multiple perspectives; the student will learn how to recognize biases and deal with ambiguity.

Approvals:

Department/division chair Date

Chair, Committee on Curriculum Planning Date

Dean Date

Chair, Deans' Council Date

INSTRUCTIONS AND CRITERIA

1. **Respond to those items that apply.** Courses approved for general education are expected to provide substantive, rigorous, and broad introductions to important theories, concepts, and methodologies in a particular field of study that are appropriate for non-majors; to broaden students' understanding of human thought and achievement; and to enhance basic skills such as writing, computation, critical & analytical thinking, and understanding of American institutions. General education courses should not require a co-or prerequisite course.
2. **Enter the description of the course that will be included in the University's catalog.**
3. **Describe the instructional format of the course.** Departments are responsible for developing appropriate instructional formats for courses proposed for general education. The course format should not only be appropriate to the discipline and course content, but also should be consistent with the aims of general education. In most instances the goals and outcomes of general education may best be met by instruction in mass lectures with discussion or laboratory sections. Electronic delivery formats should consider access, resource capacities, and technical support.
4. **Describe the learning outcomes of the course.** In its content and approach, the course should satisfy the rationale and learning outcomes of general education rather than the instructor's intentions. The course syllabus should have clearly stated course goals and should indicate how accomplishment of the goals will be assessed.
5. **Describe how the course integrates the four Skill Areas into a Knowledge Area course in order to fulfill the goals of general education.** The University has identified both a rationale for general education and four Skill Areas that each course in a Knowledge Area is expected to integrate. How does the proposed course integrate the Skill Areas?

Criteria

1. Does the course fulfill a USHE-directed requirement? Core courses should transcend disciplines. Core skills courses should demonstrably enhance students' skills: emphasize critical thinking and analysis, and expect students to synthesize thought, gather and evaluate data, use numeric applications, and deliver written and verbal communications. Assessment activities to measure student improvement should be clear.
2. Does the course fulfill a requirement of an accrediting agency?
3. In what manner and to what extent is the course integrating Skills Areas in a Knowledge Area or interdisciplinary field of knowledge? The course should provide a basis for life-long learning.
4. What is the delivery mechanism for the course and does it balance efficiency and effectiveness?
5. Does the course implement the SUU general education rationale?
6. Does the course meet its objectives and the goals of general education?
7. The General Education program particularly encourages interdisciplinary courses that (1) lead students to think critically about traditions and methodologies, (2) make meaningful comparisons between and among traditions and methodologies, (3) evaluate aesthetic preferences and belief systems, and (4) encourage analysis and synthesis of knowledge.