**Approved Course Outcomes for SC115:**

SC115-1          Describe the role of nutrition in a healthy lifestyle and disease prevention (Unit 4 DB)

SC115-2          Explain how nutrients are processed and used in the human body (Unit 8 project)

SC115-3          Apply nutritional principles to food choices (Unit 5 project)

SC115-4          Evaluate nutritional needs at various stages of the life cycle (Unit 9 discussion board)

GEL-1.1:           Demonstrate college-level communication through the composition of original materials in Standard American English. [Note: Standard American English is the common language of educated professionals and is understood by people across different geographical regions, educational backgrounds, and ethnic and racial associations.] (Unit 3 project)

GEL-3.5:           Apply scientific inquiry to support explanations that are empirically based (Unit 6 discussion board)

**SC115 Rubrics for Course Outcomes**

**SC115-1: Describe the role of nutrition in a healthy lifestyle and disease prevention.**

**Evaluation Criteria**

This rubric is founded on the ability of students to describe the role of nutrition in a healthy lifestyle and disease prevention. Students should demonstrate the ability to compare and contrast the relationship of nutrition to health.

Note: Assessment for this outcome is based on the Unit 4 Discussion Board..

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| **No Progress**  **0** | Student work demonstrates no understanding or progress towards achievement of this outcome. |
| **Introductory**  **1** | Student demonstrates the ability to define concepts related to the way nutrition choices may affect overall health. They make general statements about diseases that may be affected by nutrition. There is no reference to material in the textbook. |
| **Emergent**  **2** | Student demonstrates the ability to describe the role of nutrition to health and disease. The student is beginning to connect their diet with their health.  The student can discuss the rationale of how health, nutrition and disease prevention is related to diet. There may be limited references to their diet and some occasional misunderstanding of how their diet fully relates to diseases and their prevention. Limited or no references to the textbook. |
| **Practiced**  **3** | Student demonstrates the ability to examine the link between inadequate/excessive intake of nutrients and health problems. The student can relate their food intake with their health and disease prevention. There are many references to their diet as well as to the textbook to back up their findings. Some minor understanding may detract from the overall quality of the project. |
| **Proficient**  **4** | Student demonstrates the ability to analyze and draw conclusions between their diet and their health and disease prevention. The student will synthesize findings across scientific disciplines and apply and integrate knowledge of nutrition to other courses and their chosen profession. |
| **Mastery**  **5** | Student demonstrates the ability to compare and contrast the relationship of nutrition to health. They will be able to plan and explain how the findings from their own food intake and diet will be used in their daily life in order to improve their own health and prevent diseases. There are no misunderstandings of scientific concepts, and they are able to appraise the relevance of the findings to general societal, historical contexts. |
| **No Submission**  **9** | Student not assessed/ assignment not submitted. |

**SC115-2: Explain how nutrients are processed and used in the human body.**

**Evaluation Criteria**

This rubric is founded on the ability of students to explain how nutrients are processed and used in the human body. Students should demonstrate the ability to compare and contrast the relationship of nutrient processing to their use in the human body.

Note: Assessment for this outcome is based on the Unit 8 project.

