

Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area Food Science & Technology
Fiscal Unit/Academic Org Food Science & Technology - D1156
College/Academic Group Food, Agric & Environ Science
Level/Career Undergraduate
Course Number/Catalog 2300
Course Title Role of Food Science in Human Health
Transcript Abbreviation Food Sci in Health
Course Description This course explores the role of food in an individual's health by addressing mainstream controversies. Students will have an understanding of food supply chain, food components, food safety, food processing, food additives, labeling, food laws and regulations and their impact on ensuring a safe food supply and protecting consumer's health.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions None
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 01.1001
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

Course Details

Course goals or learning objectives/outcomes

- Learn where food comes from and the components of food.
- Learn about food labeling laws and role of different food additives and their safety.
- Learn about foodborne illnesses, their effect on physical health, and principles of food safety.
- Learn about food processing; how processing affects food components, food safety, and shelf life.
- Evaluate information critically and address food related controversies through research to reach well researched conclusions.
- 1D. Identify the nutrients important for physical health and wellbeing.
- 2D. Understand relationships between diet and disease.
- 3D. Understand the physical, psychological, or financial cost of the decisions they make regarding food choices and the related burden to the individual and community.
- 4D. Understand foodborne diseases that present public health hazard
- 5D. Evaluate information critically and form an informed opinion on a given topic
- 1H. Engage in critical and logical thinking about the topic or idea of health and well being
- 2H. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing
- 3H. Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.
- 4H. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 5H. Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Content Topic List

- Introduction
 - Food supply chain and factors that affect food choices
 - Food components: macronutrients and micronutrients
 - Healthful diet: a Food Scientist's perspective
- Food labeling and Food additives
 - Food labeling laws and the roles of USDA, FDA in labeling
 - Food ingredients & food additives
 - Safety of food additives
- Food safety
 - Factors that affect food safety; foodborne pathogens and impact of foodborne illnesses on physical health (short term and long-term effects) and the burden of chronic illness to physical and financial health
 - Laws that govern food
- Food Processing
 - Food processing and the impact of various processing methods on food safety, nutrient bioavailability, and shelf life
- Controversies surrounding food
 - Organic and natural
 - Food additives
 - Genetically modified food
 - Food waste

Sought Concurrence

Yes

Attachments

- FDSCTE 2300 Distance Approval Cover Sheet Generic.docx: Distance Approval
(Other Supporting Documentation. Owner: Davis, Molly Jane)
- PSY_Ohio_State_Course_Review_Concurrence_Form.pdf: PSY Concurrence
(Concurrence. Owner: Davis, Molly Jane)
- EHE_Ohio_State_Course_Review_Concurrence_Form[59].pdf: EHE Concurrence
(Concurrence. Owner: Davis, Molly Jane)
- ELO Submission Health Well Being Theme-OCT 25_SPK_MJD.pdf: GE Theme
(Other Supporting Documentation. Owner: Davis, Molly Jane)
- Public Health_Ohio_State_Course_Review_Concurrence_Form Food Sci.pdf: Concurrence
(Concurrence. Owner: Davis, Molly Jane)
- Role of Food Science in Human Health 11-8.docx: Syllabus
(Syllabus. Owner: Davis, Molly Jane)

Comments

- Revise as per email 8 November 2021

Revise as per COAA via email 6 November 2021

Revise as per email message 27 August 2021

Revise as per email 9 August 2021 *(by Osborne, Jeanne Marie on 11/08/2021 01:35 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Davis, Molly Jane	08/09/2021 03:27 PM	Submitted for Approval
Revision Requested	Osborne, Jeanne Marie	08/09/2021 04:59 PM	Unit Approval
Submitted	Davis, Molly Jane	08/23/2021 03:49 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	08/23/2021 04:59 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	08/27/2021 10:51 AM	College Approval
Submitted	Davis, Molly Jane	10/27/2021 12:59 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	10/27/2021 04:50 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	11/06/2021 06:53 AM	College Approval
Submitted	Davis, Molly Jane	11/08/2021 08:52 AM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	11/08/2021 09:42 AM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	11/08/2021 01:35 PM	College Approval
Submitted	Davis, Molly Jane	11/08/2021 01:42 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	11/08/2021 11:13 PM	Unit Approval
Approved	Osborne, Jeanne Marie	11/09/2021 12:25 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/09/2021 12:25 PM	ASCCAO Approval

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*