THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Office of Undergraduate Education

College of Education and Human Ecology

A100 PAES Building

305 Annie and John Glenn Ave

Columbus, OH 43210

Memo

February 3, 2025

To: W. Randy Smith, Vice Provost – Council on Academic Affairs

From: Pete Locascio, Executive Director of Undergraduate Education, EHE

RE: INFORMATIONAL ITEM: **Human Nutrition Minor**, Department of Human Sciences.

Please find materials included in this proposal related to a small-scale revision of the Human Nutrition Minor.

The department proposes:

- Add KNHES 2995 as an option in Part C of the minor curriculum

This was approved as an informational item by the EHE Curriculum Committee on November 21, 2024.

If there are any questions, please contact me at Locascio.7@osu.edu

THE OHIO STATE UNIVERSITY

College of Education & Human Ecology
Department of Human Sciences

November 14, 2024
Pete Locascio
Executive Director of Undergraduate Education
EHE Office of Undergraduate Education

Dear Pete:

I am writing to express my support for the proposed program revision, effective Spring 2025:

1. Human Nutrition, MN
   Proposal: Add KNHES 2995 (4cr) as a course option in Part C of the Human Nutrition minor

Attached you will find the necessary documentation outlining proposal details. This revision is approved by the Human Nutrition faculty. Review of and approval from members of the Department of Human Sciences Undergraduate Graduate Curriculum Committee has also been obtained.

There are no negative budgetary implications and no additional funds or human resources necessary for the execution of this program change. Thus, I am in support of the proposed revisions as outlined in the attached documents.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,

Sutherland

Sue Sutherland, PhD
Pronouns: she/her/hers
Professor, Associate Department Chair
College of Education and Human Ecology

THE OHIO STATE UNIVERSITY

College of Education and Human Ecology
Department of Human Sciences

To: Sue Sutherland and the DHS UG Curriculum Committee
From: Irene Hatsu
Date: October 29, 2024
Proposal: KNHES 2995, Additional elective for minor

With the recent approval of KNHES 2995 as a GE course co-taught by HN and KN, the Human Nutrition program is seeking approval for a change in our Minor offering around this course. See details below. All relevant documentation is attached. The proposed changes were unanimously approved by the Human Nutrition faculty on October 7, 2024.

Course	Change Request	Effective Term	Rationale
KNHES 2295	Add to Elective Options in Human Nutrition minor	Sp25	Gives students more courses to choose from to meet requirements for minor and caters to more both spring and autumn semester course offerings

If you have any questions or comments, please do not hesitate to contact me at hatsu.1@osu.edu. Thank you for your time and consideration.

Sincerely,

Irene Hatsu; PhD, RD
Department of Human Sciences
Associate Professor, Human Nutrition
hatsu.1@osu.edu

SYLLABUS
KNHES 2995
Food is Function, Movement is Medicine

Autumn 2024 - Asynchronous On-line - 4 credit hours

COURSE OVERVIEW

Instructors

This is an integrative course taught by instructors from two distinct disciplines, Exercise Science and Human Nutrition. Experts in each specialty will lead students through an examination of topic areas in health and wellness relative to their field of study. Instructors will work together to provide students with an integration of these branches of knowledge, and importantly, they will support students through the practice and application of healthy behaviors in their own life.

Instructor: Carmen Swain, PhD, ACSM-CEP

Program Area: Exercise Science

Office hours: by appointment

Instructor: Julie Kennel, MS, RDN, LD

Program Area: Human Nutrition

Office hours: by appointment

Teaching Assistants: Joseph Adler; Barbaro, Becca BS; Maryan Dualle, MS; Emily Gallagher; BS; Ryan Hudson; BS; Kira Katterle, BS; Mario McDonald, BS; Nancy Siegel, BS

Course email: EHE-KNHES2995@osu.edu

Course description

This interdisciplinary, team-taught course satisfies The Ohio State University **General Education** (GE) theme requirement in the category of **Health and Wellbeing** and meets the criteria of an **Integrative and High-Impact** course. Health and Wellbeing is an essential area

of focus to promote individual vitality, successful relationships, and a thriving community. Health and Wellbeing are multidimensional and too complex to be addressed by one discipline. We will draw on the expertise from two distinct disciplines of Human Nutrition and Exercise Science to examine the impact physical activity and nutrition have on personal and community health. Instructors will take an interdisciplinary approach to tackling health and wellness issues. Students will be immersed in an ongoing integrative approach to examine topical issues and challenges, evidence-based approaches to overcoming barriers, and personal insights as they complete this course and gain a comprehensive perspective of health and wellbeing.

