


# FDNT 653 Leadership for Nutrition Professionals-NC/DE-2018-10-12

- 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 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

- 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 workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

<b>Proposer*</b>	Jodie Seybold	<b>Proposer Email*</b>	jseybold@iup.edu
<b>Contact Person*</b>	Jodie Seybold	<b>Contact Email*</b>	jseybold@iup.edu
<b>Proposing Department/Unit*</b>	Food and Nutrition	<b>Contact Phone*</b>	724-357-1395

<b>(A) Course Prefix*</b>	FDNT
<b>(B) Course Number*</b>	<b><i>See the Registrar's List of Unavailable Course Numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a></i></b> 653
<b>(C) Course Title*</b>	Leadership for Nutrition Professionals
<b>(D) Course Level*</b>	graduate-level

<p><b>(E) Cross Listed*</b></p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels,</i></p> <p><i>such as undergraduate and graduate,</i></p> <p><i>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><b>(F) Variable Credit*</b></p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p><b>(G) Variable Title*</b></p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p><b>(H) Number of Credits*</b></p>	<p>Class Hours per Week:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
<p><b>(I) Repeatable Course*</b></p> <p>This is for courses that can be</p> <p>Repeated multiple times e.g. Internship</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><b>(J) Prerequisite(s)</b></p>	<p>By department permission</p>
<p><b>(K) Co-requisite(s)</b></p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>

<p><b>(L) Additional Information</b></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>distance-education</p>															
<p><b>(M) Recommended Class Size</b></p>	<p>NO</p> <p>Number (Enter Zero if No):0</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Accreditation body standards/recommendations</p> <p>Explain (required):</p>															
<p><b>(N) Catalog Description*</b></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>Provides a theoretical analysis of leadership theory, organizational management concepts, consulting strategies, and ethics as it relates to both the novice, and advanced food and nutrition professional.</p>															
<p><b>(O) Student Learning Outcomes* (SLO)</b></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. <b>Hit Tab to add additional lines</b></i></p> <p>Note that the text box in the table expands</p> <table border="1" data-bbox="345 1066 1484 1486"> <thead> <tr> <th data-bbox="345 1066 435 1142">SLO #</th> <th data-bbox="435 1066 946 1142">Outcome</th> <th data-bbox="946 1066 1484 1142">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="345 1142 435 1213">1</td> <td data-bbox="435 1142 946 1213">Apply leadership theories and frameworks to food and nutrition practice.</td> <td data-bbox="946 1142 1484 1213">Students will apply leadership theories and frameworks to case scenarios.</td> </tr> <tr> <td data-bbox="345 1213 435 1304">2</td> <td data-bbox="435 1213 946 1304">Analyze the role of the food and nutrition professional within interprofessional teamwork.</td> <td data-bbox="946 1213 1484 1304">Students will write an analytical paper on the role of the food and nutrition professional within interprofessional teamwork.</td> </tr> <tr> <td data-bbox="345 1304 435 1394">3</td> <td data-bbox="435 1304 946 1394">Develop conflict-resolution strategies to address ethical and functional issues facing the food and nutrition profession.</td> <td data-bbox="946 1304 1484 1394">Students will present a conflict-resolution strategy specific to a known issue in their sector of practice.</td> </tr> <tr> <td data-bbox="345 1394 435 1486">4</td> <td data-bbox="435 1394 946 1486">Critique effects of leadership response to change within the nutrition sector.</td> <td data-bbox="946 1394 1484 1486">Students will write a paper critiquing the effects of leadership response to change choosing one area of the nutrition sector.