



Proposal Form For Addition And Revision Of Courses

1. Proposing College / School:
Department:

2. Course Prefix and Number: **3. Effective Term:**

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

5. Requested Action:

Renumber a Course ——— Current Course Number:

Add a Course ——— Proposed Course Number:

Revise a Course ——— Type of Revision:

6. Course Credit:

Contact/Group Hours	Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)	Weekly or Per Term?	Credit Hours	Anticipated Enrollment
1	Seminar	Weekly	1	10
Maximum Hours (Repeatability): <input type="text" value="2"/>				

Total Credit Hours:

7. Grading Type: Regular (ABCD) 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.

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)

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

Program Type (e.g.: minor, major, etc.)	Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art)	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)

Certificate	Food Systems Graduate Certificate Program	Required

13. Overlapping or Duplication of Other Units' Offerings:

Applicable Not Applicable
(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)

14. Justification:

The study of food systems looks at complex and interdependent relationships between humans, their food and their environment. Food systems are evolving and dynamic, and it is important that students obtaining degrees in related fields understand how their area of specialty fits within the whole food system. The proposed seminar course is a key course that ties together the interdependent relationships—from rural development to the politics of globalization, from land conservation to local food systems, from the philosophy of agrarian thinking to social justice, students will use interdisciplinary perspectives to understand, critique and work to improve global and local food systems.

(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:

Students will be able to:
1. Discuss during weekly meetings how to improve global and local food systems, policies relating to food and environmental systems, food production and distribution, quality control, processing, and safety
2. Identify the significance of the interdisciplinary components in all aspects of food systems
3. Develop an interdisciplinary project relating to a food system problem and consisting of the following components: (1) Design a business plan, (2) Outline process from production to distribution to consumption of a product, (3) Research the legal requirements for each discipline involved in the project, (4) Develop a budget, and (5) Present the final project
Graduate students will be able to:
1. Analyze and synthesize the benefits of how each major contributes to the food system
2. Design a one page flyer to recruit other students into the certificate program or seminar

(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:

The Seminar course will meet once a week for one hour on a day to be determined. The course will be team-taught, with Dr.Curtis as coordinator. Students will take the course twice, so a good deal of flexibility is built into topics. General subject matter for each seminar day:
Week 1
Introduction:
*Define a "food system"
*Explain how various disciplines involved in the graduate certificate program (biological sciences; agriculture, food science, food safety; veterinary medicine; engineering; and business/supply chain management) interact and intersect
*Overview of job opportunities in the field
*Training available
*Students identify a food-systems-related problem to address from different points of view
Week 2
Biological sciences: Possible topics include:
*Overview of the microorganisms that cause food poisoning
*Common source of these microorganisms
*Concerns that antibiotic use in food animals contributes to the emergence of antibiotic-resistant organisms
*Current topics
Week 3
Biological Sciences continued

<p>Week 4 Agriculture: Possible topics include: *Concerns about feeding growing world population *How scientific advancements have contributed to increased food supply *The local foods movement *Current topics in agriculture</p> <p>Week 5 Agriculture continued</p> <p>Week 6 Veterinary medicine: Possible topics include: *Overview of quality control *Good Manufacturing Practices (GMP)* Drug residue in meats *Animal welfare concerns</p> <p>Week 7 Veterinary medicine continued</p> <p>Week 8 Engineering: Possible topics include: *Overview of the role of engineering in developing systems for detection and prevention of chemical and microbial contamination of food *Research of rapid detection of food contamination using biosensors *The importance of temperature control during food transportation *Manufacturing, packaging and distributing systems for food products *Current topics</p> <p>Week 9 Engineering continued</p> <p>Week 10 Business/supply chain management: Possible topics include: *Safe and effective delivery of food *The importance of traceability *Using Radio Frequency Identification (RFID) to track ingredients through the supply chain *Threats to the supply chain *Current topics</p> <p>Week 11 Business/supply chain management continued</p> <p>Week 12 Class discussion/work on projects</p> <p>Week 13 Class discussion/work on projects</p> <p>Week 14 Student presentations/discussion</p> <p>Week 15 Student presentations/discussion</p> <p>Week 16 Student presentations/discussion</p>
--

