



New Academic Program Workflow Form

General

Proposed Name: Nutrition & Human Performance

Transaction Nbr: 00000000000128

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: Bachelor of Science

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2023

Details

Department(s):

AGSC

DEPTMNT ID	DEPARTMENT NAME	HOST
1237	School of Nutritional Sciences and Wellness	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 51.0001, Health and Wellness, General.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Major in Nutrition and Human Performance

Transcript: Y Major in Nutrition and Human Performance

Conditions for Admission/Declaration for this Major:

N/A

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

The BS in Nutrition and Human Performance will prepare students for jobs in the health and fitness industry including, but not limited to, Fitness Instructor; Personal Trainer; Health, Wellness, and Fitness Coach; Fitness and Wellness Coordinator; Corporate Fitness; Spa/Resort Fitness; Recreation/Fitness Program Director; and Community Health Worker.

This degree program aligns with the mission of the University of Arizona to lead the way in

developing adaptive problem-solvers capable of tackling our greatest challenges by training students to use science-based practices in nutrition and physical activity to improve the health, wellness, and physical performance of Americans and improve their quality of life.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Healthy Lifestyles and Fitness	BS	774	ASU	N
2	Fitness Wellness	BS	386	NAU	N

Peer Comparison

Please see peer comparison attached

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
01089616	Jamie Elliott	1237	Assit. Prof. Pract.	Master of Science	1.00
01268480	Kelly Jackson	1237	Assoc. Prof. Pract.	Master of Science	1.00
02463079	Donato Romagnolo	1237	Professor	Doctor of Philosophy	1.00
02946604	Ashlee Linares-Gaffer	1237	Assoc. Prof. Pract.	Master of Science	1.00
06305725	Amy Drescher	1237	Assit. Prof. Pract.	Doctor of Philosophy	1.00
09207273	Veronica Mullins	1237	Assoc. Prof. Pract.	Master of Science	1.00
11709321	Patricia Sparks	1237	Assit. Prof. Pract.	Doctor of Philosophy	1.00
16407127	Sarah Lavelle	1237	Lecturer	Master of Science	1.00
22053867	Jennifer Teske	1237	Assoc. Prof	Doctor of Philosophy	1.00
22068495	Ann Skulas-Ray	1237	Assit. Prof	Doctor of Philosophy	1.00
22079486	Forrest Baker	1237	Assit. Prof	Doctor of Philosophy	1.00
22081105	Carmen Young	1237	Assit. Prof. Pract.	Master of Science	1.00
22085369	Katelyn Barker	1237	Assoc. Prof. Pract.	Master of Music	1.00
22091763	Jenna Bobroski	1237	Assit. Prof. Pract.	Master of Science	.50
23127427	Christopher Mills	1237	Lecturer	Master Public Health	1.00
23218125	Tanner Graves	1237	Assit. Prof. Pract.	Master of Science	.50

Additional Faculty:

One full time faculty (professor of practice) will be needed beginning year one. A .50 FTE degree coordinator is anticipated to be needed by year 3.

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
1237	313	54	35.00

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
1237	313	328	348	54	59	64	35.00	35.00	35.50

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

The current facility space that will be utilized by the NHP program include the Food Science Lab located in the Shantz Building and the Student Nutrition Advising Center (SNAC), also located in the Shantz Building. These labs have all equipment and computers needed for students taking courses as part of this new degree program.

Additional Facilities Required & Anticipated:

Additional facility space for a human performance lab will be needed. This space will store all department equipment related to human performance and will be used as the central location for all experiential learning courses. It will also be utilized by undergraduate and graduate students participating in internship and directed research courses related to nutrition and human performance. Existing space in the Shantz Building is available for use, renovations will be required.

Other Support

Other Support Currently Available:

Current academic advisors in the School of Nutritional Sciences and wellness will assist students with declaring the major, course planning, and other advising needs. They will also communicate with students regarding program updates and student opportunities. The school has appropriate administrative and business office staff to accommodate the additional of another major and new students.

Other Support Needed over the Next Three Years:

This new program will require one new full time (1.0 FTE) faculty member (Professor of Practice) to develop and teach new courses in year one. We anticipate needing a half time (0.5 FTE) program coordinator in year 3 to help with program coordination, experiential learning, recruitment and retention, and other program needs.

Comments During Approval Process

2/28/2022 12:41 PM

GOING

Comments
Approved.



**NEW ACADEMIC PROGRAM – MAJOR
Preliminary Proposal Form**

- I. **Program Details**
 - a. **Name (and Degree Type) of Proposed Academic Program:** Bachelor of Science in Nutrition & Human Performance
 - i. **Emphases (if applicable):** N/A
 - b. **Academic Unit(s)/College(s):** School of Nutritional Sciences & Wellness / College of Agriculture and Life Sciences
 - c. **Campus/Location(s):** Main Campus, Tucson, Arizona
 - d. **First Admission Term:** *Fall 2023*
 - e. **Primary Contact and Email:** *vamullins@email.arizona.edu*

- II. **Executive Summary:** Positive nutrition and physical activity practices are vital for health and wellness across the lifespan and during aging. Rates of preventable chronic diseases including obesity continue to rise in the United States. Lifestyle factors including nutrition and physical activity play a large role in the prevention of chronic disease and healthy aging. Additionally, nutrition and physical activity strategies are utilized by athletes and active individuals to improve physical performance. The overabundance of nutrition and fitness misinformation disseminated through the media has obscured the science in these fields confusing the public. There has never been a greater need for professionals with training in nutrition, physical fitness, and behavioral change to help improve the health and physical performance of Americans. The BS in Nutrition and Human Performance will prepare students for jobs in the health and fitness industry which are expected to grow over the next ten years. Currently, there is no degree at the University of Arizona focused on both nutrition and physical activity to promote health across the lifespan, maintain optimal function while aging, and improve physical performance in athletes.

- III. **Brief Program Description:** A major in Nutrition & Human Performance will prepare you to be a leader in the field of nutrition, physical activity, fitness, and wellness. This degree provides an interdisciplinary approach with training in nutrition, physical activity, leadership, behavioral science, and health coaching designed to turn your passion for health and fitness into a rewarding career after graduation or you can continue for a graduate degree in nutrition, exercise physiology, physical therapy, athletic training, medicine, and other health related fields. As part of this degree, you will develop knowledge and skills in sports nutrition, body composition, structural and physiological adaptation to exercise and personal training from diverse faculty who have years of applied experience working with a wide range of people including collegiate, professional, and Olympic athletes.

- IV. **Program Rationale:** As part of this degree, students will take general science, core nutrition and exercise courses as well as elective courses in business management and leadership; behavioral science; teaching and coaching; diversity, inclusivity, and ethics; and advanced sciences. Students will take courses that prepare them for the American Council on Exercise (A.C.E.) certification in Personal

Training and Health Coaching and will receive a discounted rate on the National certification exams. Students who successfully pass the personal training exam are eligible to apply for positions as Certified Personal Trainers at the University of Arizona Student Recreation Center and/or other fitness facilities while still working on completing their BS degree. In addition, this degree includes the course requirements for students to continue their education in the field of nutrition, exercise physiology, athletic training, physical therapy, and medicine. Specifically, this degree meets the requirements for the University of Arizona Doctor of Physical Therapy (DPT) program enrolling students in the fall 2024 semester. This degree aligns with the College of Agriculture and Life Sciences strategic plan to offer applied degrees that put science to work. Currently there is not one all-encompassing degree at the University of Arizona focusing on the science of nutrition, physical activity, and lifestyle behavior modification to tackle the challenges of preventable chronic diseases that in some part stem from poor dietary habits and a sedentary lifestyle. Furthermore, this degree program aligns with the mission of the University of Arizona to lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges by training students to use science-based practices in nutrition and physical activity to improve the health, wellness, and quality of life across the lifespan, and optimize physical performance in athlete populations. This degree aligns with the University of Arizona’s strategic plan to drive student success in a rapidly changing world, tackle grand challenges in healthcare and disease prevention, and reinforce our commitment to diversity and inclusion.

V. **Projected Enrollment for the First Three Years:**

Year 1	Year 2	Year 3
25	45	65

VI. **Evidence of Market Demand:** Nutrition and Human Performance graduates would be highly qualified to move on to graduate degrees in nutritional sciences, physical therapy, exercise physiology, and medicine. In addition, this degree will prepare students for jobs in the health and fitness industry including, but not limited to, Fitness Instructor; Personal Trainer; Health, Wellness, and Fitness Coach; Fitness and Wellness Coordinator; Corporate Fitness; Spa/Resort Fitness; Recreation/Fitness Program Director; and Community Health Worker.

A report generated from Program Insight, Burning Glass Technologies for careers in Arizona mapped to the CIP code 51.0001 *Health and Wellness, General*, (Fitness, Wellness Manager, Community Health Worker, Health Educator, Coach) indicates that there were 1,110 job postings in Arizona (37,987 Nationwide) in the last 12 months and that the number of jobs is expected to grow over the next ten years. They project an increase to over 3,000 jobs in Arizona (159,000 nationwide) by 2030. See tables below for more information.

Burning Glass Technologies reported that Arizona State University currently holds 100% of the market share for programs matched to this CIP code.

GROWTH BY GEOGRAPHY

Geography	Selected Occupations	Total Labor Market	Relative Growth
Arizona	16.03 %	16.80 %	Average
Nationwide	12.33 %	3.70 %	High

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

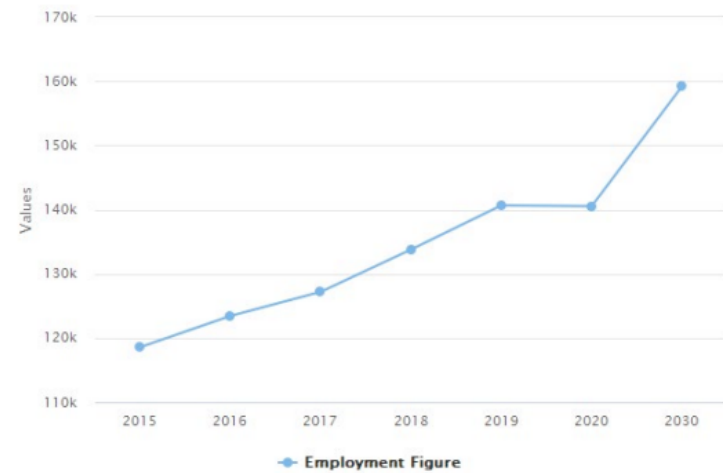
	2015	2016	2017	2018	2019	2020	2030
Employment (BLS)	2,492	2,933	3,034	2,935	2,983	2,937	3,505



Employment data between years 2020 and 2030 are projected figures.

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2015	2016	2017	2018	2019	2020	2030
Employment (BLS)	118,576	123,439	127,194	133,787	140,660	140,535	159,196

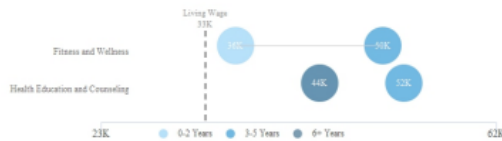


Employment data between years 2020 and 2030 are projected figures.