</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Apply leadership theories and frameworks to food and nutrition practice.	Students will apply leadership theories and frameworks to case scenarios.	2	Analyze the role of the food and nutrition professional within interprofessional teamwork.	Students will write an analytical paper on the role of the food and nutrition professional within interprofessional teamwork.	3	Develop conflict-resolution strategies to address ethical and functional issues facing the food and nutrition profession.	Students will present a conflict-resolution strategy specific to a known issue in their sector of practice.	4	Critique effects of leadership response to change within the nutrition sector.	Students will write a paper critiquing the effects of leadership response to change choosing one area of the nutrition sector.
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<p><b>(P) Brief Course Outline*</b></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"> <li>1. Common Leadership Theories and Frameworks within Food and Nutrition Practice       <ol style="list-style-type: none"> <li>a. Dimensions of Leadership           <ol style="list-style-type: none"> <li>i. Examining skills and characteristics</li> </ol> </li> <li>b. Collaborative Leadership</li> <li>c. Transformational Leadership</li> <li>d. Participative Management</li> <li>e. Action-centered leadership</li> <li>f. Catalytic Leadership</li> <li>g. Other – as new or revised theories or frameworks become relevant.</li> </ol> </li> <li>2. Role of the Nutrition Professional within the Interprofessional Team       <ol style="list-style-type: none"> <li>a. Historic to current role of the practicing nutrition professional</li> <li>b. Emotional Intelligence (EI)           <ol style="list-style-type: none"> <li>i. What is it?</li> <li>ii. Evaluating EI: Self</li> <li>iii. Evaluating EI: Interprofessional Team members</li> </ol> </li> <li>c. Using a team approach for the Patient/client-centered care model           <ol style="list-style-type: none"> <li>i. Team Success metrics and qualitative approaches</li> </ol> </li> </ol> </li> <li>3. Conflict-resolution Strategies for Food and Nutrition Leaders       <ol style="list-style-type: none"> <li>a. Common conflict sources</li> <li>b. Good v. bad conflict and effects on interprofessional teamwork</li> <li>c. Strategies for conflict-resolution           <ol style="list-style-type: none"> <li>i. Constructive conflict management</li> <li>ii. Applying emotional intelligence to conflict-resolution</li> <li>iii. Navigating laws, policies, and rules from the organizational- to federal-level.</li> </ol> </li> <li>d. Ethical considerations in conflict-resolution           <ol style="list-style-type: none"> <li>i. Code of Ethics for the Food and Nutrition Profession</li> <li>ii. Other – as required of professionals with additional backgrounds</li> </ol> </li> </ol> </li> <li>4. Adaptive Leadership for Navigating Internal and External Changes affecting the Nutrition Professional       <ol style="list-style-type: none"> <li>a. Framing Change using Adaptive Leadership           <ol style="list-style-type: none"> <li>i. Utilizing Emotional Intelligence</li> </ol> </li> <li>b. Tools/Skills/Techniques for adapting to organizational change</li> <li>c. Tools/Skills/Techniques for adapting to external change\</li> </ol> </li> <li>5. Consulting on Conflict and Change as a Nutrition Leader       <ol style="list-style-type: none"> <li>a. The role of a consultant           <ol style="list-style-type: none"> <li>i. Overview</li> <li>ii. Being aware of Unconscious bias</li> <li>iii. Understanding and translating qualitative information</li> <li>iv. Communicating with key informants and stakeholders</li> </ol> </li> <li>b. Applying Transformational v. Transactional Leadership in consulting</li> </ol> </li> </ol>
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**Rationale for Proposal**

