FDNT 545 Advanced Sports Nutrition-NC/DE-2019-04-05

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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-CrsRvs-2015-08-10**

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

Second Step: Click **"SAVE"** on bottom right

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**Indicates a required field*

Proposer*	Nicole Dann-Payne	**Proposer Email***	Dann.Payne@iup.edu
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Proposing Department/Unit*	Food and Nutrition	**Contact Phone***	724-357-3283

(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*** 545
(C) Course Title*	Advanced Sports Nutrition
(D) Course Level*	graduate-level

(E) Cross Listed* Dual Listed courses must use the Dual Listed form Note: both courses to be dual-listed must be approved through Senate PRIOR to requesting Dual Listing *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 per Week:3 Lab Hours:0 Credits:3
(I) Repeatable Course* This is for courses that can be Repeated multiple times e. g. Internship	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite (s)	Graduate Student in FDNT or KHSS or Department Permission
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course*

(L) 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
(M) Recommended Class Size	YES Number (Enter Zero if No):30 If YES: (Check one of the following reasons and provide a narrative explanation) Pedagogical Explain (required): A maximum of 30 students can be in this graduate class due to the distance education format that requires student and faculty interaction in discussion boards, research article analysis, and case studies. In addition, students will need individualized teaching during the development and review of their special project, as described in Student Learning Outcome #5.
(N) 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.* Examines and evaluates evidence-based sports nutrition guidelines and current research related to nutrition and athletic performance. Explores special populations, environments and clinical conditions related to nutrition and athletic performance. Includes an emphasis on dietary supplements and ergogenic aids for sport.

(O) Student Learning Outcomes* (SLO)

For Each Outcome Describe

How the Outcome Will

Be Measured

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. ***Hit Tab to add additional lines***

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Analyze current nutrition strategies, including periodized nutrition, as related to metabolic and training adaptations and athletic performance.	Students will: • Engage in class discussion. • Compare and contrast sports nutrition periodization strategies applying an instructor developed rubric. • Exams/Quizzes.
2	Differentiate sports nutrition guidelines for special populations and life cycle stages.	Students will: • Apply sports nutrition guidelines for special population and life cycle stages to case study scenarios applying an instructor developed rubric. • Exams/Quizzes.
3	Evaluate sports nutrition recommendations for athletes with injuries, clinical conditions and exposure to various environmental conditions.	Students will: • Write a research report on the impact of sports nutrition guidelines for athletes with injuries, clinical conditions, or exposure to environmental conditions applying and instructor developed rubric. • Engage in class discussion. • Exams/Quizzes.
4	Interpret the safety, efficacy and application of dietary supplements and ergogenic aids commonly used for athletic performance.	Students will: • Write a paper interpreting the safety, efficacy, and application of one sports nutrition supplement applying an instructor developed rubric. • Engage in class discussion. • Exams/Quizzes.
5	Synthesize current literature regarding sports nutrition guidelines related to a specific athlete population to design a sports nutrition program.	Students will: • Write a literature review regarding sports nutrition guidelines for one athlete population using an instructor developed rubric. • Design an individualized sports nutrition program

(P) 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. Review of Basic Sports Nutrition Principles a. Energy requirements, energy balance, energy availability and energy pathways b. Macronutrient, micronutrient and fluid needs c. Nutrient timing pre-exercise, during, and post-exercise 2. Nutrition and Training Adaptations a. Training adaptations b. Training signaling pathways (molecular, cellular, physiological) c. Nutrient impact on training adaptations 3. Dietary Supplements, Sports Foods and Ergogenic Aids for Athletic Performance a. Safety, legality, efficacy, and evaluation of dietary supplements, sports foods and ergogenic aids b. Review of common sports nutrition supplements 4. Sports Nutrition for Special Populations a. Children and adolescents b. College athletes c. Masters athletes d. Elite athletes e. Female athletes f. Vegetarian athletes 5. Sports Nutrition for Clinical Conditions- Athletes with the following: a. Diabetes b. Gastrointestinal disorders c. Food allergies and intolerances d. Infection illness and injury e. Disordered eating and eating disorders 6. Sports Nutrition for Environmental Conditions- Athletes exposed to the following: a. Altitude b. Cold c. Heat

