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| **(NUTR B10)** | | | | |
| **Student Learning Outcomes or AUO** | **Measure** | **PLO** | **ILO** | **GE** |
| 1. The student will evaluate his/her own nutrition and food intake and design individualized healthy eating plans by utilizing the Dietary Guidelines, the Food Guide Pyramid and the Exchange List system. Consideration of the scientific principles of energy balance and disease prevention must be included. | Pre-test/Post-test | N/A | I, II, III, IV | E |
| 2. The student will utilize the scientific method to critically analyze and evaluate nutrition research, products, supplements and controversies. | Pre-test/Post-test | N/A | I, II, III, IV | E |
| 3. The student will demonstrate an understanding of digestion, absorption, transportation and metabolism of nutrients in the body. | Pre-test/Post-test | N/A | I, II, III, IV | E |
| 4. The student will understand the chemical classifications, functions, digestion, absorption, transportation, dietary sources and recommended intakes of the various types of carbohydrates, fats and proteins. | Pre-test/Post-test | N/A | I, II, III, IV | E |
| 5. The student will analyze the physiological functions of vitamins, minerals and water and identify the physical effects of deficiencies and toxicities. | Pre-test/Post-test | N/A | I, II, III, IV | E |
| 6. The student will demonstrate an understanding of the physiological role and impact of nutrition on individuals progressing through the various stages of the life cycle. | Pre-test/Post-test | N/A | I, II, III, IV | E |
| **PLOs: N/A as there is no program in nutrition**  **ILOs:**   1. **Think critically and evaluate sources and information for validity and usefulness.** 2. **Communicate effectively in both written and oral forms.** 3. **Demonstrate competency in a field of knowledge or with job-related skills.** 4. **Engage productively in all levels of society – interpersonal, community, the state and nation, and the world.**   **GELOs:**  **Use the GE categories from the catalog if this is a GE course.**  **A-E** | | | | |
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