

Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area Kinesiology: Health&Exercs Sci
Fiscal Unit/Academic Org Department of Human Sciences - D1251
College/Academic Group Education & Human Ecology
Level/Career Undergraduate
Course Number/Catalog 2995
Course Title Food & Fitness: Fuel for Good Health
Transcript Abbreviation Food & Fitness
Course Description This integrative course provides an introduction to the powerful and widespread impact of food and fitness on human health. This course will examine essential components of a healthy lifestyle, including eating patterns, optimizing physical activity plans, improving sleep, managing stress with healthy coping strategies, forming and creating positive relationships and adopting healthy habits.
Semester Credit Hours/Units Fixed: 4

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
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 31.0505
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Describe evidence-based preventive practices, articulate the impacts of food and fitness on health, examine financial implications, apply methods to promote adherence to guidelines, evaluate the influence food and fitness has on a specific population

Content Topic List

- Evidence-based preventative healthcare, history, epigenetics, cognition, medical costs, sitting, sleep, budget, weight loss, fat but fit, walking, strength training, food for performance, assistive technology, training, adherence, time, exploration

Sought Concurrence

No

Attachments

- Syllabus.2995.05-13-21.pdf: Syllabus
(Syllabus. Owner: Swain,Carmen Babcock)
- QM11form_KNHES2995_Final.pdf: QM Report Final
(Other Supporting Documentation. Owner: Swain,Carmen Babcock)
- Cover Letter to UGSC - KNHES 2995 - April 12, 2021[100].docx: Coverletter
(Other Supporting Documentation. Owner: Swain,Carmen Babcock)
- GE Interdisciplinary Team Taught Course Inventory[19].pdf: GE Interdisciplinary Team Taught Course Inventory
(Other Supporting Documentation. Owner: Swain,Carmen Babcock)
- KNHES 2995 ELOS GE Application[76].pdf: Submission Form for GE Theme
(Other Supporting Documentation. Owner: Brown,Danielle Marie)
- distance_approval_cover_sheet_cbs.docx: DL Approval Coversheet
(Other Supporting Documentation. Owner: Swain,Carmen Babcock)

Comments

- Sent back at Danielle Brown's request. *(by Vankeerbergen,Bernadette Chantal on 09/30/2021 05:45 PM)*
- There are no notes in the QM report, only a minor change was suggested within the syllabus (ie, no prerequisites) and it has been rectified. *(by Swain,Carmen Babcock on 05/12/2021 11:36 AM)*

COURSE REQUEST
2995 - Status: PENDING

Last Updated: Brown,Danielle Marie
12/08/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Swain,Carmen Babcock	05/13/2021 08:20 AM	Submitted for Approval
Approved	Sutherland,Susan Linda	05/14/2021 08:48 AM	Unit Approval
Approved	Brown,Danielle Marie	05/27/2021 11:16 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/30/2021 05:45 PM	ASCCAO Approval
Submitted	Swain,Carmen Babcock	10/01/2021 10:56 AM	Submitted for Approval
Approved	Sutherland,Susan Linda	10/05/2021 09:13 AM	Unit Approval
Approved	Brown,Danielle Marie	10/05/2021 12:27 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/11/2021 02:25 PM	ASCCAO Approval
Submitted	Swain,Carmen Babcock	11/17/2021 09:35 AM	Submitted for Approval
Approved	Tackett,Kimberly Ann	12/06/2021 01:35 PM	Unit Approval
Approved	Brown,Danielle Marie	12/08/2021 09:19 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/08/2021 09:19 AM	ASCCAO Approval



April 12, 2021

Dear Undergraduate Studies Committee Members,

The exercise science faculty has unanimously voted their approval of the new course:

KNHES 2995 - Food & Fitness: Fuel for Good Health

The Human Nutrition program has also voted their approval.

Justification: The intention is to seek General Education curriculum approval of this collaborative course under the new general education theme of Health and Wellbeing.

Thank you for your consideration of this new course.

Sincerely,

Carl M. Maresh
Professor and Director, Exercise Science Laboratories
Exercise Science Program Chair



SYLLABUS

KNHES 2995

Food & Fitness: Fuel for Good Health

Autumn 2022 – Online

COURSE OVERVIEW

Instructors

Instructor: Carmen Swain, PhD

Program Area: Exercise Science

Email address: swain.78@osu.edu

Office hours: by appointment

Instructor: Angela Collene, MS, RD, LD

Program Area: Human Nutrition

Email address: collene.6@osu.edu

Office hours: by appointment

Course description

This integrative course provides an introduction to the powerful and widespread impact of *food* and *fitness* on human health. Contrary to past beliefs, research indicates we have a tremendous influence on our health, simply by our lifestyle. This course will examine essential components of a healthy lifestyle, including eating patterns, optimizing and individualizing physical activity plans, improving sleep, managing stress with healthy coping strategies, forming and creating positive relationships and adopting healthy habits.

The design of the course is such that the beginning weeks provide an introduction as to the “why” one should move more and eat well. The second section describes the impact of various types of movement and meal patterns, or the “what” one should include in their exercise and nutrition regimen. The last component of the course examines the “how” to move more and eat well, given the hectic schedules and barriers that are fixtures in our everyday lives.

There is a practical component to the class that takes traditional learning from lectures, readings, and assignments and directly applies it to evidence-based behavioral research strategies that are personalized to promote physical activity and healthy eating adoption and adherence. Examples of practical related work include: Examining personal past experiences in physical activity, exercise, and nutrition (targets self-efficacy) and consequently, identifying one's behavior to change. Practical assignments will continue to build on behavioral research strategies to promote participation and adherence to physical activity and healthful eating as the semester progresses.

The course satisfies a General Education theme requirement in the category of Health and Well-Being.

Prerequisites: None

Course objectives

Expected learning outcomes for the course are identified as course objectives, as shown below. Course objectives are also identified weekly in the course calendar, to clearly illustrate how learning objectives are related to course content. By the end of this course, students should successfully be able to:

- CO1: Describe evidence-based preventive healthcare practices
- CO2: Articulate the impacts of nutrition and exercise on physical and mental health
- CO3: Examine financial implications related to nutrition and exercise
- CO4: Apply methods to promote adherence to nutrition and exercise guidelines
- CO5: Evaluate the influence nutrition and exercise has on a specific population

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online and is asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released on Monday of each week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **4-credit-hour course**. According to [Ohio State policy](#), students should expect to spend around 4 hours per week on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours per week on homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with the instructor *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live events for the course, including the instructors' office hours, are optional.
- **Participating in discussion forums: ABOUT 1 TIME PER WEEK**
As part of your participation, most weeks you can expect to post once a week as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks - Not Required

- Required learning materials (e.g., journal articles, video presentations, and podcasts) are identified in the course calendar and provided on Carmen.