WHAT SALARY WILL MY GRADUATES FIND UPON GRADUATION?

The median salary in **Arizona** for graduates of your program is **\$46K**

This average salary is **Above** the average living wage for Arizona of **\$33K**



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

WHAT SALARY WILL MY GRADUATES FIND UPON GRADUATION?

The median salary in **the nation** for graduates of your program is **\$48K**

This average salary is **Above** the average living wage for your region of **\$34K**



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

VII. Similar Programs Offered at Arizona Public Universities:

ASU offers a Bachelor of Science in Health Sciences – Healthy Lifestyles and Fitness Science

NAU offers a Bachelor of Science in Health Sciences - Fitness Wellness

VIII. Resources

- Summarize new resources required to offer the program:** This new degree program will require one new Assistant or Associate Professor of Practice (APOP) career track faculty at 1 FTE to support new course development, and overall teaching load and a part time .50 FTE coordinator in year three. Renovation of current department space for a Human Performance lab is required to support lab courses and experiential learning opportunities including internships, independent studies, and directed research.
- Estimate total expected cost:** Year 1=135,150; Year 2=85,150; Year 3=114,625
- Estimate total expected revenue of the program:** Year 1=137,025; Year 2=111,645; Year 3=164,095

IX. Required Signatures (the following should be included in the notification memo to campus after ABOR approval):

a. Program Director/Main Proposer:

i. **Signature:** Veronica Mullins

ii. **Name and Title:** Veronica “Ronnie” Mullins, Associate Professor of Practice

iii. **Date:** January 5, 2022

b. **Managing Unit/Department Head:**

i. **Signature:**  _____

ii. **Name and Title:** Scott Going, Director, School of Nutritional Sciences and Wellness

iii. **Date:** 1/18/2022

c. **College Dean/Associate Dean:**



ii. **Name and Title:** Michael Staten, Bart Cardon Associate Dean for Career and Academic Services

iii. **Date:** 1/18/2022



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

- I. **MAJOR REQUIREMENTS**– complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four-year plan, curricular/assessment map, etc.). Complete the table in Appendix A if requesting a corresponding minor/Master’s.

UNDERGRADUATE

Total units required to complete the degree	120
Upper-division units required to complete the degree	42
Foundation courses	
Second language	2 nd Semester Proficiency (0-8 units)
Math	Moderate Math Strand (0-3 units)
General education requirements	<i>General Education: (26-29 units)</i> ENG 101/102 or ENGL 109H (3-6 units) Introduction to General Education (1 unit) Exploring Perspectives (12 units) Building Connections (9 units) GE Capstone (1 unit)
Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	None
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	None
Major requirements	
Minimum # of units required in the major (units counting towards major units and major GPA)	56
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	38



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<p><u>Minimum # of residency units to be completed in the major</u></p>	<p>18</p>
<p>Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p><u>Statistics Requirement (3 units)</u> <i>Choose one:</i> MATH 163 Basic Statistics (3 units) MATH 263 Introduction to Statistics and Biostatistics (3 units) SBS 200 Introduction to Statistics for the Social Sciences (4 units) PSY 230 Psychological Measurement and Statistics (3 units)</p> <p><u>General Sciences: (24-28 units)</u> CHEM 151 or CHEM 141/143 or CHEM 161/163 General Chemistry I (4 units) CHEM 152 or CHEM 142/144 or CHEM 162/164 General Chemistry II (4 units) MCB 181R Introduction to Biology I (3 units) MCB 181L Introduction to Biology I Lab (1 unit) PHYS 102/181 Introductory Physics I (4 units) PHYS 103/182 Introductory Physics II (4 units) PSIO 201 Anatomy and Physiology (4 units) and PSIO 202 Anatomy and Physiology 2 (4 units) OR PSIO 380 Fundamentals of Human Physiology (4 units)</p>
<p>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p><u>Core Courses: (33 units)</u> PSY 101 Introduction to Psychology (3 units) NSC 101 Intro to Human Nutrition (3 units) NSC 206 Introduction to Nutrition and Human Performance (3 units) NSC 308 Nutrition and Metabolism (3 units) NSC 315 Sports Nutrition (3 units) NSC 320 Nutrition, Exercise, and Health Promotion (3 units) NSC 306 Nutrition and Exercise Physiology (3 units) NSC 396A Survey of Nutrition Careers (1 unit) NSC 396B Preparation for Careers in Nutrition & Human Performance (1 unit) NSC 415R Advanced Sports Nutrition (3 units) NSC 415L Advanced Sports Nutrition Lab (1 unit) NSC 445 Assessment of Regulation of Human Body Composition (3 units) NSC 498 Capstone (3 units)</p> <p><u>Business, Management, and Leadership Electives: (6-unit min)</u> ALC 309 Leadership Principles and Practices (3 units)</p>



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	<p>ALC 409 Team and Organizational Leadership (3 units) NSC 458 Foodservice Organization and Management (3 units) PFFP 310 Fundamentals of Personal and Family Financial Planning (3 units) PHIL 322 Business Ethics (3 units) PHP 438 Health Profession Finance (3 units)</p> <p><u>Behavioral Electives: (6-unit min)</u> PSY 200 Evolution and Human Development (3 units) PSY 273 Psychology of Excellence (3 units) PSY 319 How We Change Behavior (3 units) PSY 381 Abnormal psychology (3 units) PSY 383 Health Psychology (3 units)</p> <p><u>Teaching/Coaching Electives: (5-unit min)</u> FSHD 401 Basic Skills and Counseling (3 units) NSC 332 Health Coaching (3 units) NSC 497A Applied Sports Nutrition Workshop (3 units) NSC 420 Nutrition Education and Counseling (2 units) NSC 497C Body-positive concepts (1 unit) TLS 355 Planning Community Events and Rec Programs (3 units) TLS 358 Theory and Practice of Coaching (3 units)</p> <p><u>Diversity, Inclusivity and Ethics Elective: (3-unit min)</u> FOOD 300 Food Justice, Ethics, & Activism (3 units) PEEL 205 The ethics and Economics of Wealth Creation (3 units) SOC 302 Sports and Society (3 units) SOC 304 Race, Class, Gender, and Sports (3 units) TLS 373 Inclusive Physical Activity Programming for Diverse and Special Populations (3 units)</p> <p><u>Health Sciences Elective: (3-unit min)</u> BIOC 384 Foundations in Biochemistry (3 units) BIOC 385 Metabolic Biochemistry (3 units) CHEM 241A Lectures in Organic Chemistry (3 units) CHEM 243A Organic Chemistry Laboratory 1 (1 unit) CHEM 241B Lectures in Organic Chemistry (3 units) CHEM 243B Organic Chemistry Laboratory 2 (1 unit) ECOL 182R Introduction to Biology II (3 units)</p>
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ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

	ECOL 182L Introduction to Biology II Lab (1 unit) MIC 205A General Microbiology (3 units) MIC 205L Biology of Microorganisms Lab (1 unit) NSC 408 Nutritional Biology (3 units) PHCL 442 Human Performance Pharmacology (3 units) SBS 301A Foundations of Mindfulness (1 unit) SOC 303 Health and Society (3 units)
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No
Senior thesis or senior project required (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	None
Minor (specify if optional or required)	Optional
Any <u>double-dipping restrictions</u> (Yes/No)? If yes, provide description.	Yes, major core courses are not permitted to double-dip.

*Emphases are officially recognized sub-specializations within the discipline. [ABOR Policy 2-221 c. Academic Degree Programs Subspecializations](#) requires all undergraduate emphases within a major to share at least 40% curricular commonality across emphases (known as “major core”). Total units required for each emphasis must be equal. Proposed emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

- II. **CURRENT COURSES**—using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form.



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Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
Statistics Requirement: (3 units)						
MATH 163 Equivalent to: (DATA 361, DATA 363, MATH 160, MATH 160-CC, MATH 163-CC, MATH 263, MATH 263-CC, MATH 361, MATH 363)	3	Basic Statistics	None	In-person	F, Sp	Yes
MATH 263 Equivalent to: DATA 361, DATA 363, MATH 160, MATH 160-CC, MATH 163, MATH 163-CC, MATH 263-CC, MATH 361, MATH 363	3	Introduction to Statistics and Biostatistics	None	In-person	F, Sp, Su	Yes
SBS 200	4	Introduction to Statistics for the Social Sciences	None	In-person Online	Main campus: F, Sp, Su Online Campus: F,Sp,Su	Yes
PSY 230	3	Psychological Measurement and Statistics	None	In-person Online	Main campus: F, Sp, Su Online Campus: F,Sp,Su	Yes



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General Science Requirements: (24-28 units)						
CHEM 151	4	General Chemistry I	Credit is allowed for only one of these lecture/lab combinations: CHEM 105/106A, CHEM 141/143, CHEM 151 or CHEM 161/163.	In-person	Main Campus: F, Sp, Su	Yes
CHEM 152	4	General Chemistry II	Credit allowed for only one of these lecture/lab combinations: CHEM 105B/106B, CHEM 142/144, CHEM 162/164, or CHEM 152.	In-person	Main Campus: F, Sp, Su	Yes
MCB 181R Equivalent to: BIOC 181R, ECOL 181R, MCB 184, MCB 315, MIC 181R	3	Introduction to Biology	None	In-person, online	F, Sp, Su	Yes
MCB 181L Equivalent to: B IOC 181L, ECOL 181L, MCB 181M, MIC 181L	1	Introductory to Biology Lab I	Prerequisite or concurrent registration, MCB 181R.	In-person, online	Main and online campus: F	Yes
PHYS 102	3	Introductory Physics	PPL 50+ or SAT I MSS 590+ or ACT MATH 24+ or one course from MATH 108, 112, 113, 116, 119A, 120R, 122B, 125, 129, or 223. Test scores expire after 2 years.	In-person Online	Main campus: F, Sp, Su Online campus: F	Yes
PHYS 103	3	Introductory Physics II	None	In Person	Main Campus: F, Sp Su	Yes
PSIO 201	4	Human Anatomy and Physiology I	None	In-person	Main campus: F, Sp, Su	yes