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

18. Assignments / Projects:

Students will work in groups to study a food systems topic from the perspective of various disciplines. Following class presentations and discussions with faculty from biological sciences, agriculture, veterinary medicine, engineering and business, each group will prepare an oral presentation for other students in the class. Graduate students also will be required to create a brochure, flyer or other material that will explain the “big picture” of food systems and explain why other graduate students in his/her discipline should take the certificate program. Students will also be required to know the certifications required for their disciplines, and the requirements to receive those certifications.

(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:

*Presentation- 1.Presentation is unorganized and meets less than half the requirements. 2.Presentation meets half the requirements; well-organized 3.Presentation is well organized and meets most requirement. 4. Presentation is well organized and meets all requirements

*Contents -1.Information is cursory or incorrect. Little understanding of content is evident; Content includes only materials which were included in the course materials provided;Content was not representative of the chapter of the course 2. Presentation meets half the requirements; well-organized; Some solid information, however, some information is incorrect or cursory; Content includes a few materials beyond what was provided within the course materials provided; Content was not representative of a the chapter or module included in the course 3. information is clear and correct throughout most of the presentation; content contains a significant amount of material not provided in the course materials provided; content was somewhat representative of most of the chapter/module in the course. 4.Presentation is well organized and meets all requirements; Information is well presented, clear and correct throughout; Content contains a significant amount of materials not in the provided course materials, many of which should be added to the course; Content was representative of the chapter/module in the course.

*Accuracy of Facts-1.No facts are reported or most are inaccurately reported or not appropriately cited or paraphrased. 2.Most supportive facts are reported accurately and appropriately cited or paraphrased. 3.Almost all supportive facts are reported accurately and appropriately cited or paraphrased. 4.All supportive facts are reported accurately and appropriately cited or paraphrased

*Creativity-1.Delivery is repetitive with little or not variety in presentation techniques. 2.Material presented with little originality in presentation and variety of materials utilized 3.Some apparent originality displayed in presentation and types of content. 4.Exceptional originality of presented materials presentation types.

*Mechanics -1.Text contains many spelling/grammar errors. Disconnected and carelessness throughout. 2.Text contains some spelling/grammar errors. Little logical structure or flow. Evidence of carelessness in writing 3.Grammar and spelling are nearly flawless. Logical sequence apparent. Some wording careless. Inconsistency in style. 4.Grammar and spelling are flawless and the flow provides a logical pathway of ideas. Consistent and engaging style throughout.

*Resource Format and mechanics-1.Not all links work and titles may be missing. Annotations minimal or missing and do not convey the content of the site adequately. 2.Not all links work. Some titles may be missing and the annotations need expansion to convey the content of the site. 3.The links work. The titles are appropriate and the annotations give some idea of the site content. Annotations too brief or unclear. 4.The links work. The titles are appropriate and the annotation clearly describe the site with relevant facts.

*Relevance of sites to topic and task-1.Some sites irrelevant and the annotations provide little or no connection to course content. Content does not relate to student's major or course materials. 2.Not all sites are relevant to the task and annotations lack guidance for the user. Not enough information related to the student's major or course content 3.Sites are related to course materials, contains most of the information needed but may not include all chapter/module topics or information related to student's major. 4.Sites contain all the information needed to cover chapter/module topics and student's major.

(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:

The course is designed to provide for leaders and prospective leaders to think creatively and innovatively about the food system and all of its components and to identify and analyze critical

Course Assignments

Week 1

Students work groups will be formed and each group will identify a food systems problem to address from different points of view. Each group will submit a brief description of the problem their group selected to will work on throughout the semester.

Weeks 2-11

Each week each work group will submit a brief description of how that week's topic relates to their group project.

