

Add Course Request

Submitted on: 2012-06-18 14:32:18

1. COURSE SUBJECT	EKIN/NUSC
2. COURSE NUMBER (OR PROPOSED NUMBER)	1161
3. COURSE TITLE	Husky Reads
4. INITIATING DEPARTMENT or UNIT	EKIN
5. NAME OF SUBMITTER	Kathryn Tracy
6. PHONE of SUBMITTER	Phone: +1 860 282 8540
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8. CONTACT PERSON	Jennifer Breuning
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	1110
10. PHONE of contact person	Phone: +1 860 486-5139
11. EMAIL of of contact person	Email: jennifer.breuning@uconn.edu
12. Departmental Approval Date	5/1/12
13. School/College Approval Date	5/4/12
14. Names and Dates of additional Department and School/College approvals	NUSC Curriculum Committee 3/7/12 CANR approval pending
15. Proposed Implementation Date	Term: Fall, Year: 2012
16. Offered before next printed catalog is distributed?	Yes
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	
19. Terms Offered	Semester: Fall Spring Year: Every_Year
20. Sections	Sections Taught: 6
21. Student Number	Students/Sections: 7 per sect
22. Clarification: Up to 6 sections are planned with 7 students per section, for a maximum enrollment of 42 students	
23. Number of Credits	1 if VAR Min: Max: 1 credits each term
24. INSTRUCTIONAL PATTERN	

Students participate in an orientation session before beginning their community experience. Prior to each weekly site visit, students review the lesson plan and participate in a training session. After each community site visit, they complete and submit an evaluation form reflecting on the community experience, receive feedback on their work, and participate in group discussions with other students.

25. Will this course be taught in a language other than English?	No If yes, then name the language:
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26. Please list any prerequisites, recommended preparation or suggested preparation: None
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27. Is Instructor, Dept. Head or Unit Consent Required ?	No
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28. Permissions and Exclusions: Other, specify: There are no formal prerequisites for this course, but familiarity with the basic principles of community service and civic engagement is helpful.

29. Is this course repeatable for credit ?	Yes If yes, total credits allowed: 3 Allow multiple enrollments in same term? No
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30. Grading Basis	Graded
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31. If satisfactory/unsatisfactory grading is proposed, please provide rationale : N.A.

32. Will the course or any sections of the course be taught as Honors? AsHonors
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33. Additional Details: Other (specify): Students need a 4-hour time block available: they are transported to community sites in a state-owned van for a 2-hour site experience. Travel time of 1 hour each way is allotted. Staff and program are partly funded by the USDA Supplemental Nutrition Assis
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34. Special Attributes:

35. REGIONAL CAMPUS AVAILABILITY: This course is designed for students at the Storrs campus, although offering Husky Reads to regional campuses might be possible in the future.
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36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: EKIN 1161. Husky Reads: Introducing Food and Nutrition to Children through Reading (Also offered as NUSC 1161.) One credit. Supervised field work and experiential learning in nutritional literacy for preschoolers and young children, geared to individual, dual, and team activities. Readings and reflections.

37. RATIONALE FOR ACTION REQUESTED a) Cross-listing in NUSC allows both departments to provide undergraduate students with greater
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opportunities to combine reading and literacy education with sports, exercise and nutrition education in community settings.

Husky Reads began as a volunteer program modeled after the nationally recognized “Reach Out and Read” program. An undergraduate student, Stephanie Hardy, initiated the program under the direction of Dr. Ann Ferris in the Department of Nutritional Sciences (NUSC) during the 2000-2001 academic year. Undergraduate students travel to sites in the Hartford area to read nutrition-themed books and play nutrition-related games with children in pediatric waiting rooms and day care centers. NUSC sponsored the first elective course offered for credit in Spring 2003.

From the success with Husky Reads, community partnerships expanded into Husky Nutrition, where UConn students work with middle-school students and give simple cooking demonstrations and nutrition lessons. Husky Sport, begun in Spring 2006 by Dr. Jennifer Bruening in the Department of Kinesiology (EKIN), focuses on reading skills to enhance literacy in conjunction with physical activity, healthy food choices and nutrition messages.

Husky Programs offer students opportunities to act as role models and mentors by developing lessons and delivering messages about healthy eating and physical activity to children and parents in waiting rooms of medical clinics in the Hartford area.

Physical activity and nutritional status are fundamental components of maintaining a healthy weight and preventing obesity, diabetes, metabolic syndrome and other chronic diseases for which overweight and obese children are at increased risk. Husky courses approach the experience of introducing the fundamentals of proper nutrition and activity to young children in school and day care settings in the community using different emphases, although similar methods: training lab, curriculum preparation, site visits to community settings, evaluations of students’ performances and a focus on developing student leadership skills.

