

New Academic Program Workflow Form

General

Proposed Name: Weight Inclusive Health

Transaction Nbr: 00000000000141

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sum 2023

Details

Department(s):

AGSC

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

Campus(es):

DIST

LOCATION	DESCRIPTION
YUMA	Yuma

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

ONLN

LOCATION	DESCRIPTION
ONLN	Online

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: 19.0501, Foods, Nutrition, and Wellness Studies, General.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: N

Transcript: Y Weight Inclusive Health Minor

Conditions for Admission/Declaration for this Major:

Students must be in good academic standing to declare this minor. There are no additional requirements.

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

The Weight-Inclusive Health Minor provides an overview of the frameworks available to provide weight-inclusive care to individuals across the lifespan. This program is open to undergraduate students from schools and colleges that educate helping professions such as Nutritional Sciences, Psychology, Family Studies, Education, Nursing, and Public Health. It would also be helpful to students from health sciences schools and programs, including the College of Medicine. All degree-seeking University of Arizona undergraduate students are eligible to participate.

Topics addressing diversity within the wellness industry will set future health practitioners apart. Weight-inclusive care focuses on non-weight-based markers of health and wellness and doesn't use body weight as the focal point of treatment for intervention. Courses introduce and delve into weight stigma, health at every size (HAES®), non-diet approaches, and counseling techniques needed to ethically work with individuals in the healthcare settings. In 2020, Intuitive Eating, which is specifically included in this program, was listed as a top 10

Career Trend, along with cultural awareness & media influencing. These topics improve the students' awareness of challenges faced in the healthcare field and will provide additional techniques that are useful for pursuing employment opportunities that focus on wellness and the prevention of maladaptive eating patterns, and other stress impacting chronic conditions.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

See attachment

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
01268480	Kelly Jackson	1237	Assoc. Prof. Pract.	Doctor of Philosophy	.05
01342933	Ashley Munro	1237	Adj. Lect.	Master of Science	.90
22085369	Katelyn Barker	1237	Assit. Prof. Pract.	Master of Science	.20

Additional Faculty:

N/A

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
1237	100	15	19.22

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
1237	10	20	30	0	0	0	1.15	1.15	1.15

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

N/A

Additional Facilities Required & Anticipated:

N/A

Other Support

Other Support Currently Available:

N/A

Other Support Needed over the Next Three Years:

N/A

Comments During Approval Process

10/16/2022 3:15 PM

KAYLESKORUPSKI

Comments
Approved.

12/6/2022 4:30 PM

MELANIECMADDEN

Comments
updating first admission term to Summer 23



New Academic Program – Minor (Undergraduate) CURRICULAR INFORMATION

I. MINOR DESCRIPTION:

The ***Weight Inclusive Health Minor*** provides an overview of the frameworks available to provide weight inclusive care to individuals across the lifespan. All degree-seeking University of Arizona undergraduate students are eligible to participate. This program will specifically appeal to undergraduate students from schools and colleges that educate “helping professions” such as Nutritional Sciences, Psychology, Family Studies, Education, Nursing, and Public Health. It would also be helpful to students from health sciences schools and programs, including the College of Medicine.

Weight-inclusive care focuses on non–weight-based markers of health and wellness and doesn’t use body weight as the focal point of treatment for intervention. Courses introduce and delve into weight stigma, health at every size (HAES®), non-diet approaches, and counseling techniques needed to ethically work with individuals in the healthcare settings. These topics improve the students' awareness of challenges faced in the healthcare field and will provide additional techniques that are useful for pursuing employment opportunities that focus on wellness and the prevention of maladaptive eating patterns, and other stress impacting chronic conditions. Knowledge of these topics addressing diversity within the wellness industry will set future health practitioners apart.

II. JUSTIFICATION/NEED FOR THE MINOR:

Put simply, weight stigma is the social rejection of those in higher-weight bodies, ie. not fitting social norms for weight and size. Stigma is a fundamental cause of population health inequalities and is a major contributor to morbidity and mortality (Hatzenbuehler et al., 2013). Weight stigma in the US has increased 66% over the past 10 years, (Puhl et al., 2016) and unfortunately, our medical system and healthcare providers are contributing to that stigma through both explicit and implicit bias. Providers spend 28% less time with patients that are "obese" because many providers believe that it is a "waste of time." Additionally, weight stigma alone can increase an individual's likelihood of developing or maintaining "obesity" by two or three times, regardless of their baseline Body Mass Index (BMI) (Tomiya et al., 2018). The stress of weight stigma from within the healthcare system is associated with a host of negative health consequences - even those not directly correlated to an individual's weight. Given these metrics and the information that weight-centric focused healthcare does not improve health outcomes, students need ways to approach these topics with a lens that is inclusive of body size, to better address behavior change and health promoting behaviors in individuals who desire it.

An interest and need survey provided to 135 students in Spring of 2022, 93% of which were Nutritional Science students, showed 87% of students strongly agree or agree that they are interested in Weight-Inclusive Care, and only 2% disagreed. In addition, when asked how “important” it is that a curriculum of this manner be offered, 66% of students stated it is either “extremely” or “very important.” These topics are relevant for careers in healthcare and the current market is showing growth and need for this type of information. In 2020, Intuitive Eating, which is specifically included in this program, was listed as a top 10 Career Trend, along with cultural awareness & media influencing. The current job market also seeks to hire individuals with weight inclusive experience and framework knowledge.

- Attune Nutrition Clinic: <https://www.attune-nutrition.com/>
- Thundermist Health Center: <https://www.thundermisthealth.org/services/size-inclusive-health-care/>

Another benefit of teaching weight-inclusive curriculum is its potential to prevent the development or triggering of maladaptive coping skills in our future health professionals. During the Fall 2021 semester, our department offered a new body positive class. One student in the class reported in their pre-course survey that, “Personally, I've had body image struggles my entire life, so this course really appealed to me. Professionally, I want to ensure I practice in a way that encourages body positivity for others and am also excited that this is something that is being addressed in a university course.” This student’s experience demonstrates the importance of offering a weight-inclusive curriculum as a way to intercept these concerns.

Healthcare industry leaders also support the importance of this type of curriculum. Dawn Clifford, PhD, RDN, a professor and author said, “It is absolutely essential that our future healthcare professionals receive training in weight inclusive care. Weight stigma causes harm and is rampant within the health and fitness industries. Equipping future professionals to provide compassionate weight inclusive care is an essential next step forward in developing competent practitioners. This approach is the future of healthcare and your graduates will be leading the way, mentoring their future colleagues in how to provide patient-centered care that minimizes bias and stigma and supports diversity, equity, inclusion and justice.”

