FDNT 422/522 Public Health Nutrition and Epidemiology-NewCrs-2016-02-24

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Form Information

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First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

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**Indicates a required field*

Proposer*	Stephanie Taylor-Davis	**Proposer Email***	stdavis@iup.edu
Contact Person*	Stephanie Taylor-Davis	**Contact Email***	stdavis@iup.edu
Proposing Department/Unit*	Food and Nutrition	**Contact Phone***	724-357-4440

(A) Course Prefix*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* FDNT
(B) Course Number*	*If Dual Listed, enter both course numbers* 422/522
(C) Course Title*	Public Health Nutrition and Epidemiology
(D) Course Level*	graduate-level, undergraduate-level
(E) Cross Listed*	*Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	Class Hours:3 Lab Hours:0 Credits:3
(I) Prerequisite (s)	FDNT 145 or 212 and MATH 214 or 216 or 217, or Department Permission
(J) Co-requisite (s)	*This means that another course must be taken in the same semester as the proposed course*
(K) Additional Information	*Check all that apply. Note: Additional documentation will be required* ** Teacher Education: Please complete the Teacher Education section of this form (below)* ** Liberal Studies: Please complete the Liberal Studies section of this form (below)* ** Distance Education: Please complete the Distance Education section of this form (below)* distance-education
(L) Recommended Class Size	YES Number (Enter Zero if No):20 If YES: (Check one of the following reasons and provide a narrative explanation) Pedagogical Explain (required): The class size restriction is due to the interactive nature of the course; the types of assignments students must complete; the engagement of students with each other; and for the graduate students, the mentoring required for completion of the research paper.
(M) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Identifies population-based needs and approaches for prevention and alleviation of diet-related conditions. Explores methodological issues involved in the design, conduct, analysis and interpretation of studies investigating the relationship between nutritional status, diet and disease. Examines the application of nutrition research related to nutrition assessment and program and policy design and evaluation to improve the nutritional status and health of diverse population groups.

(N) Student Learning Outcomes*	*These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* FDNT 422: 1. Identify key methodological issues when assessing dietary intake, biochemical and anthropometric indicators, and their implications for assessing nutrition and disease relationships. 2. Describe and analyze nutrition-related morbidity and mortality using epidemiological principles. 3. Apply a systematic approach to nutrition and health inequalities. 4. Describe the applicability of epidemiological methods to public health nutrition practice and food and nutrition policy. FDNT 522 (all of the above PLUS): 1. Interpret statistical findings of nutrition-related primary research. 2. Use sample data to engage in the process of program planning and evaluation including: assessment; setting priorities/goals /objectives; program implementation and monitoring; and evaluation. 3. Advocate for population-based policies to improve health and nutrition status.