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| **No Progress**  **0** | Student work demonstrates no understanding or progress towards achievement of this outcome. |
| **Introductory**  **1** | Student demonstrates the ability to describe some nutrients and list how these nutrients are processed. They will discuss how the foods input into the second Diet Analysis may change their nutrient intake but will not be able to explain why these additions or subtractions made the most difference. They will not associate their diet analysis findings to all of the correct sources or foods needed. There are no references to material in the textbook to back up their work. |
| **Emergent**  **2** | Student demonstrates the ability to discuss the nutrients they input into the Diet Analysis software and associate how the nutrients are used in the human body. The student is beginning to connect their diet analysis with the nutrients they consume and their role to physiological processes that occur in the human body. The new menu they analyze demonstrates the student’s ability to interpret the findings with the basic knowledge of how nutrients are used in the human body. There may be occasional misunderstanding of deciding and or summarizing the appropriate information. Limited references to the textbook. |
| **Practiced**  **3** | Student demonstrates the ability to examine the link between inadequate/excessive intake of nutrients and how they are processed and used by the human body.  The student can relate their diet analysis findings with their role in the human body and examine the findings in relation to how nutrients are used in the human body. Some minor understanding may detract from the overall quality of the project. Some references to the textbook. |
| **Proficient**  **4** | Student demonstrates the ability to analyze and draw conclusions between their diet analysis and how nutrients are processed and used in the human body. The student will synthesize findings across scientific disciplines and apply and integrate knowledge of nutrition to other courses and their chosen profession. |
| **Mastery**  **5** | Student demonstrates the ability to compare and contrast the relationship of nutrient processing to their use in the human body. They will be able to apply and integrate knowledge of nutrition to other courses and their chosen profession.. There are no misunderstandings of scientific concepts and they will be able to appraise the relevance of the findings to general societal, historical contexts. |
| **No Submission**  **9** | Student not assessed/ assignment not submitted. |

**SC115-3: Apply nutritional principles to food choices.**

**Evaluation Criteria**

This rubric is founded on the ability of students to apply nutritional principles to food choices. Students should demonstrate the ability to compare and contrast the relationship of nutrient principles and the application of food choices.

Note: Assessment for this outcome is based on the Unit 4 project.

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| **No Progress**  **0** | Student work demonstrates no understanding or progress towards achievement of this outcome. |
| **Introductory**  **1** | Student demonstrates the ability to describe nutrients identified in their project. The student will be able to identify the nutrients and food sources but may not be able to explain why they made the food choice. Misunderstandings of scientific concepts are apparent and significantly reduce the overall quality of the project |
| **Emergent**  **2** | Student demonstrates the ability to discuss the nutrients and their sources that were identified in their project.   The student is beginning to distinguish basic nutritional principles and relate these to the food choices they made in the project.   They will be able to interpret what specific changes they made in their diets made the most difference.  Occasional misunderstandings of scientific concepts and processes detract from the quality of the project. |
| **Practiced**  **3** | Student demonstrates the ability to see patterns in their diet analysis and examine their food choices based on their diet analysis. The student will be able to evaluate the nutritional adequacy of their diet. Some minor understanding may detract from the overall quality of the project. |
| **Proficient**  **4** | Student demonstrates the ability to analyze and draw conclusions between their diet analysis and the nutrients identified in the analysis. The student will synthesize findings across scientific disciplines and apply and integrate knowledge of nutrition to other courses and their chosen profession. |
| **Mastery**  **5** | Student demonstrates the ability to compare and contrast the relationship of nutrient principles and the application of food choices. They will be able to apply and integrate knowledge of nutrition to other courses and their chosen profession. There are no misunderstandings of scientific concepts and they will be able to appraise the relevance of the findings to general societal, historical contexts. |
| **No Submission**  **9** | Student not assessed/ assignment not submitted. |

**SC115-4: Evaluate nutritional needs at various stages of the life cycle.**

**Evaluation Criteria**

This rubric is founded on the ability of students to evaluate nutritional needs at various stages of the life cycle. Students should demonstrate the ability to compare and contrast the relationship of nutrient principles and the application of food choices throughout the different stage of life.

Note: Assessment for this outcome is based on the Unit 9 Discussion Board.