Liz Brinkman, RDN, a private practice somatic nutrition therapist from Phoenix, AZ, speaks to this need, “Adopting a weight inclusive curriculum is a necessary step to train thoughtful and caring professionals. Adopting a weight-inclusive curriculum is an obvious approach to optimizing health and health care in Arizona and beyond. A weight inclusive curriculum cultivates leaders capable of providing rigorous, evidence-based, patient-centered care; creating a cohort of frontline workers, striving to overcome the issue of access to quality care.”

III. MINOR REQUIREMENTS:

Undergraduate Minor:

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to minor	3
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	-Minimum of 2.0 GPA -Complete all prerequisite coursework <u>Pre-requisites:</u> NSC 101/170C1 or equivalent (3 units)

<p>Minor requirements. List all required minor requirements including core and electives. Courses listed must include course 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:</u> Complete 3 courses (9 units):</p> <ul style="list-style-type: none"> -NSC 212 (3 units) Intuitive Eating Approach to Health & Wellbeing - NEW -NSC 312 (3 units) Weight Stigma, Nutrition & Health-UPDATED/CURRENT -NSC 412 (3 units) Body Positive Concept & You - NEW <p><u>Electives:</u> Complete 9 units from the following. <i>Limit of 3 units from house-numbered coursework may be used towards this requirement:</i></p> <ul style="list-style-type: none"> -NSC 422/522 (3 units) Weight Inclusive Approach to Counseling - NEW -NSC 432/532 (3 units) Exploring Eating Disorders & Body Image - NEW -NSC 442/542 (3 units) Health Communication from a Weight Inclusive Lens- NEW -CHS 309 (3 units) Ethical Issues in the Helping Professions -CHS 401 (3 units): Health Disparities and Society
<p>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</p>	<p>No</p>
<p>Additional requirements (provide description)</p>	<p>None</p>
<p>Any <u>double-dipping restrictions</u> (Yes/No)? If yes, provide description.</p>	<p>Yes, minor coursework may not double dip with another minor.</p>

IV. **NEW COURSES NEEDED:** If new courses are required for the proposed program, [UA Course Add forms](#) must be submitted before/simultaneously with this proposal. List all course additions in progress in the table below. Add rows as needed.

Course prefix and number (include cross-listings)	Units	Title	Prerequisites	Modes of delivery (online, in-person, hybrid)	Course Fee? (Y/N) More info here.	Course Form transaction number	Anticipated first term offered	Use in the program (required/elective)
NSC 212	3	Intuitive Eating Approach to Health & Wellbeing	NSC 101/170C1 or equivalent	Online			Spring 2023	Required
NSC 412/512	3	Body Positive & You	N/A	Online			Spring 2023	Required
NSC 432/532	3	Exploring Eating Disorders and Body Image	N/A	Online			Spring 2023	Elective
NSC 422/522	3	Weight-Inclusive Approach to Counseling	N/A	Online			Fall 2023	Elective
NSC 442/542	3	Health Communication from a Weight-Inclusive Lens	N/A	Online			Fall 2023	Elective

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

- V. **Learning Outcomes** - Complete this table as a summary of the learning outcomes from your assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please see the resources at the [Office of Instruction and Assessment](#) or contact them [here](#).

Learning Outcome #1: Critically analyze weight stigma as it presents in society and specifically our medical system.
Concepts: Anti-oppression concepts including ecological systems theory, health disparities, and social determinants of health.
Competencies: Apply critical analysis skills through self-reflection, identifying systems of oppression, and designing solutions for problems.
Learning Outcome #2: Implement effective oral and written communication from a weight-inclusive lens.
Concepts: Weight-inclusive concepts including Health at Every Size®, intuitive eating, body autonomy, and trauma informed care.
Competencies: Demonstrate effective written and oral communication skills.
Learning Outcome #3: Assess the impact of internalized weight bias on behaviors.

Concepts: Weight bias informed beliefs, diet culture, and anti-fat messaging.
Competencies: Interoceptive awareness and intrapersonal skills.
Learning Outcome #4 Compare and contrast weight-inclusive frameworks with a weight-centric paradigm.
Concepts: Weight-inclusive framework options for different populations.
Competencies: Application of non-diet frameworks when addressing health and chronic health conditions.
Learning Outcome #5 Apply strategies for disordered eating and eating disorder prevention.
Concepts: Eating disorder etiology and counseling strategies to address behavior change.
Competencies: Demonstrate understanding of eating disorders and how they present throughout the life cycle.

VI. REQUIRED SIGNATURES

Program Director/Main Proposer (print name and title): Kelly Jackson, EdD, MS, RDN, Associate Professor of Practice and Director of Undergraduate Programs in the School of Nutritional Sciences and Wellness

Program Director/Main Proposer signature: _____

Date: 5/18/2022



Department Head (print name and title): Scott Going, PhD, Director, School of Nutritional Sciences and Wellness

Department Head's signature: _____

Date: 5/18/22



Associate/Assistant Dean (print name): Michael Staten

Associate/Assistant Dean's signature: _____

Date: 10/9/22



Dean (print name): _____

Dean's signature: _____

Date: _____

For use by Curricular Affairs:	
Undergraduate:	
Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	
Faculty Senate	

Undergraduate:

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	
Faculty Senate	

Brief Research List:

Gordon, A. (2021). *What we don't talk about when we talk about fat*. Beacon Press. Gutin, I. (2017).

Grace E. Huebner, Jared T. McGuirt, Maryanne T. Perrin, Lauren A. Haldeman, Laurie Allen. (2021). Non-diet Weight-Neutral Curricula Limited in Current Accredited US Dietetic Programs, *Journal of Nutrition Education and Behavior*, 53 (6) 517-523. <https://doi.org/10.1016/j.jneb.2020.12.005>.

HAES principles: <https://www.sizediversityandhealth.org/content.asp?id=152>

Harrison, C. (2020). *Anti-diet: Reclaim your time, money, well-being, and happiness through intuitive eating*. Little Brown Spark.

Hatzenbuehler et al. Stigma as a fundamental cause of population health inequalities. *American Journal of Public Health*. 2013;103.

Hunger et al, An Evidence-Based Rationale for Adopting Weight-Inclusive Health Policy. *Social Issues and Policy Review*. 2020;73.

Link BG, Phelan JC. Conceptualizing stigma. *Annu Rev Soc*. 2001;27.

O'Hara L, Taylor J. What's wrong with the 'war on obesity?' A narrative review of the weight-centered health paradigm and development of the 3C framework to build critical competency for a paradigm shift. *SAGE Open*. 2018;8(2).

Phelan SM, Burgess DJ, Yeazel MW, Hellerstedt WL, Griffin JM, van Ryn M. Impact of weight bias and stigma on quality of care and outcomes for patients with obesity. *Obes Rev*. 2015;16(4):319–26.

