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 3750
   3. Effective Term: Fall 2013

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

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course
   Current Course Number:
   Proposed Course Number:
   Type of Revision: Corequisite

6. Course Credit:
   Contact/Group Hours
   Scheduled Type
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment

<table>
<thead>
<tr>
<th>Maximum Hours</th>
<th>Contact/Group</th>
<th>Type of Credit</th>
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<tbody>
<tr>
<td>(Repeatability)</td>
<td>2</td>
<td>Lecture</td>
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</table>

   Total Credit Hours: 2

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (SU)
   - Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "Y/C:" to indicate a prerequisite with concurrency.
   P: PSYC 2010 and NTRI 2000
   C: NTRI 5030

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)
    A variety of perspectives and strategies designed to facilitate dietary behaviors conducive to health and well-being.

11. May Count Either:
    (Indicate if this particular course cannot be counted for credit in addition to another)
    
12. Affected Program(s):
    (Respond "NA" if not included in any program; attach memorandum if more space is required)
    | Program Type | Program Title |
    |---------------|--------------|
    | Major | BS in Dietetics |
    | 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:
The corequisite (NTRI 5030) is needed to enable dietetics students to use the knowledge gained in medical nutrition courses and apply it appropriately in nutrition education assignments in NTRI 3750 Nutrition Education.

(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:
Not applicable

(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:
A. Describe perspectives on socioemotional development and discuss the linkages between this development and families, peers, and schools.
B. Define learning and describe approaches to studying learning.
C. Describe and evaluate learning and thinking styles.
D. Explain the information-processing approach.
E. Identify a systematic approach to problem solving.
F. Define motivation and compare the behavioral, humanistic, cognition and social perspectives on motivation.
G. Discuss culture, socioeconomic status, ethnic background and gender issues in teaching.

(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:
Course Outline (tentative)
Date Topic Textbook
August x Introduction
August x Perspectives on socioemotional development
August x Linkages between development and families, peers, and schools
August x Learning and thinking styles
September x No class
September x Definition of learning
September x Behavior analysis and education
September x Social Cognitive approaches to learning
September x Exam
September x Information-processing approach
September x Information-processing approach
September x Thinking
September x Problem-solving
October x Social constructivist approach
October x Social constructivist approach
October x Social constructivist approach
October x Motivation, teaching and learning
October x Motivation, teaching and learning
October x Exam
October x Planning, instruction, technology
October x Planning, instruction, technology
October x Managing the classroom
November x Managing the classroom
November x Sociocultural diversity
November x Sociocultural diversity
November x Group Presentations
November x Group Presentations
November x No class
November x No class
December x Review and Course Wrap-up
December x Exam

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

18. Assignments / Projects:

1. Examination
There will be three in-class exams and each exam will be worth 100 points. Exams will be a combination of multiple choice, short answer, matching, fill in the blank, and essay.

2. Service Learning Project
All students need to actively participate to make this class meaningful. Students will form groups and use the concepts presented in class to jointly develop an education tool to be used in a real-life setting. Students will select from various settings, such as the Food Bank of East Alabama, the Community Food Market, the J.W. Darden Community Wellness Center, as well as other opportunities. Students will work with individuals from their chosen setting to develop the tool. Students will jointly hand in their tool, a write-up regarding the process to develop tool and present project to the rest of the class. Brief project updates will be required throughout the semester. 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.

