

**INDUSTRY AND TECHNOLOGY**  
**Institutional (ILO), Program (PLO), and Course (SLO) Alignment**

<b>Program: Nutrition and Foods</b>	<b>Number of Courses:</b> 2	<b>Date Updated:</b> 09.18.2014	<b>Submitted by:</b> SueEllen Warren, ext. 4519 Renee Newell, ext. 3308
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<b>ILOs</b>	<b>1. Critical Thinking</b> <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	<b>2. Communication</b> <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	<b>3. Community and Personal Development</b> <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	<b>4. Information Literacy</b> <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
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**SLO-PLO-ILO ALIGNMENT NOTES:**

*Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.*

*DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.*

<b>PLOs</b>	<b>PLO to ILO Alignment</b> <i>(Mark with an X)</i>			
	1	2	3	4
<b>PLO #1 Comprehensive Food Plans</b> Upon completion of the Nutrition and Foods program, the student will be able to outline the overall nutritional needs of children and adults and develop comprehensive food plans to ensure nutritional needs are being met.	X			
<b>PLO #2 Sources of Nutrients</b> Upon completion of the Nutrition and Foods program, Students know the sources and functions of macronutrients and micronutrients.	X			
<b>PLO #3 Using Published Nutrition Facts</b> Upon completion of the Nutrition and Foods program, Students compare canned/packaged food products using the information on the Nutrition Facts Panel, ingredient list, and Daily Values.				X

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
<b>NFOO 11 Nutrition: SLO #1 Nutritional Intake</b> Following textbook study and familiarity with the MyPlate.gov website, students will analyze their nutritional intake by food groups, using the online tool provided by MyPlate.gov. Specific, practical suggestions for improving the intake will be made.	X			X			X
<b>NFOO 11 Nutrition: SLO #2 Nutrient Density</b> Following textbook study, an audio-visual lesson, and instructor modeling, students will analyze the Nutrition Facts Panel from a frequently-consumed canned or packaged food. Data from the label will be cited, and percentages of fat, carbohydrate, and protein will be calculated. The student will also define nutrient density and describe how the product is/is not nutrient dense.			X				
<b>NFOO 11 Nutrition: SLO #3 Three-Day Dietary Analysis</b> Using evidence gathered from the dietary analysis data (Intake vs. Goals, Fat Breakdown, My Pyramid Analysis, Intake Spread Sheet and Source Analysis) the student will assess personal risk factors for two self-selected chronic diseases. The student will analyze intakes of fat/trans- fat/saturated fat, alcohol, complex carbohydrate/fiber, vitamins and/or minerals, sugar, and sodium, and draw conclusions from the data. Non-diet risk factors, such as genetics, gender, age, lifestyle, ethnicity, smoking, stress and environmental contaminants will also be addressed. In a written response, students will identify evidence gathered and summarize conclusions in 15 statements that apply to their diet/lifestyle to their risk of the two diseases.	X						
<b>NFOO 15 Nutrition for Infants and Young Children: SLO #1 Food Intake of Young Child</b> Following lecture, class discussion, and becoming familiar with the website MyPlate.gov, students will use the descriptors in MyPlate to analyze the food intake of a young child.	X			X			
<b>NFOO 15 Nutrition for Infants and Young Children: SLO #2 Menus for Children</b> Following textbook study, direct instruction, and examination and analysis of typical preschool menus, students will create a one-week menu for children attending a preschool or day care program. This menu will be built with appropriate portions of nutrient-dense foods and varied selections, including vegetarian and culturally unique foods. A shopping list, including pack sizes, prices, and total cost projections will be included.	X						
<b>NFOO 15 Nutrition for Infants and Young Children: SLO #3 Nutrition Lesson</b> Following lecture, textbook reading, and peer collaboration, students will design and present a nutrition lesson for children or their parents, including objectives, materials needed, adaptations, instructional plan, reinforcement activities, and an assessment.	X						