Potter, L., Wallston, K., Trief, P., Ulbrecht, J., Juth, V., & Smyth, J. (2015). Attributing discrimination to weight: associations with well-being, self-care, and disease status in patients with type 2 diabetes mellitus. *Journal of Behavioral Medicine*, 38(6), 863–875. <https://doi.org/10.1007/s10865-015-9655-0>

Puhl, R. M., Phelan, S. M., Nadglowski, J., & Kyle, T. K. (2016). Overcoming Weight Bias in the Management of Patients With Diabetes and Obesity. *Clinical Diabetes*, 34(1), 44–50. <https://doi.org/10.2337/diaclin.34.1.44>

Stacey Dunn-Emke, M. S. R. D. N. (2020, January 30). *Dietetic career trends in 2020*. LinkedIn. Retrieved June 3, 2022, from <https://www.linkedin.com/pulse/dietetic-career-trends-2020-stacey-dunn-emke-ms-rdn/>

Tomiyama, A. J., Carr, D., Granberg, E. M., Major, B., Robinson, E., Sutin, A. R., & Brewis, A. (2018). How and why weight stigma drives the obesity 'epidemic' and harms health. *BMC Medicine*, 16(1). <https://doi.org/10.1186/s12916-018-1116-5>

Tylka TL, Annunziato RA, Burgard D, et al. The weight-inclusive versus weight-normative approach to health: evaluating the evidence for prioritizing well-being over weight loss. *J Obes*. 2014;2014:983495.

U.S. Bureau of Labor Statistics. (2022, April 18). *Dietitians and nutritionists : Occupational outlook handbook*. U.S. Bureau of Labor Statistics. Retrieved June 3, 2022, from <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm#:~:text=Employment%20of%20dietitians%20and%20nutritionists,on%20average%2C%20over%20the%20decade>

Weight-Inclusive Health Minor

Courses and Activities Mapped to Weight-Inclusive Health Minor

	Outcome				
	Outcome 1 Critically analyze weight stigma as it presents in society and specifically our medical system.	Outcome 2 Implement effective oral and written communication from a weight-inclusive lens.	Outcome 3 Assess the impact of internalized weight bias on behaviors.	Outcome 4 Apply strategies for disordered eating and eating disorder prevention.	Outcome 5 Compare and contrast weight-inclusive frameworks with a weight-centric paradigm.
Courses and Learning Activities					
NSC 212 Direct Measure	I	I/P	I	IPA	I/P
NSC 312 Direct Measure	P/A	P	P	I/P	IPA
NSC 412/512 Direct Measure	P	P	P/A	P/A	P/A
NSC 422/522 Direct Measure	P			P/A	P
NSC 432/532 Direct Measure	P		P	P	P/A
NSC 442/542 Direct Measure	P	P/A			P
Survey Student Survey (Indirect)	A	A	A	A	

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

Last Modified: 05/04/2022 11:32:59 AM



**New Academic Program
PEER COMPARISON**

Program name, degree, and institution	Proposed UA Program	Peer 1- University of Iowa Minor in Psychology	Peer 2- University of California- Davis Community Nutrition Minor
Current number of students enrolled		~40-50	~30
Program Description	<p>The Weight Inclusive Health Minor provides an overview of the frameworks available to provide weight inclusive care to individuals across the lifespan. All degree-seeking University of Arizona undergraduate students are eligible to participate. This program will specifically appeal to undergraduate students from schools and colleges that educate "helping professions" such as Nutritional Sciences, Psychology, Family Studies, Education, Nursing, and Public Health. It would also be helpful to students from health sciences schools and programs, including the College of Medicine.</p> <p>Weight-inclusive care focuses on non-weight-based markers of health and wellness and doesn't use body weight as the focal point of treatment for intervention. Courses introduce and delve into weight</p>	<p>The undergraduate minor in psychology requires a minimum of 15 s.h. of psychology courses (prefix PSY), including 12 s.h. taken at the University of Iowa. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and all courses for the minor. Coursework in the minor may not be taken pass/nonpass or satisfactory/fail. Before registering for a psychology course, students must complete the course's prerequisites.</p> <p>A minor in psychology complements majors in a variety of disciplines. Department advisors can help students identify courses for the minor that are especially appropriate for their major.</p>	<p>The Department of Nutrition also offers four minor programs to students in other disciplines who wish to complement their study program with a concentration in the area of food and nutrition. The minor programs available are: Community Nutrition, Nutrition Science, Food Service Management, and Nutrition and Food.</p> <p>The community nutrition minor exposes students to the strategies available to promote proper nutrition among individuals, families and communities. Students analyze the social and environmental influences and available resources that affect food consumption and nutritional status. This minor would be of interest to students planning to work on issues related to health or food systems, in communities domestically or abroad. Community nutrition may attract students majoring in human development, community regional development, global disease biology or biological sciences, and students across disciplines who plan to enter a health profession or the public health field.</p>

	<p>stigma, health at every size (HAES®), non-diet approaches, and counseling techniques needed to ethically work with individuals in the healthcare settings. These topics improve the students' awareness of challenges faced in the healthcare field and will provide additional techniques that are useful for pursuing employment opportunities that focus on wellness and the prevention of maladaptive eating patterns, and other stress impacting chronic conditions. Knowledge of these topics addressing diversity within the wellness industry will set future health practitioners apart.</p>		<p>The Community Nutrition Minor requires 20 units of coursework:</p> <ul style="list-style-type: none"> ● Nutrition 111AY and 111B (5 units) ● Nutrition 118, 192 (2 units) (6 units total) ● Nutrition 120AN or 120BN (4 units) ● Neurobiology, Physiology, and Behavior 101 (5 units)
Target Careers	<p>Registered Dietitians Nursing Public Health Psychology/Counseling Family Consumer Science Medical Professions</p>	<p>Nursing Health Majors Education Medical Professionals</p>	Other disciplines
Emphases? (Yes/No) List, if applicable	No		No
Minimum # of units required	18	15	20
Level of Math required (if applicable)	N/A	N/A	N/A
Level of Second Language required (if applicable)			N/A
Pre-Major? (Yes/No) If yes, provide requirements.	No	No	No

Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	2.0 GPA	2.0 GPA	General chemistry (CHE 2A, 2B), organic chemistry (CHE 8A, 8B, or CHE 118A, 118B), and BIS 2A. Note: If the student's major program requires the same course in biochemistry and physiology, only one of the courses may duplicate credit toward the minor. Each program below lists replacement courses to fulfill the minimum unit requirement.
Internship, practicum, or applied/experiential requirements? If yes, describe.	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.

The proposed program has similarities in the amount credits required and academic standing for admission. The proposed and peer minors provide a way students can gain additional expertise in a specific field that enhances their knowledge of a specific area. Additionally, all minor programs are offered to students that are already seeking an undergraduate degree.

The intended audience is similar for the programs since the primary target audience is undergraduate students and students who are interested in health, diversity and inclusion, and/or healthcare. The intended audiences are different in these examples in that the majors and future career students are different from each other, largely because there is not a similar program to the proposed minor that is offered in the institutions selected.