GRADUATE STUDENTS ONLY: Write a short paper which analyzes and synthesizes the benefits of how each major contributes to the overall food system.

Weeks 12

Each work group will pair with another work group and exchange an overview of their individual group projects and each project will be critiqued. A copy of each group's critique will be turned in.

GRADUATE STUDENTS ONLY: Design and submit a one page flyer to recruit other students into the certificate program or course. The flyers must include some benefits gained from the certificate program or course.

Week 13

Working groups will finalize their presentations. Each working group with partner with another working group to do a practice run on their presentation. Partnering group will provide critique (which will also be turned in) on how the presentation can be improved.

Weeks 14-16

Working group presentations.

	Undergraduate Students	Graduate Students
Assignments	50%	40%
Presentations	40%	30%
Intragroup evaluations	10%	10%
Paper	-	5%
Flyer	-	5%
Final Grade	100%	100%

A= 90-100; B=80-89; C=70-79; D=60-69; F is less than 60

aspects of the food systems. The graduate students will be required to complete an additional project to demonstrate their ability to analyze and synthesize the benefits of how each major contributes to the food system.

(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 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, 844-2096 (V/TT).

Approvals

Department Chair / Head

Date

College / School Curriculum Committee

Date

College / School Dean

Date

Dean of the Graduate School *(for Graduate Courses)*

Date

Assoc. Provost for Undergraduate Studies *(for Undergraduate Courses)*

Date

Greg R. DL
Greg R. DL

3/12/15
3/12/15

Contact Person: <input type="text"/>	Telephone: <input type="text"/>
E-Mail Address: <input type="text"/>	Fax: <input type="text"/>

Approvals

Department Chair / Head



College / School Curriculum Committee



College / School Dean

Dean of the Graduate School *(for Graduate Courses)*

Assoc. Provost for Undergraduate Studies *(for Undergraduate Courses)*

Date

4/7/15

Date

4/7/15

Date

Date

Date

Contact Person:	<input type="text"/>	Telephone:	<input type="text"/>
E-Mail Address:	<input type="text"/>	Fax:	<input type="text"/>

Subject: RE: certificate seminar
Date: Friday, April 3, 2015 2:29:10 PM Central Daylight Time
From: Joe Hanna
To: Regina Crapps

Regina,

This is fine. We have limited capacity but if all we are doing is providing a guest lecture as part of a larger certificate, I can perform this task. Thanks.

Joe H.

Joe Hanna
Regions Bank Professor and Associate Dean
Interim Department Chair, Aviation and Supply Chain Management
415 W. Magnolia Ave., Suite 516
Auburn University

War Eagle!

<http://harbert.auburn.edu/directory/joe-hanna/>

From: Regina Crapps
Sent: Friday, April 03, 2015 2:14 PM
To: Joe Hanna
Subject: FW: certificate seminar

FYI

Regina

Regina Crapps
Academic Programs Administrator
Auburn University Food Systems Institute (AUFISI)
Auburn Research Park, CASIC Bldg.
559 Devall Drive, 2nd Floor
Auburn, AL 36849
334-844-7456

From: Regina Crapps <crappre@auburn.edu>
Date: Wednesday, March 11, 2015 2:06 PM
To: Paul Patterson <pmp0003@auburn.edu>, Dan Givens <givenmd@auburn.edu>, Steve Duke <dukeste@auburn.edu>, Joseph Hanna <hannaib@auburn.edu>
Subject: FW: certificate seminar

Good afternoon,

Attached is the form to add the Food Seminar portion to the Graduate Certificate course. I have been informed that this will need your approval, although the course has been approved. Thanks for your assistance, as well, with this addition to the proposal.

Thanks,

Regina

Regina Crapps
Academic Programs Administrator
Auburn University Food Systems Institute (AUFISI)
Auburn Research Park, CASIC Bldg.
559 Devall Drive, 2nd Floor
Auburn, AL 36849
334-844-7456