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PSIO 202	4	Human Anatomy and Physiology II	Human Anatomy and Physiology I	In-person	Main campus: F, Sp, Su	yes
PSIO 380	4	Fundamentals of Human Physiology	Enrollment not allowed if you have previously taken PSIO 201 or PSIO 202 or if you are a PSIOM or PSIO major or PSIOMMINU or PSIOMINU.	In-person	Main campus: F, Sp Online campus: F	yes
Core Requirements: (33 units)						
PSY 101	3	Introduction to psychology	None	In person online	Main campus: F, Sp, Su Online campus: F, Sp, Su	Yes
NSC 101	3	Introduction to Nutrition	Only for students who have not taken the nutrition section of NATS 104 (Nutrition, Food and You). See University General Education, Tier One.	In person Online	Main campus: F, W, Sp, Su Online campus: F, W, Sp, Su Distance campus: F	N/A
NSC 308	3	Nutrition and Metabolism	CHEM 152 or 142, and (MCB 181R or PSIO 201), and (NSC 101 or 170C1).	In person Online	Main campus: F, Sp, Su Online campus: Sp, Su	N/A
NSC 315	3	Sports Nutrition	Completion of NSC 101 or NSC 170C1.	Online	Main campus: F, W, Sp, Su Online campus: F, W, Sp, su	N/A
NSC 320	3	Nutrition, Physical Activity and Health Promotion	NSC 170C1 or NSC 101	In person Online	Main campus: F, Sp Online Campus: F, Sp, Sum	N/A
NSC 396A	1	Survey of Nutrition Careers	None	In person Online	Main campu: F, Sp Online Campus: F, Sp	N/A



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NSC 415 R	3	Advanced Sports Nutrition	NSC 315. Concurrently enrolled in NSC 415L or 515L	In person Online	Main campus: F, Sp Online Campus: F, Sp	N/A
NSC 415 L	1	Advanced Sports Nutrition Lab	NSC 315. Concurrently enrolled in NSC 415L or 515L	In person Online	Main campus: F, Sp Online Campus: F, Sp	N/A
NSC 445	3	Assessment and Regulation of Human Body Composition	Prerequisite (NSC 101 or NSC 170C1) and (PSIO 202 or PSIO 380)	online	F	N/A
Business, Management, and Leadership Electives: (6 units min)						
ALC 309	3	Leadership Principles	None	In Person	Main Campus: Sp, Su	Yes
ALC 409	3	Team and Organizational Leadership	None	In-person	Main campu: Sp	Yes
PFFP 310	3	Fundamentals of personal and Family Financial Planning	None	In Person	Main Campus: F, Sp	Yes
PHIL 322	3	Business Ethics	None	In-person Online	Main campu: F, W, Sp, Su Online Campus: F, Sp	Yes
PHP 438	3	Health Profession Finance	None	In-person Online	Main campus: F, Sp Online campus: F, Sp Phoenix campus: F, Sp	Yes
NSC 458	3	Foodservice Organization and management	Prerequisite NSC 358R and NSC 358L	In Person	Main Campus: F	N/A



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Behavioral Electives: (6 unit min)						
PSY 200 Equivalent to: EDP 200, FSHD 200, PSYC 200	3	Evolution and Human Development	None	In person	Main Campus: F, Sp	Yes
PSY 273	3	Psychology of Excellence	Contact Department			Yes
PSY 319 Equivalent to: PSYC 319, PSYV 319	3	How We Change Behavior	PSY 101 or PSY 150A1	In Person	Main Campus: F, Sp	Yes
PSY 381	3	Abnormal Psychology	None	In-person Online	Main campu: F, W, Sp, Su Online Campus: F, Sp, Su	Yes
PSY 383	3	Health Psychology	PSY 101	In-person	Main campus: F, Sp Online Campus: F	Yes
Teaching/Coaching Electives: (5 unit min)						
FSHD 401 Equivalent to: FS 401, FSHV 401	3	Basic Skills and Counseling	6 units of social sciences.	In Person	Main campus: Fall, Spring Distance campus: Fall (even years only)	Yes
NSC 332	3	Health Coaching	NSC 170C1 or NSC 101	Online	Main campus: F, Sp, Sum	N/A
NSC 420	2	Nutritional Education and Counseling	Prerequisite NSC 325 (cannot enroll until NSC 325 is complete)	In Person	Main Campus: Sp	N/A



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NSC 497C	1	Competency and Compassion Development for Health Majors; The "Body Positive" Concept	None	In-person	Main campus: F, Sp	N/A
NSC 497A	3	Applied Sports Nutrition Workshop	Prerequisite NSC 415R and NSC 415L	In person	Main campus: F, Sp	N/A
TLS 355	3	Planning Community Events and Rec Programs	None	Online	Main campus: F, Sp Online campus: F, Sp	Yes
TLS 358	3	Theory and Practice of Coaching	None	In Person	Main Campus: F, Sp	Yes
Diversity, Inclusivity and Ethics Elective: (3 unit min)						
FOOD 300	3	Food Justice, Ethics, & Activism	None	In-person	Main campus: F, Sp	Yes
PPEL 205	3	The Ethics and Economics of Wealth Creation	None	In-person Online	Main campus: F, Sp, Su Online campus: F	Yes
SOC 302	3	Sports and Society	None	In-person	Main campus: F, Sp, Su	Yes
SOC 303	3	Health and Society	None	In-person Online	Main campus: F, Sp, Su Online campus: F, Sp, Su	Yes
SOC 304	3	Race, Class, Gender and Sports	None	In Person	Main Campus: F, Sp, Su	Yes



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TLS 373	3	Inclusive Physical Activity Programming for Diverse and Special Populations	None	In Person	Main Campus: F	Yes
Health Science Elective: (3 units min)						
BIOC 384	3	Foundations in Biochemistry	MCB 181R and (CHEM 142 or CHEM 152 or CHEM 105B or CHEM 162) and (CHEM 241A or CHEM 242A or CHEM 246A). BIOCBA and BIOCBS	In-person Online	Main campus: F, W, Sp, Su Online campus: F, W, Sp, Su	Yes
BIOC 385	3	Metabolic Biochemistry	MCB 181R and (CHEM 142 or CHEM 152 or CHEM 105B or CHEM 162) and (CHEM 241A or CHEM 242A or CHEM 246A). BIOCBA and BIOCBS	In-person Online	Main campus: F, W, Sp, Su Online campus: F, W, Sp, Su	Yes
CHEM 241A	3	Lectures in Organic Chemistry	CHEM 105B, CHEM 142, CHEM 152 or CHEM 162.	In-person	Main campus: F, Sp, Su	Yes
CHEM 243A	1	Organic Chemistry Laboratory I	CHEM 105B/106B or CHEM 142/144 or CHEM 152 or CHEM 162/164, completion or concurrent enrollment in CHEM 241A, CHEM 242A or CHEM 246A.	In-person	Main campus: F, Sp, Su	Yes
CHEM 241B	3	Lectures in Organic Chemistry	CHEM 241A or CHEM 242A or CHEM 246A.	In-person	Main campus: F, Sp, Su	Yes
CHEM 243B	1	Organic Chemistry Laboratory II	Enrollment Requirement CHEM 243A or CHEM 247A.	In-person	Main campus: F, Sp, Su	Yes
ECOL 182R BIOC 182, BIOC 182H, BIOC 182R, ECOL 182, ECOL 182H, MCB 182, MCB 182H, MCB 182R, MIC 182, MIC 182R, MICR 182, MICR 182H	3	Introductory Biology II	None	In-person Online	Main campus: F, Sp, Su Online campus: F, Sp	Yes



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ECOL 182L BIOC 182L, MCB 182L, MIC 182L	1	Introductory Biology II lab	None	In-person Online	Main campus: F, Sp, Su Online campus: F, Sp	Yes
MIC 205A	3	General microbiology	None	In-person	Main campus: F, Sp, Su	Yes
MIC 205L	1	Biology of Microorganisms Lab	None	In-person	Main campus: F, Sp, Su	Yes
NSC 408	3	Nutritional Biology	CHEM 241A and (PSIO 380 or PSIO 202) and NSC 308. Prerequisite or concurrent enrollment in BIOC 384 OR BIOC 385.	In-person Online	Main campus: F, Sp Online campus, Sp	N/A
PHCL 442	3	Human Performance Pharmacology	(4 Units Physiology OR 4 Units Biology) and 4 Units Chemistry.	In-person	Main campus: F	Yes
SBS 301A	1	Fundamentals of Mindfulness	None	Online	Main campus: F, Sp Online campus, F, p	Yes
SOC 303	3	Health and Society	None	In-person Online	Main campus: Fall, Spring Online campus: Fall, Spring	Yes

III. NEW COURSES NEEDED – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e., CHEM 4XX). Add rows as needed. Is a new prefix needed? If yes, see below table.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
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NSC 206	3	Intro to Nutrition and Human Performance	None	In person Online	D	Fall 2023	F,Sp		Carmen Young, Ronnie Mullins, Forrest Baker, Tanner Graves, Jenna Bobroski
NSC 306	3	Nutrition and Exercise physiology across the lifespan	NSC 206	In person Online	D	Spring 2024	F, Sp		Forrest Baker
NSC 396B	1	Preparation for careers in nutrition & human performance	396A, class offered senior year	In person Online	D	Fall 2024	F, Sp		New hire
NSC 498	3	Capstone		In person Online	D	Fall 2024	F, Sp		New hire

*In development (D); submitted for approval (S); approved (A)

- a. Subject description for new prefix (if requested). Include your requested/preferred prefix, if any: **N/A**

VI. FACULTY INFORMATION- complete the table below. If UA Vitae link is not provided/available, add CVs to a Box folder and provide that link. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Office of Curricular Affairs](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or Box folder link
Jenna Bobroski	Teaches 415L	https://arizona.box.com/s/1k47sfmccnp54iqg5t5xeyv2cxstnss2
Forrest Baker	Developing NSC 306	https://arizona.box.com/s/p1ry9s4r9f1jr56c0ywn3admyorp2oot
Kaitlyn Barker	Teaches NSC 101	https://arizona.box.com/s/rmzg4zw3ai1x98mdqybrlk611bf0tlgt
Amy Drescher	Teaches NSC 101, 420, 445	https://arizona.box.com/s/z6ttxidnd02s2x5quqchvxj3vvy02e1a
Jaime Elliot	Teaches NSC 458	https://arizona.box.com/s/ibnvnd0izbqgh4ft3ri67x7dm8bi4hkk
Tanner Graves	Teaches NSC 497A	https://arizona.box.com/s/nk88nwjo6p0cn12ajipoktudc2bd1p20
Kelly Jackson	Teaches NSC 101, 308, 444	https://profiles.arizona.edu/person/kjackson
Sarah Lavelle	Teaches NSC 101	https://profiles.arizona.edu/person/sarahlavelle
Ashlee Linares-Gaffer	Teaches 396A	https://profiles.arizona.edu/person/alinares
Chris Mills	Teaches NSC 101	https://arizona.box.com/s/do2uhtcjvjcskx7d6mxna4ltsruj9id
Veronica Mullins	Teaches 315, 320, 415R	https://profiles.arizona.edu/person/vamullins
Donato Romagnolo	Teached NSC 408 (elective)	https://profiles.arizona.edu/person/donato



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To be used once the preliminary proposal has been approved.