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.

The primary reason the proposed program stands out is because of the unique nature of the content. The peer programs used for this comparison were chosen because a program with similar content doesn't exist. While there are many programs that offer a degree or certificate in nutrition, these programs don't provide comprehensive training to provide weight-inclusive care to clients and patients across the lifespan. The proposed program stands out from its peers because it provides additional information that builds on the general health curriculum as it seeks to fill in the gaps of the present curriculum. The proposed curriculum allows for practical application of content, which is particularly useful for students that have already been working in the field. It also provides additional, unique knowledge, which can make students more desirable for certain jobs. Healthcare and helping professionals are the intended audience and that may seem broad but speaks to the importance of interdisciplinary work in the healthcare field.

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 proposed curriculum embodies the University of Arizona's commitment to diversity and inclusion by giving students the tools they need to promote and strive for health equity. The curriculum also stands for the University of Arizona's core values which include integrity, compassion, exploration, adaptation, inclusion, and determination. The proposed curriculum shows places where health professionals can be more respectful, compassionate, and inclusive of all clients. The curriculum invites students to get curious about how they can help care for a patient without causing stigma or harm.

The curriculum is determined to give health professionals the tools they need to provide patient-centered, weight-inclusive care. The University of Arizona is home to a variety of health majors, making it the ideal campus to offer this program. The program will be offered online and so it will be available to students in the Arizona Online, Global, and Main Campuses. In addition to learning how to provide weight-inclusive care to all individuals, students also engage in personal development and growth throughout the curriculum. This unique opportunity to develop personal resilience for eating and body image concerns will make them more prepared for what they will face in the future as a professional in the field.

The proposed minor would serve as one of the first to provide formal training for weight-inclusive care to students from a variety of disciplines. As the program is researched and refined, it can serve as a model for other health programs and universities to adapt.

This work embodies the mission of the University of Arizona by continuously improving how we educate and innovate so that we can lead the way in tackling our greatest challenges.



School of Sociology
College of Social
and Behavioral Sciences

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Tucson, AZ 85721-0027
Tel: (520) 621-3531
Fax: (520) 621-9875
<http://sociology.arizona.edu>

6 July 2022

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

Dear Professor Going,

On behalf of the School of Sociology, I offer this letter in support of the proposed Minor and Undergraduate Certificate in Weight Inclusive Health. The School of Sociology is willing to include the following course as an elective in your proposed minor:

- CHS 309: Ethical Issues in the Helping Professions
- CHS 401: Health Disparities in Society

We look forward to supporting this collaboration, and are grateful for the opportunity to support this exciting program.

Sincerely,

Carrie Langley
PhD, MPH, RN
Assistant Professor of Practice
Director, Care, Health & Society Program

From: [Marchello, Elaine V - \(evm\)](#)
To: [Jackson, Kelly A - \(kjackson\)](#)
Subject: RE: Minors and Undergrad Certificate Question
Date: Wednesday, May 4, 2022 11:34:27 AM
Attachments: [image009.png](#)
[image010.png](#)
[Curriculum Map - Courses and Activities Mapped to Weight-Inclusive Health Minor.pdf](#)
[image001.png](#)
[image005.png](#)
[image006.png](#)
[Curriculum Map - Courses and Activities Mapped to Certificate in Weight-Inclusive Health.pdf](#)

Kelly,

Attached are your two maps. I added an indirect measure to both of them of a student survey as curriculum is going to look at that. Let me know if these are ok or if you need any changes.

Elaine



Elaine V Marchello, Ph.D.

Assistant Director, Assessment
Office of Instruct & Assess
THE UNIVERSITY OF ARIZONA

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evm@email.arizona.edu

Pronouns: She/her/hers

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The University of Arizona Purpose & Values:
Working together to expand human potential,
explore new horizons and enrich life for all.

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

From: Jackson, Kelly A - (kjackson) <kjackson@arizona.edu>
Sent: Wednesday, April 27, 2022 9:24 AM
To: Marchello, Elaine V - (evm) <evm@arizona.edu>
Subject: RE: Minors and Undergrad Certificate Question

Hi Elaine-

The group working on the new minor and undergrad certificate put together a rough draft of the curriculum maps for each program. Do you need anything else to create the map, or is that something I can do in Taskstream?

Minor –

https://docs.google.com/document/d/1V_RRb420kecWgy6DXIWrx3B1IHfChgasmBi6C5OJsQ/edit

Certificate - <https://docs.google.com/document/d/1RCMFDjFdIx-EdrALUQsBWOjfNvfIPxjSpEz9zI5Rq3c/edit>

Thanks for the help!
Kelly



Kelly Jackson, EdD, MS, RDN

Associate Professor of Practice
Director, Undergraduate Programs
School of Nutritional Sciences and Wellness

Nutrition Faculty
UA Pediatric Pulmonary Center

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

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

From: Marchello, Elaine V - (evm) <evm@arizona.edu>
Sent: Tuesday, April 12, 2022 10:55 AM
To: Jackson, Kelly A - (kjackson) <kjackson@arizona.edu>
Subject: RE: Minors and Undergrad Certificate Question

Hi Kelly,

Yes, time does fly! Especially when you are busy! You do not need to report out on assessment for certificates or minors, so you do not need a workspace in Taskstream for them. I think, however, that you do need a map from us for the proposal. The forms have changed recently, so you might want to double check that you are using the most recent. ABOR has changed how the information on outcomes and assessment need to be done, so let me know if you need help with that. And the maps are super easy for us to do, so let me know when you need those.

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: Jackson, Kelly A - (kjackson) <kjackson@arizona.edu>
Sent: Monday, April 11, 2022 8:14 AM
To: Marchello, Elaine V - (evm) <evm@arizona.edu>
Subject: Minors and Undergrad Certificate Question

Hi Elaine!

Time flies, we are almost to the end of the spring semester. I hope you are doing well.

Quick question – I am working with a couple of NSC faculty who are submitting an undergraduate certificate and minor. Do these need to be added to TaskStream at this point? From what I can tell a curricular map isn't required as part of the proposal process, like a new major, but I might have missed something. Any guidance would be appreciated.

Thanks,
Kelly



Kelly Jackson, EdD, MS, RDN

Associate Professor of Practice
Director, Undergraduate Programs
School of Nutritional Sciences and Wellness

Nutrition Faculty
UA Pediatric Pulmonary Center

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The University of Arizona Purpose & Values:
Working together to expand human potential,
explore new horizons and enrich life for all.