The design of the course is such that the beginning weeks build a case to show *why* one should move more and eat well. The second section describes the impact of diverse types of movement and meal patterns, or what one should include in their exercise and nutrition routines. The last component of the course examines how to move more and eat well, given the hectic schedules and barriers that are fixtures in our everyday lives.

A practical component of the class pulls traditional learning from lectures, readings, and assignments and directly applies it to evidence-based behavioral research strategies that are personalized to promote adoption and adherence to healthy eating and physical activity patterns. Students will examine personal past experiences in physical activity, exercise, and nutrition (targets self-efficacy) and consequently, identify one's readiness for behavior change. Practical assignments will continue to build on behavioral research strategies to promote participation and adherence to physical activity and healthier eating patterns as the semester progresses.

As part of the GE program, the following Goals and Expected Learning Outcomes (ELOs), will be addressed in this course:

Goal 1 Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

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.

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.

Goal 3 Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

ELO 3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

This integrative, team-taught course meets the GE requirements by guiding students through an exploration of the powerful and widespread impact *food* and *movement* have 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 planning nutritious and satisfying eating patterns, optimizing and individualizing physical activity plans, improving sleep, managing stress with healthy coping strategies, forming, and creating positive relationships.

Prerequisites: None

Course objectives

Expected learning outcomes for the course are identified as course objectives, as shown below. Course objectives are also identified 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 students must be logged in to Carmen at a scheduled time. Each week, students will be presented with integrative content from two distinct disciplines (Exercise Science, Human Nutrition). Interdisciplinary dialogue between instructors of different disciplines will be presented, and students will complete activities that require them to integrate information from multiple perspectives, perform activities, deliver feedback via written or video content, dialogue with classmates, utilize feedback from instructors, and consider the intersection of disciplines to encourage healthful behaviors.

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 period.

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 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**
  Instructors will present a class discussion topic and engage in dialogue related to the interaction of disciplines. As part of your participation, you can expect to post once a week as part of our substantive class discussion on the week's topics.

Opportunities for Instructor/Student Interaction: this is an asynchronous online course, but your ability to have meaningful interaction with your instructors is a high priority. Listed below are some examples of how you can actively engage with your course instructors.

- Interactive and interdisciplinary discussions on weekly assigned topic brings opportunity to interact with instructor in a variety of ways (e.g., Flip video, assignment comment section, direct comments within assignments)
- Live on-line office hours with instructor(s) via Zoom
- Individual Zoom meetings with instructor(s) upon request
- In-person office hours with instructor(s)
- Walking-office hour will be provided as an opportunity to directly engage with course instructor(s) and classmates while walking outdoors on Columbus campus
- Assignment comment section will be utilized on CarmenCanvas, this is especially important for when an assignment has not been completed as expected. Feedback will be provided to increase student awareness of the issues at hand.
- Weekly announcements via email and on homepage on CarmenCanvas
- Video discussions/responses via Flip (video discussion app) allow instructors and students to reply to assignment responses in a videoclip that is tagged to your original post

- Instructional feedback/responses will be made directly to assignments using the CarmenCanvas feature of 'mark-up' document
- Email correspondence is encouraged, and students should reach out to instructor(s) to engage in questions/concerns related to course content
- Group fitness option will be promoted and available on specific occasions that relates to course material (e.g., yoga class at RPAC)

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) https://cronometer.com/

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

CARMEN ACCESS

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you can always connect with Carmen, 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 your registered devices for the ability to generate one-time codes if you lose cell, data, or Wi-Fi service.

