# Proposal Form For Addition And Revision Of Courses

1. **Proposing College / School:** Education  
   **Department:** Kinesiology

2. **Course Prefix and Number:** KINE 2703  
3. **Effective Term:** Fall 2014

4. **Course Title:** Health Crisis in Children and Youth  
   **Abbreviated Title (30 characters or less):** Health Crisis in Children

5. **Requested Action:**  
   - [ ] Renumber a Course  
   - [ ] Add a Course  
   - [x] Revise a Course  
   **Current Course Number:**  
   **Proposed Course Number:**  
   **Type of Revision:**

6. **Course Credit:**  
   - **Maximum Hours (Repeatability):** 3  
   - **Contact/Group Hours:** 3  
   - **Scheduled Type:** Lecture  
   - **Weekly or Per Term?** Weekly  
   - **Credit Hours:** 3  
   - **Anticipated Enrollment:** 45  
   - **Total Credit Hours:** 3

7. **Grading Type:**  
   - [ ] Regular (ABCDF)  
   - [ ] Satisfactory/Unsatisfactory (S/U)  
   - [ ] Audit

8. **Prerequisites/Corequisites:**  
   None

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)  
   Explores the scope of the childhood obesity epidemic and the health consequences of being overweight or obese during the pediatric years and long-term implications during adulthood.

11. **May Count Either:**  
   (Indicate if this particular course cannot be counted for credit in addition to another)  
   - [ ] Program Type  
   - [ ] Program Title  
   - [ ] Requirement or Elective? (required or optional?)

12. **Affected Program(s):**  
   (Respond “N/A” if not included in any program; attach memorandum if more space is required)  
   - Major  
   - Various  
   - Elective

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  
   - [x] Not Applicable
### 14. Justification:

Current KINE course offerings include subject matter related to physical activity and human performance. However, with the growing health concerns in pediatric populations, there is a need for a course that targets this specific population. The course will provide a discussion of the current health crisis and status of health in children and youth that includes a discussion of theory, a clear understanding of the health crisis, and factors or determinants of the health crisis. Offering this course through distance education will provide maximum opportunity for students to enroll on- and off-campus.

*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:

Any additional resources will be funded by the revenue generated by the tuition of the course; no additional resources will be required at this time.

*Indicate whether existing resources such as library materials, classroom/lab 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:

Upon completion of the course objectives, the student will be able to:

1. Describe the critical domains of development (physical, cognitive, social, and affective) for children and youth and how these domains are adversely affected by children being overweight and/or obese.

   This student learning outcomes (SLO) will be achieved by reading course material and listening to lectures, which describe the domain of health. This SLO will be primarily assessed via exams/quizzes, discussion board questions, presentations (i.e. visual and oral), and written assignments.

2. Explain the major determinants of children being overweight and/or obese.

   This SLO will be achieved by reading course material, listening to lectures, and completing assignments. This SLO will be assessed by students' performance on the assignments. The course material and assignments are specifically designed to have students think and write about the various determinants/factors that adversely or positively influence the health of children and youth. This SLO will be primarily assessed via exams/quizzes, discussion board questions, presentations (i.e. visual and oral), and written assignments.

3. Acquire the skills to effectively articulate the long-term impact of the determinants on health.

   This SLO will be achieved by reading course material, listening to lectures, and completing assignments. This SLO will be assessed by students' performance on the assignments. The course material and assignments are specifically designed to have students think and write about the various determinants/factors that adversely or positively influence the health of children and youth. This SLO will be primarily assessed via exams/quizzes, discussion board questions, presentations (i.e. visual and oral), and written assignments.

4. Acquire skills needed to effectively evaluate and communicate the current health crisis in children and youth.

   This SLO will be achieved by reading specific course material, listening to particular lectures, and completing certain assignments (i.e., oral responses). This SLO will be assessed by students' performances on these assignments.

5. Demonstrate a clear understanding of the history of pediatric obesity trends nationally and globally.

   This SLO will be achieved through course lectures and assignments (i.e. visual and oral presentations). This SLO will be assessed by student's performances on class project and presentation.