3. In-class Quizzes
This will include “pop” quizzes (2-3 questions) and in-class assignments. 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:

Grading Policy:
Activity Points
Examination 300
Service Learning Project 200 (see detailed rubric for grading on attached syllabus)
In-class quizzes 100
Total 600

D. Course Grading Scale:
A 90 - 100.0%
B 80 - 89.9%
C 70 - 79.9%
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 Student Policy eHandbook, 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 consult the Student Policy eHandbook 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 extended 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.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook 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 accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2036 (V/TT).
NTRI 3750 Nutrition Education  
Fall 20XX

**Course Information:**
Course: NTRI 3750  
Course Title: Nutrition Education  
Location and Time: MW 1-2:00 PM  
Credit Hours: 2  
Prerequisites: PSYC 2010 & NTRI 2000
Corequisites: NTRI 5030

**Instructor Information:** Claire Zizza, Ph.D., R.D.
Office: 101J Poultry Science Building
Phone: 334-844-7417
E-mail: zizzaca@auburn.edu
Office hours: Tuesdays 1:30-2:30 PM, Fridays 2:30-3:30 PM or by appointment

**Course Textbooks (required):**
Supplemental readings will be assigned throughout the course.

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

A. Describe perspectives on socioemotional development and discuss the linkages between this development and families, peers, and schools.

B. Define learning and describe approaches to studying learning.

C. Describe and evaluate learning and thinking styles.

D. Explain the information-processing approach.

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Grading rubric for service learning project

<table>
<thead>
<tr>
<th>Grade</th>
<th>Accuracy</th>
<th>Clarity</th>
<th>Depth</th>
<th>Breadth</th>
<th>Fairness</th>
<th>Significance</th>
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<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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<tr>
<td>B—80 to 89.9%</td>
<td>Most statements are accurate and supported with evidence</td>
<td>Regularly includes examples, defines terms, expresses in multiple ways</td>
<td>Addresses most salient questions; rarely oversimplifies when making connections; considers most of the complexity of issues</td>
<td>Gives consideration to most other alternative points of view and/or interpretations and makes good use of them in shaping the learning being articulated</td>
<td>Regularly represents others' perspective with integrity</td>
<td>Draws conclusions and/or sets goals that address the significant issue(s) raised by the experience</td>
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<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>Usually but not always includes examples, defines terms, expresses in multiple ways</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>
<td>Draws conclusions and/or sets goals that address issue(s) raised by the experience</td>
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<td>D -60 to 69.9%</td>
<td>Makes several inaccurate statements and/or supports few statements with evidence</td>
<td>Only occasionally includes examples, defines terms, expresses in multiple ways</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>
<td>Draws conclusions and/or sets goals that do not address issue(s) raised by the experience</td>
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<tr>
<td>F &lt; 59.9%</td>
<td>Consistently makes inaccurate statements and/or fails to provide supporting evidence</td>
<td>Consistently fails to include examples, defines terms, expresses in multiple ways</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 points of view and/or interpretation</td>
<td>Consistently represents others' perspectives in a biased or distorted way</td>
<td>Draws conclusions and/or sets goals that do not address issue(s) raised by the experience</td>
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### 3. In-class Quizzes

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### Grading Policy:

<table>
<thead>
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<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Examination</td>
<td>300</td>
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<tr>
<td>Service Learning Project</td>
<td>200</td>
</tr>
<tr>
<td>In-class quizzes</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
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</table>
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<table>
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</tr>
<tr>
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<td>70 - 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59.9%</td>
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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 Office of Accessibility, 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Textbook</th>
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<tr>
<td>August x</td>
<td>Introduction</td>
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<td>August x</td>
<td>Perspectives on socioemotional development</td>
<td>PP 88-73</td>
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<td>Linkages between development and families, peers, and schools</td>
<td>PP 73-90</td>
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<td>August x</td>
<td>Learning and thinking styles</td>
<td>PP 123-128</td>
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<td>Definition of learning</td>
<td>PP 210-239</td>
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<td>September x</td>
<td>Behavior analysis and education</td>
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<td>Thinking</td>
<td>PP 282-297</td>
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<td>PP 298-306</td>
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<td>October x</td>
<td>Social constructivist approach</td>
<td>PP 314-334</td>
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<td>Motivation, teaching and learning</td>
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<td>October x</td>
<td>Planning, instruction, technology</td>
<td>PP 374-399</td>
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<td>November x</td>
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<td>Sociocultural diversity</td>
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