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

New Academic Program Workflow Form

General

Proposed Name: Weight Inclusive Health

Transaction Nbr: 00000000000141

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sum 2023

Details

Department(s):

AGSC

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

Campus(es):

DIST

LOCATION	DESCRIPTION
YUMA	Yuma

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

ONLN

LOCATION	DESCRIPTION
ONLN	Online

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: 19.0501, Foods, Nutrition, and Wellness Studies, General.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: N

Transcript: Y Weight Inclusive Health Minor

Conditions for Admission/Declaration for this Major:

Students must be in good academic standing to declare this minor. There are no additional requirements.

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

The Weight-Inclusive Health Minor provides an overview of the frameworks available to provide weight-inclusive care to individuals across the lifespan. This program is open to undergraduate students from schools and colleges that educate helping professions such as Nutritional Sciences, Psychology, Family Studies, Education, Nursing, and Public Health. It would also be helpful to students from health sciences schools and programs, including the College of Medicine. All degree-seeking University of Arizona undergraduate students are eligible to participate.

Topics addressing diversity within the wellness industry will set future health practitioners apart. Weight-inclusive care focuses on non-weight-based markers of health and wellness and doesn't use body weight as the focal point of treatment for intervention. Courses introduce and delve into weight stigma, health at every size (HAES®), non-diet approaches, and counseling techniques needed to ethically work with individuals in the healthcare settings. In 2020, Intuitive Eating, which is specifically included in this program, was listed as a top 10

Career Trend, along with cultural awareness & media influencing. These topics improve the students' awareness of challenges faced in the healthcare field and will provide additional techniques that are useful for pursuing employment opportunities that focus on wellness and the prevention of maladaptive eating patterns, and other stress impacting chronic conditions.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

See attachment

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
01268480	Kelly Jackson	1237	Assoc. Prof. Pract.	Doctor of Philosophy	.05
01342933	Ashley Munro	1237	Adj. Lect.	Master of Science	.90
22085369	Katelyn Barker	1237	Assit. Prof. Pract.	Master of Science	.20

Additional Faculty:

N/A

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
1237	100	15	19.22

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
1237	10	20	30	0	0	0	1.15	1.15	1.15

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

N/A

Additional Facilities Required & Anticipated:

N/A

Other Support

Other Support Currently Available:

N/A

Other Support Needed over the Next Three Years:

N/A

Comments During Approval Process

10/16/2022 3:15 PM

KAYLESKORUPSKI

Comments
Approved.

12/6/2022 4:30 PM

MELANIECMADDEN

Comments
updating first admission term to Summer 23



New Academic Program – Minor (Undergraduate) CURRICULAR INFORMATION

I. MINOR DESCRIPTION:

The ***Weight Inclusive Health Minor*** provides an overview of the frameworks available to provide weight inclusive care to individuals across the lifespan. All degree-seeking University of Arizona undergraduate students are eligible to participate. This program will specifically appeal to undergraduate students from schools and colleges that educate “helping professions” such as Nutritional Sciences, Psychology, Family Studies, Education, Nursing, and Public Health. It would also be helpful to students from health sciences schools and programs, including the College of Medicine.

Weight-inclusive care focuses on non–weight-based markers of health and wellness and doesn’t use body weight as the focal point of treatment for intervention. Courses introduce and delve into weight stigma, health at every size (HAES®), non-diet approaches, and counseling techniques needed to ethically work with individuals in the healthcare settings. These topics improve the students' awareness of challenges faced in the healthcare field and will provide additional techniques that are useful for pursuing employment opportunities that focus on wellness and the prevention of maladaptive eating patterns, and other stress impacting chronic conditions. Knowledge of these topics addressing diversity within the wellness industry will set future health practitioners apart.

II. JUSTIFICATION/NEED FOR THE MINOR:

Put simply, weight stigma is the social rejection of those in higher-weight bodies, ie. not fitting social norms for weight and size. Stigma is a fundamental cause of population health inequalities and is a major contributor to morbidity and mortality (Hatzenbuehler et al., 2013). Weight stigma in the US has increased 66% over the past 10 years, (Puhl et al., 2016) and unfortunately, our medical system and healthcare providers are contributing to that stigma through both explicit and implicit bias. Providers spend 28% less time with patients that are "obese" because many providers believe that it is a "waste of time." Additionally, weight stigma alone can increase an individual's likelihood of developing or maintaining "obesity" by two or three times, regardless of their baseline Body Mass Index (BMI) (Tomiya et al., 2018). The stress of weight stigma from within the healthcare system is associated with a host of negative health consequences - even those not directly correlated to an individual's weight. Given these metrics and the information that weight-centric focused healthcare does not improve health outcomes, students need ways to approach these topics with a lens that is inclusive of body size, to better address behavior change and health promoting behaviors in individuals who desire it.

An interest and need survey provided to 135 students in Spring of 2022, 93% of which were Nutritional Science students, showed 87% of students strongly agree or agree that they are interested in Weight-Inclusive Care, and only 2% disagreed. In addition, when asked how “important” it is that a curriculum of this manner be offered, 66% of students stated it is either “extremely” or “very important.” These topics are relevant for careers in healthcare and the current market is showing growth and need for this type of information. In 2020, Intuitive Eating, which is specifically included in this program, was listed as a top 10 Career Trend, along with cultural awareness & media influencing. The current job market also seeks to hire individuals with weight inclusive experience and framework knowledge.

- Attune Nutrition Clinic: <https://www.attune-nutrition.com/>
- Thundermist Health Center: <https://www.thundermisthealth.org/services/size-inclusive-health-care/>

Another benefit of teaching weight-inclusive curriculum is its potential to prevent the development or triggering of maladaptive coping skills in our future health professionals. During the Fall 2021 semester, our department offered a new body positive class. One student in the class reported in their pre-course survey that, “Personally, I've had body image struggles my entire life, so this course really appealed to me. Professionally, I want to ensure I practice in a way that encourages body positivity for others and am also excited that this is something that is being addressed in a university course.” This student’s experience demonstrates the importance of offering a weight-inclusive curriculum as a way to intercept these concerns.

Healthcare industry leaders also support the importance of this type of curriculum. Dawn Clifford, PhD, RDN, a professor and author said, “It is absolutely essential that our future healthcare professionals receive training in weight inclusive care. Weight stigma causes harm and is rampant within the health and fitness industries. Equipping future professionals to provide compassionate weight inclusive care is an essential next step forward in developing competent practitioners. This approach is the future of healthcare and your graduates will be leading the way, mentoring their future colleagues in how to provide patient-centered care that minimizes bias and stigma and supports diversity, equity, inclusion and justice.”

Liz Brinkman, RDN, a private practice somatic nutrition therapist from Phoenix, AZ, speaks to this need, “Adopting a weight inclusive curriculum is a necessary step to train thoughtful and caring professionals. Adopting a weight-inclusive curriculum is an obvious approach to optimizing health and health care in Arizona and beyond. A weight inclusive curriculum cultivates leaders capable of providing rigorous, evidence-based, patient-centered care; creating a cohort of frontline workers, striving to overcome the issue of access to quality care.”