If none of these options 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 cover the content presented in recorded faculty lectures (General ELO 2.2).
2) **Practical assignments** are 20% of the course grade and will be used to apply behavior-based theoretical concepts to real-life by asking you to perform structured

hands-on activities related to how physical activity and eating patterns impact your health and wellbeing. You will also 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, the student will complete an open-note quiz on the readings worth 10% of their grade (General ELO 2.1, Theme ELO 1.1).
4) **Discussions** are worth 10% of the course grade and serve as a space for integrating the points of view from each distinct discipline (Exercise Science, Human Nutrition) that are presented in the weekly lectures. Students will debate workable solutions to challenges presented in the learning experience; engage in structured reflection and writing about course content as it relates to self, others, and larger society; connect and combine new knowledge/experiences; and assess their own knowledge development with a personal reflection (General ELO 1.1, 2.1, Theme ELO 1.1).
5) An **Exploration Project** focusing on the intersection of physical activity and human nutrition is worth 15% of the course grade. In this learning opportunity, students will investigate the impact of physical activity and dietary patterns on aspects of human health and wellness. Students will explore a topic of interest, examine scientific evidence related to the topic, present findings, and interact with classmates' discoveries. This assignment takes place over the semester in multiple steps, utilizes multiple research articles, includes instructor feedback, utilizes technology, and culminates with 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	20%
Module Quizzes	10%
Discussions	10%
Exploration Project	15%
Total	**100%**

See course schedule below for due dates.

Late assignments

Late submissions will not be accepted. Please refer to the course schedule (see pages XX – XX of the syllabus) and 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 the student 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, students can 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. 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 us 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.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps. It conveys shouting and anger.
- Avoid font styles, colors (e.g., yellow, and green), and sizes that are difficult to read for accessibility reasons.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor. Without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Do not distribute copyrighted materials, such as articles and images (most things online are not licensed as “fair use.”) Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

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 can refer to the reading or class notes when completing weekly quizzes.
- **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 should write in complete sentences unless the instructions specifically state otherwise. All work should be typed (not handwritten). 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 have explored in previous courses, please discuss the situation with the instructors.
- **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 are unsure about a particular situation, please feel free just to ask ahead of time.
- **Artificial Intelligence:** Use of generative artificial intelligence systems and/or similar technologies to complete an academic activity is prohibited.
- **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 ask the instructors 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 universities *Code of Student Conduct*, and that all students 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 plagiarism, collusion (unauthorized collaboration), copying another student's work, 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 do not 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.

- Course Audio and Video Recording: Video or audio recording of classes without the instructor/professor's written permission violates the Code of Student Conduct. Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such a recording constitutes a violation of the Code of Student Conduct.

- Student Generated Materials: Any materials generated by a student(s) are copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- Course materials: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course, but this does not apply to uses outside of the course

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different, as discrimination based on age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages everyone to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community based on race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit odi.osu.edu/ccampis.

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 or someone you know are suffering from any of the conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. 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 Suicide 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 ACCOMMODATION 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 the instructors know immediately so that we can privately discuss options. To establish reasonable accommodation, we request that you register with Student Life Disability Services. After registration, contact us as soon as possible to discuss your accommodation so that it 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 accommodation with your instructor.

- CarmenCanvas accessibility

- Streaming audio and video
- CarmenZoom accessibility
- Collaborative course tools

- CarmenCanvas accessibility

COURSE SCHEDULE

The course schedule outlines the course topics, readings, and assignments weekly. 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 in the header for each week.

START DATE	TOPICS	READINGS	ASSIGNMENTS DUE
WEEK 1: OVERVIEW HOW CAN YOU UTILIZE EXERCISE & NUTRITION TO IMPROVE YOUR HEALTH? Course Objectives: CO1, CO2			
Aug 23	Intro: Let's Talk About Lifestyle Lecture: The Incredible Medicine of Movement Lecture: Nutrition in Evidence-based Preventative Healthcare Wrap Up: Let's Talk About Behavior Change	US Department of Health and Human Services. Physical Activity Guidelines for Americans, 2nd edition. Washington, DC: US Department of Health and Human Services; 2018. Available at Health.gov. US Department of Agriculture and US Department of Health and Human Services. Dietary Guidelines for Americans, 2020-2025. 9th Edition | Executive Summary. December 2020. Available at DietaryGuidelines.gov.	Week 1 Practical Assignment: Personal History of Exercise Week 1 Article Quiz Week 1 Discussion: Introduce Yourself

