



Vermont Higher Education Collaborative

Course Syllabus: Nutrition and Food Education

Credits: 2 (30 Hours)

Castleton State College: EDU 5515 C21 – Fall 2016

Instructor of Record: Erin Randall-Mullins, MAT

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Course dates: September 10- November 11, 2016

Platform: Classroom and online.

Course Description: As the need to address student nutrition has come into focus, a comprehensive approach to changing nutrition behaviors must include facilitating development of nutrition related health literacy among youth. This course is designed for professionals to learn how to teach nutrition education while working collaboratively across school and local community to establish healthful, sustainable, food systems for schools.

Goal: To prepare school professionals (Health, PE, FACS teachers, Nurses, Counselors, and Food Service Providers) to demonstrate knowledge of nutrition and food education concepts and skills identified in the National Health Education Standards, in Vermont's Health Education Guidelines.

Learning Outcomes:

Upon successful completion of this course, students will have:

- Explored strategies for standards based instruction and assessment of K-12 nutrition education
- Discussed common nutritional problems of children
- Evaluated the impact of public health forces on nutrition habits of children
- Explored the nutrient needs for childhood growth and development, including the Dietary Guidelines
- Developed a plan to work collaboratively across school and local community to establish healthful, sustainable food systems for schools

Academic Expectations:

- Visit the site at least every other day to read and respond to postings in the discussion
- Complete all online activities

- Participate regularly in online discussions
- Complete all assignments on time
- Submit original work
- Demonstrate professional conduct regarding citations and referencing
- Respond to peer/professor emails/forum boards within 48 hours
- Contact the instructor immediately with concerns that will affect class participation (understand tech issues need to be reported to seth.marineau@vthec.org)
- Keep in mind; “you get out what you put into an experience”

Attendance Expectations:

- Students are expected to participate in discussions and submit assignments to the instructor on time for each module
- Expect to spend at least six hours per week on line to keep up with the course. This time includes reading course material, responding to assignments, online discussions, activities, and posting assignments for each module.

- **Grading Policy**

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the 2016/2017 Castleton University Graduate Catalog, under Academic Policies, accessible online at:
<http://catalog.castleton.edu/content.php?catoid=13&navoid=757>

Required texts and resources:

Kalafa, Amy. *Lunch Wars*. Penguin Group, 2011. Print.

Nutrition and Food Education Instructional Sequence

Date	Topic/Content	Due (Reading and Activities)
Module 1	<p>Making the Case for Nutrition Education in Schools/All Subjects</p> <p>Focusing Questions:</p> <ul style="list-style-type: none"> • How does our food system impact our health? • How do the components of the social ecological model influence nutrition habits? • Why are lifestyle diseases only a more recent problem in our society? <p>Assignments:</p> <p>-School Health Index, Module 1: School Health and Safety Policies and Environment (only questions that apply to food, nutrition, wellness policy)</p> <p>- Analysis of SHI, Module 1. (see guidelines for assignment)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Evaluate school health and safety policies related to food, nutrition, and wellness. • Analyze and rank importance of the results of the evaluation of school 	<p>Readings:</p> <p>FROM Michael Pollan: Chapters 7 and 8 “The Omnivore’s Dilemma” Young Readers Edition</p> <p>FROM The Center for Science in the Public Interest: Chapter 12 “Food, Inc”. Robert Wood Johnson Foundation: Another Take: Childhood Obesity The Challenge “Food, Inc”</p> <p>From Amy Kalafa: Introduction and Chapter 1 “Lunch Wars”</p> <p>FROM Women’s and Children’s Health Policy Center: Ecological Model http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/eco-model/eco-model.html</p> <p>Birke Baehr- ‘What’s wrong with our food system’ http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system.html</p> <p>School Health Index- Introduction and Instruction http://www.cdc.gov/healthyyouth/shi/</p> <p>On-Line Discussion Forum:</p> <ol style="list-style-type: none"> 1. In what ways are schools contributing to the obesity crisis of our children? 2. How has our food culture in the U.S. impacted public health? 3. What is the food culture/school food environment in your school? How does this impact student’s nutrition?