(O) Brief Course Outline*

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

1. Overview of Public Health Nutrition
    a. History of public health nutrition (including examples in the context of rural, urban, national/USA, global)
    b. Food and nutrition policy and recommendations
        i. Global (e.g., World Health Organization Global Nutrition Policy)
        ii. National (e.g., Dietary Guidelines for Americans, Healthy People)
    c. Ethics in public health nutrition
    d. Applying nutrition science to public health
2. Nutritional Epidemiology
    a. Types of studies to address the fundamental question, Does diet or nutrition make a difference to health and disease? (e. g., cross-sectional, surveillance, cohort, case-control, randomized control trials)
    b. Measuring exposure, outcomes, and associations
    c. Interpreting data and expressing results
3. Assessment of Nutritional Status of Individuals and Populations
    a. Dietary assessment
    b. Use of biomarkers
    c. Anthropometric and other other clinical measures
    d. Nutrition surveillance (e.g, National Health and Nutrition Examination Survey - NHANES)
        i. Methodological issues
    e. Datasets (e.g., National Nutrition Monitoring; World Health Organization)
4. Public Health Nutrition Strategies for Intervention - reaching out to those at the highest nutritional risk
    a. Guidance for the Design, Implementation, and Evaluation of Programs
        i. Ecological Model (intrapersonal, interpersonal, community/institution, and macro/public policy)
        ii. Individual Level
            1. Programs of supplementary feeding, foods or nutrients
            2. Changing behavior
5. Public Health Aspects of Malnutrition: Overnutrition and Undernutrition
    a. Definitions
    b. Etiology: determinants and conditional factors
    c. Epidemiology of Overnutrition: macronutrients, excess energy intake
        i. Overweight and obesity
    d. Epidemiology of Undernutrition: micronutrient deficiencies
        i. Iron, vitamin D, vitamin A, etc.
        ii. Fortification programs
    e. Policy and programmatic issues in preventing and reversing overnutrition and undernutrition
6. Protecting the Public's Nutritional Health: Food Security
    a. Securing adequate food and water
    b. Safeguarding the food and water supply
        i. Food safety, hazards to the food and water supply
        ii. Bioterrorism preparedness
7. Shaping Food and Nutrition Policies that Affect the Public's Health
    a. Key contituencies at the rural, urban, national, and global levels
    b. Translating scientific evidence into nutrition policy and policy into action
        i. Assessment, establishing poriorities, program planning, intervention, monitoring and evaluation
        ii. Managing data and resources
        iii. Mobilizing personnel and the public health team
8. Envisioning the Future of Public Health Nutrition
    a. Addressing future challenges in public health nutrition in rural, urban, national, and global settings

Rationale for Proposal

(P) Why is this Course Being Proposed?*	Accumulating evidence of a link between diet and prevalent chronic disease has led to new investigations in nutritional epidemiology. There is a heightened need and interest for population-level disease prevention particularly with the preventative health care that includes behavioral, environmental, and policy interventions (Bruening et al., 2015). Public health professionals with specific skills (e.g., assessment and diagnosis of public health problems; grant writing; creation, management, and evaluation of intervention programs; generation of policy and research; and administration of nutrition education, counseling and training programs) are needed in all sectors, including healthcare, education, government, nonprofits, and industry. (Bruening et al., 2015). Understanding complex factors that influence population and individual health, especially nutrition, is important in order to promote health equity and disease prevention. The study of nutrition epidemiology provides an introduction to the basic science and quantitative approach to public health nutrition. In addition to the distribution and determinants of health and disease, models and theories (e.g., Socio-Ecological Model, Social Determinants of health, Life-Course Theory, and Community-Based Participatory Research approaches) are used as a basis to address the nutrition-related diseases /conditions through culturally-sensitive primary, secondary, and tertiary prevention interventions to impact public health (Bruening et al., 2015). For Nutrition and Dietetics majors, this course will prepare students for professional practice in public health and community nutrition by addressing the six domains of professional performance as outlined by the Standards of Professional Performance for community and public health registered dietitians: Quality in Practice, Competence and Accountability, Provision of Services, Application of Research, Communication and Application of Knowledge, and Utilization and Management of Resources (Bruening et al., 2015). **Public Health Nutrition and Epidemiology will also be one of the courses offered for the "Global and Rural Communities" and "Epidemiology and Biostatistics" Tracks of the interdisciplinary proposed Public Health major.** *Reference: Bruening, M., Udarbe, A.Z., Jumenez, E.Y., Crowley, P.S., Fredericks, D.C., and Hall, L.A.E. (2015). Academy of Nutrition and Dietetics: Standards of Practice and Standards of Professional Performance for Registered Dietitians Nutritionists (Competent, Proficient, and Expert) in Public Health Nutrition. J. Acad. Nutr. Diet. 115:1699-1709.*
(Q) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* This course provides undergraduate and graduate students with an introduction to the distribution, determinants, and impacts of nutrition-related health and disease in national/global and rural/urban populations and provides a framework to address nutrition-related diseases/conditions through culturally-sensitive primary, secondary, and tertiary prevention interventions. There is a heightened need and interest for population-level disease prevention particularly with the global increase in obesity and chronic disease, continued challenges of undernutrition, and a worldwide emphasis of preventative health care that includes behavioral, environmental, and policy interventions. Public health professionals are needed in all sectors, including healthcare, education, government, non-profits, and industry. Understanding the complex factors that influence population and individual health, especially nutrition, is important in order to promote health equity and disease prevention. (Bruening et al., 2015) In addition to serving as an elective course for Nutrition and Dietetics majors, "Public Health Nutrition and Epidemiology" will also be one of the courses offered for the "Global and Rural Communities" and "Epidemiology and Biostatistics" Tracks of the interdisciplinary proposed Public Health major.
(R) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Free Elective If Other, please explain: This course will provide an Elective option for undergraduate and graduate students in the Department of Food and Nutrition.
(S) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment: Public Health and Epidemiology are broad topics and can be taught from a number of perspectives. Public Health Nutrition and Epidemiology addresses population-based needs and approaches for the prevention and alleviation of diet-related conditions. The issues and priorities addressed are complementary to but different from other fields of study.
(T)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	YES Please Provide Comment: Public Health Nutrition and Epidemiology will also be one of the courses offered for the "Global and Rural Health" and "Epidemiology and Biostatistics" Tracks of the interdisciplinary proposed Public Health major. It will also be open to any undergraduate or graduate student who meets enrollment requirements regardless of major.
(U) Who is the Target Audience for the Course?*	Department Elective If Other, please explain: The course will serve as an Elective course in the "Epidemiology and Biostatistics" and the future "Global and Rural Health" tracks for the B.S. in Public Health.