WEEK 2: OVERVIEW HOW HAS MOVEMENT EVOLVED TO BECOME MEDICINE FOR HEALTH? HOW HAS FOOD EVOLVED TO BECOME A TOOL FOR HEALTH? Course Objectives: CO1, CO2			
Aug 29	Intro: What Does History Teach Us? Lecture: History of Exercise Lecture: History of Nutrition Wrap Up: Looking Forward	Paffenbarger, R. S., Jr, Blair, S. N., & Lee, I. M. (2001). A history of physical activity, cardiovascular health, and longevity: the scientific contributions of Jeremy N Morris, DSc, DPH, FRCP. *International journal of epidemiology*, *30*(5), 1184–1192. https://doi.org/10.1093/ije/30.5.1184 Mozaffarian, D., Rosenberg, I., & Uauy, R. (2018). History of modern nutrition science-implications for current research, dietary guidelines, and food policy. *BMJ (Clinical research ed.)*, *361*, k2392. https://doi-org.proxy.lib.ohio-state.edu/10.1136/bmj.k2392	Week 2 Practical Assignment: Family Health History Week 2 Article Quiz Week 2 Discussion: Modern Day Trends
WEEK 3: OVERVIEW HOW DOES MOVEMENT IMPACT YOUR GENETICS? HOW DOES DIET IMPACT YOUR GENETICS? Course Objectives: CO1, CO2, CO3, CO4			
Sept 5	Labor Day (M) Intro: What is the Evidence?	Sanchis-Gomar, F., Garcia-Gimenez, J. L., Perez-Quilis, C., Gomez-Cabrera, M. C., Pallardo, F. V., & Lippi, G. (2012). Physical exercise as an epigenetic modulator: Eustress, the	Week 3 Practical Assignment: Exercise vs. Nutrition

	Lecture: Exercise for Health and Longevity Lecture: What is Nutritional Genomics? Wrap Up: Evaluating our Sources	"positive stress" as an effector of gene expression. *Journal of strength and conditioning research*, *26*(12), 3469–3472. https://doi.org/10.1519/JSC.0b013e31825bb594 Guasch-Ferré, M., Dashti, H. S., & Merino, J. (2018). Nutritional Genomics and Direct-to-Consumer Genetic Testing: An Overview. *Advances in nutrition (Bethesda, Md.)*, *9*(2), 128–135. https://doi-org.proxy.lib.ohio-state.edu/10.1093/advances/nmy001	Week 3 Special Topics: Exploration Week 3 Article Quiz Week 3 Discussion: Exercise VS Nutrition
WEEK 4: OVERVIEW HOW CAN MOVEMENT INFLUENCE YOUR MENTAL HEALTH? HOW CAN FOOD INFLUENCE YOUR MOOD? Course Objectives: CO2, CO4, CO5			
Sept 12	Intro: The Biology of Mood Lecture: Get Happy Lecture: Food and Mood Introduction to Exploration Project Wrap Up: Collaborative Case Study	Paolucci, E. M., Loukov, D., Bowdish, D., & Heisz, J. J. (2018). Exercise reduces depression and inflammation but intensity matters. *Biological psychology*, *133*, 79–84. https://doi.org/10.1016/j.biopsycho.2018.01.015 Jacka, F. N., O'Neil, A., Opie, R., Itsiopoulos, C., Cotton, S., Mohebbi, M., Castle, D., Dash, S., Mihalopoulos, C., Chatterton, M. L., Brazionis, L., Dean, O. M., Hodge, A. M., & Berk, M. (2017). A randomized controlled trial of dietary improvement for adults with major depression (the 'SMILES' trial). *BMC medicine*,	Week 4 Practical Assignment: Know Your End Game Week 4 Article Quiz Week 4 Discussion: Mental Health – The College Student