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| **No Progress**  **0** | Student work demonstrates no understanding or progress towards achievement of this outcome. |
| **Introductory**  **1** | Student demonstrates the ability to describe some food choices that are appropriate for the development of the individual through the life cycle.  There may be some misunderstandings of the different nutritional needs of individuals at different stages of the life cycle. |
| **Emergent**  **2** | Student demonstrates the ability to interpret and explain food choices that are appropriate for the development of the individual through the life cycle.  The student can predict the impact of food choices on the development of the individual at different stages of the life cycle. Occasional misunderstandings of scientific concepts and processes detract from the quality of the project. |
| **Practiced**  **3** | Student demonstrates the ability to examine how food choices will impact the development of the individual through the life cycle. The student will select correct food choices and explain the impact of food choices on the development of the individual at different stages of the life cycle. Some minor misunderstandings may detract from the overall quality of the project. |
| **Proficient**  **4** | Student demonstrates the ability to analyze and draw conclusions between how nutrients and other beneficial substances in food can be incorporated into a variety of food patterns with respect for the development of the individual at different stages of the life cycle. The student will synthesize findings across scientific disciplines and apply and integrate knowledge of nutrition to other courses and their chosen profession. |
| **Mastery**  **5** | Student demonstrates the ability to compare and contrast the relationship of nutrient principles and the application of food choices throughout the different stages of life. They will be able to apply and integrate knowledge of nutrition to other courses and their chosen profession. There are no misunderstandings of scientific concepts, and they will be able to appraise the relevance of the findings to general societal, historical contexts. |
| **No Submission**  **9** | Student not assessed/ assignment not submitted. |

**GEL-1.1: Demonstrate college-level communication through the composition of original materials in Standard American English. [Note: Standard American English is the common language of educated professionals and is understood by people across different geographical regions, educational backgrounds, and ethnic and racial associations.]**

**Evaluation Criteria**

This rubric is founded on the ability of students to demonstrate college-level communication

through the composition of original materials in Standard American English.

Note: Assessment for this outcome will be based on the Unit 3 mini-project.

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| **Not Assessed**  **9** | No work was received by the instructor. |
| **No Progress**  **0** | Student work does not yet demonstrate an understanding or progress towards achievement of this outcome. Some content may be plagiarized. |
| **Introductory**  **1** | Student work has a viewpoint but it is not clearly stated and the work may reveal a lack of coherence and originality. The use of Standard American English is lacking.  There are significant problems with content, organization, format and mechanics. |
| **Emergent**  **2** | Student work uses Standard American English and shows coherence, order and some originality, but may not include a clear viewpoint and purpose.  Work synthesizes factual support, but lacks organization throughout the assignment. The work also includes one or two significant gaps in content, does not demonstrate transitions, and has some problems with format and mechanics. |
| **Practiced**  **3** | Student work is in Standard American English and demonstrates the use of a clear viewpoint and purpose. The work is original, well ordered and coherent on the whole. While content is thorough and well defined there may one or two minor errors of omission. There may also be minor errors of organization, style, and mechanics**.** |
| **Proficient**  **4** | Student work includes clearly established and sustained viewpoint and purpose. Assignment is in Standard American English and demonstrates clear organization. Communication is very well ordered, logical and unified, as well as original and insightful**.** The work displays superior content, organization, style, and mechanics. |
| **Mastery**  **5** | Student work includes a highly developed viewpoint and purpose. Assignment is in Standard American English and demonstrates superior organization. Communication is highly ordered, logical and unified. The assignment displays exceptional content, organization, style and mechanics. |

**GEL-3.5**: Apply scientific inquiry to support explanations that are empirically based

**Evaluation Criteria**

The rubric is founded on the ability of students to communicate and defend any conclusion with empirically based data.

Note: Assessment for this outcome will be based on the Unit 6 Discussion Board.

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| **Not Assessed**  **9** | No work was received by instructor |
| **No Progress**  **0** | Student work demonstrates no understanding or progress towards achievement of this outcome. |
| **Introductory**  **1** | Students work demonstrates the ability to define scientific method or steps of the scientific method |
| **Emergent**  **2** | Student work demonstrates ability to find valid data and identify pieces of scientific inquiry |
| **Practiced**  **3** | Student work demonstrates the ability to collect valid data from a variety of sources |
| **Proficient**  **4** | Student work demonstrates the ability to find from a variety sources and develop a valid explanation but not communicate or defend their conclusions |
| **Mastery**  **5** | Student work demonstrates the ability to conduct an investigation and collect valid evidence from a variety of sources, develop a valid explanation from the data, and communicate and defend their conclusions |