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	The population of those who consider themselves physically active has a broad range from the individual who simply wants to improve their health, to the recreational athlete, to the well-trained athlete, and to the elite caliber athlete. Each person requiring varied and unique nutritional needs due to their training in addition to their age, gender, physical makeup and health status. Professionals are increasingly sought out by athletes regarding food and nutrition guidance to enhance athletic performance. [1] Due to the vast range of those who consider themselves physically active, professionals who work in settings related to healthcare, wellness, fitness, athletics, education and the food industry may be approached to provide sports nutrition guidance. In order to provide sports nutrition guidance, professionals require knowledge in the areas of nutrition science, clinical nutrition, exercise physiology and evidence-based research application. [1] To enhance our student's knowledge in these areas this course expands upon and covers sports nutrition topics that are not currently covered in FDNT 245-Sports Nutrition. Since sports nutrition is a blend of nutrition science and exercise physiology this course provides an opportunity for students who have career interests related to working with physically active individuals to enhance their sports nutrition knowledge. With the continued growth in the field of sports nutrition, professionals seek ways to separate themselves from others as experts by way of advanced certification or specialized credentialing, of which this course could provide the necessary knowledge and/or practice hour requirements for obtaining such specialization. For example, the Commission on Dietetic Registration (CDR) offers a sports nutrition specialization credential for Registered Dietitian Nutritionists, known as the Board Certified Specialist in Sports Dietetics (CSSD)[1], and this course could be applied to certification requirements and therefore may attract a number of graduate level students to IUP Department of Food and Nutrition's graduate program. IUP's Department of Kinesiology, Health, and Sport Science (KHSS) has expressed interest and support in the development and creation of a graduate level course that addresses advanced sports nutrition topics. 1. The Academy of Nutrition and Dietetics, Dietitians of Canada, and American College of Sports Medicine. Joint Position Statement: Nutrition and athletic performance. *J Acad Nutr Diet.* 2016 Mar; 116(3):501-528.
(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* Due to the vast number and broad array of individuals who consider themselves physically active, each with their own unique nutritional needs and health or performance goals has lead to an increased demand of health and exercise professionals being sought out to provide sports nutrition guidance. This course provides undergraduate and graduate students in food and nutrition and related disciplines a review of basic sports nutrition principles, along with an introduction of the application of sports nutrition principles for individuals of different life cycle stages, special populations, exposure to unique conditions, and some clinical conditions. All of which, students who desire future careers working with active individuals, may be faced with and require the evidence-based knowledge and ability to apply sound sports nutrition principles.
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Free Elective If Other, please explain:

(T) Is a Similar Class Offered in Other Departments? * NO Please Provide Comment: Sports Nutrition is a unique area of science as it blends concepts related to nutrition science and exercise physiology. A search, using the phrase "sports nutrition", of both the current undergraduate and graduate course catalogues only resulted in one course related to sports nutrition, FDNT 245 Sports Nutrition. This course would expand upon and dive deeper into basic sports nutrition concepts. Additionally, this course would cover new sports nutrition topics that would be considered "advanced," which FDNT 245 does not cover, such as life cycle stages, special populations and clinical conditions. There is not a graduate level sports nutrition course offered at IUP.
(U)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?* YES Please Provide Comment: This course can benefit graduate students in healthcare and exercise-related fields who will help various and unique physically active individuals determine their personal nutrition needs to enhance training, performance, aid in recovery, and maintain or improve overall health. Students will acquire an evidence-based understanding of the application of sports nutrition principles for various physically active individuals. IUP's Department of Kinesiology, Health, and Sport Science (KHSS) has expressed interest and support for the development and creation of a graduate level course that addresses advanced sports nutrition topics.
(V) Who is the Target Audience for the Course?* Department Elective Open to Any Student If Other, please explain:
(W) Implications for Other Departments* A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) No other department teaches or offers courses related specifically to sports nutrition. The course will be offered as a dual level course to expand students' knowledge and provide evidence based resources regarding advanced sports nutrition-related topics. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?
(X) Attach Supporting Documents for Implications, if Necessary **File** **Modified**
(Y) Are the Resources Adequate?* *(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment: The Department of Food and Nutrition has qualified faculty to teach the course. No additional faculty or resources will be 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:**	**NOTE: you must check this box if the Course has previously been approved for Distance Education** distance-education
Course Prefix /Number	FDNT 545
Course Title	Advanced Sports Nutrition
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.* 1. Review of Basic Sports Nutrition Principles a. Energy requirements, energy balance, energy availability and energy pathways b. Macronutrient, micronutrient and fluid needs c. Nutrient timing pre-exercise, during, and post-exercise 2. Nutrition and Training Adaptations a. Training adaptations b. Training signaling pathways (molecular, cellular, physiological) c. Nutrient impact on training adaptations 3. Dietary Supplements, Sports Foods and Ergogenic Aids for Athletic Performance a. Safety, legality, efficacy, and evaluation of dietary supplements, sports foods and ergogenic aids b. Review of common sports nutrition supplements 4. Sports Nutrition for Special Populations a. Children and adolescents b. College athletes c. Masters athletes d. Elite athletes e. Female athletes f. Vegetarian athletes 5. Sports Nutrition for Clinical Conditions- Athletes with the following: a. Diabetes b. Gastrointestinal disorders c. Food allergies and intolerances d. Infection illness and injury e. Disordered eating and eating disorders 6. Sports Nutrition for Environmental Conditions- Athletes exposed to the following: a. Altitude b. Cold c. Heat
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?**	**Qualifications in Distance Education:** Since the fall of 2010, Nicole Dann-Payne has regularly taught online courses at the undergraduate level (FDNT 213: Life Cycle Nutrition, FDNT 245: Sports Nutrition, FDNT 470: Human Food Consumption Patterns). Ms. Dann-Payne has designed courses for Moodle and Desire2Learn learning management systems. Additionally, Ms. Dann-Payne has been engaged in technology and distance education professional development through participation in workshops offered by IUP Technology Support, IUP Technology Day, and meetings/workshops offered by IUP Reflective Practice. She has worked with distance education specialists to develop online courses and will continue, as needed, to seek out assistance with the continued dynamics of distance education. **Qualifications in the Discipline:** Nicole Dann-Payne has a Master of Science in Food and Nutrition from Indiana University of Pennsylvania. She is a Registered Dietitian Nutritionist (RDN) and is licensed by the Commonwealth of Pennsylvania as a Licensed Dietitian Nutritionist (LDN). She joined the Department of Food and Nutrition in the fall of 2010 and ever since has served as a temporary faculty member. Uniquely, she holds a specialized board certification as a Certified Specialist Sports Dietitian (CSSD), which required being a RDN for two years, accruing 1500 sports nutrition practice hours, and passing a national board exam. Since the summer of 2013, she has served as the faculty coordinator of IUP's Sports Performance Nutrition Services, which provides IUP's collegiate athletes, coaches, athletic trainers, along with any departments seeking sports nutrition education and/or sports nutrition counseling. Since 2013, she has also taught FDNT 245: Sports Nutrition both online and face-to-face receiving positive student evaluations. She has also been requested to speak and present on various sports nutrition topics to the following groups: Athletic Trainers of the Allegheny Mountain Sports Medicine Foundation, IUP Athletic Training Education Program's Sports Medicine Update, along with numerous regional high school and collegiate athletic teams, including Millersville Univeristy Cross Country and Track and Field program. For the last 3 years, she has also taught as a guest lecturer teaching various sports nutrition concepts in IUP's KHSS 143: Physical Well-Being and KHSS 492: Health and Fitness Instruction. In addition to teaching at IUP, she is and has been a high school assistant cross country and track and field coach for over 10 years, recently coaching her girl's cross country team to a state championship title. She is and has been an outpatient dietitian and Certified Health and Wellness Coach (CHWC) for Indiana Regional Medical Center (IRMC) for over 2 years. Ms. Dann-Payne offers sports nutrition services through IRMC's Institute for Healthy Living, where recently she provided sports nutrition guidance to a swimmer who successful swam across Lake Erie this past summer of 2018. She is also a member of Collegiate and Professional Sports Dietitians Association (CPSDA), the Academy of Nutrition and Dietetics, along the Academy's dietetic practice group, Sports, Cardiovascular and Wellness Nutrition (SCAN).