(V) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) The course will serve as an Elective course in the"Biostatistics and Epidemiology" and the future "Global and Rural Health" tracks for the B.S. in Public Health. Food and Nutrition faculty have participated in committee meetings over the past two years. To clarify the FDNT Department's contribution to this new degree, committee chairs received information about the development of this course on February 15, 2016 via email. Committee chairs (Snavely and Heckert) and Dr. Mary Williams also received an email about this course proposal and its soon-to-be availability in the curriculum iwicki on August 15, 2016. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? This course has been developed and specifications communicated to the committees charged with developing the B.S. in Public Health and its tracks. Chairs of the committees (Snavely and Heckert) will receive an email notifying them that this course is posted in the curriculum iwicki.
(W) Attach Supporting Documents for Implications, if Necessary	**File** **Modified**
(X) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment: This course will be offered as part of the existing rotation of electives and service courses offered by the Department of Food and Nutrition. No additional resources are needed.

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	distance-education
Course Prefix /Number	FDNT422/522
Course Title	Public Health Nutrition and Epidemiology
Type of Proposal	*See CBA, Art. 42.D.1 for Definition* online

Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*

a. Overview of Public Health Nutrition
   i. History of public health nutrition (including examples in the context of rural, urban, national/USA, global)
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      2. National (e.g., Dietary Guidelines for Americans, Healthy People)
   iii. Ethics in public health nutrition
   iv. Applying nutrition science to public health
b. Nutritional Epidemiology
   i. Types of studies to address the fundamental question, Does diet or nutrition make a difference to health and disease? (e.g., cross-sectional, surveillance, cohort, case-control, randomized control trials)
   ii. Measuring exposure, outcomes, and associations
   iii. Interpreting data and expressing results
c. Assessment of Nutritional Status of Individuals and Populations
   i. Dietary assessment
   ii. Use of biomarkers
   iii. Anthropometric and other other clinical measures
   iv. Nutrition surveillance (e.g, National Health and Nutrition Examination Survey - NHANES)
      1. Methodological issues
   v. Datasets (e.g., National Nutrition Monitoring; World Health Organization)
d. Public Health Nutrition Strategies for Intervention - reaching out to those at the highest nutritional risk
   i. Guidance for the Design, Implementation, and Evaluation of Programs
      1. Ecological Model (intrapersonal, interpersonal, community/institution, and macro/public policy)
      2. Individual Level
         a. Programs of supplementary feeding, foods or nutrients
         b. Changing behavior
e. Public Health Aspects of Malnutrition: Overnutrition and Undernutrition
   i. Definitions
   ii. Etiology: determinants and conditional factors
   iii. Epidemiology of Overnutrition: macronutrients, excess energy intake
      1. Overweight and obesity
   iv. Epidemiology of Undernutrition: micronutrient deficiencies
      1. Iron, vitamin D, vitamin A, etc.
      2. Fortification programs
   v. Policy and programmatic issues in preventing and reversing overnutrition and undernutrition
f. Protecting the Public's Nutritional Health: Food Security
   i. Securing adequate food and water
   ii. Safeguarding the food and water supply
      1. Food safety, hazards to the food and water supply
      2. Bioterrorism preparedness
g. Shaping Food and Nutrition Policies that Affect the Public's Health
   i. Key contituencies at the rural, urban, national, and global levels
   ii. Translating scientific evidence into nutrition policy and policy into action
      1. Assessment, establishing poriorities, program planning, intervention, monitoring and evaluation
      2. Managing data and resources
      3. Mobilizing personnel and the public health team
h. Envisioning the Future of Public Health Nutrition
   i. Addressing future challenges in public health nutrition in rural, urban, national, and global settings