RECOMMENDED/OPTIONAL

- Wristwatch or stopwatch
- Cronometer account (free)

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help)

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

This course will provide a variety of graded opportunities.

- 1) **Examinations** will make up 45% of the course grade and will largely cover faculty lectures (General ELO 2.2).
- 2) **Practical assignments** are 25% of the course grade and will work to apply theoretical concepts to real-life by asking you to perform a structured hands-on activity and reflect upon your experience by combining your existing knowledge/experiences with new knowledge gained from this course (General ELO 1.1, 2.1, 2.2, Theme ELO 1.1, Theme ELO 1.2).
- 3) **Quizzes** - Each week, you will complete an open-note quiz on the reading worth 15% of your grade (General ELO 2.1, Theme ELO 1.1).
- 4) **Discussions** are worth 10% of your course grade and will require you to debate possible solutions to challenges presented in the learning experience, engage in structured reflection and writing of course content as it relates to self, others and larger society, connect and combine new knowledge/experiences, and assess your own knowledge development with a personal reflection (General ELO 1.1, 2.1, Theme ELO 1.1).
- 5) A **Presentation** exploring the intersection of nutrition and fitness is worth 5% of your grade. In this learning opportunity you will explore the merging of lifestyle aspects, diet and movement on the impact the human condition. You will explore a topic of interest, examine what the science has to say about your topic, present your findings, and interact with classmates' discoveries. This assignment takes place in over the semester in multiple steps, utilizes multiple research articles, includes instructor feedback, use of technology, and culminates into a presentation (General ELO 1.2, 2.2; Theme ELO 1.2).

ASSIGNMENT CATEGORY	WEIGHTED PERCENTAGE
Examination 1	15
Examination 2	15
Examination 3	15
Practical Assignments	25
Module Quizzes	15
Discussions	10
Presentation	5
Total	100

See course schedule below for due dates.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70 –72.9: C-

67 –69.9: D+

60 –66.9: D

Below 60: E

Instructor feedback and response time

The following list is to give you an idea of our intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** Please state the course number in the subject line (i.e., KNHES 2995). We will reply to emails within **24 hours on days when class is in session at the university**. If you do not hear from us, please feel free to send another email.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** You should type your assignments. You should remember to write in complete sentences and use good grammar, spelling, and punctuation. Using a conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm is easily misinterpreted online.
- **Citing your sources:** When we have academic related work, please cite your sources to back up what you say. For course materials, list at least the author and publication year. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, before copying into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the exams yourself, without any external help or communication. You may not use the internet or other materials. Weekly quizzes are

included as a tool to gauge your comprehension of the reading assignment. You are allowed to refer to the reading or class notes, when completing the weekly quiz.

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. You should write in complete sentences, unless specifically stated otherwise. All work should be typed (not hand-written). If you are to upload a file to Carmen Canvas, it should be a Word file.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course may include group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. We attempt to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [*Code of Student Conduct*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct,

so we recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If we suspect that a student has committed academic misconduct in this course, we are obligated by university rules to report my suspicions to the Committee on Academic Misconduct (COAM). This is not a joke. Unfortunately, we can provide you with examples of students with poor judgement from numerous past classes. Just don't do it. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of

harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

COURSE SCHEDULE

The course schedule provides an outline of the course topics, readings and assignments on a weekly basis. On Carmen the course is also divided into weekly modules, with each module containing all content for the week. Note, the start date of the week is Monday. Assignments are due on Sundays at midnight. Course objectives associated with learning opportunities are indicated as the header for each week.

Week	Starts	Topics	Readings	Assignments Due
Course Objectives: CO1, CO2				
1	Aug 23	The Incredible Medicine of Movement and Nutrition (Evidence-based Preventative Healthcare)	Physical Activity Guidelines for Americans Dietary Guidelines for Americans	Personal History of Exercise and Nutrition Module Quiz Discussion: Introductions
Course Objectives: CO1, CO2, CO4				
2	Aug 29	History of Exercise History of Nutrition	History of Physical Activity, Cardiovascular Health and Longevity History of Modern Nutrition Science	Family Health History Module Quiz Discussion: Modern Day Exercise Trends
Course Objectives: CO1, CO2, CO4				
3	Sept 5	Labor Day (M) Move for Your Health Is DNA your Destiny?	Physical Exercise as an Epigenetic Modulator Nutrigenomics – Interactions of Food and Genetics	What's Your Plan? Module Quiz Discussion: What I Hate About Exercise
Course Objectives: CO2, CO4				
4	Sept 12	Fountain of Youth Get Happy Menu & Mental Health	Exercise Reduces Depression and Inflammation but Intensity Matters Improving Mental Health Through Food Choices	Know Your End Game Module Quiz

Week	Starts	Topics	Readings	Assignments Due
				Discussion: What I Love About Exercise
Course Objectives: CO2, CO4				
5	Sept 19	Be Smarter Cognition & Nutrition	Low Aerobic Fitness and Obesity are Associated with Lower Standardized Test Scores in Children Associations between Dietary Intake and Academic Achievement in College Students: A Systematic Review	Module Quiz Exam 1 (week 1-5)
Course Objectives: CO1, CO2, CO3, CO4				
6	Sept 26	Lower Medical Cost Sitting is the New Smoking	What Country Spends the Most on Health Care per Person?	We Become What We Repeatedly Do Module Quiz Discussion: NEAT
Course Objectives: CO2, CO3, CO4				
7	Oct 3	Sleep like a Baby Shopping for Healthful Foods on a Budget	Are Healthier Diets More Expensive?	Hey Buddy! Module Quiz Discussion
Course Objectives: CO5				
8	Oct 10	Exploration AU Break (R, F)	You Pick	Name Your Topic
Course Objectives: CO1, CO2, CO4				
9	Oct 17	The Truth about Weight Loss Fat but Fit?	Fitness Vs. Fatness on All-Cause Mortality Fat Bias and Thin Privilege	Step It Up! Module Quiz Discussion: Big Food & Body Weight
Course Objectives: CO2, CO4				
10	Oct 24	The Truth about Walking The Power of Strength Training	Gait Speed and Survival in Older Adults Nutrient Timing During Physical Activity	Module Quiz Exam 2 (week 6-10)
Course Objectives: CO2, CO4				