Because nutritional habits are established early in life, this class combines information on physical activity and nutrition with understanding the social and behavioral causes of nutritional problems in urban communities. All sections of the course emphasize successful communication of healthy lifestyle and nutrition choices, awareness of community issues, understanding barriers to change, problem-solving, and leadership skills.

b) Open to all students, including first years; cross-listed at the 1000-level.

c) N.A.

d) Beneficial; being able to take an introductory Husky service-learning course within the NUSC department's curriculum.

e) There is no overlap with existing courses; Husky Reads is unique. Certain methods of training and organizing community site visits are common to all Husky experience learning courses, but the educational emphasis and age group receiving nutrition messages differs with each class.

f) NUSC, MED: Drs. Hedley Freake from Nutritional Sciences and Ann Ferris from Medicine

and Nutritional Sciences, Director of the Center for Public Health and Health Policy.

g) Effects on Regional Campuses: The proposed changes may increase participation of students from other campuses.

h) No additional costs will be incurred; USDA SNAP grant funds training portions of the class.

i) Openings for greater number of students in popular and effective experiential learning courses.

j) This one-credit courses is already an experiential learning course. Husky Reads is very successful and highly sought-after. Cross-listing will allow more students to register across departments so that all sections are at capacity.

38. SYLLABUS:

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/kat07014-1340044325-EKINHuskyReads1credit5June12.docx)

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

N.A.

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

N.A.

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

- a. **Arts and Humanities:**
- b. **Social Sciences:**
- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
 - 43. **International:**
- e. **Q course:**
- f. **W course:**

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed
YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

ADMIN COMMENT:

Senate approved new course 10/15/12 // Senate approved new course 9/17/2012.

Proposed Catalog Copy:

EKIN 1161. Husky Reads: Introducing Food and Nutrition to Children through Reading. (Also offered as NUSC 1161.) One credit. Supervised field work and experiential learning in nutritional literacy for preschoolers and young children, geared to individual, dual, and team activities. Readings and reflections.

Husky Reads: Introducing Children to Food and Nutrition through Reading

One Credit. Semesters Offered: Fall and Spring
EKIN 1161; Cross-listed with NUSC 1161

Instructors: Jennifer Bruening, PhD Ann M. Ferris, PhD, RD

Phone: 860-282-8537

Email: aferris@uchc.edu

Program Coordinator: Susan Rosa

Phone: 860-486-5015 (860-428-8425 – cell)

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Introduction to Husky Reads

Many preschool children have limited literacy and little understanding of healthy food choices. Modeled after the nationally recognized Reach Out and Read program, the Husky Reads program promotes good health and nutrition habits by reading nutrition-focused, health-oriented books to children in waiting rooms of primary health clinics and in preschool programs. Husky Reads has been a highly successful, service learning class at the University of Connecticut since 2000. For additional information, please see the website: http://publichealth.uconn.edu/CN/husky_reads.php.

Students participating in this community-based experience follow a defined curriculum that uses a weekly nutrition theme (“Husky Reads Program Lessons at a Glance,” pages 7-10). Following the lesson plan, students read nutrition- and health-themed books to preschoolers and provide small food tastings and other hands-on activities that support the basic nutrition/health theme of the week. These activities are designed to promote basic health literacy as well as an understanding of healthy food choices.

Low literacy and limited access to healthy foods is particularly acute in urban youth living in poverty. This class provides undergraduate students with the opportunity to deliver basic nutrition information and promote literacy to inner city preschoolers. Students work in pairs or in small teams, using prepared lesson plans that allow the UConn students to focus on literacy activities, while and at the same time, acquiring classroom management skills. In addition, students benefit from experiential learning in community settings that increases their cultural competence with the groups served.

As an experiential learning course, Husky Reads combines community service with explicit learning objectives, preparation, and evaluation. This course provides a general introduction to the key tenets of

service learning. The key element of service-learning is reciprocity of learning between the service providers (UConn students) and service recipients (children and families in the community). It is axiomatic that the children and families with whom students work teach the UConn undergraduates as much as the UConn students teach the children.

Instructional Pattern:

Students begin the course with an orientation session before embarking on their community experience. Prior to each weekly site visit, students review the lesson plan and participate in a training session. After each community site visit, they complete and submit an evaluation form, reflect on the community experience in writing, receive feedback on their work at the site, and participate in group discussions about site visit successes and opportunities for improvement.

Course Goal

The overall goal of Husky Reads is to provide basic nutrition information and healthy food tastings to young (preschool-aged) children living in under-served urban areas in Connecticut. Additionally, the Husky Reads experience is designed to provide students with opportunities to participate in advocacy, education and service to the community in the areas of public health and nutrition.

