


FDNT 465 Nutrition Counseling and Education-NC/DE-2019-10-24

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the bracketed text in the proposal name to match one of the following naming formats. You should remove the brackets as you do so.

- For a new course proposal: **SWST 101 Introduction to Sidewalk Studies-NewCrs-2019-09-02**
- For a new course with distance-education: **SWST 601 Advanced Sidewalk Planning and Design-NC/DE-2019-09-02**

Note: if the new course will be dual-listed, do **NOT** check both graduate and undergraduate in this course proposal.

The course must be approved separately (and before) dual-listing can be requested.

Second Step: Click “**SAVE**” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS**
- Please be sure to remove the Brackets while renaming the page**

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the **Page Status** link beside the orange circle icon and hit approve. It will then move to the chair as the next step in the workflow.

**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*	FDNT
(B) Course Number*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 465
(C) Course Title*	Nutrition Counseling and Education
(D) Course Level*	undergraduate-level

<p>(E) Cross Listed*</p> <p>Dual Listed courses must use the Dual Listed form</p> <p>Note: both courses to be dual-listed must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i></p>	<p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<p>(F) Variable Credit*</p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p>(G) Variable Title*</p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p>(H) Number of Credits*</p>	<p>Class Hours per Week:3</p> <p>Lab Hours:</p> <p>Credits:3</p>
<p>(I) Repeatable Course*</p> <p>This is only required for a course that can be repeated multiple times, such as an Independent Study or Internship. It does not refer to the D/F repeat process.</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="text-align: center;">Number of Credits that May be Repeated:</p> <p style="text-align: center;">Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Prerequisite(s)</p> <p>This field must be filled in. If there is no prerequisite, please type 'none'.</p>	<p>FDNT 213, 355, PSYC 101</p>
<p>(K) Co-requisite(s)</p> <p>This field must be filled in. If there is no co-requisite, please type 'none'.</p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>FDNT 466</p>

<p>(L) Additional Information</p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>																					
<p>(M) Recommended Class Size</p>	<p>YES</p> <p>Number (Enter Zero if No):28</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p> <p>Students enrolled in this course will enroll in FDNT 466 Nutrition Counseling and Education Skills Lab where the optimal number per section is 10-14 students. FDNT 466 laboratory provides practice and skill development for students, as well as practice in nutrition counseling (service through the on-campus Nutrition Connection located in the Center for Health and Well-Being and directed by FDNT faculty), and experience providing nutrition education on campus and in the community. A small class size is necessary in order to support instructional goals in-class as well as to support student mentoring, observation, and supervision when engaged in the provision of campus- and community-based nutrition counseling and nutrition education.</p>																					
<p>(N) Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Focuses on nutrition counseling and education methods to support health-promoting dietary knowledge, attitudes, and behaviors for individuals and groups in community and clinical settings.</p>																					
<p>(O) Student Learning Outcomes* (SLO)</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Measured</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course. Hit Tab to add additional lines</i></p> <p>Note that the text box in the table expands and that additional rows can be added using table editing tools.</p> <table border="1" data-bbox="381 1144 1485 1722"> <thead> <tr> <th>SLO #</th> <th>Outcome</th> <th>How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Assess nutrition counseling and nutrition education scenarios for adherence to evidence-based practice, scope of practice, and/or code of ethics for the profession.</td> <td>Discussions, Case Studies, Exams</td> </tr> <tr> <td>2</td> <td>Apply major theories/strategies used in nutrition counseling and/or nutrition education.</td> <td>Discussions, Writing Assignments, Exams</td> </tr> <tr> <td>3</td> <td>Recommend communication skills for nutrition counseling and/or nutrition education.</td> <td>Discussions, Problem-Based Learning, Exams</td> </tr> <tr> <td>4</td> <td>Design a plan to evaluate the effectiveness of nutrition counseling and/or nutrition education.</td> <td>Problem-Based Learning, Exams</td> </tr> <tr> <td>5</td> <td>Write a lesson plan to teach a nutrition topic that is appropriate for a target audience and incorporates active learning strategies.</td> <td>Writing Assignment</td> </tr> <tr> <td>6</td> <td>Develop a philosophy of nutrition counseling and nutrition education.</td> <td>Reflection Paper; Philosophy Statement</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Assess nutrition counseling and nutrition education scenarios for adherence to evidence-based practice, scope of practice, and/or code of ethics for the profession.	Discussions, Case Studies, Exams	2	Apply major theories/strategies used in nutrition counseling and/or nutrition education.	Discussions, Writing Assignments, Exams	3	Recommend communication skills for nutrition counseling and/or nutrition education.	Discussions, Problem-Based Learning, Exams	4	Design a plan to evaluate the effectiveness of nutrition counseling and/or nutrition education.	Problem-Based Learning, Exams	5	Write a lesson plan to teach a nutrition topic that is appropriate for a target audience and incorporates active learning strategies.	Writing Assignment	6	Develop a philosophy of nutrition counseling and nutrition education.	Reflection Paper; Philosophy Statement
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<p>(P) Brief Course Outline*</p>	<p><i>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</i></p> <p><i>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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>																					