Week	Starts	Topics	Readings	Assignments Due
11	Oct 31	Food for Performance Assistive Technology in Physical Activity & Sports	The Controversy of Sports Technology – A Systematic Review Dietary Supplements for Athletes	Get Out! Module Quiz Discussion: Resilience
Course Objectives: CO2, CO4				
12	Nov 7	The Truth about Running In the Zone Veterans Day (F)	Reduced Disability and Mortality among Aging Runners Relative Energy Deficiency in Sport	I am in Charge Module Quiz Discussion: I Am in Charge
Course Objectives: CO2, CO4				
13	Nov 14	Yoga Plant-Forward Eating Patterns	Yoga for Chronic Low Back Pain Vegetarian Diets: Planetary Health and Its Alignment with Human Health	Boring... Module Quiz
Course Objectives: CO2, CO3, CO4				
14	Nov 21	No Time, No Problem Thanksgiving (W, R) Indigenous People (F)	Meal planning and prepping Sprint Interval Training Improves Indices of Cardiometabolic Health despite 5-Fold Lower Volume and Time Commitment	Module Quiz
Course Objectives: CO5				
15	Nov 28	Exploration Project Presentation	You Pick	Presentation
Course Objectives: CO5				
16	Dec 5	Exploration Project Reflection	None	SEI's Presentation Reflections Exam 3 (week 11- 14)



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

QM11 Syllabus Review - Final



Quality Matters™ Rubric Standards Fifth Edition, 2014, with Assigned Point Values



Standards

Location

Course Overview and Introduction

- 1.1 Instructions make clear how to get started and where to find various course components.
- 1.2 Learners are introduced to the purpose and structure of the course.
- 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.
- 1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
- * 1.5 Minimum technology requirements are clearly stated and instructions for use provided.
- 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
- 1.7 Minimum technical skills expected of the learner are clearly stated.
- 1.8 The self-introduction by the instructor is appropriate and is available online.
- 1.9 Learners are asked to introduce themselves to the class.

Learning Objectives (Competencies)

- 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
- 2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.
- 2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
- 2.5 The learning objectives or competencies are suited to the level of the course.

Assessment and Measurement

- 3.1 The assessments measure the stated learning objectives or competencies.
- 3.2 The course grading policy is stated clearly.
- 3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.
- 3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
- 3.5 The course provides learners with multiple opportunities to track their learning progress.

Instructional Materials

- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
- 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
- 4.3 All instructional materials used in the course are appropriately cited.
- 4.4 The instructional materials are current.
- 4.5 A variety of instructional materials is used in the course.
- 4.6 The distinction between required and optional materials is clearly explained.

Learner Activities and Learner Interaction

- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
- 5.2 Learning activities provide opportunities for interaction that support active learning.
- 5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.
- 5.4 The requirements for learner interaction are clearly stated.

Course Technology

- 6.1 The tools used in the course support the learning objectives and competencies.
- 6.2 Course tools promote learner engagement and active learning.
- * 6.3 Technologies required in the course are readily obtainable.
- 6.4 The course technologies are current.
- * 6.5 Links are provided to privacy policies for all external tools required in the course.

Learner Support

- * 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
- * 7.2 Course instructions articulate or link to the institution’s accessibility policies and services.
- * 7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.
- * 7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.

Accessibility and Usability

- 8.1 Course navigation facilitates ease of use.
- * 8.2 Information is provided about the accessibility of all technologies required in the course.
- 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
- 8.4 The course design facilitates readability.
- 8.5 Course multimedia facilitate ease of use.

The highlighted standards above indicate standards that could be present in your syllabus. Non-highlighted standards are important, but would be present in the course. Standards preceded by an asterics indicates the standard would be met if the LOR is added to your course.

QM Aligned Parts of a Course Syllabus:
Formerly known as the 11-Parts of a Syllabus

1. Heading of Syllabus:
 - School/Academic Area
 - Course Number, Title, level, and credit hr.
 - Instructor Name
 - Instructor Contact Information
 - Office Hours (Location/Days/Times)
2. Description/Rationale:
 - Need and purpose of the course
3. Relationship to Other Courses/Curricula:
 - How does it relate to other curricula
 - Prerequisites
4. Knowledge, Skills, and Dispositions:
 - Objectives/Student Learning Outcomes
 - Explain how course will achieve these goals
5. Text/Reading List/Bibliography:
6. Course Requirements/Evaluation:
 - Letter Grades/Grading Breakdown
 - Late Work
7. Assignment Descriptions:
 - Detailed descriptions of assignment and how learning will be assessed
8. Course/Online Policies:
 - Communication policies
 - Netiquette
 - Technology
9. Institutional Policies:
 - Academic Integrity
 - Office of Disability Services Statement
 - Statement of Student Rights
 - Grievances Statement
 - Off-Campus Field Experiences
 - Intellectual Property
 - Mental Health Statement
 - Diversity Statement
10. Topical Outline:
 - List topics to be covered in each of the sixteen weeks of the Semester
11. Any Applicable Appendices:
 - NCATE Standards
 - ISLLC Standards

The original document can be found at <http://ehe.osu.edu/assessment/governance/>

LEGEND

- | | |
|----|--|
| P | Where item was located |
| CC | Found but does not adhere to the EHE Curriculum 11-Parts |
| QM | Found but does not adhere to the QM Rubric |

CONTENT FOR INTERDISCIPLINARY TEAM-TAUGHT INVENTORY

Performance expectations set at appropriately high levels (e.g., Students investigate large, complex problems from multiple disciplinary perspectives). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The course is designed to help students discover how even small changes in physical activity and dietary behaviors can improve wellbeing. Assessments target multiple levels of Bloom's taxonomy of learning. Each weekly module presents a new topic, first with lectures and readings, then assesses comprehension with a quiz (recall/understand). The practical assignments require application of the new knowledge presented in lectures and readings (apply), typically followed by a discussion prompt that facilitates analysis and reflection about the personal, community, and/or global impact of the lesson (analyze/evaluate). From another perspective, each lesson guides the student from the micro level (applying the knowledge to the self) to the macro level (examining the implications for public health, quality of life, economics).

Course objectives 1, 2, and 3 refer to the foundation of knowledge students will need to investigate large, complex public health problems. CO4 and CO5 represent the level of expectations for students that should be integrated into a 4-credit, team-taught theme course: *helping students build an advanced and in-depth thematic understanding of societally important topics by synthesizing perspectives from multiple disciplines or modes of inquiry, or by transferring learning to new, complex situations.* For example, in Week 3, we present physical exercise and nutrition as epigenetic modulators. As a field of study, genomics is in its infancy. But, researchers have uncovered numerous ways in which physical activity and dietary patterns can influence gene expression, influencing nutrient requirements, physical performance, and disease risk. Through the readings, activities, and participation in the discussion during Week 3, students will summarize the state of the science, identify evidence-based applications of the research, and learn to recognize examples of fraudulent or misleading information about the interactions among genes, physical activity, and nutrition (CO1).