	<p>health and safety policies.</p> <ul style="list-style-type: none"> • Discuss how the components of the social ecological model impact the school food environment. • Give examples of how the U.S. food system has impacted public health. 	
Module 2	<p>Nutrition:</p> <p>Focusing Questions</p> <ul style="list-style-type: none"> • What are dietary guidelines for Americans? • What are the six dietary nutrients? • What are nutritional needs for childhood growth and development? • What are common nutritional problems of youth? (including disordered eating) • Why the transformation from the Food Guide Pyramid to The Great Plate? <p>Assignments:</p> <ul style="list-style-type: none"> -Find an on-line nutrition resource to share with classmates- use google form -Create a food guide pyramid/Great Plate with appropriate serving sizes for yourself -Create a standards based lesson for students you teach; include the six dietary 	<p>Readings:</p> <p>FROM Marion Nestle: Chapter 11, Preston Manning: Chapter 13 “Food, Inc”</p> <p>FROM Med Line Plus: Portion Distortion http://www.nlm.nih.gov/medlineplus/videosandtools.html</p> <p>FROM Let’s Eat for the Health of it</p> <p>FROM School Health Guidelines: CDC (pdf)</p> <p>FROM Med Line Plus: Age Appropriate Diet and Child Nutrition http://www.nlm.nih.gov/medlineplus/ency/article/002455.htm http://www.nlm.nih.gov/medlineplus/childnutrition.html</p> <p>FROM Nutrition Label, Calorie Tips: We can!</p> <p>FROM Michael Pollan: “Food Rules” http://globaleuropeans.com/foodandthought/?p=215</p> <p>Let’s eat for the health of it (pdf)</p> <p>On-Line Discussion Forum:</p> <ol style="list-style-type: none"> 1. With so many nutritional ‘experts’ giving advice on what we should eat, what are your top five food rules for guiding your/your student’s nutritional choices?

	<p>nutrients, and the Great Plate.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify the dietary guidelines, six dietary nutrients, nutritional need, and problems of youth. • Recognize the significance of nutrition education in and outside of school. • Select and evaluate an on-line resource to share with peers. • Develop a standards based nutrition lesson for students. 	<ol style="list-style-type: none"> 2. How and why is, 'healthy eating' not considered 'cool' in schools? When does this attitude develop, and how can schools counter it? 3. How can parents and family members become part of the nutrition education experience? 4. How does a country with an abundance of food have such a high rate of disordered eating?
Module 3	<p>School Food System Focusing Questions:</p> <ul style="list-style-type: none"> • How do you plan for sustainable foods? • How to apply behavioral economics to optimize child nutrition? • How to collaboratively work with school and community for healthy, sustainable food systems? • How to advocate for quality nutrition education in schools? <p>Assignments:</p> <ol style="list-style-type: none"> 1. School Health Index, Module 4: Nutrition Services 2. Analysis of SHI, Module 4. (see assignment guidelines) 	<p>Readings:</p> <p>FROM Amy Kalafa: Chapters 4, 6, 8, 9 "Lunch Wars"</p> <p>NPR, The Salt: It takes more than a produce aisle to refresh a food desert. http://www.npr.org/blogs/thesalt/2014/02/10/273046077/takes-more-than-a-produce-aisle-to-refresh-a-food-desert</p> <p>School Lunch Challenge, Behavioral Economics and the Smarter Lunchrooms http://www.youtube.com/watch?v=LqNANb_jrqE smarterlunchrooms.org</p> <p>FROM Financial Implications: CDC (pdf)</p> <p>FROM Call to Action (pdf)</p> <p>Optional Readings:</p> <p>FROM the American Community Gardening Association: Another Take: Ten Steps to Starting a Community Garden, Center for Science and in the Public Interest, Chapter 12 "Food, Inc"</p>

