## I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Natural Science</th>
</tr>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Applied Arts &amp; Sciences</td>
</tr>
<tr>
<td>Course Title</td>
<td>Nutrition</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Course #</td>
<td>SCN 150</td>
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### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Mary Jeanne Doyle</td>
<td></td>
</tr>
<tr>
<td>Andrea Johnson (Online)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone / Email</th>
<th></th>
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<tbody>
<tr>
<td><a href="mailto:MaryJeanne.Doyle@mso.umt.edu">MaryJeanne.Doyle@mso.umt.edu</a></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:Andrea.Johnson@mso.umt.edu">Andrea.Johnson@mso.umt.edu</a></td>
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<tr>
<th>Program Chair</th>
<th>Date</th>
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<tbody>
<tr>
<td>Cathy Corr</td>
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<tr>
<th>Dean</th>
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<tbody>
<tr>
<td>Barry Good</td>
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</table>

### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

[http://www.umt.edu/facultysenate/geden/GEPreamble_final.htm](http://www.umt.edu/facultysenate/geden/GEPreamble_final.htm)

This course provides students with basic nutrition principles and the scientific foundation required to understand nutrition topics and recommendations. Students learn up-to-date and reliable nutrition information based on current research findings. Students will become acquainted with critical thinking skills that will help them evaluate and personalize nutrition information. This course includes the presentation of nutrients required, the processes of digestion and absorption, and a discussion of nutritional needs throughout the life cycle. Students will also be introduced to principles of nutrition therapy in relation to meeting nutritional needs of various individuals with diverse backgrounds and medical conditions.

Upon completion of this course students will be able to:

1. Identify nutrition needs throughout the life cycle.
2. Relate age, economics, culture, and state of wellness to planning for meeting nutritional needs.
3. Utilize nutrition information gained to improve personal nutritional status.
4. Identify measures for preventing foodborne illnesses.
5. Relate basic nutrition information to personal and clinical situations.

### IV. Criteria:

Briefly explain how this course meets the criteria for the group. See:

[http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

1. Courses explore a discipline in the natural sciences and demonstrate how the scientific method is used within the discipline to draw scientific conclusions.

Examination of research that helps to formulate nutrition recommendations is incorporated throughout the course to demonstrate how hypotheses were formed and tested to produce what students learn as accepted nutrition requirements and policies.
2. Courses address the concept of analytic uncertainty and the rigorous process required to take an idea to a hypothesis and then to a validated scientific theory. There are several examples in the research stated above that exhibit how improper design or poorly executed research can lead to inaccurate conclusions.

### V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

<table>
<thead>
<tr>
<th>1. understand the general principles associated with the discipline(s) studied;</th>
<th>The course explores basic nutrition principles which are based on a combination of biology, anatomy, physiology, and chemistry. Students develop an understanding of general principles through reading, participation in discussions, and participating in presentation of group assignments and research projects.</th>
</tr>
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<tbody>
<tr>
<td>2. understand the methodology and activities scientists use to gather, validate and interpret data related to natural processes;</td>
<td>Through lecture and assignments, students learn to gather, analyze and interpret nutrition information and data. Students then apply the information, including the US Dietary Guidelines and the MyPyramid menu planning tool, to their life.</td>
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<tr>
<td>3. detect patterns, draw conclusions, develop conjectures and hypotheses, and test them by appropriate means and experiments;</td>
<td>Lecture, assignments, and exams integrate critical thinking and application of the nutrition principles presented. Students evaluate the validity of nutrition claims and/or recent “hot topics” in the media and draw conclusions based on their findings.</td>
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<td>4. understand how scientific laws and theories are verified by quantitative measurement, scientific observation, and logical/critical reasoning; and</td>
<td>Research studies and the scientific method are presented through lecture.</td>
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<tr>
<td>5. understand the means by which analytic uncertainty is quantified and expressed in the natural sciences.</td>
<td>Students employ their knowledge gained from lecture, discussion, and text to evaluate scientific literature and nutritional claims. Additionally, case studies and real life scenarios are presented in lecture, group assignments and exams which require the utilization of scientific hypotheses and problem solving.</td>
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COURSE SYLLABUS

COURSE: SCN 150N, Nutrition
Instructor: Mary Jeanne Doyle, MS, RD
Contact Information: MaryJeanne.Doyle@mso.umt.edu. Please send any email messages to me at this regular email address. I will not check messages in Blackboard.