Learning Objectives

By the end of the semester students are able to:

1. Deliver simple nutrition lessons to the targeted age group of preschool-aged children.
2. Understand the importance of delivering community-based nutrition and literacy programming.
3. Read books to children about healthy eating, healthy habits, "My Plate" (based on the Dietary Guidelines for Americans), provide general health messages that help preschool children learn age-appropriate nutrition facts, model reading behaviors, and promote literacy.
4. Follow a basic nutrition-themed lesson plan while providing food tastings and supplemental activities to reinforce the learning objectives.
5. Understand the commitment necessary to successfully participate in service learning educational experiences and community engagement activities.
6. Articulate issues regarding cultural awareness and the communities being served.

Prerequisites

There are no formal prerequisites for this course; familiarity with the basic principles of community service and civic engagement is helpful. This course is a prerequisite for all other Husky courses.

Site Attendance

The success of Husky Reads relies on students' absolute commitment to attendance, punctuality, respect, and active participation in delivering basic nutrition lessons and literacy activities in preschool classes or health clinics for 2 hours each week. Pre-visit training, set-up, transportation to and from sites, clean-up, and debriefing/discussion add an additional 2 hours each week. If students miss a class, they must make up the points by completing an extracurricular activity, approved by the Program Coordinator, within 2 weeks of the missed day. Students may miss and make-up a maximum of 2 site visits per semester, beyond that, students need to repeat the class for credit.

The course instructor or course manager visits each site twice during the semester to observe each individual student's performance and assess group performance.

Evaluations and Site Visit Contact Sheet

Each student is expected to complete a lesson evaluation form after every site visit. It is strongly suggested that students complete the evaluation form on the same day as the site visit. Students are encouraged to participate in group discussions with others while being transported back from the community site in order to complete the evaluation form. If they cannot complete the form during the return trip, students may submit it to the Program Coordinator by e-mail within 1 week of the class. All completed evaluations are due prior to departure for the next weekly site visit. The evaluation helps Husky Reads staff identify ways to improve the experience and provides input on better ways to meet the nutrition education needs of the community. The evaluation also documents the hours of community engagement, an extremely important factor for grant funding for this class.

Enthusiasm, Active Participation and Punctuality

Husky Reads plays a significant role in bringing literacy and nutrition education to the community, making active participation, respect and enthusiasm by each student crucial to the success of the program, qualities most effectively demonstrated by reliability and punctuality in departing from UConn and arriving at the site. Attendance at each and every site visit and being on time shows respect for the community, the site staff who work so hard every day, and the children who gain so much from the program. Husky Reads faculty and staff member evaluate students' participation at the sites and provide feedback.

Assignments Summarized

- 1.** Attendance and punctuality is not only critical for the success of the program but also is an important benchmark for the success in this class. In the case of an unexpected emergency or urgent situation that prevents attendance, they must contact the course manager immediately. In these special circumstances, students are permitted up to two excused absences and need to complete make-up work.
- 2.** Come to site each week prepared, having read the lesson plan. Be ready to actively and cheerfully participate at the site.

3. Complete all paperwork, including 1) the Lesson Evaluation form – each student must complete one per site visit, and 2) the Site Visit Contact Sheet – each pair/group must complete one per site visit

Since this is an experience-learning class, grading is weighted toward attendance, respect, enthusiasm, and active participation at community sites. Our continued good relations and ability to participate with community sites depend on students' commitment to the sites. Again, Husky Reads staff members evaluate each student's performance at the site and provide feedback.

Grading – A Visual Summary:

Requirement	Points Each Week	Portion of Grade
Site Visits	Attendance and Punctuality: 3.5 points	35%
Evaluation and Contact Sheets	Contact Report: 1 point Site Visit Evaluation: 1 point Timeliness: 1 point	30%
Performance at Community Site	Active Participation: 1.5 pts Preparation: 1 point Enthusiasm: 1 point	35%

This class follows the standard UConn system for assigning grades:

93-100 A	73-76 C
90-92 A-	70-72 C-
87-89 B+	67-69 D+
83-86 B	63-66 D
80-82 B-	60-62 D-
77-79 C+	<60 Fail

Requirements & Student Assessment

On site participation is evaluated as follows:

- Engagement with preschool children, classroom teachers and/or parents
- Active participation in delivering lessons
- Knowledge of the nutrition message for each week
- Conveying a positive attitude
- Assisting with loading and unloading of materials for the site and site set up

Receipt of the weekly evaluation forms and contact forms must occur in a timely basis – evaluation forms must be completed within one week of the site visit and each contact form must be completed immediately upon return from the site.