Pat Sparks	Teaches NSC 458	https://profiles.arizona.edu/person/psparks
Ann Skulas-Ray	Teached NSC 408 (elective)	https://profiles.arizona.edu/person/skulasray
Jennifer Teske	Teaches NSC 308	https://profiles.arizona.edu/person/teskeja
Carmen Young	Teaches 320, 332, 415R, 415L Developing NSC 206	https://profiles.arizona.edu/person/cayoung

VII. GRADUATION PLAN – provide a sample degree plan, based on your program that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. *Undergraduate programs: please complete [Addendum D: 4-Year Plan for Degree Search](#). Use generic title/placeholder for requirements with more than one course option (e.g., Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2). Add rows as needed.*

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
ENGL 101	3	ENGL 102	3	CHEM 151	4	CHEM 152	4
MATH 112	3	Statistics	3	PSIO 380	4	NSC 320	3
MCB 181R	3	NSC 306	3	NSC 315	3	NSC 415R	3
MCB 181L	1	2nd language	4	2nd language	4	NSC 415L	1
NSC 101	3	UNIV 101	1	PSY 101	3	Business elective	3
NSC 396A	1						
NSC 206	3						
Total	17	Total	14	Total	18	Total	14
Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
NSC 308	3	Health Sci elective	3	PHYS 102	3	PHYS 103	3
Business Elective	3	Behavioral Elective	3	PHYS 181	1	PHYS 182	1
Teach/Coach Elec.	3	Teach/Coach Elec.	2	NSC 445	3	NSC 498	3
EP Humanist	3	EP Artist	3	Diversity Elective	3	Behavioral Elective	3
EP - Social Scientist	3	BC Gen-ed	3	BC Gen-ed	3	BC Gen-ed	3
				NSC 396B	1	UNIV 301	1



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To be used once the preliminary proposal has been approved.

Total	15	Total	14	Total	14	Total	14
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Curriculum Map and Assessment Map - Complete this table as a summary of your learning outcomes and assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please contact the [Office of Instruction and Assessment](#). Attach your Curriculum Map here.

Program: BS Nutrition and Human Performance

Learning Outcome #1: Students will be able to critically analyze and apply nutrition and exercise information to human performance.
Concepts: Nutrition and human performance concepts, Critical analysis
Competencies: Students will critically analyze the results of nutrition and exercise performance and apply these practical application skills to enhance human performance.
Assessment Methods: This outcome will be assessed by faculty using real-life case studies designed to assess the synthesis of objective and subjective data and the ability to create a nutrition and exercise performance plan based on that assessment.
Measures: This learning outcome will be introduced in NSC 315 Sports Nutrition (quizzes, case studies, discussion posts), practiced in NSC 415R Advanced sports nutrition (exams, case studies) and assessed as part of the capstone course. Case studies assigned in the capstone course will be evaluated by faculty with a rubric to evaluate students in synthesis, critical thinking, and application. In addition, a student survey at graduation will ask students to self-assess their level of achievement of this learning outcome.
Learning Outcome #2: Students will be able to communicate effectively orally and in writing.
Concepts: Communicate nutrition, exercise, and human performance concepts
Competencies: Students will develop written and oral educational materials to communicate their knowledge of nutrition and exercise.
Assessment Methods: This outcome will be assessed by faculty using formal and informal written and verbal communication assignments such as essay questions, literature reviews, other writing assignments, and oral presentations.



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Measures: This outcome will be introduced in NSC 101 Fundamentals of Human Nutrition; practiced in NSC 315 Sports Nutrition and NSC 415R Advanced Sports Nutrition as formal and informal writing assignments (written discussion posts, short answer worksheet questions, development of educational handouts and infographics, and oral presentations); and assessed by faculty teaching the experiential learning and capstone courses using rubrics to evaluate students' writing assignments and oral presentations (team talks). An Exit Survey distributed to graduating students will self-assess attainment of this outcome.

Learning Outcome #3 Students will be able to critically evaluate nutrition and exercise research.

Concepts: Critical evaluation of research

Competencies: Students will utilize critical thinking skills in evaluating nutrition and exercise-related research papers.

Assessment Methods: This outcome will be assessed by faculty using research quizzes, papers and journal club style discussions.

Measures: This outcome will be introduced in NSC 315 Sports Nutrition (research quizzes, paper summaries, etc.); practiced in NSC 415R Advanced Sports Nutrition (annotated bibliography, research evaluation quiz, research paper) and assessed by faculty teaching the capstone course using rubrics to evaluate students' critical thinking skills when applied to research evaluation (research paper). An Exit Survey distributed to graduating students will self-assess attainment of this outcome.

Learning Outcome #4 Students will be able to create nutrition and exercise strategies for improving health and human performance.

Concepts: Creativity, development of educational materials

Competencies: Students will apply concepts of problem-solving, coaching, and practical application skills to topics in nutrition and exercise.

Assessment Methods: This outcome will be assessed by faculty using rubrics through embedded assignments (case studies, nutrition and exercise program design and development, education material development).

Measures: This outcome will be introduced in NSC 315 Sports Nutrition (case studies); practiced in NSC 415R Advanced Sports Nutrition (education material development, "team talks", training table menu planning, case studies) and assessed by faculty teaching the capstone course using rubrics to evaluate students' ability to develop health and performance strategies (case studies, presentations, infographic development). An Exit Survey distributed to graduating students will self-assess attainment of this outcome.



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Learning Outcome #5 Students will be able to explain major principles related to nutrition, wellness, and human performance.

Concepts: Nutrition, wellness, human performance

Competencies: Through discussions of nutrition, physical activity and human performance topics, students will demonstrate self-development, ability to learn, and discipline skills.

Assessment Methods: This outcome will be assessed by faculty using rubrics through embedded assignments (quizzes, exams, discussion assignments). Students will complete a pre-test/post-test to gather evidence on growth from freshman to senior year and assess this outcome.

Measures: This outcome will be introduced in NSC 101 Fundamentals of Human Nutrition (Quizzes, diet record analysis, group discussions); practiced in NSC 315 Sports Nutrition and NSC 415R Advanced Sports Nutrition as exams, discussion posts, short answer worksheet questions, development of educational handouts and infographics, and oral presentations; and assessed by faculty teaching the experiential learning and capstone courses using rubrics to evaluate students' writing assignments and oral presentations. An Exit Survey distributed to graduating students will self-assess attainment of this outcome.



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University of Arizona AMS
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BS Nutrition and Human Performance

Courses and Activities Mapped to BS Nutrition and Human Performance

	Outcome							
	Outcome 1 Critically analyze nutrition and exercise information and apply it to human performance.	Outcome 2 Communicate effectively orally and in writing	Outcome 3 Evaluate nutrition and exercise research	Outcome 4 Create nutrition and exercise strategies for improving health and human performance	Outcome 5 Explain major principles related to nutrition, wellness, and human performance.			
Courses and Learning Activities								
NSC 101 Course assignments <small>Rubric scored assignments</small>		I			I			
NSC 315 Course assignments	I	P	I	I	P			
NSC 415 R & L Course assignments	P	P	P	P	P			
NSC 498 Capstone	A	A	A	A	A			
Survey Exit survey (Indirect)	A	A	A	A	A			
Legend :	I	Introduced	P	Practiced	A	Assessed	I/P	Introduced/Prac

Last Modified: 11/10/2021 11:39:19 AM



VIII. PROGRAM ASSESSMENT PLAN- using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Length of time to graduation	Internally generated statistics	Every year
Student program assessment	Senior exit survey	During spring semester of senior year
Job placement statistics	CALS & internal student/alumni survey	At graduation & as part of alumni survey
Graduate program enrollment	CALS & internal student/alumni survey	At graduation & as part of alumni survey



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IX. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	25	45	65	85	105

Data/evidence used to determine projected enrollment numbers:

Projected annual enrollment was determined using data from enrollment in our current Sports Nutrition minor; NSC 115 Personal Sports Nutrition; and a survey of current student interest in sports nutrition and human performance. The current Sports Nutrition minor was launched in Fall 2018 with 66 students enrolled during the 2018/2019 academic year. The academic year 2019/2020 saw 84 students enroll. NSC 115 Personal Sports Nutrition is a course offered every fall and spring semesters. Enrollment runs between 80-100 students every semester. SCS survey student responses and comments from NSC 115 indicate a strong interest in the topic and desire to continue studies in this area. Surveys of current nutrition students have repeatedly shown a strong interest in sports nutrition and the sports nutrition minor. Based on these programs, we estimate that we would have 25 incoming freshmen and grow by 20 students a year, with around 105 in five years.

X. ANTICIPATED DEGREES AWARDED- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Degrees	0	5	5	25	30

Data/evidence used to determine number of anticipated degrees awarded annually:



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To be used once the preliminary proposal has been approved.

Projected degree award numbers were derived through the estimation that the trend in graduates will trail behind the estimated enrollment due to attrition and time to complete the requirements with the first students expected to graduate 2-3 years after program initiation. Arizona Public University data on retention (~76-85% for full-time students) and graduation rates (~57-65%) from the National Center for Education Statistics College Navigator were also considered in these projections.

XI. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

If the program has completed the approval process during the spring 2022 semester, marketing will begin immediately. The School of Nutritional Sciences and Wellness and the College of Agriculture and Life Sciences have dedicated marketing and development staff members who can develop and produce marketing material. In addition, the major will be added to the College and Department websites as well as the lead generating sites used for prospective students, parents, and employers and advertises programs on Facebook, Pandora, Google and online channels to generate requests for more information. Department advisors host recruitment events throughout the spring and summer. Recruitment activities include the following: Advisors attend on campus recruitment events (such as Meet your Major Fair); High school recruitment events including tabling at college fairs and presenting at high school student leadership conferences; CALS has recruiters who go to targeted high schools in AZ and select out of state to promote all CALS majors; CALS runs a lead generation site Enrollment can begin Fall 2023.

IX. Program Fees and Differential Tuition (PFD) Request – For implementation of fees, you must work with [University Fees](#). The annual deadline is December 1. For any questions, please contact the [University Fees Program Manager](#).

Estimated Amount: \$250/semester

Program Fee Justification:

Note: The fee setting process requires additional steps and forms that need to be completed. Please work with your [University Fees](#) office to complete a fee request.

In order for Nutrition and Human Performance majors to have access to the same services as other NSC majors, they will need to pay the same program fee. All students majoring in Nutritional Sciences & Wellness degrees pay a program fee to help support student services including the Student Nutrition Advising Center (SNAC). SNAC serves as a centralized location for nutritional science majors to interact with our advising staff and their peers. SNAC also allows us to extend unique learning opportunities to students. It is supported in part by the program fee paid by department majors each semester. Some of the opportunities that SNAC provides to students include:

- Advising Appointments and Walk-In Hours
- Club Meetings
- TA and Preceptor Office Hours
- Exam Review Sessions (Scheduled by instructors)



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- Tutoring
- Guest Lectures- Professionals are invited to speak to students about their profession or organization
- Information Sessions-Speakers are invited to share more information on many different topics throughout the year. Examples of Information Session topics include- on campus resources, graduate programs, Nutrition Study Abroad and many more
- Wellness and Social Activities- SNAC will occasionally host free activities such as yoga, group walks or mix & mingle events

Appendix A. Minor or Master’s Requirements. Complete if requesting a corresponding minor/master’s.