III. MINOR REQUIREMENTS:

Undergraduate Minor:

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to minor	3
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	-Minimum of 2.0 GPA -Complete all prerequisite coursework <u>Pre-requisites:</u> NSC 101/170C1 or equivalent (3 units)

<p>Minor requirements. List all required minor requirements including core and electives. Courses listed must include course 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:</u> Complete 3 courses (9 units):</p> <ul style="list-style-type: none"> -NSC 212 (3 units) Intuitive Eating Approach to Health & Wellbeing - NEW -NSC 312 (3 units) Weight Stigma, Nutrition & Health-UPDATED/CURRENT -NSC 412 (3 units) Body Positive Concept & You - NEW <p><u>Electives:</u> Complete 9 units from the following. <i>Limit of 3 units from house-numbered coursework may be used towards this requirement:</i></p> <ul style="list-style-type: none"> -NSC 422/522 (3 units) Weight Inclusive Approach to Counseling - NEW -NSC 432/532 (3 units) Exploring Eating Disorders & Body Image - NEW -NSC 442/542 (3 units) Health Communication from a Weight Inclusive Lens- NEW -CHS 309 (3 units) Ethical Issues in the Helping Professions -CHS 401 (3 units): Health Disparities and Society
<p>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</p>	<p>No</p>
<p>Additional requirements (provide description)</p>	<p>None</p>
<p>Any <u>double-dipping restrictions</u> (Yes/No)? If yes, provide description.</p>	<p>Yes, minor coursework may not double dip with another minor.</p>

IV. **NEW COURSES NEEDED:** If new courses are required for the proposed program, [UA Course Add forms](#) must be submitted before/simultaneously with this proposal. List all course additions in progress in the table below. Add rows as needed.

Course prefix and number (include cross-listings)	Units	Title	Prerequisites	Modes of delivery (online, in-person, hybrid)	Course Fee? (Y/N) More info here.	Course Form transaction number	Anticipated first term offered	Use in the program (required/elective)
NSC 212	3	Intuitive Eating Approach to Health & Wellbeing	NSC 101/170C1 or equivalent	Online			Spring 2023	Required
NSC 412/512	3	Body Positive & You	N/A	Online			Spring 2023	Required
NSC 432/532	3	Exploring Eating Disorders and Body Image	N/A	Online			Spring 2023	Elective
NSC 422/522	3	Weight-Inclusive Approach to Counseling	N/A	Online			Fall 2023	Elective
NSC 442/542	3	Health Communication from a Weight-Inclusive Lens	N/A	Online			Fall 2023	Elective

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

- V. **Learning Outcomes** - Complete this table as a summary of the learning outcomes from your assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please see the resources at the [Office of Instruction and Assessment](#) or contact them [here](#).

Learning Outcome #1: Critically analyze weight stigma as it presents in society and specifically our medical system.
Concepts: Anti-oppression concepts including ecological systems theory, health disparities, and social determinants of health.
Competencies: Apply critical analysis skills through self-reflection, identifying systems of oppression, and designing solutions for problems.
Learning Outcome #2: Implement effective oral and written communication from a weight-inclusive lens.
Concepts: Weight-inclusive concepts including Health at Every Size®, intuitive eating, body autonomy, and trauma informed care.
Competencies: Demonstrate effective written and oral communication skills.
Learning Outcome #3: Assess the impact of internalized weight bias on behaviors.

Concepts: Weight bias informed beliefs, diet culture, and anti-fat messaging.
Competencies: Interoceptive awareness and intrapersonal skills.
Learning Outcome #4 Compare and contrast weight-inclusive frameworks with a weight-centric paradigm.
Concepts: Weight-inclusive framework options for different populations.
Competencies: Application of non-diet frameworks when addressing health and chronic health conditions.
Learning Outcome #5 Apply strategies for disordered eating and eating disorder prevention.
Concepts: Eating disorder etiology and counseling strategies to address behavior change.
Competencies: Demonstrate understanding of eating disorders and how they present throughout the life cycle.

VI. REQUIRED SIGNATURES

Program Director/Main Proposer (print name and title): Kelly Jackson, EdD, MS, RDN, Associate Professor of Practice and Director of Undergraduate Programs in the School of Nutritional Sciences and Wellness

Program Director/Main Proposer signature: _____

Date: 5/18/2022



Department Head (print name and title): Scott Going, PhD, Director, School of Nutritional Sciences and Wellness

Department Head's signature: _____

Date: 5/18/22



Associate/Assistant Dean (print name): Michael Staten

Associate/Assistant Dean's signature: _____

Date: 10/9/22



Dean (print name): _____

Dean's signature: _____

Date: _____

For use by Curricular Affairs:	
Undergraduate:	
Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	
Faculty Senate	

Undergraduate:

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	
Faculty Senate	

Brief Research List:

Gordon, A. (2021). *What we don't talk about when we talk about fat*. Beacon Press. Gutin, I. (2017).

Grace E. Huebner, Jared T. McGuirt, Maryanne T. Perrin, Lauren A. Haldeman, Laurie Allen. (2021). Non-diet Weight-Neutral Curricula Limited in Current Accredited US Dietetic Programs, *Journal of Nutrition Education and Behavior*, 53 (6) 517-523. <https://doi.org/10.1016/j.jneb.2020.12.005>.

HAES principles: <https://www.sizediversityandhealth.org/content.asp?id=152>

Harrison, C. (2020). *Anti-diet: Reclaim your time, money, well-being, and happiness through intuitive eating*. Little Brown Spark.

Hatzenbuehler et al. Stigma as a fundamental cause of population health inequalities. *American Journal of Public Health*. 2013;103.

Hunger et al, An Evidence-Based Rationale for Adopting Weight-Inclusive Health Policy. *Social Issues and Policy Review*. 2020;73.

Link BG, Phelan JC. Conceptualizing stigma. *Annu Rev Soc*. 2001;27.

O'Hara L, Taylor J. What's wrong with the 'war on obesity?' A narrative review of the weight-centered health paradigm and development of the 3C framework to build critical competency for a paradigm shift. *SAGE Open*. 2018;8(2).

Phelan SM, Burgess DJ, Yeazel MW, Hellerstedt WL, Griffin JM, van Ryn M. Impact of weight bias and stigma on quality of care and outcomes for patients with obesity. *Obes Rev*. 2015;16(4):319–26.