*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:

For distance education students, the following technologies will support the
distance learning delivery. Specifically, (a) timely and appropriate interactions between teacher and students will occur primarily through the Auburn University email system, in the LMS course site, along with the discussion board and web conferences. The instructor will be available for office hours and students may contact the instructor via telephone, email, discussion, and/or chat; (b) students will engage with each week's content (Narrated PowerPoint presentations, reading materials, other posted links/video clips) asynchronously; discussion among class members will take place primarily on the LMS Chat and Discussion Board; (c) the technology will allow students to engage with the course content via their personal internet connection, engage with their peers with the LMS system, and allow for personalized support from the instructor; (d) exams/quizzes will be delivered through LMS and are timed, but not proctored; and (e) written assignments will be submitted via LMS. The course will be set up in in 5 modules (3 weeks per Module).

Required Textbook:
2) Early Childhood Obesity Prevention Policies (2012). National Academy of Sciences Institute of Medicine (Excerpts; Provided by instructor)
Module 1 (Week 1 - 3) - How We Meet a Growing Epidemic Introduction to Course, Explanation of Syllabus, including overview of course content and class policies.
Readings: Chapter 1 and 2 (Dalton) and Chapter 2 (Early Childhood Obesity Prevention Policies)
Lectures: Assessing the Risks, Coming to Terms; and Gauging the Obesity Toll
Learning Activities: 3 Discussion Board Question; Written Assignment; Module Quiz

Module 2 (Week 4 - 6) Why Kids are Getting Fatter
Readings: Chapters 3 - 5 (Dalton)
Lectures: Family Matters: At Home; and Beyond the Home
Learning Activities: 3 Discussion Board Question; Written Assignment; Module Quiz

Module 3 (Week 7 - 9) - Determinants of the Childhood Obesity Epidemic Academic Readings: Chapters 3 - 6 (Early Childhood Obesity Prevention Policies)
Lectures: Physical Activity; Healthy Eating; Marketing and Screen Time; Sleep
Learning Activities: 4 Discussion Board Question; Written Assignment; Module Quiz

Module 4 (Week 10 - 12) How We Can Fight the Epidemic (Part 1)
Readings: Chapter 6 and 7
Lectures: Nurturing a Healthy and Active Lifestyle; Reaching and Keeping an Healthy Weight
Learning Activities: 2 Discussion Board Question; Written Assignment; Module Quiz

Module 5 (Week 13 - 15) How We Can Fight the Epidemic (Part 2)
Readings: Chapter 8 and 9
Lectures: Slowing the Vicious Cycle of Fat Discrimination; Mobilizing to Health our Overweight Children
Learning Activities: 2 Discussion Board Question; Written Assignment; Module Quiz

Week 16 - Final Exam (Comprehensive)

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

18. Assignments / Projects:
1. Assignments (80 points) - A total of 5 written assignment (1 per each module; 4 worth 15 points and 1 worth 20 points). These assignments will typically involve critically analyzing aspects related to weight issues in children and youth and entail the preparation of a written assignment. Assignment could include the development of a programs (community,
school, home, etc) and policies that are designed to promote a healthy
weight in children.
2. Module Quiz (100 points) – A total of 5 Module Quizzes (20 points each)
will be completed. The quizzes will ask students to integrate information to
respond to questions rather than simply recite facts.
3. Discussion Board Question (70 points) – A total of 14 discussion board
questions (5 points each) will be posted on the LMS discussion board site
by the instructor for student responses/interactions. The questions will be
based on the class readings, powerpoint lectures, and video clips. Each
student must respond to the instructor’s question and/or the response given
by another student in the class.
Comprehensive Final Exam (50 points)
300 points

(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:
Module Quiz (100 points)
Assignments (80 points)
Discussion Board Question (70 points)
Comprehensive Final Exam (50 points)
The grade scale is a typical 10 point scale. Points are described below
A = 270 - 300
B = 240 - 269
C = 210 - 239
D = 180 - 209
F = 179 and below

(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: N/A

(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 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.

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, 844-2066 (V/TTY).
Approvals

Date

1/31/2014

Date

2/10/2014

Date

Dean of the Graduate School (for Graduate Courses)

Date

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date

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PHED 1383
KINE 2503
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