N/A

Appendix B. Emphasis Print Information-if applicable, complete the table below to indicate if proposed emphases should be printed on transcript and diploma. Add rows as needed. Note: emphases are displayed on transcript and diplomas as “ _____ Emphasis”.

N/A

Appendix C. ABOR Form

Request to Establish New Academic Program in Arizona

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below. Should you have any questions or concerns, please email Helen Baxendale, Director of Academic Affairs and Policy at helen.baxendale@azregents.edu

University: University of Arizona

Name of Proposed Academic Program: Nutrition and Human Performance
Academic Department: School of Nutritional Sciences & Wellness
Geographic Site: Main campus



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To be used once the preliminary proposal has been approved.

Instructional Modality: In-person

Total Credit Hours: 120 credit hours required to complete the academic program.

Proposed Inception Term: Fall 2023

Brief Program Description:

Lifestyle factors including nutrition and physical activity play a large role in the prevention of chronic disease and healthy aging. The BS in Nutrition and Human Performance will prepare students for jobs in the health and fitness industry which are expected to grow over the next ten years. There has never been a greater need for professionals with training in these disciplines to help improve the health and physical performance of Americans throughout their lifespan and improve quality of life. As part of this degree, students will take general science, core nutrition, and exercise physiology courses as well as elective courses in business management and leadership; behavioral science; teaching and coaching; diversity, inclusivity, and ethics; and advanced sciences.

This degree aligns with the College of Agriculture and Life Sciences strategic plan to offer applied degrees that put science to work. Currently there is not one all-encompassing degree at the University of Arizona focusing on the science of nutrition, physical activity, and lifestyle behavior modification to tackle the challenges of preventable chronic diseases that in some part stem from poor dietary habits and a sedentary lifestyle. Furthermore, this degree program aligns with the mission of the University of Arizona to lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges by training students to use science-based practices in nutrition and physical activity to improve the health, wellness, and quality of life across the lifespan, and optimize physical performance in athlete populations.

Learning Outcomes and Assessment Plan:



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<p>Learning Outcome #1: Students will be able to critically analyze and apply nutrition and exercise information to human performance.</p>
<p>Concepts: Nutrition and human performance concepts, Critical analysis</p>
<p>Competencies: Students will critically analyze the results of nutrition and exercise performance and apply these practical application skills to enhance human performance.</p>
<p>Assessment Methods: This outcome will be assessed by faculty using real-life case studies designed to assess the synthesis of objective and subjective data and the ability to create a nutrition and exercise performance plan based on that assessment.</p>
<p>Measures: This learning outcome will be introduced in NSC 315 Sports Nutrition (quizzes, case studies, discussion posts), practiced in NSC 415R Advanced sports nutrition (exams, case studies) and assessed as part of the capstone course. Case studies assigned in the capstone course will be evaluated by faculty with a rubric to evaluate students in synthesis, critical thinking, and application. In addition, a student survey at graduation will ask students to self-assess their level of achievement of this learning outcome.</p>
<p>Learning Outcome #2: Students will be able to communicate effectively orally and in writing.</p>
<p>Concepts: Communicate nutrition, exercise, and human performance concepts</p>
<p>Competencies: Students will develop written and oral educational materials to communicate their knowledge of nutrition and exercise.</p>
<p>Assessment Methods: This outcome will be assessed by faculty using formal and informal written and verbal communication assignments such as essay questions, literature reviews, other writing assignments, and oral presentations.</p>
<p>Measures: This outcome will be introduced in NSC 101 Fundamentals of Human Nutrition; practiced in NSC 315 Sports Nutrition and NSC 415R Advanced Sports Nutrition as formal and informal writing assignments (written discussion posts, short answer worksheet questions, development of educational handouts and infographics, and oral presentations); and assessed by faculty teaching the experiential learning and capstone courses using rubrics to evaluate students' writing assignments and oral presentations (team talks). An Exit Survey distributed to graduating students will self-assess attainment of this outcome.</p>
<p>Learning Outcome #3 Students will be able to critically evaluate nutrition and exercise research.</p>
<p>Concepts: Critical evaluation of research</p>
<p>Competencies: Students will utilize critical thinking skills in evaluating nutrition and exercise-related research papers.</p>
<p>Assessment Methods: This outcome will be assessed by faculty using research quizzes, papers and journal club style discussions.</p>
<p>Measures: This outcome will be introduced in NSC 315 Sports Nutrition (research quizzes, paper summaries, etc.); practiced in NSC 415R Advanced Sports Nutrition (annotated bibliography, research evaluation quiz, research paper) and assessed by faculty teaching the capstone course using rubrics to evaluate students' critical thinking skills when applied to research evaluation (research paper). An Exit Survey distributed to graduating students will self-assess attainment of this outcome.</p>



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To be used once the preliminary proposal has been approved.

<p>Learning Outcome #4 Students will be able to create nutrition and exercise strategies for improving health and human performance.</p>
<p>Concepts: Creativity, development of educational materials</p>
<p>Competencies: Students will apply concepts of problem-solving, coaching, and practical application skills to topics in nutrition and exercise.</p>
<p>Assessment Methods: This outcome will be assessed by faculty using rubrics through embedded assignments (case studies, nutrition and exercise program design and development, education material development).</p>
<p>Measures: This outcome will be introduced in NSC 315 Sports Nutrition (case studies); practiced in NSC 415R Advanced Sports Nutrition (education material development, “team talks”, training table menu planning, case studies) and assessed by faculty teaching the capstone course using rubrics to evaluate students’ ability to develop health and performance strategies (case studies, presentations, infographic development). An Exit Survey distributed to graduating students will self-assess attainment of this outcome.</p>
<p>Learning Outcome #5 Students will be able to explain major principles related to nutrition, wellness, and human performance.</p>
<p>Concepts: Nutrition, wellness, human performance</p>
<p>Competencies: Through discussions of nutrition, physical activity and human performance topics, students will demonstrate self-development, ability to learn, and discipline skills.</p>
<p>Assessment Methods: This outcome will be assessed by faculty using rubrics through embedded assignments (quizzes, exams, discussion assignments). Students will complete a pre-test/post-test to gather evidence on growth from freshman to senior year and assess this outcome.</p>
<p>Measures: This outcome will be introduced in NSC 101 Fundamentals of Human Nutrition (Quizzes, diet record analysis, group discussions); practiced in NSC 315 Sports Nutrition and NSC 415R Advanced Sports Nutrition as exams, discussion posts, short answer worksheet questions, development of educational handouts and infographics, and oral presentations; and assessed by faculty teaching the experiential learning and capstone courses using rubrics to evaluate students’ writing assignments and oral presentations. An Exit Survey distributed to graduating students will self-assess attainment of this outcome.</p>

Additional Assessment Measures:

Program assessment measures will include length of time to graduation and student program evaluations, data will be collected through annual internally generated statistics and the senior exit survey administered every spring semester. Job placement statistics and graduate program enrollment will be assessed at graduation through student surveys and from alumni via the CALS alumni survey.



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University of Arizona AMS
DEMO AREA

BS Nutrition and Human Performance

Courses and Activities Mapped to BS Nutrition and Human Performance

Courses and Learning Activities	Outcome				
	Outcome 1 Critically analyze nutrition and exercise information and apply it to human performance.	Outcome 2 Communicate effectively orally and in writing	Outcome 3 Evaluate nutrition and exercise research	Outcome 4 Create nutrition and exercise strategies for improving health and human performance	Outcome 5 Explain major principles related to nutrition, wellness, and human performance.
NSC 101 Course assignments <small>Rubric scored assignments</small>		I			I
NSC 315 Course assignments	I	P	I	I	P
NSC 415 R & L Course assignments	P	P	P	P	P
NSC 498 Capstone	A	A	A	A	A
Survey Exit survey (Indirect)	A	A	A	A	A

Legend: I Introduced P Practiced A Assessed I/P Introduced/Prac

Last Modified: 11/10/2021 11:39:19 AM



Projected Enrollment for the First Three Years:

Please provide anticipated enrollment numbers for each of the first three years of the proposed program

Projected annual enrollment was determined using data from enrollment in our current Sports Nutrition minor; NSC 115 Personal Sports Nutrition; and a survey of current student interest in sports nutrition and human performance. The current Sports Nutrition minor was launched in Fall 2018 with 66 students enrolled during the 2018/2019 academic year. The academic year 2019/2020 saw 84 students enroll. NSC 115 Personal Sports Nutrition is a course focused on nutrition, human performance, and wellness and is offered every fall and spring semesters. Enrollment runs between 80-100 students every semester. SCS survey student responses and comments from NSC 115 indicate a strong interest in the topic and desire to continue studies in this area. Surveys of current nutrition students have repeatedly shown a strong interest in the area of nutrition and physical activity and how they relate to health and performance. Based on these programs, we estimate that we would have 25 incoming freshmen in fall 2022 and grow by 20 students a year, with around 65 majors in three years.



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

Evidence of Market Demand:

Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program. Please specify the source (e.g., Burning Glass; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. If job market data is unavailable or not applicable, please explain why and elaborate another justification for the proposed program.

Nutrition and Human Performance graduates would be highly qualified to move on to graduate degrees in nutritional sciences, physical therapy, exercise physiology, and medicine. In addition, this degree will prepare students for jobs in the health and fitness industry including, but not limited to, Fitness Instructor; Personal Trainer; Health, Wellness, and Fitness Coach; Fitness and Wellness Coordinator; Corporate Fitness; Spa/Resort Fitness; Recreation/Fitness Program Director; and Community Health Worker.

A report generated from Program Insight, Burning Glass Technologies for careers in Arizona mapped to the CIP code 51.0001 Health and Wellness, General, (Fitness, Wellness Manager, Community Health Worker, Health Educator, Coach) indicates that there were 1,110 job postings in Arizona (37,987 Nationwide) in the last 12 months and that the number of jobs is expected to grow over the next ten years. They project an increase to over 3,000 jobs in Arizona (159,000 nationwide) by 2030. See tables below for more information.

Burning Glass Technologies reported that Arizona State University currently holds 100% of the market share for programs matched to this CIP code.

GROWTH BY GEOGRAPHY

Geography	Selected Occupations	Total Labor Market	Relative Growth
Arizona	16.03 %	16.80 %	Average
Nationwide	12.33 %	3.70 %	High

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2015	2016	2017	2018	2019	2020	2030
Employment (BLS)	2,492	2,933	3,034	2,935	2,983	2,937	3,505



Employment data between years 2020 and 2030 are projected figures.

WHAT SALARY WILL MY GRADUATES FIND UPON GRADUATION?