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?	As a registered dietitian, nutrition educator, and researcher, Dr. Stephanie Taylor-Davis has both depth and breadth of understanding, and sensitivity to, the particular food and nutrition issues of individuals and diverse groups. She has the academic preparation and practical experiences (including principal investigator on two federally-funded research grants (USDA-FNS WIC program) and serving on the editorial board and journal committee for The Journal of Nutrition Education and Behavior) needed to facilitate student awareness, understanding, and application with respect to current issues and research advances in food and nutrition. She earned a Master of Science degree in Public Health Nutrition from Case Western Reserve University and worked as Public Health Nutritionist for the state of Delaware prior to earning her PhD in Nutrition from The Pennsylvania State University. In addition, she has conducted numerous community-based education and intervention projects, and has provided nutrition counseling in public health, clinical and out-patient settings, as well as private consulting. Dr. Taylor-Davis earned her Ph.D. in Nutrition from The Pennsylvania State University (PSU). While attending PSU, she served on a team of instructional designers and content experts to conceptualize and develop the first web-based nutrition course. She was among the first faculty at Colorado State University (1996-1998) to use WebCT. Shortly after her arrival to IUP in 1998, she provided training to other IUP faculty on WebCT and was among the first IUP faculty members to offer a WebCT-based course. Since Summer 1999, Dr. Taylor-Davis has taught online courses regularly at the undergraduate level (FDNT145: Introduction to Nutrition, FDNT212: Nutrition; FDNT213 Lifecycle Nutrition; FDNT470 Human Food Consumption Patterns; FDNT 481: Quantity Food Purchasing (1999-2001), LBST499: Screen Cuisine). Since fall 2010 she has taught online courses at the graduate level (FDNT564 Nutrition Research Methods; FDNT635 Food and Nutrition Intervention and Education Strategies; FDNT642 Contemporary Issues in Food and Nutrition; FDNT645 Protein, Fat, and Carbohydrates; FDNT661 Designing Effective Research Projects in Food and Nutrition; FDNT662 Applying Research Methods in Food and Nutrition; and FDNT771 Lifecycle Nutrition). Dr. Taylor-Davis has designed courses for both the Moodle and Desire2Learn Learning Management Systems (LMS). In addition to her teaching experience, Dr. Taylor-Davis currently serves as the Director of the IUP Center for Teaching Excellence. She has been actively engaged in professional development through research in the educational effectiveness of technology-based instruction, participation in workshops offered by IUP Technology Support, and meetings/workshops offered by the IUP Reflective Practice project. She has consulted with the university's instructional designers in the development other graduate-level online courses and will seek, as needed, continued development and production support from the IT Services staff.
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	Achievement of Learning Outcomes with Distance Education Technologies: Features in the Learning Management System will be used to facilitate student achievement of learning objectives. In addition to the text, instructor-developed materials include: learning objectives, selection of reading assignments and resource links, brief instructor perspectives (overviews of each module/unit), short audio or video lectures, and problem sets/worksheets to stimulate critical thinking. Throughout the course students will analyze current research articles from professional food and nutrition publications in order to better understand the role of food and nutrition in public health. FDNT 422: 1. Identify key methodological issues when assessing dietary intake, biochemical and anthropometric indicators, and their implications for assessing nutrition and disease relationships. Students will receive information regarding methodological issues when assessing dietary intake, biochemical and anthropometric indicators, and their implications for assessing nutrition and disease relationships through course materials posted to the LMS including PowerPoint slides (some narrated), links to electronic journals and websites, links to professional guidance documents, and links to videos. Through these resources student will also consider types of studies, measurements and instruments used (e.g., dietary assessment, use of biomarkers, anthropometric and clinical measures, nutrition surveillance), the challenge of measurement, including threats to reliability and validity, and interpretation of data particularly for application to populations. Completion guidance worksheets and public health nutrition problem set assignments will aid critical thinking and understanding. Quizzes and discussion activities will help identify if students have grasped key concepts. 2. Use epidemiological principles to describe and analyze nutrition-related morbidity and mortality. Through both the use of PowerPoint slides (some narrated) and links to electronic journals, videos, and websites students will learn about nutrition epidemiology. Focus areas will include public health aspects of over-nutrition (e.g., obesity, chronic disease) and under-nutrition (micronutrient deficiencies, protein/energy malnutrition), and protection of the public's nutritional health (e.g., food security). Completion guidance worksheets and public health nutrition problem set assignments will aid critical thinking and understanding. Quizzes and discussion activities will help identify if students have grasped key concepts. 3. Apply a systematic approach to nutrition and health inequalities. PowerPoint slides (some narrated) and links to journal articles will provide students with an overview of the systems approach and its application to public health nutrition. Guided reading assignments and worksheets will assist students in making public health nutrition connections to theoretical frameworks such as the Socio-Ecological model. Case scenarios may be included as part of online discussion assignments to help students apply concepts and theories/models presented in assigned readings and other resources to professional practice and problem-solving that includes critical thinking and creative approaches for nutrition as well as the importance of multidisciplinary involvement. 4. Describe the applicability of epidemiological methods to public health nutrition practice and food and nutrition policy. PowerPoint slides (some including narration), assigned readings along with guided reading assignments/worksheets, as well as the public health nutrition problem sets and discussion are all instructional approaches that will continuously re-focus student attention to the importance of not just generating public health nutrition and scientific data and reports, but on the importance of using these finds to improve the nutrition status and health of individuals and populations nationally and globally in both rural and urban areas. Undergraduate students may read graduate students research papers and participate in one or more discussions about these research papers (as described below for FDNT522) to further achieve this objective.