	<p>3. Research a school food system success story. Report on: What policies does the school have in place to optimize child nutrition? Who is responsible for nutrition education? What methods of behavioral economics does the school cafeteria utilize? Describe the school's use of local food. Compare to your current school food system. What characteristics of this successful school system would you like to emulate in your school food system? What are the next steps to begin the transformation of your school system?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Evaluate school nutritional services program. • Analyze and rank results of evaluation of school nutritional services program. • Compare and contrast current school nutrition policies and practices with exemplars school nutrition policies and practices. • Relate concepts of the 	<p>FROM New School Cuisine Cookbook, Nutritious and Seasonal Recipes for School Cooks by School Cooks (pdf)</p> <p>FROM Vermont Farm to School: A Guide to Using Local Foods in Schools http://www.vtfeed.org/materials/guide-using-local-food-schools</p> <p>FROM Farm to School Success Stories, National Farm to School Program (pdf)</p> <p>On-line Discussion Forum:</p> <ol style="list-style-type: none"> 1. How can a district/school wellness policy influence classroom food behavior? 2. How do schools, hospitals, restaurants, and grocery stores use behavioral economics successfully? 3. Who is 'in charge' of the food served in the cafeteria? How does one begin to make changes in the cafeteria while maintaining relationships?
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	social ecological model to student nutrition experiences.	
Module 4	<p>Standards Based Nutritional Education</p> <p>Focusing Questions:</p> <ul style="list-style-type: none"> • How do we help students develop responsible personal behavior? • What are strategies for standards based instruction and assessment? <p>Assignments:</p> <ol style="list-style-type: none"> 1. Literature Review 2. Desired Change Outcomes 3. Data Collection 4. Implementation Plan <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Prepare desired change outcomes for school change project. • Analyze literature and develop rationale for school change project. • Formulate data collection plan for school change project. • Construct implementation plan for school change project. 	<p>Readings:</p> <p>FROM Cultivating Joy and Wonder through Nature, Food and Community Based Learning</p> <p>FROM Getting Started A Guide for Creating School Gardens as Outdoor Classrooms: Life Lab Science Program (pdf)</p> <p>FROM Family Cook In Toolkit for Success: Farm to School (pdf)</p> <p>FROM Serving Up a School Culture of Health, Wellness and Nutrition: Amy Gifford (pdf)</p> <p>Lunch Lessons, Changing the way we feed our children: Ann Cooper http://www.youtube.com/watch?v=IVJv91n39Q8</p> <p>Curricula Integration (pdf)</p> <p>Health Education Curriculum Analysis Tool (HECAT): Healthy Eating Curriculum (pdf)</p> <p>Fun Elementary Food and Nutrition Books (pdf)</p> <p>On-line Discussion Forum:</p> <ol style="list-style-type: none"> 1. How does teaching the content of nutrition, food, and sustainability relate to proficiency based learning, common core, and VT Standards? 2. How do educators, administrators, and food service workers discuss food choices with parents and families? 3. How can the content being taught in the classroom complement the work being done in the cafeteria?

Grading:

Percentage Contribution of Each Assignment:

Online Responses to Readings/Prompts/Peers and Other Assignments: 50%

School Change Project Plan and Assignments: 50%

On-line discussion expectations: For each module, each student will be asked to respond to assigned readings through a threaded discussion with your peers.

1. Respond to at least two prompts.
2. Post at least two times in the thread to TWO different prompts from peers.

These responses may involve:

- Challenging an idea with specific evidence from readings
- Affirming an idea with specific evidence from readings
- Offering a new insight
- Asking questions

School Change Project expectations:

School Change Project	Point Value
Rationale for change is clear and grounded in literature. Include: <ul style="list-style-type: none">• Literature Review• At least two resources not assigned from class	30 points
Desired Change outcomes are clearly listed, specific, and measurable	10 points
Data Collection must be included. Specifically: <ul style="list-style-type: none">• What will count as data• How will you include it in the analysis	20 points
Implementation Plan: Exactly how the School Change Project will be implemented.	20 points
Total Points	80 points

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Electronic Submissions/Internet Use:

This online course will require the use of an online classroom. Vermont Higher Education will provide Global Classroom through your course link for these submissions. Student will be expected to prepare and participate in module discussions. Assignments will be submitted electronically.

Academic Honesty Policy

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the 2016/2017 Castleton University Graduate Catalog Academic Policy section:

http://catalog.castleton.edu/content.php?catoid=14&navoid=1020#Academic_Honesty

Use and Ownership of Copyrighted Materials

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

<http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/>

Additional information on this subject is contained in the publication "Questions and Answers on Copyright for the Campus Community." This document can be accessed online on the National Association of College Stores web site at the following address:

<http://www.nacs.org/toolsresources/cmip/copyright/questions.aspx>.

Course Drop Policy

Castleton University offers courses to educators with the expectation participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course.

The notice should include the reason for withdrawing and be made as follows:

- 1 credit course (15 hours) – before 3 hours of the course have taken place
- 2 credit course (30 hours) – before 6 hours of the course have taken place
- 3 credit course (45 hours) – before 9 hours of the course have taken place

After that, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may be liable for associated course costs.

For more Academic Policy information check the link below to access the 2016/2017 Castleton University Graduate Catalog:

<http://catalog.castleton.edu/content.php?catoid=13&navoid=757>.

Transcript Request

<http://www.castleton.edu/campus-life/student-resources/student-services-center/transcript-request/>.