		15(1), 23. https://doi-org.proxy.lib.ohio-state.edu/10.1186/s12916-017-0791-y	
WEEK 5: OVERVIEW HOW DOES MOVEMENT POWER COGNITION? HOW DO DIETARY PATTERNS IMPACT COGNITIVE FUNCTION? Course Objectives: CO1, CO2, CO5			
Sept 19	Intro: The Biology of Learning Lecture: Be Smarter Lecture: Cognition & Nutrition Wrap Up: What's Weighing on Your Mind?	Roberts, C. K., Freed, B., & McCarthy, W. J. (2010). Low aerobic fitness and obesity are associated with lower standardized test scores in children. *The Journal of pediatrics*, *156*(5), 711–718.e1. https://doi.org/10.1016/j.jpeds.2009.11.039 Burrows, T. L., Whatnall, M. C., Patterson, A. J., & Hutchesson, M. J. (2017). Associations between Dietary Intake and Academic Achievement in College Students: A Systematic Review. *Healthcare (Basel, Switzerland)*, *5*(4), 60. https://doi-org.proxy.lib.ohio-state.edu/10.3390/healthcare5040060	Week 5 Article Quiz Exam 1 (week 1-5)

WEEK 6: OVERVIEW WHAT IS THE IMPACT OF SEDENTARY LIFESTYLE ON MEDICAL COSTS? WHAT IS THE IMPACT OF POOR DIET CHOICES ON MEDICAL COSTS? Course Objectives: CO1, CO2, CO3, CO4			
Sept 26	Intro: The Impact of Poor Choices on Medical Costs Lecture: Sitting is the New Smoking Lecture: Shopping for Healthful Foods on a Budget Wrap Up: The Impact of Good Choices on Medical Costs	Global Burden of Disease Health Financing Collaborator Network (2019). Past, present, and future of global health financing: a review of development assistance, government, out-of-pocket, and other private spending on health for 195 countries, 1995-2050. *Lancet (London, England)*, *393*(10187), 2233–2260. https://doi.org/10.1016/S0140-6736(19)30841-4 Herforth, A., Bai, Y., Venkat, A., Mahrt, K., Ebel, A., & Masters, W. A. (2020). *Cost and affordability of healthy diets across and within countries: Background paper for The State of Food Security and Nutrition in the World 2020. FAO Agricultural Development Economics Technical Study No. 9* (Vol. 9). Food & Agriculture Org.	Week 6 Practical Assignment: We Are What We Repeatedly Do. Week 6 Article Quiz Exam 1 Reflection Week 6 Discussion: Sticker Shock
WEEK 7: OVERVIEW HOW CAN MOVEMENT ALTER YOUR SLEEP?			

HOW DO SLEEP AND NUTRITION INTERACT? Course Objectives: CO1, CO2, CO4			
Oct 3	Intro: The Consequences of Poor Sleep Lecture: Sleep like a Baby Lecture: Associations between sleep hygiene and weight status Wrap Up: Tying it Together – Tips for Good Practice	Kline, C. E., Crowley, E. P., Ewing, G. B., Burch, J. B., Blair, S. N., Durstine, J. L., Davis, J. M., & Youngstedt, S. D. (2011). The effect of exercise training on obstructive sleep apnea and sleep quality: a randomized controlled trial. *Sleep*, *34*(12), 1631–1640. https://doi.org/10.5665/sleep.1422 Fatima, Y., Doi, S. A., & Mamun, A. A. (2016). Sleep quality and obesity in young subjects: a meta-analysis. *Obesity reviews: an official journal of the International Association for the Study of Obesity*, *17*(11), 1154–1166. https://doi-org.proxy.lib.ohio-state.edu/10.1111/obr.12444	Week 7 Practical Assignment: Hey Buddy! Week 7 Article Quiz Week 7 Discussion: Sleep Practices
WEEK 8: OVERVIEW EXPLORATION PROJECT – LOOK TO THE RESEARCH Course Objectives: CO5			
Oct 10	Intro: Exploration Project AU Break (R, F)	You Pick – Students Select 2 Research Articles related to their Project	Special Topics: Look to the Research
WEEK 9: OVERVIEW HOW DOES EXERCISE IMPACT WEIGHT LOSS?			