	FDNT522 (all of the above PLUS): 1. Interpret statistical findings of nutrition-related primary research. PowerPoint slides (some narrated), text readings, and journal articles will provide basic information to students on the statistical tools (e.g., odds ratios, relative risk, confidence intervals, regression) and how they are used to describe and interpret epidemiological data. Links to electronic journals and websites, links national nutrition databases, links to professional guidance documents, and links to videos will also provide resources to guide development of interpretation skills. Completing guidance worksheets (focusing on skill development in interpreting findings, and where available consideration of grading quality of evidence and strength of recommendations) and public health nutrition problem set assignments will support student learning. Graduate students will further demonstrate competence to review and interpret research findings when they write a research paper on a specific public health nutrition issue or concern. 2. Use sample data to engage in the process of program planning and evaluation including: assessment; setting priorities/goals /objectives; program implementation and monitoring; and evaluation. A sample data set may be provided in order to students to run basic analyses and practice interpretation. Using publicly available data sets (e.g., National Health and Nutrition Examination Survey, What We Eat in America Survey) and comprehensive national /global reports and peer-reviewed literature as resources, graduate students will focus on a specific public health nutrition issue or concern to write a research paper. A component of this research paper is to make recommendations including further research in public health nutrition, drafting new or commenting on existing public health and nutrition recommendations or policy, as well as drafting a program/intervention and its evaluation. 3. Advocate for population-based policies to improve health and nutrition status. Research papers will be posted for other students to review and use of synchronous web conferencing software (e.g., Blackboard Collaborate, Zoom) and/or discussion boards (asynchronous). During these discussions, it is expected that students will engage in conversation on how to translate public health nutrition science to policy and action. In addition, guidance worksheets and public health nutrition problem set assignments will aid critical thinking and understanding. These assignments may also provide opportunities for students to simulate participation in advocacy by becoming familiar with the Federal Register and developing evidence-based cases to support legislative action related to nutrition (e.g.,the Older Americans Act, Treat and Reduce Obesity Act, the Farm Bill).
How will the instructor-student and student-student interaction take place? (if applicable)	Methods of communication and interaction may include LMS communication tools (e.g., discussion forums), videoconferencing (e. g., Skype, Zoom, Blackboard Collaborate), telephone, postal mail, IUP email, and/or online and traditional on-campus office hour appointments. IUP email will be used for private communications between instructor and student, as well as any private communications that students may desire among one another. Student-to-student interaction will also be fostered through group work such as when student are assigned to discussions, to facilitate discussion, and to collaborate on assignments online (using for example, Wiki, Google Docs). Several features of the LMS provide a primary vehicle for communication among students and the instructor, and provide a mechanism to organize and coordinate delivery of course content. Features of the LMS to be used include: the calendar, news feature, discussion forums, the DropBox, chat, and conferencing. • Calendar and/or Checklist = The instructor will provide specific assignment due dates and announce availability for office hours.; News = In addition to information posted to the calendar, the instructor will use the news feature to announce upcoming events of relevance to course topics (e.g., current events, recent journal articles, professional listserv discussion topics); • Discussion Forums = The discussion forums will consist of areas for discussion of course topics, assignments, frequently asked questions (e.g., content, or related to logistics or technical aspects of the course), and an area for informal student discussion; • DropBox = Students will submit many assignments using the Dropbox. The instructor will use this tool to grade student assignments and to provide individualized feedback; • Web Conferencing = A platform (e.g, Blackboard Collaborate, Zoom) with a variety of options such as audio, video, interactive whiteboard, application sharing, and session recording will be used. Skype and FaceTime are also options to connect the instructor and one or more students; • Chat = Instructor-mediated and general chat spaces will be provided for students to chat with the instructor or other students in the course. The instructor-mediated room will be used for instructor online office hours