1. Nutrition Counseling vs Nutrition Education
2. Nutrition as a Helping Profession
 - a. What is Helping?
 - b. Needs for Helping
 - c. Feedback Skills
 - d. Evidence-Based Practice
 - e. Scope of Practice Framework
 - f. Ethics in Nutrition Counseling and Nutrition Education
3. Effective Verbal and Nonverbal Communication
 - a. Patient/Client/Learner-Centered
 - b. Relationship Building
 - c. Clear, Concise Messages
4. Theories, Models and Strategies for Nutrition Counseling and Nutrition Education
 - a. Review of Behavior Change Literature (e.g., Stage of Change, Cognitive-Behavioral Therapy, Health Belief Model)
 - b. Review Learning Theories (e.g., Learning/Teaching Styles, Social Cognitive Theory, Memory, Transfer of Learning /Innovation, Pedagogy/Andragogy, Motivation)
 - c. Transforming Theory into Practice
5. Framework for Nutrition Counseling and Nutrition Education
 - a. The Nutrition Care Process
 - b. Nutrition Assessment and Monitoring Tools
 - c. Goal Setting and SMART Objectives
 - d. Documentation
6. The Nutrition Counseling Session
 - a. Engaging the Client/Patient
 - b. Behavior Change and Resistance to Change
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 - ii. Continuing Responses
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 - f. Motivational Interviewing (MI)
 - i. Spirit of MI:
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 - iv. Working with Client/Patient Confidence and Importance for Change
 - v. Providing Advice Effectively
 - vi. Promoting and Supporting Behavior Change and Maintenance
7. Planning and Providing Nutrition Education
 - a. Assessing Learner Needs, Goals, Client/Patient-Centered Approach
 - b. Domains of Learning
 - c. Lesson Planning and Implementation
 - i. Writing (SMART) Instructional and Learning objectives
 - ii. Minimizing Barriers to Learning
 1. Target Population - Appropriate Education Principles and Activities
 - a. Age, Literacy, Language, Socioeconomic Factors
 - b. Accessibility
 - iii. Delivery of Instruction / Learning Experiences
 1. Active Learning Strategies and Instructional Methods
 - a. Classroom-based (e.g., lecture, discussion, simulation/role-play, problem-based learning/case studies)
 - b. Field-based (e.g., grocery tours)
 - c. Demonstrations (e.g., food preparation)
 - d. Skill-based (e.g., cooking classes, label reading, menu planning)
 - iv. Selecting or Preparing Instructional Materials: Print-Based (posters, bulletin boards, pamphlets, factsheets); DigitalMedia (video, podcasts, blogs, website development, Instagram, Facebook, infographics, apps, food photography, slide presentations); 3-D or interactive media (food models, games, use of art); Demonstrations (food preparation, label reading, menu planning; recipe modification); Field-Based (grocery tours, farm-to-table tours); Other(cookbook development)
8. Types of Evaluation and Outcomes for Nutrition Counseling and Education
 - a. Formative, Process, and Summative Evaluation (e.g, client/patient/learner reaction, learning, behavior change, organizational measures, self-assessment)
 - b. Quantitative and Qualitative
 - c. Data Collection Techniques: (e.g., tests, questionnaires, interviews, observation, rating scales and checklists, performance, self-report)
9. Group Dynamics, Facilitation, and Leadership of Groups in Counseling and Education