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 be provided with content modules providing articles, research articles, webinars, PowerPoints (some narrated) and any additional resources regarding current sports nutrition strategies related to metabolic and training adaptations and athletic performance. Using the LMS discussion forum, students will be assigned different sports nutrition strategies to investigate and summarize. Using the LMS discussion forum, students will be asked to summarize the impact of the strategy on athletic performance, along with the metabolic and training adaptations involved. Students will be required to review peer responses on the discussion forum and must respond comparing and contrasting sports nutrition strategies using an instructor developed rubric. A rubric will be used to evaluate quality of discussion forum responses. The instructor will facilitate further discussion and clarify any misinterpreted information. Additionally, students understanding of sports nutrition strategies will be assessed using online exams and quizzes.
2	Students will be provided with content modules providing articles, research articles, webinars, PowerPoints (some narrated) and any additional resources regarding sports nutrition guidelines for various athlete population groups and life cycle stages. Within each module, students will be provided with case scenarios. For each case scenario, students will identify and apply appropriate sports nutrition guidelines involving various athlete population groups and life cycle stages. Students will upload their responses to the assignment dropbox. Additionally, students understanding of special sports nutrition guidelines will be assessed using exams and quizzes.
3	Students will be provided with content modules providing articles, research articles, webinars, PowerPoints (some narrated) and any additional resources regarding sports nutrition guidelines for a specific condition related to injury, clinical diagnosis and environment. Using the LMS discussion forum, the instructor will break the class up into small groups where each group of students will be assigned a specific condition related to either injury, diagnosis or environment and will submit a report, involving research of the condition, it's relationship to athletic performance and evidence-based sports nutrition recommendations. Student groups will upload their group report to the assignment drop-box. Additionally, students will summarize their key findings and share with the class using the LMS discussion forum.Students will be required to compare, contrast and ask questions of their peers using the discussion forum. A rubric will be used to assess quality of group report and quality of discussion responses. Students will evaluate themselves and each group member using a rubric, which will be uploaded using the assignment drop-box feature. Students may also to assessed using online exams and quizzes.
4	Students will be provided with content modules providing articles, research articles, webinars, PowerPoints (some narrated) and any additional resources regarding sports nutrition dietary supplements and ergogenic aids. Using the LMS discussion forum, the instructor will assign each student a common sports nutrition dietary supplement to research. Students will submit a paper summarizing the interpretation of the safety, efficacy and application of its use for athletic performance.The paper will be uploaded to the assignment drop-box. Additionally, students will share, discuss and debate their findings on the LMS discussion forum. A rubric will be used to assess the quality of the student report and student discussion responses. The instructor will facilitate further discussion and clarify any misinterpreted information.
5	Using the LMS assignment drop-box, students will upload a literature review and individualized sports nutrition program design that addresses the unique needs of a specific population, which each student will be assigned a different athlete scenario. A rubric will be used to assess the quality of the literature review paper and sports nutrition program design. Students will receive feedback from the instructor.