Potter, L., Wallston, K., Trief, P., Ulbrecht, J., Juth, V., & Smyth, J. (2015). Attributing discrimination to weight: associations with well-being, self-care, and disease status in patients with type 2 diabetes mellitus. *Journal of Behavioral Medicine*, 38(6), 863–875. <https://doi.org/10.1007/s10865-015-9655-0>

Puhl, R. M., Phelan, S. M., Nadglowski, J., & Kyle, T. K. (2016). Overcoming Weight Bias in the Management of Patients With Diabetes and Obesity. *Clinical Diabetes*, 34(1), 44–50. <https://doi.org/10.2337/diaclin.34.1.44>

Stacey Dunn-Emke, M. S. R. D. N. (2020, January 30). *Dietetic career trends in 2020*. LinkedIn. Retrieved June 3, 2022, from <https://www.linkedin.com/pulse/dietetic-career-trends-2020-stacey-dunn-emke-ms-rdn/>

Tomiyama, A. J., Carr, D., Granberg, E. M., Major, B., Robinson, E., Sutin, A. R., & Brewis, A. (2018). How and why weight stigma drives the obesity 'epidemic' and harms health. *BMC Medicine*, 16(1). <https://doi.org/10.1186/s12916-018-1116-5>

Tylka TL, Annunziato RA, Burgard D, et al. The weight-inclusive versus weight-normative approach to health: evaluating the evidence for prioritizing well-being over weight loss. *J Obes*. 2014;2014:983495.

U.S. Bureau of Labor Statistics. (2022, April 18). *Dietitians and nutritionists : Occupational outlook handbook*. U.S. Bureau of Labor Statistics. Retrieved June 3, 2022, from <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm#:~:text=Employment%20of%20dietitians%20and%20nutritionists,on%20average%2C%20over%20the%20decade>

Weight-Inclusive Health Minor

Courses and Activities Mapped to Weight-Inclusive Health Minor

	Outcome				
	Outcome 1 Critically analyze weight stigma as it presents in society and specifically our medical system.	Outcome 2 Implement effective oral and written communication from a weight-inclusive lens.	Outcome 3 Assess the impact of internalized weight bias on behaviors.	Outcome 4 Apply strategies for disordered eating and eating disorder prevention.	Outcome 5 Compare and contrast weight-inclusive frameworks with a weight-centric paradigm.
Courses and Learning Activities					
NSC 212 Direct Measure	I	I/P	I	IPA	I/P
NSC 312 Direct Measure	P/A	P	P	I/P	IPA
NSC 412/512 Direct Measure	P	P	P/A	P/A	P/A
NSC 422/522 Direct Measure	P			P/A	P
NSC 432/532 Direct Measure	P		P	P	P/A
NSC 442/542 Direct Measure	P	P/A			P
Survey Student Survey (Indirect)	A	A	A	A	

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

Last Modified: 05/04/2022 11:32:59 AM

BUDGET PROJECTION FORM
Name of Proposed Program or Unit: Weight Inclusive Health Minor

Budget Contact Person: Darren Shevchuk	Projected		
	1st Year 2022 - 2023	2nd Year 2023 - 2024	3rd Year 2024 - 2025
METRICS			
Net increase in annual college enrollment UG	15	30	40
Net increase in college SCH UG	165	330	440
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)			
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues	\$ 82,500	\$ 181,500	\$ 242,000
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 82,500	\$ 181,500	\$ 242,000
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (marketing items)	\$ 10,000		
Total One-time	\$10,000	\$0	\$0
TOTAL SOURCES	\$92,500	\$181,500	\$242,000
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty	65,000	65,000	65,000
Other Personnel (.50 FTE Year 3)			32,500
Employee Related Expense	20,150	20,150	30,225
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost	-		
Other Items (attach description)			
Total Continuing	\$85,150	\$85,150	\$127,725
One-time Expenditures			
Construction or Renovation	-		
Start-up Equipment	-		
Replace Equipment	-		
Library Resources			
Other Items (attach description)	-		
Total One-time	\$0	\$0	\$0
TOTAL EXPENDITURES	\$85,150	\$85,150	\$127,725
Net Projected Fiscal Effect	\$7,350	\$96,350	\$114,275



**New Academic Program
PEER COMPARISON**

Program name, degree, and institution	Proposed UA Program	Peer 1- University of Iowa Minor in Psychology	Peer 2- University of California- Davis Community Nutrition Minor
Current number of students enrolled		~40-50	~30
Program Description	<p>The Weight Inclusive Health Minor provides an overview of the frameworks available to provide weight inclusive care to individuals across the lifespan. All degree-seeking University of Arizona undergraduate students are eligible to participate. This program will specifically appeal to undergraduate students from schools and colleges that educate "helping professions" such as Nutritional Sciences, Psychology, Family Studies, Education, Nursing, and Public Health. It would also be helpful to students from health sciences schools and programs, including the College of Medicine.</p> <p>Weight-inclusive care focuses on non-weight-based markers of health and wellness and doesn't use body weight as the focal point of treatment for intervention. Courses introduce and delve into weight</p>	<p>The undergraduate minor in psychology requires a minimum of 15 s.h. of psychology courses (prefix PSY), including 12 s.h. taken at the University of Iowa. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and all courses for the minor. Coursework in the minor may not be taken pass/nonpass or satisfactory/fail. Before registering for a psychology course, students must complete the course's prerequisites.</p> <p>A minor in psychology complements majors in a variety of disciplines. Department advisors can help students identify courses for the minor that are especially appropriate for their major.</p>	<p>The Department of Nutrition also offers four minor programs to students in other disciplines who wish to complement their study program with a concentration in the area of food and nutrition. The minor programs available are: Community Nutrition, Nutrition Science, Food Service Management, and Nutrition and Food.</p> <p>The community nutrition minor exposes students to the strategies available to promote proper nutrition among individuals, families and communities. Students analyze the social and environmental influences and available resources that affect food consumption and nutritional status. This minor would be of interest to students planning to work on issues related to health or food systems, in communities domestically or abroad. Community nutrition may attract students majoring in human development, community regional development, global disease biology or biological sciences, and students across disciplines who plan to enter a health profession or the public health field.</p>

	<p>stigma, health at every size (HAES®), non-diet approaches, and counseling techniques needed to ethically work with individuals in the healthcare settings. These topics improve the students' awareness of challenges faced in the healthcare field and will provide additional techniques that are useful for pursuing employment opportunities that focus on wellness and the prevention of maladaptive eating patterns, and other stress impacting chronic conditions. Knowledge of these topics addressing diversity within the wellness industry will set future health practitioners apart.</p>		<p>The Community Nutrition Minor requires 20 units of coursework:</p> <ul style="list-style-type: none"> ● Nutrition 111AY and 111B (5 units) ● Nutrition 118, 192 (2 units) (6 units total) ● Nutrition 120AN or 120BN (4 units) ● Neurobiology, Physiology, and Behavior 101 (5 units)
Target Careers	<p>Registered Dietitians Nursing Public Health Psychology/Counseling Family Consumer Science Medical Professions</p>	<p>Nursing Health Majors Education Medical Professionals</p>	Other disciplines
Emphases? (Yes/No) List, if applicable	No		No
Minimum # of units required	18	15	20
Level of Math required (if applicable)	N/A	N/A	N/A
Level of Second Language required (if applicable)			N/A
Pre-Major? (Yes/No) If yes, provide requirements.	No	No	No

Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	2.0 GPA	2.0 GPA	General chemistry (CHE 2A, 2B), organic chemistry (CHE 8A, 8B, or CHE 118A, 118B), and BIS 2A. Note: If the student's major program requires the same course in biochemistry and physiology, only one of the courses may duplicate credit toward the minor. Each program below lists replacement courses to fulfill the minimum unit requirement.
Internship, practicum, or applied/experiential requirements? If yes, describe.	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.

