Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Human Sciences
   Department: Nutrition, Dietetics and Hospitality Management

2. Course Prefix and Number: NTRI 4620
   3. Effective Term: 1/2013

4. Course Title: Public Health Nutrition
   Abbreviated Title (30 characters or less): Public Health Nutrition

5. Requested Action:
   ☐ Renumber a Course
   ☐ Add a Course
   ☐ Revise a Course
   Current Course Number:
   Proposed Course Number:
   Type of Revision: Content/HR

6. Course Credit:
   Contact/Group Hours
   Scheduled Type
   (e.g.: Lab, Lecture, Practicum, Directed Study)
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment

   Maximum Hours (Repeatability): 3
   3 Lecture Weekly 3 50

   Total Credit Hours: 3

7. Grading Type:
   ☐ Regular (ABCDF)
   ☐ Satisfactory/Unsatisfactory (S/U)
   ☐ Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   P STAT 2510
   C NTRI 5820

9. Restrictions: List specific restriction in space above.
   ☐ College ☐ Major ☐ Standing ☐ Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Population-focused approaches that facilitate healthy diets through policy development and environmental changes.

11. May Count Either: ☐ or ☐ (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)

    | Program Type | Program Title | Requirement or Elective? |
    |--------------|---------------|--------------------------|
    | Major        | BS Nutr, Diet, Hospitality, Option NTNW | Required |
    | Major        | BS Nutr, Diet, Hospitality, Option NTDI | Required |

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   ☐ Applicable
   ☐ Not Applicable
14. Justification:
Conform to accreditation standards of the Accreditation Council for Education in Nutrition and Dietetics.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
Classroom space and faculty are adequate for this course.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization — i.e.: Dean — where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
Course Objectives: Upon completion of the course, the student should be able to:

1 Define public health nutrition and health promotion.
2 Describe national nutrition policy in the US
3 Recognize the role of nutrition epidemiology
4 Identify, analyze, and interpret data needed for a nutrition-related needs assessment.
5 Explain social marketing concepts.
6 Identify populations at nutritional risk and assistance programs targeting those populations.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
Date Topic
August x Health promotion or disease prevention
August x Historical overview of Public Health
August x Food and nutrition policy: Healthy People 2010, Healthy Alabama 2010

August x Food and nutrition policy: Farm Bill
August x Food and nutrition policy: Guidance
August x Community Assessment Data: Dietary

September x No class
September x Community Assessment Data: Dietary
September x Community Assessment Data: Dietary

September x Community Assessment Data: Dietary
September x Community Assessment Data
September x Community Assessment Data

September x Review
September x Exam
September x Nutrition Epidemiology

September x Nutrition Epidemiology
September x Nutrition Epidemiology
September x Social Marketing

September x Social Marketing
October x Special Populations
October x Special Populations
October x Special Populations
October x Special Populations
October x Obesity
October x Food Security
October x Food Security
October x Review

October x Exam
October x Food Security
October x Group Presentations

October x Group Presentations
October x Group Presentations
October x Group Presentations

November x Cultural Competence
November x Policy Making
November x Policy Making

November x
November x Food & nutrition assistance programs
November x Food & nutrition assistance programs

November x Food & nutrition assistance programs
November x Food & nutrition assistance programs
November x Food & nutrition assistance programs

November x No class
November x No class
November x No class

December x Sustainability
December x Sustainability
December x Review and Course Wrap-up
December x Final Exam

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Exams: Exams will cover lecture and textbook material. The student is responsible for all material covered in class prior to each exam. There will be three exams, two during the semester and one final. The final will be comprehensive. Exams will include multiple choice and/or short answer and/or fill in the blank type questions.

Nutrition needs assessment: Student groups will be responsible for developing a needs assessment concerning a nutrition topic to be determined. You will need to provide a written summary (2-3 page; according to guidelines provided) of this assessment which will be based on secondary data. Detailed instructions will be given throughout the semester. Late projects will be penalized and will only be accepted for 2 weeks after the due date.

Discussion question: Each student will be responsible for responding to one issue facing public health nutritionists on the University discussion board. Each student's response should be at least two paragraphs (equating to at least 5 sentences). Late projects will be penalized and will only be accepted for 2 weeks after the due date.

Attendance at one Auburn city council meeting: Each student will be responsible for attending one Auburn City Council meeting in order to understand the process of policy making on the local level.