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, e-mail, chats), videoconferencing programs (eg. Skype or Zoom), telephone, postal mail, IUP e-mail, and/or online and traditional on-campus office hour appointments. IUP e-mail will be used for private communications between instructor and students, as well as any private communications the students may desire among one another. Student-to-student interaction will be fostered through group work such as when students are assigned to work with peers on a project or a discussion, students will be encouraged to collaborate online using for example, Google Docs or Wiki and chat rooms or discussion boards will be available for students to use. Instructor-to-student and student-to-student/instructor communication will occur using many of the LMS features. Additionally, the LMS features provide a method to organize and coordinate the delivery of course content. The following LMS features to be used include: the calendar, checklist and news feature, discussion forums, the assignment drop-box, quizzes, chat and conferencing. • **Calendar and Checklist-** The instructor will provide specific assignment due dates and announce instructor availability for office hours. • **News-** In addition to using the calendar feature, the instructor will use the news feature to announce upcoming events of relevance to the 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 related to the course and an area of informal student discussion. • **Assignment drop-box-** Students will submit many course assignments using the assignment drop-box. The instructor will use this tool to grade student assignments and provide individualized feedback. • **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 conferencing sessions (using Skype or Zoom) to discuss course material with students. The instructor may use Skype or FaceTime in order to discuss or meet with students. • **Chat-** Both instructor-to-student and student-to-student discussion may occur using the chat feature

How will student achievement be evaluated?

The following evaluation methods will be used, making a total of 100% of the final course grade:

- **Guided Reading Assignment and Discussion (15%)-** Current research articles and critiques related to current sports nutrition strategies, such as periodized sports nutrition, will serve as application examples to foster understanding and critical thinking ability with respect to metabolic and training adaptations and impact on athletic performance . The instructor will select specific research articles and other appropriate resources, such as textbook selections, for each unique sports nutrition strategy. Individually, each student will be assigned to review a specific sports nutrition strategy where students will be required to review the instructor selected research articles and resources. Using the LMS discussion forum, the instructor will split students up into small groups to facilitate discussion regarding the assigned sports nutrition strategy and assigned research articles. Students will be required to summarize the metabolic and training adaptations associated with the assigned sports nutrition strategy and report on the impact related to athletic performance. Students will be required to review peer responses and compare and contrast sports nutrition strategies. An evaluation rubric will be used to assess students ability to summarize the assigned readings, address research limitations, pose questions that stimulate critical thinking, answer student posed questions, timeliness of responses, and ability to make connections to assigned readings and any additional course material.

- **Quizzes (10%)-** For each module presented in the course, a quiz will be administered to assess student knowledge and application ability. Quizzes will include multiple-choice, true/false, matching and short-answer questions, all of which can be scored by computer, providing immediate feedback. Some questions may be short essay, which will be manually graded by the instructor. Approximately 6 quizzes will be administered.

- **Case Study Scenarios (10%)-** Students will receive various case study scenarios related to special athlete populations and life cycle stages. Individually, students will address case study questions and will be encouraged to apply concepts presented in course materials, such as assigned readings, research articles, videos, and online resources. Students will be evaluated on their ability to apply evidence-based information to practice, along with their ability to problem-solve and think creatively and critically.