The proposed program has similarities in the amount credits required and academic standing for admission. The proposed and peer minors provide a way students can gain additional expertise in a specific field that enhances their knowledge of a specific area. Additionally, all minor programs are offered to students that are already seeking an undergraduate degree.

The intended audience is similar for the programs since the primary target audience is undergraduate students and students who are interested in health, diversity and inclusion, and/or healthcare. The intended audiences are different in these examples in that the majors and future career students are different from each other, largely because there is not a similar program to the proposed minor that is offered in the institutions selected.

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.

The primary reason the proposed program stands out is because of the unique nature of the content. The peer programs used for this comparison were chosen because a program with similar content doesn't exist. While there are many programs that offer a degree or certificate in nutrition, these programs don't provide comprehensive training to provide weight-inclusive care to clients and patients across the lifespan. The proposed program stands out from its peers because it provides additional information that builds on the general health curriculum as it seeks to fill in the gaps of the present curriculum. The proposed curriculum allows for practical application of content, which is particularly useful for students that have already been working in the field. It also provides additional, unique knowledge, which can make students more desirable for certain jobs. Healthcare and helping professionals are the intended audience and that may seem broad but speaks to the importance of interdisciplinary work in the healthcare field.

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 proposed curriculum embodies the University of Arizona's commitment to diversity and inclusion by giving students the tools they need to promote and strive for health equity. The curriculum also stands for the University of Arizona's core values which include integrity, compassion, exploration, adaptation, inclusion, and determination. The proposed curriculum shows places where health professionals can be more respectful, compassionate, and inclusive of all clients. The curriculum invites students to get curious about how they can help care for a patient without causing stigma or harm.

The curriculum is determined to give health professionals the tools they need to provide patient-centered, weight-inclusive care. The University of Arizona is home to a variety of health majors, making it the ideal campus to offer this program. The program will be offered online and so it will be available to students in the Arizona Online, Global, and Main Campuses. In addition to learning how to provide weight-inclusive care to all individuals, students also engage in personal development and growth throughout the curriculum. This unique opportunity to develop personal resilience for eating and body image concerns will make them more prepared for what they will face in the future as a professional in the field.

The proposed minor would serve as one of the first to provide formal training for weight-inclusive care to students from a variety of disciplines. As the program is researched and refined, it can serve as a model for other health programs and universities to adapt.

This work embodies the mission of the University of Arizona by continuously improving how we educate and innovate so that we can lead the way in tackling our greatest challenges.



School of Sociology
College of Social
and Behavioral Sciences

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Tucson, AZ 85721-0027
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Fax: (520) 621-9875
<http://sociology.arizona.edu>

6 July 2022

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

Dear Professor Going,

On behalf of the School of Sociology, I offer this letter in support of the proposed Minor and Undergraduate Certificate in Weight Inclusive Health. The School of Sociology is willing to include the following course as an elective in your proposed minor:

- CHS 309: Ethical Issues in the Helping Professions
- CHS 401: Health Disparities in Society

We look forward to supporting this collaboration, and are grateful for the opportunity to support this exciting program.

Sincerely,

Carrie Langley
PhD, MPH, RN
Assistant Professor of Practice
Director, Care, Health & Society Program

From: [Marchello, Elaine V - \(evm\)](#)
To: [Jackson, Kelly A - \(kjackson\)](#)
Subject: RE: Minors and Undergrad Certificate Question
Date: Wednesday, May 4, 2022 11:34:27 AM
Attachments: [image009.png](#)
[image010.png](#)
[Curriculum Map - Courses and Activities Mapped to Weight-Inclusive Health Minor.pdf](#)
[image001.png](#)
[image005.png](#)
[image006.png](#)
[Curriculum Map - Courses and Activities Mapped to Certificate in Weight-Inclusive Health.pdf](#)

Kelly,

Attached are your two maps. I added an indirect measure to both of them of a student survey as curriculum is going to look at that. Let me know if these are ok or if you need any changes.

Elaine



Elaine V Marchello, Ph.D.

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From: Jackson, Kelly A - (kjackson) <kjackson@arizona.edu>
Sent: Wednesday, April 27, 2022 9:24 AM
To: Marchello, Elaine V - (evm) <evm@arizona.edu>
Subject: RE: Minors and Undergrad Certificate Question

Hi Elaine-

The group working on the new minor and undergrad certificate put together a rough draft of the curriculum maps for each program. Do you need anything else to create the map, or is that something I can do in Taskstream?

Minor –

https://docs.google.com/document/d/1V_RRb420kecWgy6DXlWrx3B1IHfChgasmBi6C5OJsQ/edit

Certificate - <https://docs.google.com/document/d/1RCMFDjFdlx-EdrALUQsBWOjfNvfIPxjSpEz9zI5Rq3c/edit>

Thanks for the help!
Kelly



Kelly Jackson, EdD, MS, RDN

Associate Professor of Practice
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From: Marchello, Elaine V - (evm) <evm@arizona.edu>
Sent: Tuesday, April 12, 2022 10:55 AM
To: Jackson, Kelly A - (kjackson) <kjackson@arizona.edu>
Subject: RE: Minors and Undergrad Certificate Question

Hi Kelly,

Yes, time does fly! Especially when you are busy! You do not need to report out on assessment for certificates or minors, so you do not need a workspace in Taskstream for them. I think, however, that you do need a map from us for the proposal. The forms have changed recently, so you might want to double check that you are using the most recent. ABOR has changed how the information on outcomes and assessment need to be done, so let me know if you need help with that. And the maps are super easy for us to do, so let me know when you need those.

Elaine

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From: Jackson, Kelly A - (kjackson) <kjackson@arizona.edu>
Sent: Monday, April 11, 2022 8:14 AM
To: Marchello, Elaine V - (evm) <evm@arizona.edu>
Subject: Minors and Undergrad Certificate Question

Hi Elaine!

Time flies, we are almost to the end of the spring semester. I hope you are doing well.

Quick question – I am working with a couple of NSC faculty who are submitting an undergraduate certificate and minor. Do these need to be added to TaskStream at this point? From what I can tell a curricular map isn't required as part of the proposal process, like a new major, but I might have missed something. Any guidance would be appreciated.

Thanks,
Kelly



Kelly Jackson, EdD, MS, RDN

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