In addition to participating in intellectually challenging weekly activities, students will select a topic for an Exploration Project to investigate throughout the semester and present their findings to their peers during Week 15. The Exploration Project will prompt students to examine the intersection of physical activity and nutrition on the human condition. For example, students may choose to delve into the topic of weight loss, prevention of a chronic disease, treatment of a chronic disease, or physical performance, by examining the impacts of diet and physical activity. The Exploration Project requires students to locate scientific research articles about their topics from peer-reviewed, scientific journals, read and interpret scientific research, then summarize their findings in a short, online presentation. During Week 16, students will receive feedback from instructors in two different disciplines (exercise science and nutrition) as well as their peers from various majors. Topics for the Exploration Project will be chosen by each student based on personal or professional relevance. Because the class includes students from diverse majors, this aspect of the course will be truly multidisciplinary (CO1, CO2, CO3, CO5).

Significant investment of time and effort by students over an extended period of time (e.g., engage the issue iteratively, analyzing with various lenses and seeking to construct an integrative synthesis).

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The sequence of the course programming is iterative in nature, the early weeks (Weeks 1 and 2) provide an introduction as to the “why” one should move more and eat well; the middle of the course (Weeks 3 – 8) describes the impact of various types of movement and meal patterns, or the “what” one should include in their exercise and nutrition regimen; and the last segment (Weeks 9 – 15) examines the “how” to move more and eat well, given the hectic schedules and barriers that are fixtures in our everyday lives. Each week, the students complete learning activities to apply the principles they are learning to themselves and/or the outside world.

Throughout the semester, students will perform independent research on a topic of choice to complete an Exploration Project. This project provides an opportunity for students to synthesize the two fields of exercise science and nutrition by exploring the intersection of food and fitness on human health and wellbeing. Students are asked to select and re-address a topic from multiple perspectives throughout the semester. Early in the semester, students will complete an activity to ensure they know how to locate research articles of a selected interest from peer-reviewed scientific journals. Midway through the semester, students will independently choose and summarize two articles from peer-reviewed scientific journals related to their topic. By week 14, students will locate two more articles related to their topic. The students’ review of at least four different scientific research articles will prompt them to analyze the topic through various lenses. Students will gather mid-term feedback on the Exploration Project from the instructors. Finally, students will synthesize their findings to prepare a short (3 to 5 minutes), online presentation to be shared with and critiqued by peers at the end of the semester. As students prepare their own presentations and critique their peers’ work, they will integrate learning from various lessons in this course as well as knowledge from previous classes and experiences (CO1, CO2, CO3, CO5).

Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support about conducting interdisciplinary inquiry. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Each week, as they explore 14 engaging topics from the points of view of instructors in exercise science and nutrition, students will be exposed to new ideas using an interdisciplinary approach (food and fitness). In addition to hearing lectures and reading articles from the two separate fields of study, students will complete structured, practical activities to apply what they've learned from the lectures and readings to their own lives. For example, during Week 9, the lecture and readings pertain to nutrition and exercise strategies to achieve weight loss. The practical activity ("Step It Up") requires students to track steps, using technology such as a smartphone, pedometer, or alternatively a step-conversion chart over several days. Similarly, students will have an opportunity to track dietary habits over time using dietary analysis software. These activities demonstrate the utility of using technology as a method of self-monitoring to facilitate behavior change (CO2, CO4).

The diversity in fields of study of the students in the class will facilitate interdisciplinary inquiry throughout the course. On a small scale, students will receive feedback from peers during weekly discussions. During Week 3, the discussion topic is "What I Hate About Exercise." Essentially, this prompts students to identify personal barriers to engaging in regular physical activity. As students respond to each other in the discussion forum, their task will not be to commiserate with their peers, but to provide helpful and motivational suggestions to help their peers overcome barriers to physical activity. Each student will draw upon his or her own educational preparation and personal experiences to offer support to his or her peers. For example, if one student describes boredom as a barrier, a peer might suggest enlisting the help of a workout partner to provide social support (CO2, CO4).

On a larger scale, students will receive meaningful faculty mentoring as they work on their Exploration Project throughout the semester. As described above, the Exploration Project prompts students to examine the intersection of physical activity and nutrition by selecting and summarizing research articles from peer-reviewed scientific journals and synthesizing their findings with a short, online presentation to their peers at the end of the semester. When students select their topics and submit their initial summaries of two research articles, they will receive meaningful feedback from instructors in two different disciplines (exercise science and nutrition). At the end of the semester, when students present to their peers, they will also receive multidisciplinary feedback from their peers. Part of the peer critique demands that student reviewers provide feedback that draws upon the reviewer's unique skills and experiences. For example, if a student majoring in marketing reviews a classmate's presentation on the role of strength training to improve insulin sensitivity for prevention of type 2 diabetes, she may provide feedback on how to develop a social marketing campaign to promote this intervention. Another student majoring in computer science may comment on the use of technology to track physical activity and correlate this information with data collected from self-monitoring of blood glucose measurements (CO1, CO2, CO3, CO5).

Students will get frequent, timely, and constructive feedback on their work, scaffolding multiple disciplinary perspectives and integrative synthesis to build over time. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Over the course of the semester, the goal of the practical assignments is to promote a physically active and nutritionally balanced lifestyle. The progression of the practical assignments reinforces the notion that behavior change does not happen overnight. Rather, it is a cumulative process that takes weeks or months to fully implement. Furthermore, *maintenance* of behavior change is a distinct challenge that requires planning and support. With the various practical assignments, students will “test drive” many different behavior change techniques, including SMART goal setting, social support, stimulus control, and self-monitoring. On its own, each one is a helpful strategy to promote behavior change. Taken together, the combination of these strategies supports permanent behavior change and successful adherence to a physically active and nutritionally balanced lifestyle, as promoted by the *Physical Activity Guidelines for Americans* and the *Dietary Guidelines for Americans* (CO4).

Throughout any behavior change, one must set small, achievable goals, celebrate successes, and adjust one’s strategies when things do not progress as planned. The practical assignments offer students multiple opportunities to make small changes to physical activity and eating behaviors in a step-wise fashion, so that by end of semester, the student has achieved a positive behavior change. On a weekly basis, students implement a physical activity or nutrition behavior, then reflect on their experience. Students will be asked to reflect on the impact of physical activity and dietary changes on multiple dimensions of wellness, as well as the synergy between these lifestyle modifications (CO2). Both instructors will provide timely feedback to motivate (and redirect, when necessary) students. Additionally, through weekly discussions, peers can provide encouragement and share helpful strategies with each other, drawing on their own knowledge and personal experience (CO4). Because the course will draw students from diverse majors, peer feedback will provide diverse perspectives.

The advantage of these practical assignments is that each can be individualized. Within the guidelines of each activity, students choose target behaviors and set their own personalized goals, which will vary depending on the student’s current health status and capacity (i.e., physical abilities, schedule, resources).