- **Report Assignments and Discussions (40%)-** Students will complete the following two report assignments and discussions:
  - ***Special Athlete Conditions and/or Environmental Exposure Report and Discussion (20%)-***
    Students will investigate current sports nutrition recommendations for athletes experiencing particular conditions. The instructor will break the class up into small groups. Each group will be assigned and responsible for investigating a specific athlete related condition (e.g. injury, immune function) or a clinical diagnosis (e.g. type 1 diabetes), or environmental exposure (e.g. altitude, heat). Each group will submit a report paper regarding an investigation of the assigned athlete related condition, including the condition's relationship to athletic performance and evidence-based sports nutrition guidelines for the management of the condition. Students will be encouraged to utilize course content materials, such as research articles, assigned readings and online resources, but will also be encouraged to research resources independently. The instructor will provide feedback to each group regarding their report findings. From there, groups will report their finding to the entire class on the discussion forum. Students will be required to review and respond to each group report. A grading rubric will be used for both the small group report and student discussion. Students will be evaluated on their ability to summarize their findings, apply evidence-based information to practice, along with their ability to problem-solve and think critically. Additionally, related to discussion posts, students will be evaluated on their ability to pose questions that stimulate critical thinking, answer student posed questions, timeliness of responses, and ability to make connections to assigned readings and any additional course material.
  - ***Sports Nutrition Dietary Supplement Evaluation Report & Discussion (20%)-***
    The instructor will assign each student a common sports nutrition dietary supplement. Individually, each student will submit a report addressing an investigation of the specific sports nutrition dietary supplement with regard to its' safety, efficacy, and application of use for athletic performance. Students will be encouraged to utilize course content materials, such as research articles, assigned readings and online resources, but will also be encouraged to research resources independently. Students will then present their report findings to the class on the discussion forum. Students will be required to review and respond to fellow students. A grading rubric will be used for both the individual report and student discussion. Students will be evaluated on their ability to summarize their findings and apply evidence-based information to practice, along with their ability to problem-solve and think critically. Additionally, related to discussion posts, students will be evaluated on their ability to pose questions that stimulate critical thinking, answer student posed questions, timeliness of responses, and ability to make connections to assigned readings and any additional course material.

- **Special Athlete Population Sports Nutrition Research Paper and Sports Nutrition Program Design (25%)* -** The instructor will assign each student a specific type of athlete from a specific population group. The student will be required research, review and gather current literature related to the application of sports nutrition principles to the specific athlete assigned. The student will complete and submit an in-depth research paper related to the specific athlete and appropriate evidence-based sports nutrition recommendations. The research paper should be 12-15 pages in length. Students will then apply knowledge, evidence-based information and critical thinking skills to design an individualized sports nutrition program specific to the type of athlete the student was assigned. Students will be provided a grading rubric, which will assess their interpretation of research, extent of literature review, depth of coverage, accuracy of information, clarity, accuracy of citations and application of research to practice, along with effectively supporting their sports nutrition program design based on independent research and learned course content material.

How will academic honesty for tests and assignments be addressed?	A variety of technologies and approaches will be used to check for academic honesty. The following methods will be used to address academic integrity in the course: • **Honor Code Statement and Syllabus Quiz-** Before students will have access to any course content, students will be required to read the course syllabus, which will detail expectations related to academic integrity, and students will be required to complete a syllabus quiz, which will include an honor code statement. • **Anti-Plagiarism Software-** Students will be notified that their submitted work may be assessed using anti-plagiarism software, such as Turnitin. • **Discussion Forum-** Discussion posts that will be evaluated will be set to the setting which requires students to make an initial post prior to reading other student's posts. Many discussions will occur, which will assist the instructor in developing a familiarity of the student's voice and style of writing, which can be compared to formal writing assignments. • **Quizzing Features-** Quizzes and exams will be administered using the LMS and will 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 with regard to the quiz/exam date and the time to take each quiz/exam 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 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/exam 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. • **Academic Integrity Policy-** Students will be informed of the IUP Academic Integrity Policy, an abbreviated form of the actual integrity policy, in the course syllabus with the following statement: "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 "

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**

Liberal Studies Course Designations (Check all that apply) **Section 1**	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the competencies(s) that apply - must meet at least one*
How does this course fit into the designation you indicated above?	
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the **EUSLO's**	*Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	**Course SLO #**
• the ways of modeling the natural, social and technical worlds	

• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
• the human imagination, expression and traditions of many cultures	
• the interrelationships within and across cultures & global communities	
• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	
• ease with textual, visual and electronically-mediated literacies	
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	
• the ablity to transform information into knowledge and knowledge into judgement and action	
• the ability to work within complex systems and with diverse groups	
• critical thinking skills including analysis, application and evaluation	
• reflective thinking and the ability to synthesize information and ideas	
Responsible Learners demonstrate:	**Course SLO #**
• intellectual honesty	
• concern for social justice	
• civic engagement	
• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal	

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.	
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:	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
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*

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