HOW DOES DIET IMPACT WEIGHT LOSS? Course Objectives: CO1, CO2, CO3, CO4			
Oct 17	Intro: Myths About Weight Loss Lecture: The Truth about Weight Loss Lecture: Fat but Fit? Wrap Up: Pros/Cons Related to Health at Every Size	McAuley, P. A., & Beavers, K. M. (2014). Contribution of cardiorespiratory fitness to the obesity paradox. *Progress in cardiovascular diseases*, *56*(4), 434–440. https://doi.org/10.1016/j.pcad.2013.09.006 Krall, MA. (2017 August 22.) Let's talk about fat bias and thin privilege. YouTube. https://youtu.be/Gak58BcuPh0.	Week 9 Practical Assignment: Step It Up! Week 9 Article Quiz Week 9 Discussion: Obesity and Weight Bias
WEEK 10: OVERVIEW THE TRUTH ABOUT WALKING: DOES IT WORK FOR HEALTH? HOW DOES STRENGTH TRAINING IMPROVE YOUR HEALTH? Course Objectives: CO1, CO2, CO4			
Oct 24	Intro: Building Lifestyle Habits Lecture: The Truth about Walking Lecture: The Power of Strength Training Wrap Up: Making it Work with Modern Busy Lifestyles	Studenski, S., Perera, S., Patel, K., Rosano, C., Faulkner, K., Inzitari, M., Brach, J., Chandler, J., Cawthon, P., Connor, E. B., Nevitt, M., Visser, M., Kritchevsky, S., Badinelli, S., Harris, T., Newman, A. B., Cauley, J., Ferrucci, L., & Guralnik, J. (2011). Gait speed and survival in older adults. *JAMA*, *305*(1), 50–58. https://doi.org/10.1001/jama.2010.1923	Week 10 Article Quiz Exam 2 (week 6-10)
WEEK 11: OVERVIEW HOW TO EXERCISE WHEN YOU DON'T HAVE MUCH TIME HOW TO EAT HEALTHY WHEN YOU DON'T HAVE MUCH TIME			

Course Objectives: CO1, CO2, CO3, CO4			
Oct 31	Intro: Overcoming Barriers Lecture: High Intensity Interval Training Lecture: Cooking Demo – Sensible Eating for Busy Students Wrap Up: Making It a Habit	Gillen, J. B., Martin, B. J., MacInnis, M. J., Skelly, L. E., Tarnopolsky, M. A., & Gibala, M. J. (2016). Twelve Weeks of Sprint Interval Training Improves Indices of Cardiometabolic Health Similar to Traditional Endurance Training despite a Five-Fold Lower Exercise Volume and Time Commitment. *PloS one*, *11*(4), e0154075. https://doi.org/10.1371/journal.pone.0154075 Du, Y., Rong, S., Sun, Y., Liu, B., Wu, Y., Snetselaar, L. G., Wallace, R. B., & Bao, W. (2021). Association Between Frequency of Eating Away-From-Home Meals and Risk of All-Cause and Cause-Specific Mortality. *Journal of the Academy of Nutrition and Dietetics*, *121*(9), 1741–1749.e1. https://doi-org.proxy.lib.ohio-state.edu/10.1016/j.jand.2021.01.012	Week 11 Practical Assignment: Get Out! Week 11 Article Quiz Week 11 Discussion: Resiliency Exam 2 Reflection
WEEK 12: OVERVIEW EATING FOR PERFORMANCE TRAINING FOR PERFORMANCE Course Objectives: CO2, CO4, CO5			