We feel that the practical assignments are lessons that will truly prepare citizens for real life. In the course, we will apply behavior changes strategies to physical activity and nutrition-related goals, students will learn that these strategies can be applied to any aspect of wellness, professional or personal, even after they’ve completed this course and earned their degrees.

Periodic, structured opportunities to reflect and integrate learning (e. g. students should work to integrate their insights and construct a more comprehensive perspective on the issue). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Each practical assignment offers an opportunity for students to put the knowledge learned in lectures and readings into practice in their own lives. Some weeks, students may be asked to implement behaviors related to physical activity, and other weeks, students may be asked to implement behaviors related to dietary patterns. For many weeks, students will have the option to choose one or the other. Each practical assignment includes a reflection, in which students explore the barriers and benefits of the behavior change. As the semester progresses, students will also reflect on the synergistic impact of their changes in physical activity and dietary behaviors (CO1, CO2, CO3, CO4).

Students participate frequently in an online discussion forum that encourages self-reflection and evaluation of their experiences with the practical applications. For example, during Week 11, students learn about sports technology and ergogenic aids. The practical application is for students to exercise outdoors. In the discussion, students reflect on the impact COVID-19 has had on their ability to exercise. Instructors and peers will engage in dialogue to offer encouragement for students as they apply what they're learning about nutrition and exercise. Students will help each other plan and overcome barriers to behavior change (CO4).

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

As described previously, the weekly practical assignments offer students an opportunity to discover the relevance of the readings and lectures on a personal level. Other assignments will broaden students' perspectives, moving from personal application to societal implications. For example, during Week 5, the readings and module quiz will explore the influences of physical activity and nutritional status on cognitive ability (i.e. academic performance) among students. During Week 6, the readings and module quiz will focus on the potential for improvements in physical activity and dietary patterns to lower health care spending. Both of these topics prompt students to explore the implications of personal behavior change at the community level. Conversely, during Week 9, the Discussion topic ("Big Food and Body Weight") prompts students to examine the roles of the government and the food industry in promoting healthy behaviors (CO3).

Although the course focuses mainly on physical and emotional health, students will find applications to many dimensions of wellness. For example, during Week 13, students will read about yoga and its relationship with physical and spiritual health. When they read about plant-forward eating patterns, they will explore the relationship between dietary patterns and environmental wellness. In Weeks 6 and 7, students will consider the impact of dietary patterns on financial wellbeing. There is a common misperception that healthy eating and exercise are expensive. In Week 6, the readings and quiz will focus on lifestyle choices and health care spending. In Week 7, the practical assignments in Week 7 will demonstrate that students can eat well on a student's budget (CO2, CO3).

Public Demonstration of competence, such as a significant public communication of their integrative analysis of the issue. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

In several low-stakes learning activities, students will share their insights and synthesis of the course content in weekly discussions throughout the semester. For example, in Week 13, students will share their ideas on how to change their physical activity and dietary patterns to promote sustainability. Student may respond in written or video format.

In the higher-stakes, multi-part Exploration Project, students will investigate the intersection of food and fitness, selecting several research articles on the topic of their choice and delivering a presentation (recorded with Flipgrid) to their peers at the end of the semester. In small groups, students will critique their peers' presentations, offering feedback based on what they've learned through the course, as well as their own field of study and personal experiences (CO1, CO2, CO3, CO4, CO5).

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Recognition and appreciation of diversity is woven throughout the course.

Each week, students apply one aspect of what they are learning about fitness and nutrition in lectures to modify their own behaviors. Students will identify their own behaviors they wish to improve and set goals to make incremental progress to improve personal health outcomes. These assignments are designed to meet each student where he or she is, regardless of fitness level, age, location, and resources. There's no expectation (or definition) of a perfect diet or perfect fitness plan, so this activity is built for a diverse audience. Any of the practical assignments can be modified to accommodate students with special needs. In fact, the instructions for most practical assignments will include a statement to let students know they may request an alternative activity to accommodate a physical or mental health limitation.

At several points in the semester, the instructors will highlight issues related to health disparities. For example, in Week 7, the lecture topics explore the impact of socioeconomic status on nutrition-related health outcomes. Students will read a scientific journal article about the costs of healthy eating (and the hidden costs of unhealthy eating). The practical assignment for this week will be to design a one-day menu for a college student that aligns with the Health U.S.-Style Dietary Pattern yet can be purchased for less than \$7 per day (CO3).

In addition, by the end of the semester, students will deliver a presentation as part of their Exploration Project. As previously described, this activity explores the intersection of food and fitness. When students choose a topic for presentation, their choices align with their personal interests/passion, so this incorporates diverse perspectives into the course content. At the end of the semester, students will review and critique some of their classmates' presentations. The rubric for this part of the Exploration Project will prompt students to offer feedback based on their own background, field of study, and personal experiences. Given the student body will be composed of students from various majors and campuses, students will be exposed to new perspectives (CO1, CO2, CO3, CO4, CO5).

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g., universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and activities and indicate *specific activities/assignments* through which it will be met. (50-500 words)

The course promotes a sense of belonging and safety for students. The syllabus sets forth guidelines for appropriate language and content in online forums. These guidelines will be reiterated in the instructions for discussion-based activities. As described previously, the practical assignments are tailored to the individual, such that the student is guided to make incremental improvements in physical activity and nutrition behaviors from any baseline. Although each practical assignment is personalized to the student, the personal information is confidential. Furthermore, whenever appropriate (e.g., personal dietary analysis, participation in physical activity), the assignment instructions will include a statement to let student know if there is any physical or mental health reason that limits the student's ability to complete the assignment, the student may request an alternative assignment (e.g., case study). For the Family Health History practical assignment in Week 2, an alternative assignment is available for students in adopted families or who have little/no knowledge of their family health history.

Universal design aims to ensure that all individuals have equal opportunities to learn. We have designed this new GE course to be accessible to people with a wide range of abilities.

- We use multiple means of representation to present the information in a variety of ways, including video lectures (which are closed captioned), written articles, and podcasts (with transcripts). The course is designed for intro-level students with little preparation in the fields of exercise science and nutrition; complex topics will be explained, and terms will be defined prior to lessons. When images are embedded into Carmen content, alt text will be available. In addition, thorough instructions for each assignment will lead students to credible resources in the fields of exercise science and nutrition, which will teach students how to locate evidence-based fitness and nutrition information on their own, even after they leave the course.
- We use multiple means of engagement. The relevance of every lesson to individual students is made clear through weekly practical assignments (previously described), which can be tailored to each student's current level of fitness and nutrition behaviors. Clear expectations will be outlined for each set of assignments (e.g., formality, permission to collaborate), which are due once per week. However, students will have the flexibility to complete the course work at their own pace (within the week-to-week flow of the course) at the time that fits their own schedule. This helps to instill self-regulation and time management skills.
- The course provides multiple means of action and expression. Some assignments require students to submit written work, and some require voice and video recordings. Students will also have opportunities to practice using several assessment tools in the fields of exercise science and nutrition, including physical activity readiness questionnaires and dietary analysis software. In addition, the course guides students through evidence-based behavior change techniques, including goal setting, which the student can apply to any facet of wellness, even outside this course.
- The online, asynchronous format allows for students from any location, any situation to learn.
- The syllabus and course Carmen page include boilerplate language about SLDS accommodations, COVID-related accommodations, and mental health resources on campus.