- 10. Reimbursement for Counseling Services and Grants or Other Funding Sources to Support Nutrition Education
- 11. Developing Your Personal Style and Philosophy as a Nutrition Counselor and/or Educator
- 12. Emerging Issues in Nutrition Counseling and Nutrition Education
 - a. Diversity, Inclusion, Equity, and Cultural Sensitivity
 - b. Dehumanization in Health Care
 - c. Technology as a Tool (e.g., telehealth and nutrition)
 - d. The Importance of Self-Care

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	This course combines essential competencies of FDNT 463 Nutrition Counseling and FDNT 364 Methods of Teaching Food and Nutrition (FDNT465 and the concurrent lab, FDNT 466, will replace these two courses). The combination of the two courses will feature the unique content and activities of each, allow for expansion or addition of content and competency-based methods identified by ACEND (accreditation), and eliminate overlap across these two courses identified by the faculty. The focal topics in this course will better align with the distribution of topics in the registration exam for dietitians, thereby enhancing student preparation in the pathway to become a credentialed practitioner. FDNT465 Nutrition Counseling and Education will provide the didactic content and FDNT466 Nutrition Counseling and Education Lab will provide students with the opportunity apply didactic content and demonstrate competence in supervised laboratory and real-world settings.
(R) University Senate Summary of Rationale	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> This course combines essential competencies of FDNT 463 Nutrition Counseling and FDNT 364, Methods of Teaching Food and Nutrition (FDNT465 and the concurrent lab, FDNT 466, will replace these two courses). The combination of the two courses will feature the unique content and activities of each, allow for expansion or addition of content and competency-based methods identified by ACEND (accreditation), and eliminate overlap across these two courses identified by the faculty. The focal topics in this course will better align with the distribution of topics in the registration exam for dietitians, thereby enhancing student preparation in the pathway to become a credentialed practitioner. FDNT 465 Nutrition Counseling and Education will provide the didactic content and FDNT 466 Nutrition Counseling and Education Lab will provide students with the opportunity apply didactic content and demonstrate competence in supervised laboratory and real-world settings.
(S) How Does it Fit into the Departmental Curriculum?*	<i>Check all that apply</i> Major Requirement If Other, please explain:
(T) Is a Similar Class Offered in Other Departments? *	NO Please Provide Comment:
(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	NO Please Provide Comment:
(V) Who is the Target Audience for the Course?*	Course Designed for Majors If Other, please explain:

<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>This course does not impact other departments.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>Not applicable.</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th>File</th> <th>Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2"><hr/></td> </tr> </tbody> </table>	File	Modified	<hr/>	
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<hr/>					
<p>(Y) Are the Resources Adequate?*</p>	<p>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</p> <p>YES</p> <p>Please Provide Comment:</p>				

Distance Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p> <p>distance-education</p>
<p>Course Prefix /Number</p>	<p>FDNT 465</p>
<p>Course Title</p>	<p>Nutrition Counseling and Education</p>
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>
<p>Brief Course Outline</p>	<p><i>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</i></p> <p><i>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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <ol style="list-style-type: none"> 1. Nutrition Counseling vs Nutrition Education 2. Nutrition as a Helping Profession <ol style="list-style-type: none"> a. What is Helping? b. Needs for Helping c. Feedback Skills d. Evidence-Based Practice e. Scope of Practice Framework f. Ethics in Nutrition Counseling and Nutrition Education

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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?

