Wharton County Junior College

Administrative Master Syllabus

Course Information

Course Title	Nutrition
Course Prefix, Num. and Title	BIOL1322 Nutrition & Diet Therapy
Division	Life Sciences
Department	Biology
Course Type	Academic WCJC Core Course
Course Catalog Description	This course introduces general nutritional concepts in health and disease and includes practical applications of that knowledge. Special emphasis is given to nutrients and nutritional processes including functions, food sources, digestion, absorption, and metabolism. Food safety, availability, and nutritional information including food labels, advertising, and nationally established guidelines are addressed.
Pre-Requisites	TSI ELAR (Reading & Writing) requirements met
Co-Requisites	Enter Co-Requisites Here.

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours: Lab/Other Hours	3:3:0
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	Enter Clinical Hours Here.
Lab/Other Hours Breakdown: Practicum Hours	Enter Practicum Hours Here.
Other Hours Breakdown	List Total Lab/Other Hours Here.

Approval Signatures

Title	Signature	Date
Department Head:		
Division Chair:		
VPI:	Leigh Ann Collins Digitally signed by Leigh Ann Collins Date: 2024.10.03 16:39:14 -05'00'	

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Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

I. Introduction to Nutrition
   A. Classes of nutrients and major functions
   B. Factors that influence our diets
II. Planning a Healthy Diet
   A. Dietary Reference Intakes (DRIs)
   B. Major food groups
   C. Current dietary guidelines
   D. Food and dietary supplement labeling
III. Carbohydrates: Sugars, Starches, and Fibers
   A. Functions
   B. Sources
   C. Digestion and metabolism
   D. Imbalances associated with carbohydrates
IV. Lipids: Triglycerides, Phospholipids, Sterols, and Alcohol
   A. Functions
   B. Sources
   C. Digestion and metabolism
   D. Imbalances associated with lipids
V. Proteins and Amino Acids
   A. Functions
   B. Sources
   C. Digestion and metabolism
   D. Imbalances associated with proteins
   E. Calculation of RDA for protein
VI. Fat-Soluble Vitamins: Vitamin A, Vitamin D, Vitamin E and Vitamin K
   A. Functions
   B. Sources
   C. Deficiencies and toxicities
VII. Water-Soluble Vitamins: B Vitamins and Vitamin C
   A. Functions
   B. Sources
   C. Deficiencies and toxicities
VIII. Water and Minerals
   A. Functions
   B. Sources
   C. Deficiencies and toxicities
IX. Energy Balance and Weight Control
X. Life Cycle Nutrition
   A. Pregnancy and Lactation
   B. Infancy, Childhood, and Adolescence
   C. Adulthood and the Later Years
XI. Under nutrition

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Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Apply nutritional knowledge to analyze personal dietary intakes, to plan nutritious meals using nationally established criteria to meet recommended goals, and to evaluate food labels and the validity of nutritional claims.
2. Trace the pathways and processes that occur in the body to handle nutrients and alcohol through consumption, digestion, absorption, transport, metabolism, storage and waste excretion.
3. Discuss functions, sources, deficiencies, and toxicities of macro- and micronutrients, including carbohydrates, lipids, proteins, water, vitamins, and minerals.
4. Apply the concept of energy balance and its influences at the physical, emotional, societal, and cellular level to evaluate advantages and disadvantages of various methods used to correct energy imbalances.
5. Utilize concepts of aerobic and anaerobic energy systems, and knowledge about macronutrients, vitamins, minerals, ergogenics, and supplements to maximize physical fitness and performance.
6. Describe health and disease issues related to nutrition throughout the life cycle, including food safety, corrective dietary modifications, and the influence of specific nutrients on diseases.

Methods of Assessment:

Exam questions and/or diet analysis project

Required text(s), optional text(s) and/or materials to be supplied by the student:

Text (required) Current edition of: - Schiff. *Nutrition for Healthy Living*. McGraw-Hill.

Suggested Course Maximum:

36

List any specific or physical requirements beyond a typical classroom required to teach the course.

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Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Exam average (3-4 hourly exams)	60-80%
Final exam (at least 50% comprehensive)	20%
Other (homework, quizzes, projects, etc.)	0-20%
Total	100%

A -100-90%; B – 89-80%; C 79-70%; D – 69-60%; F- below 60%

Curriculum Checklist:

☐**Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.

☒**Administrative WCJC Core Course** – Attach the Core Curriculum Review Forms

- ☒Critical Thinking
- ☒Communication
- ☒Empirical & Quantitative Skills
- ☒Teamwork
- ☐Social Responsibility
- ☐Personal Responsibility

☐**WECM Course** – If needed, revise the Program SCANS Matrix and Competencies Checklist

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Core Curriculum Review Form

Foundational Component Area: Core 030: Life & Physical Science

Course Prefix & Suffix: BIOL1322

Core Objective:

Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Apply nutritional knowledge to analyze personal dietary intakes, to plan nutritious meals using nationally established criteria to meet recommended goals, and to evaluate food labels and the validity of nutritional claims.	Nutritional and Dietary Analysis Group Project	Scoring rubric will assess the critical thinking, communication (written, oral or visual), quantitative assessment, and teamwork of the project.
Choose a SLO status.	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.
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Core Curriculum Review Form

Foundational Component Area: Core 030: Life & Physical Science

Course Prefix & Suffix: BIOL1322

Core Objective:

Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Apply nutritional knowledge to analyze personal dietary intakes, to plan nutritious meals using nationally established criteria to meet recommended goals, and to evaluate food labels and the validity of nutritional claims.	Nutritional and Dietary Analysis Group Project	Scoring rubric will assess the critical thinking, communication (written, oral or visual), quantitative assessment, and teamwork of the project.
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Core Curriculum Review Form

Foundational Component Area: Core 030: Life & Physical Science

Course Prefix & Suffix: BIOL1322

Core Objective:

Empirical and Quantitative Skills—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Apply nutritional knowledge to analyze personal dietary intakes, to plan nutritious meals using nationally established criteria to meet recommended goals, and to evaluate food labels and the validity of nutritional claims.	Nutritional and Dietary Analysis Group Project	Scoring rubric will assess the critical thinking, communication (written, oral or visual), quantitative assessment, and teamwork of the project.
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Core Curriculum Review Form

Foundational Component Area: Core 030: Life & Physical Science

Course Prefix & Suffix: BIOL1322

Core Objective:

Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
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