In-class assignments: This will include "pop" quizzes (2-3 questions), in-class assignments, and participation at review sessions. Quizzes will be
based on the required textbook readings as well as previous lecture material.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Activity Points</th>
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</thead>
<tbody>
<tr>
<td>Exam 1 100</td>
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<td>Exam 2 100</td>
</tr>
<tr>
<td>Final 100</td>
</tr>
<tr>
<td>Community assessment 100</td>
</tr>
<tr>
<td>Attendance at one Auburn city council meeting 20</td>
</tr>
<tr>
<td>Blackboard discussion questions 20</td>
</tr>
<tr>
<td>Quizzes, in-class assignments, review 60</td>
</tr>
<tr>
<td>Total 500</td>
</tr>
</tbody>
</table>

Grading Policy
80 to 100 % A
80 to 69.9 % B
70 to 79.9 % C
60 to 69.9 % D
> 59.9% F

Grading rubric is provided on course syllabus.

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student notifies arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title X1) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (VITT),
NTRI 4620
Public Health Nutrition
Fall 20XX

General Information
Section 10:00-10:50 MWF
Location Room 386B Spidle Hall
Credit Hours 3
Prerequisites STAT 2510
Corequisites NTRI 5820

Instructor Information
Professor Dr. Claire Zizza
Office Room 101J Poultry Science
E-mail Claire_Zizza@auburn.edu
Telephone 844-7417
Office Hours 2:30-4:30 PM Thursdays and 2:30-3:30 PM Fridays or by appointment.

Course Material

Supplementary readings and cases will be assigned throughout the course. Lecture outlines will be posted.

Course Objectives: Upon completion of the course, the student should be able to:

1 Define public health nutrition and health promotion.
2 Describe national nutrition policy in the US
3 Recognize the role of nutrition epidemiology
4 Identify, analyze, and interpret data needed for a nutrition-related needs assessment.
5 Explain social marketing concepts.
6 Identify populations at nutritional risk and assistance programs targeting those populations.
Course Assignments

Exams: Exams will cover lecture and textbook material. The student is responsible for all material covered in class prior to each exam. There will be three exams, two during the semester and one final. The final will be comprehensive. Exams will include multiple choice and/or short answer and/or fill in the blank type questions.

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Discussion question: Each student will be responsible for responding to one issue facing public health nutritionists on the University discussion board. Each student’s response should be at least two paragraphs (equating to at least 5 sentences). Late projects will be penalized and will only be accepted for 2 weeks after the due date.

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In-class assignments: This will include “pop” quizzes (2-3 questions), in-class assignments, and participation at review sessions. Quizzes will be based on the required textbook readings as well as previous lecture material.

Class Policies:

Academic Honesty
All portions of the Auburn University student academic honesty code (Title XII) will apply to university courses. All academic honesty violations or allegations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Attendance and Excused Absences
Although attendance is not required, students are expected to attend all classes and are responsible for all work covered in class whether they are present or not. Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all
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Arrangement to make up a missed major exam (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam may differ from the original format.

**Special Accommodations for Students with Disabilities**
Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. The student must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If the student does not have these forms, s/he should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096.

Auburn University is committed to providing a working and academic environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all its members. @ Auburn University Student Policy eHandbook.

**Grading policy:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
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<tr>
<td>Final</td>
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<tr>
<td>Community assessment</td>
<td>100</td>
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<tr>
<td>Attendance at one Auburn city council meeting</td>
<td>20</td>
</tr>
<tr>
<td>Blackboard discussion questions</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes, in-class assignments, review</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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### Course Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>90 - 100%</th>
<th>80 - 89.9%</th>
<th>70 - 79.9%</th>
<th>60 - 69.9%</th>
<th>59.9% and Below</th>
</tr>
</thead>
</table>

### Grading Rubric for Written Assignment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Accuracy</th>
<th>Clarity</th>
<th>Depth</th>
<th>Breadth</th>
<th>Fairness</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - 90%</td>
<td>All statements are accurate and well-supported with evidence</td>
<td>Always includes examples, defines terms, expresses in multiple ways</td>
<td>Thoroughly addresses salient questions; avoids oversimplifying when making connections; considers the complexity of issues</td>
<td>Gives meaningful consideration to alternative points of view and/or interpretations and makes very good use of them in shaping the learning being articulated.</td>
<td>Consistently represents others’ perspective with integrity (without bias or distortion)</td>
<td>Draws important conclusions and/or sets meaningful goals that address the most significant issue(s) raised by the experience</td>
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</tbody>
</table>