Date: Fall 2008
Credits: 3
Prerequisites: None

TEXT: Contemporary Nutrition, 7th Edition
Authors: Wardlaw, Smith
Publisher: McGraw-Hill

CD ROM: Nutrition Calc Plus 3.0

COURSE OVERVIEW:

This course is designed to provide a basic foundation of nutrition principles while providing up-to-date and reliable nutrition information. This course includes the presentation of normal nutrients needed, digestion, and nutritional needs throughout the life cycle. Students will also be introduced to principles of nutrition therapy in relation to meeting nutritional needs of various individuals with diverse backgrounds and medical conditions.

COURSE OBJECTIVES:

Upon completion of this course the student will be able to:

1. Identify nutrition needs throughout the life cycle.
2. Relate age, economics, culture, and state of wellness to planning for meeting nutritional needs.
3. Utilize nutrition information gained to improve personal nutritional status.
4. Identify measures for preventing foodborne illnesses.
5. Relate basic nutrition information to personal and clinical situations.

COURSE POLICIES:

Regular class attendance is expected and considered essential to learning the course material. Role will be taken at each class. A maximum of two absences will be allowed during the semester. Beginning with the third absence, a 1% reduction in the course grade will occur.
Example:

<table>
<thead>
<tr>
<th>Total absences/semester</th>
<th>Course grade reduction</th>
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<tbody>
<tr>
<td>0-2</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Etc.</td>
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**TEST MAKE-UP:**

Missed tests need to be made up within one week of original date given. You are responsible for contacting the instructor to schedule a make-up. Failure to do so will result in a zero grade for the missed test.

**GRADES:**

- Four unit exams (approx. 50 pts. each)= 200 pts.
- Final exam (non-cumulative)= 50-60 pts.
- Dietary self-analysis report= 200 pts.
- Popular Diet report= 50 pts.
- Group Research Project/Presentation= 75 pts.

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

**TENTATIVE TEST SCHEDULE:**

- Unit 1 (Chapters 1-3): Sept 9
- Unit 2 (Chapters 4-7): Sept 25
- Unit 3 (Chapters 8-9): Oct 7
- Unit 4 (Chapters 10-13): Oct 28
- Unit 5 (Chapters 14-16): TBA (Finals Week)

**TENTATIVE PROJECT DUE DATES:**

- Popular Diet Report: Sept 30
- Dietary Self-Evaluation Report: Nov 6
- Group Project Presentations: Begin Nov 20
There will be no class held on the following dates:

September 1 (Monday) – Labor Day
October 16 & 17 (Thursday & Friday) – MEA/MFT Teachers Conference
November 4 (Tuesday) – Election Day
November 11 (Tuesday) – Veterans Day
November 26-28 (Wednesday – Friday) – Thanksgiving Holiday

SCN 150 Nutrition – Fall 2008

Detailed Schedule (subject to change):

August 26 – Syllabus & class schedule discussion
August 28 – Chapter 1
Sept 2 - Chapter 2
Sept 4 - Chapter 3

Sept 9 – EXAM 1
Sept 11 – Chapter 4
Sept 16 - Chapter 5
Sept 18 – Chapter 6

Sept 23 – Chapter 7
Sept 25 – EXAM 2
Sept 30 – Chapter 8, Popular Diet Report Due
Oct 2 – Chapter 9

Oct 7 – EXAM 3
Oct 9 – Chapter 10
Oct 14 – Chapter 11
Oct 16 – NO CLASS – MEA/MFT TEACHER CONFERENCE

Oct 21 – Chapter 12
Oct 23 – Chapter 13
Oct 28 – EXAM 4
Oct 30 – Chapter 14

Nov 4 – NO CLASS – ELECTION DAY
Nov 6 – Chapter 15, Diet Self-Evaluation Report Due
Nov 11 – NO CLASS – VETERANS DAY HOLIDAY
Nov 13 – Chapter 16
Nov 18 –
Nov 20 – Group Project Presentations
Nov 25 – Group Project Presentations
Nov 27 – NO CLASS – THANKSGIVING HOLIDAY
Dec 2 – Group Project Presentations
Dec 4 – Review for Final Exam
Dec 8-12 – Exam Week – Exact Final Exam Date TBA

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.