The median salary in **Arizona** for graduates of your program is **\$46K**

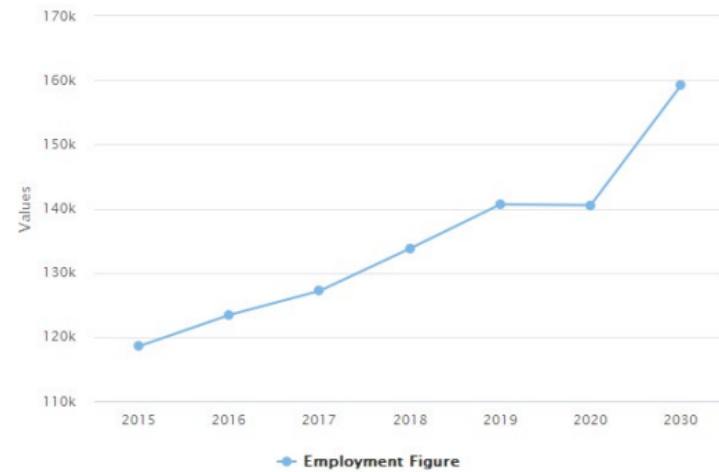
This average salary is **Above** the average living wage for Arizona of **\$33K**



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2015	2016	2017	2018	2019	2020	2030
Employment (BLS)	118,576	123,439	127,194	133,787	140,660	140,535	159,196



Employment data between years 2020 and 2030 are projected figures.

WHAT SALARY WILL MY GRADUATES FIND UPON GRADUATION?

The median salary in **the nation** for graduates of your program is **\$48K**

This average salary is **Above** the average living wage for your region of **\$34K**



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

Similar Programs Offered at Arizona Public Universities:

List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

ASU offers a *Bachelor of Science in Health Sciences – Healthy Lifestyles and Fitness Science*

NAU offers a *Bachelor of Science in Health Sciences - Fitness Wellness*

FOR CURRICULAR AFFAIRS USE ONLY

Objection(s) Raised by Another Arizona Public University? YES NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

New Resources Required? (i.e., faculty and administrative positions; infrastructure, etc.):

Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g., new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.

This new program will require one new full time (1.0 FTE) faculty member (Professor of Practice) to develop and teach new courses in year one. We anticipate needing a half time (0.5 FTE) program coordinator in year 3 to help with program coordination, experiential learning, recruitment and retention, and other program needs.

Plan to Request Program Fee/Differentiated Tuition? YES NO

Estimated Amount: \$250/semester

Program Fee Justification:

Note: The fee setting process requires additional steps and forms that need to be completed. Please work with your [University Fees](#) office to complete a fee request.



THE UNIVERSITY
OF ARIZONA

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

In order for Nutrition and Human Performance majors to have access to the same services as other NSC majors, they will need to pay the same program fee. All students majoring in Nutritional Sciences & Wellness degrees pay a program fee to help support student services including the Student Nutrition Advising Center (SNAC). SNAC serves as a centralized location for nutritional science majors to interact with our advising staff and their peers. SNAC also allows us to extend unique learning opportunities to students. It is supported in part by the program fee paid by department majors each semester. Some of the opportunities that SNAC provides to students include:

- Advising Appointments and Walk-In Hours
- Club Meetings
- TA and Preceptor Office Hours
- Exam Review Sessions (Scheduled by instructors)
- Tutoring
- Guest Lectures- Professionals are invited to speak to students about their profession or organization
- Information Sessions-Speakers are invited to share more information on many different topics throughout the year. Examples of Information Session topics include- on campus resources, graduate programs, Nutrition Study Abroad and many more
- Wellness and Social Activities- SNAC will occasionally host free activities such as yoga, group walks or mix & mingle events

Specialized Accreditation? YES **NO**

Accreditor:

The name of the agency or entity from which accreditation will be sought



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: BS Nutrition and Human Performance

Budget Contact Person: Darren Shevchuk	Projected		
	1st Year 2023 - 2024	2nd Year 2024 - 2025	3rd Year 2025 - 2026
METRICS			
Net increase in annual college enrollment UG	25	45	65
Net increase in college SCH UG	175	315	465
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE	1	1	1
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)	49,525	89,145	131,595
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)	12,500	22,500	32,500
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 62,025	\$ 111,645	\$ 164,095
One-time Sources			
College fund balances (Unit funded for renovation)	50,000		-
Institutional Strategic Investment			
Gift Funding			
Unit Funded contribution for salary year 1	25,000		
Total One-time	\$ 75,000	\$ -	\$ -
TOTAL SOURCES	\$ 137,025	\$ 111,645	\$ 164,095
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty (1 APOP)	65,000	65,000	65,000
Other Personnel (Coordinator, .50 FTE, Year 3 and beyond)			22,500
Employee Related Expense	20,150	20,150	27,125
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ 85,150	\$ 85,150	\$ 114,625
One-time Expenditures			
Construction or Renovation (Unit Funded)	50,000		
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ 50,000	\$ -	\$ -
TOTAL EXPENDITURES	\$ 135,150	\$ 85,150	\$ 114,625
Net Projected Fiscal Effect	\$ 1,875	\$ 26,495	\$ 49,470



**New Academic Program
PEER COMPARISON**

Select three peers (if possible/applicable) for completing the comparison chart from [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison programs are not required to have the same degree type and/or title as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Minors and Certificates may opt to include only 2 peer comparisons.

Program name, degree, and institution	Proposed UA Program	Healthy Lifestyles and Fitness Science, BS, Arizona State University	Nutrition and Exercise Physiology, BS, University of Missouri	Nutrition, Fitness, and Health, BS, Purdue University
Current number of students enrolled		78	322	NA
Program Description	Turn your passion for health and fitness into a rewarding career when you major in Nutrition & Human Performance! This degree combines education in nutrition science, physical activity, leadership, behavioral science, and coaching to prepare you to be a leader in the fast-growing fields of nutrition, physical	<p>The BS in health sciences with a concentration in healthy lifestyles and fitness science provides students the skills necessary for employment in health, wellness and fitness fields or for continuing their education in graduate and professional school.</p> <p>Students study disciplines such as nutrition, fitness, stress management, substance abuse, behavior change and coaching psychology and train for work in preventive health care. They</p>	<p>MISSION: The mission of the Department of Nutrition and Exercise Physiology at the University of Missouri is to improve the health of Missourians and the larger population through research, teaching and outreach related to nutrition and physical activity. We strive to be a diverse set of leaders, innovators and educators who promote improved human health through our focus on nutrition and physical activity.</p>	<p>The Nutrition, Fitness, and Health (NFH) major is unique to Purdue. Alongside a core of science-based nutrition courses, there is coursework on exercise physiology, fitness assessment and exercise prescription. When NFH is paired with Dietetics (just a handful of additional courses), graduates are more competitive for jobs in sports nutrition, wellness and cardiac rehabilitation (specialty practice areas of dietetics like sports nutrition and cardiac rehab required the RD credential). An</p>

	<p>activity, fitness, and wellness. As part of this degree, you will develop knowledge and skills in sports nutrition, advanced body composition, and personal training from diverse faculty who have years of applied experience with collegiate, professional, and Olympic athletes. With a B.S. in Nutrition & Human Performance, you can dive right into your career, or continue on to a graduate degree in nutrition, exercise physiology, physical therapy, athletic training, or medicine.</p>	<p>learn how to use lifestyle coaching, physical activity and health care education to improve community health and how to address the challenges reflected by socio-economic determinants of health.</p> <p>This program supports successful completion for nationally accredited certification in health and fitness, such as American College of Sports Medicine's certification for personal trainers: http://www.acsm.org. Students who complete this degree and one additional course are eligible for national certification for health and wellness coaches offered by National Board for Health and Wellness Coaches. http://www.nbhwc.org</p>	<p>The BS in Nutrition and Exercise Physiology offers three different emphasis areas, each with a different focus. All three areas use a science based approach; integrating human physiology, chemistry, biology, biochemistry, and social/psychological sciences to study the influences of nutrition and physical activity on human health and disease. All students within these areas are exposed to significant opportunities for undergraduate research, student organizations, study abroad, hands on internships and field work as well as interaction with nationally recognized faculty in their chosen fields. Students majoring in our emphasis areas will be well prepared for health-related careers in numerous fields such as: Registered Dietitian Nutritionist (RDN), medicine, dentistry, pharmacy, physician's assistant, physical therapy, occupational therapy, or for employment in fitness assessment, lifestyle intervention, cardiac rehab, education, health and wellness, exercise supervision and program administration and</p>	<p>NFH degree is also great preparation for pre-professional careers (like medical school or physical therapy) and graduate school.</p>
--	--	--	--	---

			<p>several different certifications. They are also prepared for graduate study in biomedical/translational sciences, exercise physiology and numerous other fields.</p>	
Target Careers	<p>Nutrition and Human Performance graduates would be highly qualified to move on to graduate degrees in nutritional sciences, physical therapy, exercise physiology, and medicine. In addition, this degree will prepare students for jobs in the health and fitness industry including, but not limited to, Fitness Instructor; Personal Trainer; Health, Wellness, and Fitness Coach; Fitness and Wellness Coordinator; Corporate Fitness; Spa/Resort Fitness; Recreation/Fitness Program Director; and</p>	<p>Health, wellness and fitness coaches work in hospitals and health care facilities, schools, public health departments, nonprofit organizations, prevention agencies (e.g., American Heart Association), lifestyle and weight management consulting firms, outpatient fitness centers, university fitness and wellness centers, and private businesses.</p> <p>Specialty areas may include: bariatric weight loss clinic counseling and management corporate fitness and worksite wellness</p> <p>Career options include positions such as: corporate wellness coordinator fitness center director group exercise specialist health and patient educator personal trainer school health and nutrition program specialist</p>	<p>ACSM Certified Exercise Physiologist (ACSM EP-C), ACSM Certified Personal Trainer (ACSM CPT), ACSM Certified Group Exercise Instructor (ACSM GEI), NSCA Certified Personal Trainer, NSCA Certified Strength & Conditioning Coach, ACE Certified Personal Trainer Students majoring in Human Physiology and Translational Sciences will be well prepared for health-related careers such as medicine, dentistry, pharmacy, physician's assistant, as well as for graduate study in biomedical/translational sciences.</p>	<p>Corporate Wellness Health/Fitness Management Community Fitness Centers Health/Medical Equipment Sales Personal Trainer</p>

	Community Health Worker.	Women, Infants, and Children (WIC) and community nutrition aide worksite wellness coach or coordinator Graduates are also well prepared for admission into graduate programs in health promotion, population health, lifestyle management, integrative health, health administration, psychology and medicine.		
Emphases? (Yes/No) List, if applicable	No	Yes (Focus Area) Health Care Compliance and Regulations; Health Education and Promotion; Health Leadership and Management; Health Psychology; Health Nutrition; Integrative Health; Experiential Learning	Yes 1. Physical Activity, Nutrition and Human Performance 2. Human Physiology & Translational Sciences 3. Nutrition and Foods	No
Minimum # of units required	120	120	120	120
Level of Math required (if applicable)	MATH 112: Moderate Math Strand	Math 117: College Algebra	Math 1100: College Algebra	MA 15300: Algebra and Trigonometry I
Level of Second Language required (if applicable)	2 nd Semester Proficiency	N/A	N/A	N/A
Pre-Major? (Yes/No) If yes,	No	No	No	No

provide requirements.				
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	No	No	Emphasis in Human Physiology and Translational Sciences: Minimum overall GPA of 2.65 and be enrolled in at least one required biology, chemistry, physics, or biochemistry course or one required NEP course.	No
Internship, practicum, or applied/experiential requirements? If yes, describe.	No	No	No	No

Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

Overall, these three peer programs are similar to the proposed program. The theme of the proposed program centers around nutrition, exercise, and human performance is equivalent to the peer programs. Therefore, the targeted career paths of the peer programs match with the proposed program. These career paths include jobs in healthcare (i.e., Personal Trainer; Health, Wellness, and Fitness Coach; Fitness and Wellness Coordinator; Corporate Fitness; Spa/Resort Fitness; Recreation/Fitness Program Director; and Community Health Worker) and graduate programs (i.e., physical therapy, exercise physiology, and medicine). Regarding the curriculum, the entry-level math requirement is comparable across the peer programs, and none of the peer programs include a pre-major requirement.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

While the peer programs are very similar, the proposed program does have some differences. One of the elective focuses of the proposed program will center around fitness and nutrition entrepreneurship, which only ASU offers as a class among the Health Education and Promotion focus and not a part of the other two peer programs reviewed. The University of Arizona faculty expertise encompasses more research areas in exercise, nutrition, and human performance compared to some of the peer programs. Furthermore, the proposed program will require 2nd-semester proficiency in a second language which is not a requirement in the peer programs.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?