Culturally sensitive pedagogy is student-centered and nurtures each student's unique cultural strengths (<https://www.theedadvocate.org/what-is-culturally-responsive-pedagogy/>). In this course, we offer opportunities to explore cultural influences on physical activity and nutrition behaviors. For example, in the discussion-based activities during Weeks 3 and 4 ("What I Hate About Exercise and Healthy Eating" and "What I Love About Exercise and Healthy Eating," students will be prompted to think about family beliefs and cultural traditions that have influenced their personal behaviors. In determining course content, the instructors have been intentional about selecting research articles that include diverse study participants, authored by researchers from diverse cultural backgrounds. Throughout the semester, we will provide opportunities for structured development of cultural self-awareness. For example, the research article about cardiorespiratory fitness and obesity/fitness in Week 2, we will explore the impact of social determinants of health on the variables of interest. Students will consider how educational background and racial/ethnic identify may influence health outcomes (CO4).

Quiz and exam questions will include scenarios and examples that represent the diverse students and food choices. Furthermore, when students have an opportunity to critique their classmates' Exploration Project presentation at the end of the semester, they will be encouraged to reflect on the impact of the research on students from diverse educational and cultural backgrounds and differing skills.

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course has no prerequisites, which means we will reach students with varied levels of academic preparation. To lay the foundation for a deeper understanding of prevention as a powerful tool in public health, we will need to first introduce students to key terms and basic scientific principles about biology, physiology, and chemistry. We also recognize that students come to a class about exercise and nutrition with some preconceived notions based on what they hear from peer networks and media outlets. We will present research evidence and provide opportunities for personal application to challenge and modify (when necessary) existing beliefs about exercise and nutrition.

As previously described, the practical assignments (CO4), which make up 25% of the total grade, assume no prior skill or experience or baseline level of fitness or nutrition knowledge; they are designed to be tailored to the individual. Furthermore, as an online GE course, Food & Fitness: Fuel for Good Health can be offered at regional campuses, which typically reach underserved students due to their affordability and the availability of resources to help prepare incoming students for academic success.

We plan to advertise the course with a printed and digital flyer to be distributed through the College of Education and Human Ecology. We will work directly with Kim Bruening, Student Engagement Specialist, to distribute information about the course through social media and email and ensure that academic advisors in each college are aware of the course offering.

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 seeking 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: KNHES 2995

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)

The course represents an advanced study of health and wellness with its reliance on research findings throughout and a **deep engagement with the subject matter through practical application and reflection**. Additionally, students will **examine the intersection of nutrition and fitness by exploring their impact on the human condition through an Exploration Project**. The course is co-instructed with faculty representatives from Kinesiology and Human Nutrition programs. This approach will allow for more in-depth study than the foundational courses in each respective area.

The first course objective (CO1) is to "describe evidence-based preventative healthcare practices" which is supported by the course's reliance on original, peer-reviewed or consensus opinion research for weekly reading assignments. Knowing that some students may have little background in the sciences, the instructors will provide training on how to locate credible sources of health information using library databases during the first week. Each week, students will engage with scientific literature related to the

role of physical activity and nutrition in various aspects of health. **Weekly quizzes based on these readings ensure students can interpret scientific research; discussions and practical assignments allow students opportunities to apply scientific findings to their own lives.** Students are expected to use the assigned readings or find additional articles to support their opinions stated on weekly discussion boards. They will cite their sources and receive instructor feedback on the quality of their references and how they are interpreting them in their posts.

The fourth course objective (CO4) to "apply methods to promote adherence to nutrition and exercise guidelines" **illustrates to students the challenges of applying best practices to their own lives.** In theory, it sounds easy to exercise and eat vegetables daily. Yet, these are behaviors that most Americans do not do. **Students will apply theoretical concepts presented in the readings and lectures through the practical assignments.** For example, in the (Week 7) assignment "Hey Buddy," students are charged with putting their knowledge about the role of social support to enhance behavioral change by finding a workout partner, documenting evidence of working out together, and writing a reflection. In addition, **students will debate possible solutions to challenges and problem-solve for the self, others, and larger society.** These assignments facilitate a deeper engagement with subject matter as students connect and combine new knowledge/experiences.

The fifth course objective (CO5) to "evaluate the influence of nutrition and exercise has on a specific population" is addressed in a **multiple-step Exploration project.** There are multiple opportunities for feedback and reflection as students **look critically at the intersection of nutrition and fitness for a specific population or condition** (e.g., pregnancy). The students will practice finding credible, appropriate research articles that will inform their investigation. Students share their presentations with peers and interact with classmates' discoveries.

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)

Course Objective	Description	Topics and Activities in Which it will be met
CO1	Describe evidence-based preventative healthcare practices.	Weekly readings and quizzes to assess understanding
CO3	Examine financial implications related to nutrition and exercise	Lectures and discussions on health care costs and the costs of food and physical activity resources
CO4	Apply methods to promote adherence to nutrition and exercise guidelines.	Discussions Practical Assignments

The first course objective (CO1) is to "describe evidence-based preventative healthcare practices" which is supported by the course's reliance on original, peer-reviewed or consensus opinion research for weekly reading assignments, quizzes, and discussions. Each week, students will read assigned articles, beginning with the *Physical Activity Guidelines for Americans* and *Dietary Guidelines for Americans*, which represent the state of the science for health promotion. As the semester progresses, students will be exposed to scientific literature related to the role of physical activity and nutrition in various aspects of health, such as cognitive ability and mental health (Weeks 4 and 5) and environmental sustainability

(Week 13). The weekly quizzes ensure students can identify evidence-based practices and interpret scientific research. In addition, students apply the information from weekly readings to discussion boards. In Week 9, students learn about dietary and physical activity strategies for weight management. The discussion assignment for the week involves reading an article entitled, “Big Food is Making America Sick.” **Relying on information from this article, previous lectures, other course resources, and prior experience, students are asked to decide** whether or not they believe the food industry is to blame for rising rates of obesity in America and furthermore, what role (if any) the food industry should play in combating obesity. **Students will state their stance on the topic, support it with evidence from course resources and prior experiences, and share their work with peers using Flipgrid. Then, students will have an opportunity to comment on an opposing stance.**

The third course objective (CO3) is to “examine financial implications related to nutrition and exercise.” Activities related to this course objective include lectures and discussion boards on health care costs in the US compared to other countries and how these medical costs can be reduced through regular movement and higher nutrient density meal patterns (Week 6, “Lower Medical Costs”). Students will discuss NEAT (non-exercise activity thermogenesis) and how it relates to unhealthy behaviors, increased chronic disease and financial burden, in the weekly discussion. In Week 7, students will use the lecture, “Are Healthier Diets More Expensive” to **logically identify strategies for lowering food costs** without sacrificing nutrition.