Dr. Stephanie 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). Since fall 2010 she has taught online courses at the graduate level (most recently: FDNT564 Nutrition Research Methods; FDNT635 Nutrition Intervention, Counseling, and Educational Strategies; FDNT661 Designing Effective Research Projects in Food and Nutrition, FDNT662 Applying Research Methods in Food and 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 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 plans to take the online teaching course this winter through IUP Instructional Design staff (PASSHE provided).

As a registered dietitian, nutrition educator, and researcher, Dr. 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 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. Her doctoral research is in the area of nutrition education and she has taught FDNT364 Methods of Teaching Food, Nutrition and FDNT463 Nutrition Counseling, and FDNT481 Nutrition Counseling and Education. In addition, she has conducted numerous community-based education and intervention projects, and as a Registered Dietitian has provided nutrition counseling in clinical and out-patient settings, as well as private consulting. In fall of 2019 she took an online nutrition counseling professional development course (11 modules) and followed this with the in person practicum Counseling Intensive 2-day workshop in Charleston, SC.

She has consulted with the university's online learning specialist in the development of other graduate-level online courses (FDNT564, FDNT635, FDNT645, FDNT650 (now FDNT661), FDNT660 (now FDNT661)) and will seek, as needed, continued development and production support from the Instructional Design staff.

For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.

Course SLO #	How outcome is assessed using Distance Education Technologies
1	Students will receive information regarding principles of nutrition education, counseling and intervention for behavior change through course materials posted to the LMS including narrated PowerPoint slides, links to electronic journal articles, links to websites, and access to the A.N.D. Evidence Analysis Manual. Case studies and scenarios will be used to stimulate critical thinking and to simulate decision-making. Student responses may be recorded via discussion boards, DropBox, or performance on related exam questions.
2	Narrated PowerPoint slides, textbook readings, links to journal articles and websites will provide students with background information on key theories drawn upon and applied in nutrition counseling and nutrition education. Discussion Forum activities to help students to identify theories used or that could be applied to real-world counseling and educational programming will be organized. Short writing assignments will help students to develop a rationale to advocate for a given theory or theories that could be applied to a given situation. Performance on related online exam questions will also be used to assess student performance on this objective.
3	Textbook readings, video examples of simulated or actual nutrition counseling or nutrition education sessions, communication guidance documents, as well as links to communication "tip" articles and websites will provide students with background information on effective communication strategies in nutrition counseling and nutrition education. Working in small groups, students will discuss and respond to Problem-based Learning to address communication challenges presented in typical nutrition counseling or nutrition education situations. Short writing assignments will help students to develop a rationale to advocate for a given communication strategies that should be applied to a given situation. Performance on related online exam questions will identify if the student understands the concepts.
4	Narrated PowerPoint slides, links to journal articles, website links, and video links will provide students with information regarding assessment methods (and associated instruments) such as client/patient/learner needs assessment, readiness to change, dietary intake, and food- and nutrition-related knowledge, attitudes, and behaviors. Collaborating with other students through the Discussion Forum or using web conferencing (e.g., Zoom) synchronously, students will design a plan. Final copies of the cumulative effort of student work will be posted both on the discussion board so that other students can review as well as the DropBox. Exam questions will also help identify if the student understands the concepts.
5	Working independently or with a partner, students will plan a lesson related to food and nutrition that is based on sound assessment. Discussion boards, email, Zoom, and/or a collaborative document editing (e.g., Wiki, Google Docs), and web conferencing are all options to aid in the development and editing process. Students will share their plans on the Discussion Forum and by posting to the DropBox.
6	Students will be provided with a basic framework to develop their own philosophy of nutrition counseling and nutrition education. They will write and post their philosophies to the DropBox. To draft their philosophy students will reflect on their learning and experiences, along with narrated website links and video links with examples expressed by food and nutrition professionals. Students will have the opportunity to make updates to their philosophy after feedback from the instructor.