Nov 7	Intro: Train Smarter Lecture: In the Zone Lecture: Eating for Performance Wrap Up: How the Pros Do It Veterans Day (F)	Chakravarty, E. F., Hubert, H. B., Lingala, V. B., & Fries, J. F. (2008). Reduced disability and mortality among aging runners: a 21-year longitudinal study. *Archives of internal medicine*, *168*(15), 1638–1646. https://doi.org/10.1001/archinte.168.15.1638 Mountjoy, M., Sundgot-Borgen, J., Burke, L., Carter, S., Constantini, N., Lebrun, C., Meyer, N., Sherman, R., Steffen, K., Budgett, R., & Ljungqvist, A. (2014). The IOC consensus statement: beyond the Female Athlete Triad--Relative Energy Deficiency in Sport (RED-S). *British journal of sports medicine*, *48*(7), 491–497. https://doi-org.proxy.lib.ohio-state.edu/10.1136/bjsports-2014-093502	Week 12 Practical Assignment: I am in Charge Week 12 Article Quiz Week 12 Discussion: Too Much of a Good Thing?
WEEK 13: OVERVIEW MINDFULNESS IN MOVEMENT MINDFULNESS IN EATING Course Objectives: CO1, CO2, CO4			
Nov 14	Intro: Utilizing Introspection in Practice Lecture: Science of Yoga	Tilbrook, H. E., Cox, H., Hewitt, C. E., Kang'ombe, A. R., Chuang, L. H., Jayakody, S., Aplin, J. D., Semlyen, A., Trewhela, A., Watt, I., & Torgerson, D. J. (2011). Yoga for chronic low back pain: a randomized trial. *Annals of*	Week 13 Practical Assignment: Boring Week 13 Article Quiz Week 13 Discussion: Personal Health, Planetary Health

	Lecture: Mindful Eating Wrap Up: The Greater Impact of Introspection	*internal medicine*, *155*(9), 569–578. https://doi.org/10.7326/0003-4819-155-9-201111010-00003 Fresán, U., & Sabaté, J. (2019). Vegetarian Diets: Planetary Health and Its Alignment with Human Health. *Advances in nutrition (Bethesda, Md.)*, *10*(Suppl_4), S380–S388. https://doi-org.proxy.lib.ohio-state.edu/10.1093/advances/nmz019	
WEEK 14: OVERVIEW HOW CAN ASSISTIVE DEVICES HELP PEOPLE BE MORE ACTIVE? Course Objectives: CO2, CO3, CO4, CO5			
Nov 21	Lecture: Assistive Technology in Physical Activity & Sports Thanksgiving (W, R) Indigenous People (F)	Dyer B. (2015). The controversy of sports technology: a systematic review. *SpringerPlus*, *4*, 524. https://doi.org/10.1186/s40064-015-1331-x	Week 14 Article Quiz Discussion: Accessibility
WEEK 15: OVERVIEW NUTRITION EXPLORATION PROJECT – PRESENTATION Course Objectives: CO5			
Nov 28	Lecture: Exploration Project Presentation Tutorial	You Pick - Students Select Research Article related to Project	Special Topics: Mini Presentation

			Assignment: SEI and Feedback
WEEK 16: OVERVIEW NUTRITION EXPLORATION PROJECT – REFLECTIONS Course Objectives: CO5			
Dec 5	Lecture: Reflection Direction	None	Special Topics: Mini Presentation Reflection Exam 3 (week 11-13)

CURRENT

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- **HUMNNTR 3506** Nutrition across the Life Span (3) (Prereq: 2210 or 2310)
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Elective Courses (Choose 7-9 credits) at least 3 credits must be 3000-level or higher:

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- **HUMNNTR 3704** Public Health Nutrition (2) (Prereq: 2210, 2310, or 2410)
- **HUMNNTR 3313** Food in Different Cultures (2) (Prereq: 2210, 2310, or 2410)
- **HUMNNTR 3415** Global Nutrition Issues (2) (Prereq: 2210, 2310, or 2410 or ANIMSCI 3130)
- **HUMNNTR 3780H** Research Methods in Nutrition (1)
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- **HUMNNTR 4504** Nutrition Education and Behavior Change (3) (Prereq: 2310 or 2410)
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- **HUMNNTR 4610** Micronutrients and Phytochemicals (3) (Prereq: 4609 and C- or higher in 2310 or 2410 and Med Diet, Animal Sciences, or HPNES major)
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X193 credits No more than 3 credit hours

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MARKUP

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