The focus on fitness and nutrition entrepreneurship will pique the interests of many prospective students. Few programs provide classes on the business-related aspects of health and fitness career paths, which is essential for their career growth after graduation. For example, proposed courses from the *Business, Management, and Leadership Electives* will teach students leadership, management, and organization skills that can help them to promote and brand their fitness/nutrition business, or appeal to a specific clientele. Second, the School of Nutritional Sciences and Wellness Faculty include instructors, lecturers, and professors with diverse professional and research backgrounds. Therefore, students will learn about nutrition, exercise, and wellness as it pertains to many different populations (i.e., athletes, geriatrics, pediatrics, clinical, etc.). Finally, including the 2nd language proficiency requirement is immensely beneficial for future personal trainers, nutritionists, or physical therapists as it can increase job opportunities, career advancement, and pay.

November 10, 2021

Dr. Scott Going
Professor and School Director
School of Nutritional Sciences & Wellness
College of Agriculture & Life Sciences

Dear Dr. Going,

Thank you for your letter concerning the creation of a new B.S. major degree in Nutrition and Human Performance, and your request for ACBS's courses MIC 205A and MIC 205L to serve as elective options for this new program.

I am happy to be able to support your new major by permitting the enrollment of Nutrition and Human Performance majors in these two courses, as space permits.

Best regards,



H. Dieter Steklis, Ph.D.
Interim Director

November 11, 2021

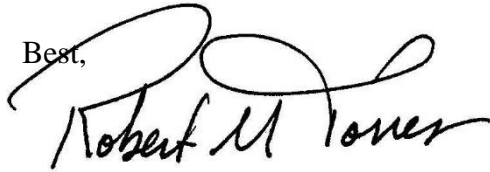
Scott Going, PhD
Professor and School Director
School of Nutritional Sciences & Wellness

Dear Dr. Going,

This letter serves to support The School of Nutritional Sciences & Wellness efforts to create a new Bachelor of Science major degree in Nutrition & Human Performance Nutrition & Human Performance. AETI is thrilled to make available ALC 309 - Leadership Principles and Practices, and ALC 409 - Team and Organizational Leadership as an elective option for students enrolled this new program.

Best of luck!

Best,



Robert Torres, Ph.D.
Professor and Department Head



November 8, 2021

Scott Going, PhD
Professor and School Director
School of Nutritional Sciences & Wellness
College of Agriculture & Life Sciences

Dear Dr. Going,

The Department of Chemistry and Biochemistry in the College of Science and College of Medicine – Tucson is pleased to support the addition of the following courses to the Bachelor of Science with a Major in Nutrition and Human Performance curriculum:

- BIOC 384 *Foundations in Biochemistry (NOTE: online and in person)*
- BIOC 385 *Metabolic Biochemistry (NOTE: online and in person)*
- CHEM 151 *General Chemistry I (NOTE: general science requirement; in person)*
- CHEM 152 *General Chemistry II (NOTE: general science requirement; in person)*
- CHEM 141/143/145 *General Chemistry lecture and lab (NOTE: online or in person)*
- CHEM 142/144/146 *General Chemistry II lecture and lab (NOTE: online or in person)*
- CHEM 241A *Lectures in Organic Chemistry (NOTE: online or in person)*
- CHEM 243A *Organic Chemistry Laboratory 1 (NOTE: Online or hybrid in person)*
- CHEM 241B *Lectures in Organic Chemistry (NOTE: online or in person)*
- CHEM 243B *Organic Chemistry Laboratory 2 (NOTE: Online or hybrid in person)*

As we understand from the proposed degree prospectus, students will select courses toward satisfying their required coursework in an elective track. We currently have sufficient enrollment capacity to meet your needs and we support the enrollment of Nutrition and Human Performance majors in these courses.

Sincerely,



Craig Aspinwall, Ph.D.
Department Head





Department of Pharmacology
College of Medicine

1501 N. Campbell Avenue
P.O. Box 245050
Tucson, AZ 85724-5050
(520) 626-6400 Telephone
(520) 626-4182 Fax

November 9, 2021

Scott Going, PhD
Professor and School Director
School of Nutritional Sciences & Wellness
College of Agriculture & Life Sciences
The University of Arizona

Dear Dr. Going,

We in Pharmacology are excited to hear about this new Bachelor of Science major degree in *Nutrition & Human Performance* from the School of Nutritional Sciences & Wellness. We are pleased that you would utilize our course PHCL 442 - *Human Performance Pharmacology* from our department as an elective. We as a department and Dr. Jennifer Schnellmann, director of this course, fully support enrollment of students in the new BS program to utilize this course as an elective as space allows.

Sincerely,

A handwritten signature in black ink, appearing to read 'Todd Vanderah'.

Todd W. Vanderah, Ph.D.
Professor & Head of Pharmacology, COM
Joint Appointment with Anesthesiology and Neurology
Co-Director of the MD/PhD Program
Director of the Comprehensive Pain and Addiction Center
Email: vanderah@email.arizona.edu Office phone: (520) 626-7801

November 9, 2021

Dr. Scott Going
Professor and School Director
School of Nutritional Sciences & Wellness
College of Agriculture & Life Sciences
The University of Arizona

Dear Dr. Going:

In my role as Department Head in the Physics Department, I am writing in strong support of the College of Agriculture & Life Sciences' proposal for a new Bachelor of Science in Nutrition & Human Performance.

Physics courses PHYS 102 - Introductory Physics I, PHYS 103 - Introductory Physics II, PHYS 181 - Introductory Laboratory I, and PHYS 182 - Introductory Laboratory II, have been listed as elective options for this new program. The Physics Department offers these courses regularly and will be able to accommodate the anticipated enrollment generated from this new degree program.

Sincerely,



Sumit Mazumdar
Professor and Head
Department of Physics





THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE & LIFE SCIENCES
**Norton School of Family
& Consumer Sciences**
Retailing and Consumer Sciences

650 N. Park Avenue
P.O. Box 210078
Tucson, AZ 85721-0078

Ofc: (520) 621-1075
Fax: (520) 621-9445

cals.arizona.edu/fcs

November 10, 2021

Dr. Scott Going
School Director
Nutritional Sciences & Wellness
University of Arizona
Tucson, AZ 85721

Dear Dr. Going:

This letter serves to confirm our support for including the course FSHD 401: Basic Skills and Counseling and PFFP: 310 – Fundamentals of Personal and Family Financial Planning as elective courses for your new Bachelor of Science major degree in Nutrition & Human Performance. These courses fit well with your goal of preparing students to work in the area of nutrition, physical activity and wellness promotion. We are pleased to be a part of this new endeavor.

Wishing you much success as you launch this new program!

Sincerely,

Dr. Laura Scaramella
Director, Norton School of Family and Consumer Sciences



THE UNIVERSITY OF ARIZONA
COLLEGE OF SCIENCE

Mathematics

617 N. Santa Rita Avenue
Tucson, Arizona 85721
www.math.arizona.edu

November 3, 2021

Executive Director
Academic/Curricular Affairs
University of Arizona

RE: Bachelor of Science in Nutrition and Human Performance

Dear colleagues,

I am writing to express the support of the Department of Mathematics for the proposed new Bachelor of Science degree in Nutrition and Human Performance to be offered by the School of Nutritional Sciences and Wellness. In particular, the Math Department supports the inclusion of the following courses as electives for the new degree:

MATH 163 (Basic Statistics)

MATH 263 (Introduction to Statistics and Biostatistics)

We expect to offer these course each fall and spring, and we expect to be able to accomodate the additional students without any difficulties. Normal prerequisites and registration priorities will apply.

Sincerely,

Douglas Ulmer
Professor and Head



THE UNIVERSITY OF ARIZONA
COLLEGE OF SCIENCE
Molecular & Cellular Biology

Joyce Schroeder
Department Head
1007 E Lowell St
Tucson, AZ 85721
Telephone: (520) 621-7563
joyces@email.arizona.edu

November 3, 2021

Dear Dr. Going,

The MCB department can support enrollment of Nutrition and Human Performance majors in MC 181R and MCB 181L.

Sincerely,

Joyce Schroeder, Ph.D.
Professor and Head, MCB



Jeremiah Hackett
Interim Department Head
Associate Department Head
Director of Graduate Studies
Associate Professor
Ecology & Evolutionary Biology
University of Arizona

P.O. Box 210088
Tucson, Arizona 85721-0088
(520) 621-7514

FAX: (520) 621-9190
hackettj@email.arizona.edu

26 October, 2021

Scott Going, PhD
Professor and School Director
School of Nutritional Sciences & Wellness
College of Agriculture & Life Sciences

Dr Going,

I am writing to express the Ecology and Evolutionary Biology department's support for the enrollment of Nutrition & Human Performance majors in ECOL 182R and ECOL 182L. We are happy to have these students take these courses. Please contact EEB's Director of Academic & Support Services or the Associate Head if you need to further discuss scheduling or capacity.

Regards,

A handwritten signature in cursive script that reads 'Jeremiah D. Hackett'.

Jeremiah D. Hackett



November 16, 2021

To whom it may concern;

This letter is to confirm the support of the Department of Philosophy for the Bachelor of Science in *Nutrition and Human Performance* to include PHIL 322 – Business Ethics and PPEL 205 – The Ethics and Economics of Wealth Creation as elective options.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jason Turner', with a long horizontal flourish extending to the right.