<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<p>Methods of communication and interaction may include LMS communication tools (e.g., discussion forums), videoconferencing (e.g., Zoom), 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 students are assigned to discussions and to collaborate on assignments.</p> <p>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, newsfeature, discussion forums, the DropBox, chat, and conferencing.</p> <ul style="list-style-type: none"> • 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, Zoom) with a variety of options such as audio, video, interactive whiteboard, document sharing, breakout rooms for small group work, and session recording will be used. Instructor office hours will be held using Zoom.
<p>How will student achievement be evaluated?</p>	<p>Exams/Quizzes (25%): For each major section covered in the course, an exam/quiz will be administered to assess student knowledge. Exams/Quizzes will include multiple-choice, matching, and short-answer questions that can be scored by computer, providing students with immediate feedback regarding basic concepts. Approximately 4 exams will be given.</p> <p>Writing Assignments may be based on case studies or Problem-Based Learning Sets or assigned readings (25%): Students will be evaluated in their ability to critically think, integrate course concepts, and articulate a rationale for answers or decisions articulated. In addition to course content and readings, students should use The Academy of Nutrition and Dietetics' Evidence Analysis Library, library databases, and other sources to build a strong rationale for their response.</p> <p>Lesson Plan (25%): Students will self-identify or be assigned a food- and nutrition-related topic and target audience to develop a nutrition education lesson plan. Students will demonstrate their ability to develop a theory-driven lesson and evaluation plan based on sound assessment methods to promote knowledge, attitude, and/or behavior change (intent). The lesson and evaluation plan will be graded on the following criteria: appropriateness for the topic and target audience; use of assessment methods, incorporation of best practices, selection and development of strategies, approaches, and tools; inclusion of individual level and system approach connections, clarity and quality of writing (e.g., grammar, spelling).</p> <p>Philosophy of Nutrition Counseling and Nutrition Education (15%): Students will be evaluated on the quality, clarity, and development of their philosophy of nutrition counseling and education.</p> <p>Discussion Participation (10%): Students will be evaluated on the quality, clarity, and development of their posts, their ability to demonstrate analysis and elaboration, and the frequency of their posts. This includes: additional questions to promote discussion, timeliness of responses, and the ability to make connection to the readings and among student discussion comments.</p>

<p>How will academic honesty for tests and assignments be addressed?</p>	<p>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:</p> <p>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:</p> <ul style="list-style-type: none"> • 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 https://www.iup.edu/registrar/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.
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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:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies
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Liberal Studies Course Designations (Check all that apply)	
Section 1	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the competencies(s) that apply - must meet at least one</i>
How does this course fit into the designation you indicated above?	
Expected Undergraduate Student Learning Outcomes	<i>Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.</i>

(EUSLOs)

Map the Course Outcome to the

EUSLO's

See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs

Informed Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">• the ways of modeling the natural, social and technical worlds	
<ul style="list-style-type: none">• The aesthetic facets of human experience	
<ul style="list-style-type: none">• the past and present from historical, philosophical and social perspectives	
<ul style="list-style-type: none">• the human imagination, expression and traditions of many cultures	
<ul style="list-style-type: none">• the interrelationships within and across cultures & global communities	
<ul style="list-style-type: none">• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">• effective oral and written communication abilities	
<ul style="list-style-type: none">• ease with textual, visual and electronically-mediated literacies	
<ul style="list-style-type: none">• problem solving skills using a variety of methods and tools	
<ul style="list-style-type: none">• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources	
<ul style="list-style-type: none">• the ability to transform information into knowledge and knowledge into judgement and action	
<ul style="list-style-type: none">• the ability to work within complex systems and with diverse groups	
<ul style="list-style-type: none">• critical thinking skills including analysis, application and evaluation	
<ul style="list-style-type: none">• reflective thinking and the ability to synthesize information and ideas	
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">• intellectual honesty	
<ul style="list-style-type: none">• concern for social justice	
<ul style="list-style-type: none">• civic engagement	

	<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal</p>	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>Assessment Tool to be used to measure the outcome</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>		Course SLO #	Assessment Tool to be used to measure the outcome	1		2		3	
	Course SLO #	Assessment Tool to be used to measure the outcome								
	1									
	2									
3										

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. Please answer the following questions.


<p>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.</p>	
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<p>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.</p>	
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Teacher Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p>File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

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>