How will student achievement be evaluated?	Evaluation: • Quizzes (20%): For each major topic discussed in the course, a quiz will be administered to assess student knowledge. Quizzes will include multiple choice, matching, and short-answer questions that can be scored by computer, providing students with immediate feedback regarding basic concepts. Students can score between 0 to 10 points for each quiz. Approximately 8 quizzes will be given. • Guided Reading Assignments/Worksheets (30% undergraduate students; 10% graduate students): For each major topic discussed in the course, current research articles will serve as application examples to foster understanding and critical thinking. The instructor will select these articles (or sections of the text), and students will individually be required to read articles assigned and submit their article analysis worksheets. Worksheets may also be focused on enhancing and focusing student learning on specific content areas and competencies rather than helping them to process and understand and apply information in journal articles. Students can earn between 0 to 25 points for each worksheet. Students will be evaluated on their ability to critically assess articles (or content areas) to demonstrate competency and to answer basic questions regarding assessment methods, strengths and limitations, instruments and measurement, implications and applications, etc. • Public Health Nutrition Problem Sets and Discussion (50%): Narrated PowerPoint slides, links to journal articles, website links, and video links will provide students with the foundation necessary to work in small groups to engage in problem-solving exercises in the following public health nutrition areas: (a) Methodology; (b) Interpretation; (c) Systems Approach; (d) Translation of Nutrition Epidemiological Findings to Policy and Practice; (e) Engaging in Public Health Nutrition process; and (f) Practice Advocating for Public Health Nutrition. Student groups will engage using collaborative tools such as Google Docs or Wiki, as well as the LMS Discussion Board. The products of this group work for each nutrition area will be graded on a scale of 0 to 30 points using the problem sets rubric with components of assessment including quality/clarity and correctness of responses, evidence of critical thinking, ability to answer questions and post additional comments/questions to promote discussion, timeliness of responses, ability to make connection to the the readings and discussion comments by others. Participation will be assessed using the discussion rubric and students can earn 0 to 10 points. • Graduate Students enrolled in FDNT522 only: Research Paper and Presentation (20%): Students will write an in-depth research paper on a public health nutrition issue of their choice, including consideration of its national/global rural/urban significance, and present a summary of findings. Research papers should be 12-15 pages in length. Students can earn 0-100 points based on the research paper rubric criteria which includes: concepts, principles, public health nutrition issue described, extent of literature review, interpretation of research findings, accuracy of information, depth of coverage, clarity of explanation, relevance of examples provided, application of research to practice in public health nutrition, citations provided. Presentations, including development of a PowerPoint presentation, will be given orally on 1 to 3 designated class times. Students can earn 0 to 50 points based on the presentation rubric which includes elements in categories of content, organization, mechanics of presentation, and used of media. Participation in student presentations using the discussion rubric, students can earn 0 to 15 points per presentation for contributing to discussions, comments, or suggestions regarding the oral presentation.