Throughout the semester students will address CO4, “apply methods to promote adherence to nutrition and exercise guidelines.” The theoretical foundations for this objective and its activities are placed in the early weekly readings that walk students through the why, what, and how of physical activity and nutrition as strategies for health promotion and disease prevention. **The accompanying discussion and practical assignments prompt students to think critically and logically about the roles of food and fitness in health promotion and disease prevention.** For example, in Week 2, students learn about the history of physical activity and the history of modern nutrition science. In the discussion activity for the week, **students are asked to think ahead and predict** a nutrition or exercise trend that may come about in the next few decades. Students get a chance to practice adherence to nutrition and exercise guidelines through the practical assignments. **These assignments are structured to be iterative, building upon prior learning from the course and each student’s personal experiences.** Students will be putting behavior change techniques into practice to improve their own physical activity and eating behaviors. In Week 1, the practical assignment is to examine personal experiences related to exercising and dietary habits and assess personal readiness to initiate behavior change in either (or both) of these areas. **Students examine their own attitudes, weigh risks and benefits of behavior change, and determine if any medical advice is needed prior to initiating a behavior change.** As the semester progresses, students will learn new approaches to behavior change related to physical activity and/or nutrition and immediately apply the techniques to their own lives. In Weeks 4 and 6, “Know Your End Game” and “We Become What We Repeatedly Do” help students identify personal short- and long-term fitness and/or nutrition goals, **critically examine the steps needed to achieve their goals**, track their progress throughout the week, and either celebrate successes or reset. For each of these practical assignments, students make a plan to put each technique into practice, document their experiences, and reflect on what they have learned.

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 Objective	Description	Topics and Activities in Which it will be met
CO2	Articulate the impacts of nutrition and exercise on physical and mental health	Discussions Practical Assignments
CO4	Apply methods to promote adherence to nutrition and exercise guidelines.	Practical Assignments Exploration Project
CO5	Evaluate the influence nutrition and exercise has on a specific population	Exploration Project

The discussions and practical assignments, as previously mentioned, ask students to think critically about various dimensions of physical activity and nutrition. Students will use this new knowledge and awareness as a springboard to the Exploration Project. With the Exploration Project, the students conduct research on the topic of their choice to **explore the intersection of physical activity and nutrition**. For example, students may choose to examine the impact of physical activity on requirements for a certain nutrient or on the outcomes of a nutrition-related health condition. Conversely, students may investigate the influence of nutrition on physical performance. With this **culminating** project, students **must integrate the knowledge they have gained from two instructors, along with their own review of scientific literature**.

The personalized Exploration Project occurs in multiple steps. The first step (Week 8) is a **critical examination of literature**. Students find two scientific journal articles. Instructors have prepared students for this step as described in the above sections (teaching them how to find peer-reviewed literature; giving them feedback on their use of research-based citations in discussion boards). The students write 100-word summaries (abstracts) of these articles and instructors give feedback on their article selections and interpretation of scientific literature. Later in the semester (Week 15), **students find two more articles, summarize, and condense all the information they have gathered on their topic into a 3- to 5-minute presentation** to be shared with peers using Flipgrid. In Week 16, students complete the Exploration Project Reflection. In this final component, students are required to watch five peers' presentations and provide feedback to their peers (using Flipgrid or an alternative format, as discussed in the GE Interdisciplinary Course Inventory). They are prompted to (and evaluated on) **their ability to coalesce and communicate experiences from this class, prior classes, and personal experiences to provide feedback to peers**. The expectations are that students bring more to the reflection than simply what was covered in the course, which is an exciting opportunity to diversify thought (also discussed in the GE Interdisciplinary Course Inventory).

The emphasis of this project is on the **multidimensional nature of health**. Students are expected to **integrate the concepts of physical activity and nutrition and discuss their synergism**. For example, some students may choose to examine the mechanisms for nutrition to optimize athletic performance or the roles of nutrition and exercise in medical therapy for cardiovascular disease, diabetes, or cancer. Other intriguing topics may include in-depth assessment of how nutrition and physical activity intersect in the prevention or treatment of mental health disorders, gastrointestinal disorders, or inflammatory

disorders. Students will have freedom to select a topic of personal or professional interest, which will also increase students' exposure to diverse perspectives.

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)

Course Objective	Description	Topics and Activities in Which it will be met
CO1	Describe evidence-based preventative healthcare practices.	Readings Quizzes
CO2	Articulate the impacts of nutrition and exercise on physical and mental health	Discussions Practical Assignments
CO4	Apply methods to promote adherence to nutrition and exercise guidelines.	Practical Assignments Exploration project

The course explores the impact of both food and fitness on human health. The two instructors will independently present their unique perspectives in their area of expertise (exercise science and human nutrition) through assigned readings and lectures. Instructors will help students compare and contrast between disciplines. The **students will then be responsible for integrating knowledge from both fields** as they work through course activities, such as the discussion boards and **practical assignments that require students to pursue outside of the classroom experiences**. Additionally, because the class includes students from **diverse majors**, the **discussions and peer feedback on practical assignments and the Exploration Project will be multidisciplinary**.

There are nine discussion topics that require the students to reflect and self-assess, in part, by **determining the extent to which the topic related to their life on a micro- and macro-level**. The **diversity in fields of study of the students in the class will facilitate interdisciplinary inquiry** throughout the course. Students bring with them the knowledge and theoretical concepts of their unique set of courses from their chosen major, and they will be encouraged to bring those points of view to the discussions. Students are evaluated (20% of their grade) on their responses to peers. For example, during Week 3, the discussion topic is "What I Hate About Exercise." Essentially, this prompts students to identify personal barriers to engaging in regular physical activity. As students respond to each other in the discussion forum, their task will not be to commiserate with their peers, but to provide helpful and motivational suggestions to help their peers overcome barriers to physical activity. **Each student will draw upon his or her own educational preparation and personal experiences (outside the classroom) to offer support to his or her peers**. For example, if one student describes boredom as a barrier, a peer might suggest enlisting the help of a workout partner to provide social support (CO2, CO4).

Student integration of academic knowledge and outside the classroom experiences is the core of the five practical assignments. For example, in Week 3, for the practical assignment “What’s Your Plan?” students have two options. If they choose physical activity for this week, they will demonstrate how to schedule time and plan for specific activities to ensure that physical activity occurs. If they choose nutrition, students will plan a menu, construct a shopping list, and purchase appropriate foods to adhere to the menu for the week. They will then reflect on those experiences, noting both the barriers and rewards related to putting into practice evidence-based recommendations.

The culminating activity of the course is the Exploration Project, in which students examine the intersection and synergism of physical activity and nutrition. This project is personalized to the student. Students pick topics that are meaningful to them, often because of a family member or friend afflicted with a condition related to physical activity and nutrition. **Students present about why their topic relates to them, and in the presentation and peer review, they are asked to speak to their own experiences.**

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 Objective	Description	Topics and Activities in Which it will be met
CO1	Describe evidence-based preventative healthcare practices.	Weekly readings and quizzes to assess understanding
CO4	Apply methods to promote adherence to nutrition and exercise guidelines.	Practical assignments Exploration project
CO5	Evaluate the influence nutrition and exercise has on a specific population.	Exploration project

The **practical assignments are aimed at developing a sense of self as a learner through reflection, self-assessment, and creative work.** These assignments are structured to be **iterative, building upon prior learning from the course and each student’s personal experiences.** CO4 states that students will apply methods to promote adherence to nutrition and exercise guidelines. From the first week of the course, when they learn the *Physical Activity Guidelines for Americans* and the *Dietary Guidelines for Americans*, students will be putting behavior change techniques into practice to improve their own physical activity and eating behaviors. In Week 1, the practical assignment is to examine personal experiences related to exercising and dietary habits and assess personal readiness to initiate behavior change in either (or both) of these areas. **Students examine their own attitudes,** weigh risks and benefits of behavior change, and determine if any medical advice is needed prior to initiating a behavior change. As the semester progresses, **students will learn new approaches to behavior change** related to physical activity and/or nutrition and **immediately apply the techniques to their own lives.** For example, in Week 3, for the practical assignment “What’s Your Plan?” students have two options. If they choose physical activity for this week, they will demonstrate how to schedule time and plan for specific activities to ensure that physical activity occurs. If they choose nutrition, students will plan a menu, construct a shopping list, and purchase appropriate foods to adhere to the menu for the week. In Weeks

4 and 6, “Know Your End Game” and “We Become What We Repeatedly Do” help students identify personal short- and long-term fitness and/or nutrition goals, critically examine the steps needed to achieve their goals, track their progress throughout the week, and either celebrate successes or reset. In Week 7, “Hey Buddy” gives students a chance to experience the utility of social support as a strategy for behavior change. In Week 9, students employ self-monitoring as a behavior change technique in “Step It Up.” In Week 12, with the “I Am in Charge” assignment, students apply stimulus control as a reinforcement technique for behavior change. For each of these practical assignments, **students make a plan to put each technique into practice, document their experiences, and reflect on what they have learned.** Students can select their own goals based on personal assessment; they may focus on just fitness or just nutrition for the entire semester, or they may mix and match for the various assignments. Whether aimed at food or fitness, each practical assignment builds upon the knowledge and experience gained in earlier weeks, so that **by the end of the semester, students have implemented positive lifestyle changes and they have learned valuable behavior change techniques that can be applied to any wellness goal.**

In addition, students will be asked to reflect on their learning after each examination. The open-ended questions will ask about their preparation methods, effective strategies, challenges they had to learning the material, areas of improvement, and goals for the next exam. **Through this reflection, students gain a sense of self as a learner,** which can be applied to future exams (there are 3 exams in this course), future courses and as employed professionals. Instructors will foster growth mindset and resilience, encouraging the student to think about the aspects that they control.

Students will also have the chance to reflect on their Exploration Project (Week 16) as described in previous ELO sections.

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)

The course requires student to explore and analyze health and wellbeing through multiple dimensions of wellbeing. In fact, course objective three (CO3), specifies the examination of financial implications related to nutrition and physical activity. In Weeks 6 and 7, students will consider the **impact of dietary patterns on financial wellbeing.** There is a common misperception that healthy eating and exercise are expensive. In Week 6, the readings and quiz will focus on lifestyle choices and health care spending. The practical assignments in Week 7 will demonstrate that students can eat well on a student’s budget (CO2, CO3). During Week 13, students will read about yoga and its **relationship with physical and spiritual health.** When they read about plant-forward eating patterns, they will explore the relationship between **dietary patterns and environmental wellness.** In addition, as described above, the Exploration Project encourages exploration and analysis of health and wellbeing from multiple dimensions. Students are

encouraged to consider policy implications and include their personal perspectives in the presentation and responses to classmates' discoveries.

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)

Over the course of the semester, **the goal of the practical assignments is to promote a physically active and nutritionally balanced lifestyle. The progression of the practical assignments reinforces the notion that behavior change does not happen overnight.** Rather, it is a cumulative process that takes weeks or months to fully implement. Furthermore, ***maintenance of behavior change is a distinct challenge that requires planning and support.*** With the various practical assignments, students will “test drive” many different behavior change techniques, including SMART goal setting, social support, stimulus control, and self-monitoring. On its own, each one is a helpful strategy to promote behavior change. **Taken together, the combination of these strategies supports permanent behavior change and successful adherence to a physically active and nutritionally balanced lifestyle,** as promoted by the *Physical Activity Guidelines for Americans* and the *Dietary Guidelines for Americans* (CO4).

Throughout any behavior change, one must set small, achievable goals, celebrate successes, and adjust one's strategies when things do not progress as planned. The practical assignments offer students multiple opportunities to make small changes to physical activity and eating behaviors in a step-wise fashion, so that by end of semester, the student has achieved a positive behavior change. **On a weekly basis, students implement a physical activity or nutrition behavior, then reflect on their experience.** Students will be asked to reflect on the impact of physical activity and dietary changes on multiple dimensions of wellness, as well as the synergy between these lifestyle modifications (CO2). Both instructors will provide timely feedback to motivate (and redirect, when necessary) students. Additionally, through weekly discussions, **peers can provide encouragement and share helpful strategies with each other, drawing on their own knowledge and personal experience** (CO4). Because the course will draw students from diverse majors, peer feedback will provide diverse perspectives.

The beauty of these practical **assignments is that each can be individualized.** Within the guidelines of each activity, students choose target behaviors and set their own personalized goals, which will vary depending on the student's current health status and capacity (i.e., physical abilities, schedule, resources).

We feel that the **practical assignments are lessons that will truly prepare citizens for real life.** In the course, we will apply behavior changes strategies to physical activity and nutrition-related goals, students will learn that these strategies can be applied to any aspect of wellness, professional or personal, even after they've completed this course and earned their degrees.