Jason Turner
Head, Department of Philosophy



THE UNIVERSITY OF ARIZONA
COLLEGE OF MEDICINE TUCSON
Physiology

PHYSIOLOGY

Arizona Health Sciences Center
1501 N. Campbell Ave, rm 4104A
PO Box 245051
Tucson, AZ 85724-5051
Ofc: 520-621-6511
www.physiology.arizona.edu

November 1, 2021

Scott Going, PhD.
Professor and School Director
School of Nutritional Sciences & Wellness
College of Agriculture & Life Sciences

Dear Dr. Going

The Department of Physiology supports the proposal for the Nutrition and Human Performance Major to utilize the following courses as electives:

- PSIO 380 - Fundamentals of Human Physiology
- PSIO 201 - Human Anatomy and Physiology I
- PSIO 202 - Human Anatomy and Physiology II

As space allows, the Department of Physiology will welcome Nutrition and Human Performance majors into these course offerings.

Wishing you success with the new major.

Nicholas A. Delamere, Ph.D.
Professor and Head
Department of Physiology

RE: Support for Undergraduate Certificate

From Ryan, Lee - (ryant)
To Morrow, Trudy - (morrow1)
Cc Going, Scott B - (going)
Recipients
morrow1@arizona.edu; going@arizona.edu

Dear Trudy,
Happy to support this.

Best,
Lee

Lee Ryan, Ph.D.
Professor and Head, Psychology Department
Assoc. Director, Evelyn F. McKnight Brain Institute
College of Science
University of Arizona
Tucson, AZ 85721-0068
ryant@arizona.edu

From: Morrow, Trudy - (morrow1) Sent: Monday, July 13, 2020 1:52 PM To: Ryan, Lee - (ryant) <ryant@arizona.edu> Cc: Going, Scott B - (going) <going@arizona.edu> Subject: Support for Undergraduate Certificate Importance: High

The following message is sent on behalf of Dr. Scott Going, Department Head, Nutritional Sciences:

Dear Dr. Ryan,

I am reaching out to you because students in our Didactic Program in Dietetics (DPD) currently take PSY 230 Psychological Measurements and Statistics from your department. This course is listed as part of the certificate we are proposing for our non-degree seeking DPD students to take.

The Department of Nutritional Sciences currently offers a Didactic Program in Dietetics (DPD), which is nationally accredited by the Accreditation Council for Education in Nutrition and Dietetics. Students can complete the DPD by earning a Bachelor's of Science in Nutritional Sciences-Dietetics Option. However, those students who have already completed a bachelor's degree in another area of study or at a different institution can complete our DPD program as non-degree seeking students.

We plan to propose an undergraduate certificate for those non-degree seeking DPD students as a formalized method of record keeping for those pursuing, or who have completed, the DPD verification statement requirements as non-degree seeking students. Additionally, it will provide access to established UArizona mechanisms for student tracking.

We do not anticipate increased demand for courses in your department by our students as a result of this certificate being approved. This certificate is strictly being developed to create a "home" for students who intend to complete our DPD program as a non-degree seeking student whether or not a certificate exists.

I am sending this note to make you aware of our undergraduate certificate proposal to minimize any confusion regarding our intentions. Please let me know if you have any concerns about what we have proposed as it pertains to your class being listed on our certificate proposal.

Sincerely,
Scott Going

<https://arizona.zoom.us/my/trudym>

“Most people do not listen with the intent to understand; they listen with the intent to reply.” —Stephen R. Covey |

image001.png

image001.png

Re: Letter of Support needed

From Bellante, Laurel E - (bellante)
To Morrow, Trudy - (morrow1)
Cc Going, Scott B - (going); Mullins, Ronnie Anne - (vamullins)
Recipients
morrow1@arizona.edu; going@arizona.edu; vamullins@arizona.edu

Dear Scott, et al,

We are happy to approve the listing of FOOD300 Food Justice, Ethics, and Activism as an elective course for the new B.S. in Nutrition and Human Performance.

Warmly,

Laurel

p.s. I believe Amy Kimme-Hea can provide approval for SBS200

Laurel Bellante, Ph.D.

Pronouns: she/her/ella

Assistant Professor and Director, Food Studies Degree

Assistant Director, The Center for Regional Food Studies

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University of Arizona

bellante@email.arizona.edu

From: Morrow, Trudy - (morrow1) <morrow1@arizona.edu> **Sent:** Friday, October 29, 2021 4:15 PM **To:** Bellante, Laurel E - (bellante) <bellante@arizona.edu> **Cc:** Going, Scott B - (going) <going@arizona.edu>; Mullins, Ronnie Anne - (vamullins) <vamullins@arizona.edu> **Subject:** Letter of Support needed

Please see the attached letter sent on behalf of Dr. Scott Going

Best Regards,

Trudy Morrow *Administrative Associate for Dr. Scott Going School of Nutritional Sciences and Wellness*

THE UNIVERSITY OF ARIZONA *Shantz, 315A PO Box 210038 | Tucson, AZ 85721* **Office: 520-621-3096**

morrow1@email.arizona.edu

<https://arizona.zoom.us/j/5204486601>

<https://nutrition.cals.arizona.edu/>

RE: LOS for new degree

From Kimme Hea, Amy C - (kimmehea)
To Morrow, Trudy - (morrow1)
Cc Contreras, Isabel M - (imc); Going, Scott B - (going); Mullins, Ronnie Anne - (vamullins)
Recipients morrow1@arizona.edu; imc@arizona.edu; going@arizona.edu; vamullins@arizona.edu

Dear Trudy,

Yes, we would be glad to have SBS 200 be an option for the new BS in Nutrition and Human Performance.

I don't know how much of an emphasis of the degree will be on wellness promotion, but here are some other classes which might be options to consider as well (maybe just elective credit):

SBS 301A: Foundations of Mindfulness

This course provides an introduction to mindfulness and other contemplative practices to facilitate coping with stress and enhancing engagement in a full life. Mindfulness involves cultivating non-judgmental awareness in each moment as it unfolds. Students will explore the background of mindfulness and other contemplative practices and have opportunities to engage with activities and practices to support the development of their own resources to support stress management and resilience.

SBS 301B

The Mindful Semester: Mindfulness Based Study Tools

This course provides an introduction to mindfulness based study tools and practices to facilitate attentional focus and enhanced learning in all studies. Mindfulness involves cultivating non-judgmental awareness in each moment as it unfolds. Students will explore the background of mindfulness and other contemplative practices and have opportunities to engage with activities and practices to support the development of their own resources to support studying and learning.

SBS 301C

The Mindful Semester: Mindfulness Based Movement

This course provides an introduction to mindfulness based movement practices to facilitate coping with stress and enhancing engagement in a full life. Mindfulness involves cultivating non-judgmental awareness in each moment as it unfolds. Students will explore the background of mindfulness and specific movement based contemplative practices and have opportunities to engage with activities and practices to support the development of their own resources to support stress management and resilience.

Thanks!

All best,

Amy

Amy C. Kimme Hea, PhD

Associate Dean, Academic Affairs & Student Success

College of Social and Behavioral Sciences

Douglass Building, Room 200W

PO Box 210028

University of Arizona

Tucson, AZ 85721.0028

520.621.1112

From: Morrow, Trudy - (morrow1) <morrow1@arizona.edu> **Sent:** Monday, November 8, 2021 3:41 PM **To:** Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu> **Cc:** Contreras, Isabel M - (imc) <imc@arizona.edu>; Going, Scott B - (going) <going@arizona.edu>; Mullins, Ronnie Anne - (vamullins) <vamullins@arizona.edu> **Subject:** LOS for new degree **Importance:** High

Please see the attached letter sent on behalf of Dr. Scott Going

Best Regards,

Trudy Morrow *Administrative Associate for Dr. Scott Going* School of Nutritional Sciences and Wellness

THE UNIVERSITY OF ARIZONA *Shantz, 315A PO Box 210038 | Tucson, AZ 85721* **Office: 520-621-3096**

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3 November 2021

Dr. Scott Going
Director, School of Nutritional Sciences & Wellness
College of Agriculture & Life Sciences

Dear Dr. Going:

This letter is to confirm support from the School of Sociology in the College of Social & Behavioral Sciences to include the following courses as electives in your proposed Bachelor of Science major in Nutrition & Human Performance:

- SOC 302 – Sports & Society
- CHS/SOC 303 – Health & Society
- SOC 304 – Race, Class, Gender, and Sports.

CHS/SOC 303 Health & Society has a requirement group for SOC/CHS students during priority registration, but we believe there will be enough seats to accommodate your request. The other two courses usually have seats that would be available to students in your new major who need elective credits.

I look forward to our collaboration and wish you all success in this initiative.

Sincerely,



Erin Leahey
Director
School of Sociology
College of Social & Behavioral Sciences
University of Arizona

November 16, 2021

Dr. Scott Going
Professor and School Director
School of Nutritional Sciences & Wellness
College of Agriculture & Life Sciences
The University of Arizona
1177 E. 4th Street
Shantz Building 315
Tucson, AZ 85721-0038

Dear Dr. Going,

We would be happy to support the new Bachelor of Science major degree in Nutrition and Human Performance. We would welcome the inclusion of the following classes as courses in this degree program:

TLS 355 - Planning Community Events and Rec Programs

TLS 358 - Theory and Practice of Coaching

TLS 373 - Inclusive Physical Activity Programming for Diverse and Special Populations

We are excited about including Nutrition and Human Performance Majors in these classes.

Sincerely,



Marcy B. Wood
Department Head
Professor of Mathematics Education



RE: New BS in Nutrition and Human Performance

Marchello, Elaine V - (evm) <evm@arizona.edu>

Thu 2/24/2022 1:59 PM

To: Mullins, Ronnie Anne - (vamullins) <vamullins@arizona.edu>

Cc: Hunt, James E - (jeh) <JHunt@ag.arizona.edu>

Ronnie,

Both Ingrid and I have reviewed your outcomes table. We made some very obvious changes, but this now aligns with what (we hope) the regents want. If you are ok with this, we are hoping you will give us permission to use it as an example to share with other new proposers. Please let me know.

Thanks, Elaine

Elaine Marchello, Ph.D.

Assistant Director, Assessment

University of Arizona

Office of Instruction and Assessment

Integrated Learning Center Bldg 70

Room 105A

Tucson, AZ 85721

(520) 621-1328

From: Mullins, Ronnie Anne - (vamullins) <vamullins@arizona.edu>

Sent: Tuesday, February 22, 2022 4:44 PM

To: Marchello, Elaine V - (evm) <evm@arizona.edu>

Cc: Hunt, James E - (jeh) <JHunt@ag.arizona.edu>

Subject: New BS in Nutrition and Human Performance

Hi Elaine and Jim,

I hope you are doing well.

We are getting ready to submit our application for the new degree program in Nutrition and Human Performance and Mike Staten asked me to run our program learning outcomes by you to make sure they are specific enough to meet the new ABOR guidelines.

Any feedback would be appreciated. Please let me know if you need any more information.

All the best,

Ronnie

**Ronnie Mullins, MS, RD, CSCS**

Associate Professor of Practice | PhD Student

School of Nutritional Sciences & Wellness

THE UNIVERSITY OF ARIZONA

Shantz, 205A

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Working together to expand human potential,
explore new horizons and enrich life for all.

**Integrity • Compassion • Exploration
Adaptation • Inclusion • Determination**