How will academic honesty for tests and assignments be addressed?	The following methods to assure academic integrity will be used in the course: IUP Academic Integrity Policy—The university academic integrity policy will be communicated to students enrolled in the course. The following policy appears in the online course syllabus: Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and by enrolling you agree to follow the rules and expectations therein. The following instances are considered violations of academic integrity: • Providing or receiving unauthorized assistance in coursework, lab work, theses, dissertations, or examinations. • Using unauthorized materials and resources during examinations or quizzes. • Plagiarism, which is the use of papers, dissertations, essays, reports, speeches or oral presentations, take-home examinations, computer projects, and other academic exercises or the use of ideas or facts beyond common knowledge without attribution to their originators. • Using the same paper or presenting work more than once without instructor authorization. • Possessing course examination materials without the prior knowledge and consent of the instructor. • Engaging in behaviors that are disruptive or threatening to others. • Using computer technology in any way other than for the purposes intended for the course. A variety of technologies and approaches will be used to check for authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's Academic Integrity Policy and Procedures are available in the Undergraduate Catalog at http://www.iup.edu/registrar/catalog/ and the Graduate Catalog at http://www.iup.edu/graduatestudies/catalog • Honor Code—Students must indicate that they have read and agree to an online academic honesty contract presented through the LMS quiz tool. Student access to course resources will be restricted based on their agreement to abide by course policies. • Discussion Postings—Frequent discussion board postings ensure that the students' voice and style of writing are familiar to the instructor and may be used for the purposes of comparison on formal writing assignments. • Anti-Plagiarism Software—Students will be informed that their work may be subject to evaluation through anti-plagiarism software, such as Turnitin. • Community Development—Throughout the course, the instructor will make an effort to develop a sense of community and a rapport with the students so that they do not feel so distant and anonymous in an online learning environment. • Quizzing Features—Quizzes and Exams will be administered via the LMS and make use of the quiz availability, timed testing, secure testing window, and quiz randomization features. Quizzes and Exams will only be available to students on a limited basis regarding dates, and the time to take each quiz will be limited. A sufficiently large test bank of questions will be used so that there can be multiple test versions and randomized response options to reduce the ease of sharing answers. Copy, paste, and print options will be limited for students whenever possible, and the access for students to view the quiz after submission will be limited. • Peer Evaluation – Peer evaluation of contributions in group work will provide students with the opportunity to evaluate one another. The instructor will be able to consider this information to better evaluate the role(s) assumed and contributions made by individual students to the group effort.

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, **Check the Box to the Right:**	

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*

Expected Undergraduate Student Learning Outcomes (EUSLOs)	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required Content for this Category	*Narrative on how the course will address the Selected Category Content*
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**	
Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	
Course Designations:	
Key Assessments	

	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the Required Content	*How the proposal relates to the Education Major*

For Deans Review
Are Resources Available/Sufficient for this Course? Is the Proposal Congruent with the College Mission? Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units? Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu