

FDNT 471/571 Integrative Nutrition in Complementary and Alternative Healthcare

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

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***

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**” on bottom right

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**Indicates a required field*

Proposer*	Nicole A. Clark, DCN, RD, LDN, CDE	Proposer Email*	nclark@iup.edu
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Proposing Department/Unit*	Food and Nutrition	Contact Phone*	724-357-3128

(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*	<i>If Dual Listed, enter both course numbers</i> 471/571
(C) Course Title*	Integrative Nutrition in Complementary and Alternative Healthcare
(D) Course Level*	graduate-level, undergraduate-level
(E) Cross Listed*	<i>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</i> 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*	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
(I) Prerequisite(s)	FDNT 145, 212 or Departmental Permission
(J) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>None</p>
(K) Additional Information	<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>distance-education</p>
(L) Recommended Class Size	<p>YES</p> <p>Number (Enter Zero if No):30</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Pedagogical</p> <p>Explain (required):</p> <p>The restriction is due to the interactive nature of the course. Discussion will be enhanced with a controlled number of students. The course requires students to perform an evidenced based analysis of a complementary, integrative and alternative nutrition topic which will include a presentation/poster. More than 30 students will decrease the quality of the presentations due to time limitations in a semester.</p>
(M) Catalog Description*	<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>Explores the foundation of complementary, alternative, integrative and functional nutrition theories and practices. Differentiates among traditional, complementary, alternative, integrative, and functional nutrition models as related to food, supplements, herbs, and disease. Evaluates current research related to complementary, alternative, integrative and functional nutrition.</p>

(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 471/FDNT 571

The student will be able to:

1. Utilize credible resources (published research, websites, etc.) to differentiate between evidence-based and unproven integrative, complementary, alternative, and functional nutrition practices.
2. Assess the (1) healing philosophy, (2) evidence of effectiveness, (3) mechanisms of action, (4) common clinical applications, (5) safety and cost, and (6) practice parameters for selected complementary alternative, integrative and functional nutrition therapies.
3. Interpret the safety and interactions of herbs, botanicals and supplements in nutrition care.
4. Discuss the use of complementary, alternative and functional nutrition in treatment and prevention of chronic diseases.
5. Evaluate how the nutrition/healthcare/exercise professional can integrate complementary, alternative, integrative and functional practice ethically.
6. Analyze the legal implications of utilizing complementary, alternative, integrative and functional nutrition therapies.

FDNT 571 only

The student will be able to:

1. Evaluate the differences and similarities of integrative nutrition practitioners through in-depth evidence-based research and professional interview(s).

(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.

I. Overview of Complementary and Alternative Modalities

- a. Complementary Nutrition
- b. Alternative Nutrition
- c. Integrative Nutrition
- d. Functional Nutrition

II. Food as Medicine

- a. Inflammation
- b. Current alternative nutrition practices
- c. Food Allergies

III. Herbs, Botanicals, Supplements (common currently used herbs/botanicals)

- a. Evidence Based Research
 - i. Mechanism of Action
 - ii. Disease Specific Use
- b. Cost vs Traditional Therapy
- c. Efficacy/Dosage
- d. Safety Concerns and Interactions

IV. Mind-body practices

- a. Mindful Eating

V. Functional Foods

- a. Prebiotics, Probiotics and Symbiotics
- b. Select Micronutrients (Example: zinc in wound healing)
- c. Select Phytochemicals
- d. Select Macronutrients (Example: protein supplements and muscular repair)
- e. Others as per current research and trends

VI. Complementary, Alternative, Integrative and Functional Nutrition in Chronic disease (Select topics which may include:)

- a. Cardiovascular
- b. Diabetes
- c. Gastrointestinal
- d. Cancer
- e. Hepatic
- f. Renal

VII. Herbs, supplement, botanicals, complementary and alternative Nutrition in Sports

- a. Research related to common supplements, herbs, integrative practices and botanicals
- b. Dietary enhancing practices

VIII. Incorporation of Ethical Complementary and Alternative Nutrition in Practice

- a. Code of Ethics in healthcare related to complementary, alternative, integrative and functional nutrition practice
- b. Profession specific ethical codes

IX. Legal issues in Complementary and Alternative Nutrition therapy

- a. Legal Implications
- b. Federal, state and local governing agencies

X. Other Traditional Medicine Systems with Nutrition Implications

- a. Ayurvedic
- b. Traditional Chinese Medicine
- c. Homeopathy
- d. Naturopathy

XI. Final Project

Rationale for Proposal

(P) Why is this Course Being Proposed?*

Over 85% of the United States population uses some type of complementary, alternative, integrative or functional nutrition.¹ The most common are botanicals, herbs, dietary manipulation and mindfulness. The rapidly growing field of integrative nutrition seeks to combine the best conventional nutrition and complementary and alternative nutrition to help clients achieve optimal wellness and health. Healthcare professionals, wellness coaches, exercise specialists, nurses, nutritionists and Registered Dietitians must use the professional literature to make ethical, evidence-based decisions. As healthcare costs continue to rise, so does the use of these modalities and the need for academic courses. The healthcare and exercise professions have reported a significant need for classes to teach appropriate application of evidence-based nutrition theories as it relates to complementary, alternative, integrative and functional nutrition modalities.¹

1. Integrative and Functional Medicine. *Current State of Healthcare*. https://www.functionalmedicine.org/What_is_Functional_Medicine/Why/current/. Accessed on 8/02/2016

(Q) University Senate Summary of Rationale

Please enter a single paragraph summary/rationale of changes or proposal for University Senate.

Over 85% of the United States population uses some type of complementary, alternative, integrative or functional nutrition.¹ The most common are botanicals, herbs, dietary manipulation and mindfulness. The rapidly growing field of integrative nutrition seeks to combine the best conventional nutrition and complementary and alternative nutrition to help clients achieve optimal wellness and health. Learning about integrative nutrition modalities and their implications for practice is important for healthcare professionals, wellness coaches, exercise specialists, nurses, nutritionists and Registered Dietitians. Healthcare and exercise professionals have reported a significant need for classes to teach appropriate application of evidence based nutrition theories as it relates to complementary, alternative, integrative and functional nutrition.¹

1. Integrative and Functional Medicine. *Current State of Healthcare*. https://www.functionalmedicine.org/What_is_Functional_Medicine/Why/current/. Accessed on 8/02/2016

<p>(R) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Free Elective</p> <p>If Other, please explain:</p>				
<p>(S) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</p> <p>No course currently offered at IUP investigates nutrition and the integration of complementary, alternative and functional nutrition modalities. A search was completed in the IUP undergraduate and graduate course catalogs using these key words; complementary nutrition, alternative nutrition, alternative medicine, integrative nutrition, functional nutrition, herbs, mindful nutrition and botanicals. The search resulted in no matches.</p>				
<p>(T) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>This course can benefit graduate and upper-level undergraduate students in healthcare and exercise related fields who will help interpret client's question about supplements, herbs, botanicals, functional foods and dietary modifications. This course will help the student to have a general knowledge and provide awareness of how to access evidence based research that can help their clients understand integrative, complementary, alternative, and functional nutrition.</p>				
<p>(U) Who is the Target Audience for the Course?*</p>	<p>Department Elective Other</p> <p>If Other, please explain:</p> <p>Graduate and upper-level undergraduate students who meet the prerequisites.</p>				
<p>(V) 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>No other department teaches nutritional aspects of complementary, alternative, integrative and functional nutrition. The course will be offered to both undergraduate and graduate students to expand their knowledge and provide evidence based resources to keep current of new advances. A search was completed in the IUP undergraduate and graduate course catalogs using these key words; complementary nutrition, alternative nutrition, alternative medicine, integrative nutrition, functional nutrition, herbs, mindful nutrition and botanicals. The search resulted in no matches.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>				
<p>(W) 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" style="height: 50px;"> </td> </tr> </tbody> </table>	File	Modified		
File	Modified				
<p>(X) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>The Food and Nutrition Department already has qualified faculty to teach the course. No additional faculty will be needed.</p>				

Distance Education Section

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

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>distance-education</p>
<p>Course Prefix /Number</p>	<p>471/571</p>
<p>Course Title</p>	<p>Integrative Nutrition in Complementary and Alternative Healthcare</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 direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Module 1 (Week 1)</p> <ul style="list-style-type: none"> • Overview of Complementary and Alternative Modalities <ol style="list-style-type: none"> 1. Defining Complementary, Alternative, Integrative and Functional Nutrition 2. Integration of Western Medicine and Complementary and Alternative Modalities <p>Module 2 (Week 2 and 3)</p> <ul style="list-style-type: none"> • Food as Medicine <ol style="list-style-type: none"> 1. Current alternative nutrition practices 2. Inflammation 3. Food Allergies <p>Module 3 (Week 4 and 5)</p> <ul style="list-style-type: none"> • Herbs, Supplements and Botanicals (common currently used herbs/botanicals) <ol style="list-style-type: none"> 1. Evidence based research <ol style="list-style-type: none"> i. Mechanism of Action ii. Disease Specific Use 1. Cost vs Traditional Therapy 2. Efficacy/Dosage 3. Safety Concerns <p>Module 4 (Week 6)</p> <ul style="list-style-type: none"> • Mind-body practices <ol style="list-style-type: none"> 1. Mindful eating <p>Module 5 (Week 7 and 8)</p> <ul style="list-style-type: none"> • Functional Foods

1. Prebiotics, Probiotics and Symbiotics
2. Select Micronutrients
3. Select Phytochemicals
4. Select Macronutrients
5. Others per current evidence

Module 6 (Weeks 9, 10 and 11)

- Complementary, Alternative, Integrative and Functional Nutrition in Chronic Disease (Select topics which may include:)
 1. Cardiovascular
 2. Diabetes
 3. Gastrointestinal
 4. Cancer
 5. Hepatic
 6. Renal
 7. Respiratory

Module 8 (Week 12)

- Complementary and Alternative Nutrition in Sports
 1. Research related to common supplements, herbs, botanicals
 2. Dietary enhancing practices

Module 9 (week 13)

- Incorporation of Ethical Complementary and Alternative Nutrition in Practice
 1. Legal implications
 2. Profession specific, federal, state and local governing agencies

Module 10 (Week 14)

- Other Traditional Medicine Systems with Nutrition Implications
 1. Ayurvedic
 2. Traditional Chinese Medicine
 3. Homeopathy
 4. Naturopathy

Culminating Activity

- Final Project

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. Nicole Clark has her Doctorate Degree in Clinical Nutrition from Rutgers University (formally UMDNJ). Dr. Clark is a registered dietitian nutritionist (RDN) and licensed as a nutrition professional in Pennsylvania (LDN). Dr. Clark has practiced in various clinical nutrition settings for 18 + years and continues to practice as a per diem dietitian at a long-term acute care facility for patients that have critical and complex diagnoses.

Dr. Clark has regularly taught online courses at the undergraduate level (FDNT 143: Current Topics in Nutrition; FDNT 145: Introduction to Nutrition, FDNT 212: Nutrition; FDNT 213: Life Cycle Nutrition; FDNT 470: Human Food Consumption Patterns). Since fall 2010 she has taught online courses at the graduate level (FDNT 544: Food Composition and Biochemistry, FDNT 661: Designing Effective Research Projects in Food and Nutrition; FDNT 662: Applying Research Methods in Food and Nutrition; FDNT 648: Minerals and Water in Human Nutrition; FDNT 771: Nutrition in the Life Cycle; FDNT 743: Advanced Clinical Nutrition Therapy). Dr. Clark has designed courses for WebCT, Moodle and Desire2Learn learning management systems. Dr. Nicole Clark has also been involved in developing online continuing education modules for the Academy of Nutrition and Dietetics.

Dr. Clark has attended several workshops at IUP for distance education curriculum development. She has worked with the online learning specialist to plan and develop her courses and will continue to request advice, instruction and help with the continual dynamics of online learning.

During her years of practice, Dr. Clark worked in oncology, renal and diabetes where use of complementary, alternative, integrative and functional nutrition therapies along with conventional medical therapies are high. Patients with these diseases use these therapies at a rate of 91% compared to those without these chronic diseases¹. She has practical experience using evidence based research to help patients understand the pros and cons of complementary, alternative, integrative and functional nutritional therapies.

Dr. Clark has 175 Continuing Professional Education hours in complementary, alternative, functional and integrative nutrition topics through webinars, article discussion groups, and conferences. She has taken an online course at Rutgers University called "Complementary and Alternative Medicine".

Dr. Clark is a member of the Academy of Nutrition and Dietetics Dietetic Practice Group; Dietitians in Integrative and Functional Medicine. Dr. Clark has also applied to become an Integrative and Functional Nutrition Certified Trainer (IFNT) through the Integrated and Functional Nutrition Academy which is approved by the Commission on Dietetic Registration. Dr. Clark has completed the Therapeutic Elimination Diet online module for the IFNT credential which is an in-depth understanding of therapeutic elimination diets for clinical nutrition practice.

1. Mullin GE. Issues in complementary and alternative nutrition treatments. *Nutr Clin Pract.* 2010; 24:543-548.

For each outcome in the course, describe

how the outcome will be achieved using

Distance Education technologies.

FDNT 471/571

1. Utilize credible resources (published research, websites, etc.) to differentiate between evidence-based and unproven complementary, alternative, and functional healthcare practices

- Article discussion questions and webinars will address the need to critically evaluate resources and how to find evidence based information. Students will be required to use the LMS discussion forums to answer questions related to the module topics. The instructor will facilitate further evaluation of the weekly topics through the discussion forum. A rubric will be used to evaluate quality of the answers to the questions and discussion forum responses
- If a webinar is used, students will either submit the certificate or take a short quiz based on the webinar. Discussions will also use the webinar linking it to the discussion question for the module. Links will be provided through the LMS to all webinars or library videos.

2. Assess the (1) healing philosophy, (2) evidence of effectiveness, (3) mechanisms of action, (4) common clinical applications, (5) safety and cost, and (6) practice parameters for selected complementary alternative, integrative and functional nutrition modalities.

- Each module will provide an introduction to the healing philosophy, evidence of effectiveness, mechanism of action and common clinical applications using articles, webinars, and voiced over PowerPoints. Each student will post answers to specific questions about the module information in a discussion forum. The instructor will facilitate further discussion and clarify any misinterpreted information. A rubric will be used to assess the question responses.
- Students will be required to assess the safety, cost and the practice parameters of selected complementary alternative, integrative and functional nutrition modality through the LMS discussion questions. A rubric will be used to assess appropriateness of responses to the questions and to other student postings.
- Students will be required to take a quiz through the LMS after each module to assess knowledge and application of information presented.

3. Interpret the safety and interactions of herbs, botanicals and supplements in nutrition care

- Students will be required to choose a herb, botanical or supplement and research the mechanism of action, efficacy, dosage, side effects and interactions and present a written paper. A discussion forum and/or chat will require peers to read and evaluate the information provided. A rubric will be used to assess the quality of the paper and the quality of the peer responses.

4. Discuss the use of complementary, alternative and functional nutrition in chronic diseases.

- Select diseases will be presented through articles readings, webinars, videos, and voiced over PowerPoints in relation to the current evidence based research and use of complementary and alternative nutrition therapies.
- Student groups will be required to research a integrative therapies use in a disease and provide a short summary of the nutrition modalities thought to be of benefit, the mechanism of these modalities actions, the safety, efficacy, dosage, side effects and interactions. Other student groups will read the posts and ask a questions, request clarification or make a comment. The instructor will facilitate the discussions and make sure evidence based research is being used. A rubric will be used to assess the summary post and the student group's comments, clarifications or questions.

5. Evaluate how the nutrition /healthcare professional can integrate complementary, alternative, integrative and functional practice morally and ethically

- Students will be assigned a specific nutrition related complementary and alternative therapy and will discuss how they can use this therapy in their career. A discussion through the LMS will be used for the responses and peers will be asked to comments, ask a questions or ask for clarification. Students will be asked to consider certification programs and evaluate the quality of these programs. A rubric will be used to assess the postings.
- Students who careers have a Code of Ethics will be asked to discuss how this code dictates the use of complementary and alternative therapies. If the students career field does not have a code of ethics they will be required to read the Academy of Nutrition and Dietetics Code of Ethics and discuss how this translates to the use of complementary and alternative therapies. A discussion forum in the LMS will be used and a rubric will assess the quality of work.

6. Analyze the legal implications of utilizing complementary, alternative, integrative and functional nutrition therapies

- Students will read a case(s) of complementary and alternative providers who have been legally implicated. The students will discuss in the LMS discussion forum how they can avoid legal issues related to the use of complementary and alternative. A rubric will be used to assess the quality of the posting.

FDNT 571 only

7. Summarize and reflect on differences and similarities of integrative nutrition practitioners through in-depth evidence based research and interview(s).

- In depth research investigation (15 to 20 pages typed 12 font, double spaced) of a complementary and alternative therapy and the type of certification needed for practice and the nutrition implications.
- Interview a nutrition complementary and alternative practitioner, summarize the answers to 8 questions and 2 of your own design. Evaluate their practice, evidence based knowledge and ethical practices compared to evidence based research.

How will the instructor-student and student-student interaction take place? (if applicable)

Methods of communication and interaction for this course include LMS communication tools (e.g., discussion forums, chats, synchronous web conferencing software, and e-mail), telephone, postal mail, regular e-mail, and traditional on-campus office hour appointments. IUP e-mail will be used for private communications between the student and the instructor, as well as any private communications the students may desire among one another. In addition, Dr. Clark will hold online office hours and has a webcam in her office, allowing for Web conferencing as an additional option for communication between the instructor and students

Student-student interaction will be fostered through group work such as when students are assigned to teams to facilitate discussion. Chat rooms and discussion forums will be available for groups to use to have contact. Students-Student interaction will also take place when case studies and journal article assignments are due. Students will be required to read all other group postings and ask a questions, comment or elaborate. The students group's will be required to monitor their discussions and respond appropriate to all inquiries.

The LMS will be the primary vehicle for communication among students and the instructor. Features of the LMS to be used include the calendar, news feature, discussion forums, drop-box, quizzes, web conferencing, and chat:

- **Calendar**—The instructor will provide specific assignment due dates and to announce instructor availability for online office hours through the LMS calendar or checklist feature.
- **News**—In addition to date/deadline information posted to the calendar, the instructor will use the news feature to announce up-coming events of relevance to course topics (e.g., current events, recent journal articles, professional listserv discussion topics, etc.).
- **Discussion Forums**—The discussion forums will consist of areas for discussion of course topics, frequently asked questions, and an area for informal student discussion.
- **Assignments**- The instructor will use this feature to submit assignments or webinar certificates
- **Quizzes**- The instructor will use this feature to quiz students after each module by means of multiple choice, true/false, short answer and essay questions.
- **Web Conferencing**- The instructor will use the web conferencing sessions to discuss module material with the class, as individual or group discussions, and as a means to present projects.
- **Chat**- The instructor will use chat for individual or group discussions and the students will interact with other group members via the chat feature.

How will student achievement be evaluated?

Students will be evaluated using a variety of methods, making a total of 100% of the course grade. The methods by which students will be evaluated are as follows;

- **Journal Article Summary and Discussions Postings (35%)** - Current literature readings and critiques in the food and nutrition science literature will be used to assess student knowledge and critical thinking ability with respect to integrative nutrition and complementary and alternative healthcare. Students will be assigned to groups to facilitate discussion on a given article. The Facilitation Team grading scale is from 0 to 50 points. Facilitation Team members will be evaluated on their ability to summarize the article, pose questions that stimulate student critical thinking about nutrition and integrative, functional, complementary and functional topic presented, answer questions, and post additional questions to promote discussion, timeliness of responses, and the ability to make connection to the readings and among student discussion comments as described in the Facilitation Assignment Rubric. Each Team is required to read and respond to the other students group's articles summary with a question, a comment or additional information about the cases scenario based on their own practice or articles/webinars/ conferences they have attended. Students can earn a grade of 0 to 50 based on the response rubric.
- **Quizzes (15%)** - For each major topic in the course, a quiz will be administered to assess student knowledge and application ability. 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 10 quizzes will be given.
- **Case Study Responses and Discussions (10%)** - Students will read a case regarding code of ethics and legal issues associated with using **integrative, functional, complementary and alternative** nutrition in practice. Students will be required to assess the case, provide ways to avoid these situations and how to practice based on their own or the Academy of Nutrition and Dietetics code of ethics. Students will be able to earn 0 to 100 points on the case study as per the case study rubric. Each Team is required to read and respond to the other students group's case studies with a question, a comment or additional information about the cases scenario based on their own practice or articles/webinars/ conferences they have attended. Students can earn a grade of 0 to 50 based on the response rubric.
- **Final Presentation of a Nutrition Integrative, Functional, Complementary and Alternative Modality related to a Specific Disease (20%)** - Students will develop a PowerPoint and presentation that will be given during the final period. Depending on the class size 1 to 3 days will be designated as the presentation day(s). Through the LMS conferencing center, students will present their final presentation of a disease and integrative, functional, complementary and alternative nutrition modality. All students are required to attend the live class dates. Students can earn 0 to 100 points for their presentation and question responses as per the rubric. Students will also earn 0 to 50 points for attendance and active discussion based on developed rubric during the live class conferencing.
- **Webinars and Assignments (15%)** - Some weeks will require students to view webinars from accredited providers of nutrition continuing professional education and a Certificate of Completion will be required and submitted into the LMS assignment box or a quiz will be given related to the webinar via the LMS.
- **Student Groups (5%)**: Students will be assigned to a group for some assignments. These groups will work together to answer the case studies and article discussions. Communication between group members can occur through chat rooms, phone calls, e-mails, or web conferencing software. Group members will grade each other at the middle and end of the semester. Criteria for evaluation will include contribution, effort, leadership, quality of work, respect for other members' ideas, and timeliness

<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Academic Honesty:</p> <ul style="list-style-type: none"> • Honor Code Statement and Syllabus Quiz—Prior to having access to any course content students must read, agree to and complete an honor code statement, and complete a syllabus quiz. This provides reasonable measures to assure that students are aware of important course policies and expectations, and provides documentation that student have been provided with the opportunity to review this information. • Anti-Plagiarism Software—Anti-plagiarism software (e.g., Turn-It-In) will also be used to confirm that written materials are original and properly cited. • Student Discussion— Students will be given the option to use private group LMS discussion areas or chartrooms for discussions and the instructor will provide feedback as necessary. If group meetings, conference calls, or social networking contacts take place outside the course site, a summary of the groups discussion will be required to be posted in the LMS discussion forum noting that the discussion occurred outside of the LMS so the instructor can assess the participation and quality of the group work. • Quizzing Features—Quizzes will be administered via the LMS and make use of the quiz availability, timed testing, secure testing window, and quiz randomization features. Quizzes 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 situations 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. • Academic Integrity Policy—The following academic integrity policy, an abbreviated form of the actual integrity policy in the IUP <i>Graduate Catalog</i>, will be incorporated into the course syllabus <p><i>"Please note that IUP faculty members use a variety of technologies 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 Graduate Catalog at http://www.iup.edu/graduatestudies/catalog."</i></p>
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Liberal Studies Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>

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

<p>If Completing this Section, Check the Box to the Right:</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>

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>