<p>| B - 80 to 89.9% | Most statements are accurate and supported with evidence | Regularly includes examples, defines terms, expresses in multiple ways | Addresses most salient questions; rarely oversimplifies when making connections; considers most of the complexity of issues | Gives consideration to most other alternative points of view and/or interpretations and makes good use of them in shaping the learning being articulated. | Regularly represents others’ perspective with integrity | Draws conclusions and/or sets goals that address the significant issue(s) raised by the experience |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Details</th>
<th>Comments</th>
<th>Other Details</th>
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</thead>
<tbody>
<tr>
<td>C−70 to 79.9%</td>
<td>Usually but not always makes statements that are accurate and some are supported with evidence</td>
<td>Addresses some but not all salient questions; oversimplifies some when making connections; considers some but not all of the complexity of issues</td>
<td>Gives some consideration to other alternative points of view and/or interpretations and makes some use of them in shaping the learning being articulated.</td>
<td>Often but not always represents others’ perspective with integrity</td>
</tr>
<tr>
<td>D−60 to 69.9%</td>
<td>Makes several inaccurate statements and/or supports few statements with evidence</td>
<td>Addresses few of the salient questions; oversimplifies often when making connections; considers little of the complexity of issues</td>
<td>Gives minimal consideration to other alternative points of view and/or interpretations and makes limited use of them in shaping the learning being articulated.</td>
<td>Occasionally represents others’ perspective with integrity</td>
</tr>
<tr>
<td>F &lt; 59.9%</td>
<td>Consistently makes inaccurate statements and/or fails to provide supporting evidence</td>
<td>Fails to address salient questions; consistently oversimplifies when making connections; fails to consider the complexity of issues</td>
<td>Ignores or superficially considers alternative perspectives in a biased or distorted way</td>
<td>Consistently represents others’ perspectives in a biased or distorted way</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Textbook</td>
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<tr>
<td>August x</td>
<td>Health promotion or disease prevention</td>
<td>Chapter 2 pp 21-32</td>
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<td>August x</td>
<td>Historical overview of Public Health</td>
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<td>August x</td>
<td>Food and nutrition policy: Healthy People 2010, Healthy Alabama 2010</td>
<td>Chapter 10 pp 267-279</td>
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<td>August x</td>
<td>Food and nutrition policy: Farm Bill</td>
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<td>August x</td>
<td>Food and nutrition policy: Guidance</td>
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<td>August x</td>
<td>Community Assessment Data: Dietary</td>
<td>Chapter 4 pp 81-82</td>
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<td>Chapter 12 &amp; 5</td>
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<td>September x</td>
<td>Community Assessment Data: Dietary</td>
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<tr>
<td>September x</td>
<td>Community Assessment Data</td>
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<tr>
<td>September x</td>
<td>Community Assessment Data</td>
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<tr>
<td>September x</td>
<td>Review</td>
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<td>September x</td>
<td><strong>Exam</strong></td>
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<td>September x</td>
<td>Nutrition Epidemiology</td>
<td>Chapter 4</td>
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<td>September x</td>
<td>Nutrition Epidemiology</td>
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<td>Nutrition Epidemiology</td>
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<td>September x</td>
<td>Social Marketing</td>
<td>Chapter 14</td>
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<tr>
<td>September x</td>
<td>Social Marketing</td>
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<tr>
<td>October x</td>
<td>Special Populations</td>
<td>Chapter 3</td>
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<td>October x</td>
<td>Special Populations</td>
<td>Chapter 6</td>
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</table>
October x  Special Populations
October x  Special Populations  Chapter 8
October x  Obesity

October x  Food Security  Chapter 7
October x  Food Security  Chapter 13
October x  Review

October x  Exam
October x  Food Security
October x  Group Presentations

October x  Group Presentations
October x  Group Presentations
October x  Group Presentations

November x  Cultural Competence  Chapter 9
November x  Policy Making  Chapter 1 pp 7-18; Chapter 10
November x  Policy Making

November x
November x  Food & nutrition assistance programs
November x  Food & nutrition assistance programs

November x  Food & nutrition assistance programs
November x  Food & nutrition assistance programs
November x  Food & nutrition assistance programs

November x  No class
November x  No class

7
<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
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<tbody>
<tr>
<td>November</td>
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<tr>
<td>December</td>
<td>Sustainability</td>
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<tr>
<td>December</td>
<td><strong>Review and Course Wrap-up</strong></td>
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<tr>
<td>December</td>
<td>Final Exam</td>
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