



# EFFECTIVE: SEPTEMBER 2005 CURRICULUM GUIDELINES

**A.** Division: **Academic** Effective Date: **September 2005**

**B.** Department / Program Area: **Science and Technology** / **Sport Science** Revision  New Course

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date o

**D:** Nutrition for School-Aged Children **E: 3**

	Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	Calendar Description: An overview of the science of nutrition, nutrition education, and nutrition's relation to the growth and developmen		
	Allocation of Contact Hours to Type of Instruction / Learning Settings		
	Primary Methods of Instructional Delivery and/or Learning Settings:		
	<b>Student Directed Learning</b>		
	Number of Contact Hours: (per week / semester for each descriptor)	<b>J: Course for which this Course is a Prerequisite</b>	
	<b>2</b>	<b>SPSC 5495</b>	
	Number of Weeks per Semester:	<b>K: Maximum Class Size:</b>	
	<b>31</b>	<b>30</b>	
<b>L:</b>			

**M:** Course Objectives / Learning Outcomes

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

1. demonstrate a basic knowledge of nutritional principles with regard to the major nutrients,
2. demonstrate understanding of the basic tenets of the Canada Food Guide and Harvard Healthy Eating Pyramid,
3. identify nutritional needs of school-aged children,
4. describe the effects on nutritional value of processing and preparation techniques,
5. identify their own eating habits and attempt to modify them to suit their own nutritional requirements,
6. identify nutritional learning resources available to teachers to enrich their classrooms.

**O:** Methods of Instruction

Self-study via print or online materials  
Application of content to field observations  
Reading assignments  
Online discussion groups  
Instructor tutoring

**P:** Textbooks and Materials to be Purchased by Students

A list of recommended textbooks and materials is provided on the *Instructor's Course Outline*, which is available to students at the beginning of each semester.

**Q:** Means of Assessment

Evidence of learning is demonstrated through:

- (a) Application of concepts to self; and
- (b) Application of concepts to school and classroom context
- (c) Application of concepts to students

The selection of evaluation tools for this course is based upon:

1. Adherence to college evaluation policy regarding number and weighing of evaluations, for example a course of three credits or more should have at least three separate evaluations.
2. A developmental approach to evaluation that is sequenced and progressive.
3. Evaluation is used as a teaching tool for both students and instructors.
4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/ instructor evaluation.