<p><b>(Q) Why is this Course Being Proposed?*</b></p>	<p>To date, little is published regarding leadership applications in the field of food and nutrition. However, more and more nutrition professionals find themselves in leadership roles, especially since healthcare has refocused to a patient/client-centered approach. On the education level, programs are charged with developing student's future professional leadership roles. This charge is now measured by the number of program alumni becoming a preceptor for students in supervised-practice and the quality of preceptors that programs utilize (Accreditation Council for Education in Nutrition and Dietetics [ACEND] Accreditation Standards, 2018). Further, past Academy of Nutrition and Dietetics President, Dr. Glenda McCollum (2014), charged nutrition and dietetics education programs with developing students' skills, providing learning opportunities, and instilling motivation for new professionals to feel comfortable stepping into leader roles. Leadership skill development is not enough though. McCollum (2014) and Escott-Stump (2011) also cite our future food and nutrition leaders require knowledge about emotional intelligence, functions and roles of organizations, understanding a team approach for collaboration, and ability to self-reflect when assessing individual, group, and organizational outcomes.</p> <p>For students in the Master of Food and Nutrition program, this course will prepare future and current nutrition professionals for leadership roles by identifying nutrition-related theories and frameworks commonly applied to nutrition practice, applying emotional intelligence to teamwork and interprofessional healthcare collaboration, developing conflict-resolution skills, and instilling motivation to lead nutrition agenda through change.</p> <p>References:</p> <p>Accreditation Council for Nutrition and Dietetics Education. (2018). ACEND Accreditation Standards. <a href="https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2017-standards">https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2017-standards</a>. Accessed on March 6, 2019.</p> <p>McCollum, G. (2014). Practice Applications: Leadership in Nutrition and Dietetics: Today's wisdom for tomorrow's leaders. <i>JAND</i>, 11(5), S3.</p> <p>Escott-Stump, S. (2011). Leadership with a Little "L." <i>JAND</i>, 11(8), p. 1109.</p>
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<p><b>(R) University Senate Summary of Rationale</b></p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course provides graduate students with a foundation in leadership theory and framework commonly used in the nutrition sector. Both the dietetics and nutrition program accreditation body, ACEND, and many past presidents from the largest food and nutrition professional organization, the Academy for Nutrition and Dietetics, cites programs need to prepare students for leadership roles through skill development, including emotional intelligence and conflict-resolution skills (ACEND Accreditation Standards, 2018; McCollum, 2014; Escott-Stump, 2011). These skills, along with incorporating professional ethical considerations and managing to lead through change are required to effectively collaborate with fellow food and nutrition peers, interprofessional healthcare team members, and internal and external stakeholders (McCollum, 2014). Nutrition leaders are required for driving healthcare changes, aiding in treatment and prevention of nutrition-related disease, and advocating for healthier and more affordable food access on local, national, and global platforms (Food and Agriculture Organization of the United Nations, 2014). Increasing knowledge of leadership theories/frameworks and skills, then applying them to practice, will prepare the future nutrition professional for such leadership roles.</p> <p>References:</p> <p>Accreditation Council for Nutrition and Dietetics Education. (2018). ACEND Accreditation Standards. <a href="https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2017-standards">https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2017-standards</a>. Accessed on March 6, 2019.</p> <p>FAO of the UN. (2014). Food security and nutrition for all. <a href="http://www.fao.org/food-security-and-nutrition-for-all/en/">http://www.fao.org/food-security-and-nutrition-for-all/en/</a>. Accessed on March 6, 2019.</p> <p>McCollum, G. (2014). Practice Applications: Leadership in Nutrition and Dietetics: Today's wisdom for tomorrow's leaders. <i>JAND</i>, 11(5), S3.</p> <p>Escott-Stump, S. (2011). Leadership with a Little "L." <i>JAND</i>, 11(8), p. 1109.</p>
<p><b>(S) How Does it Fit into the Departmental Curriculum?*</b></p>	<p><i>Check all that apply</i></p> <p>Free Elective Other</p> <p>If Other, please explain:</p> <p>This course will be part of the administration track within the MS in Food and Nutrition. The below reference comes from our MS in Food and Nutrition webpage:</p> <ol style="list-style-type: none"> <li><b>Administration</b> if you would like to: (a) Apply management and leadership principles to foodservice, clinical and community nutrition services; and (b) Evaluate emerging research to advance evidence-based clinical nutrition knowledge, skills, and practice.</li> </ol> <p>Therefore, students who are part of the administration track can count this course toward their track-specific credits, while accomplishing part of this track's mission. Those MS in Food and Nutrition students in other tracks will be able to count this course as a free elective.</p>
<p><b>(T) Is a Similar Class Offered in Other Departments? *</b></p>	<p>NO</p> <p>Please Provide Comment:</p> <p>Leadership is a broad topic and can be taught from several perspectives. Leadership for the food and nutrition professional addresses theories, frameworks, skills, and attributes through the lens of the Food and Nutrition Department, focusing on interprofessional healthcare teams, and overall healthcare collaboration to nationally and globally drive the nutrition agenda. The issues and priorities addressed are complementary to but different from other fields of study.</p>
<p><b>(U) Does it Serve the College/University Above and Beyond the Role it Serves in the Department?*</b></p>	<p>YES</p> <p>Please Provide Comment:</p> <p>Leadership for Nutrition Professionals can benefit graduate students in healthcare, food, agriculture, and sustainability related fields who may help, or have interest, in driving a nutrition agenda at organization, local, state, national, and international levels.</p>
<p><b>(V) Who is the Target Audience for the Course?*</b></p>	<p>Department Elective</p> <p>If Other, please explain:</p>

<p><b>(W) Implications for Other Departments*</b></p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>In completing a course search within the graduate catalog, this course being specific to leadership for the food and nutrition professional, does not negatively 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><b>(X) Attach Supporting Documents for Implications, if Necessary</b></p>	<p style="text-align: center;"><b>File    Modified</b></p> <hr style="width: 20%; margin-left: 0;"/>
<p><b>(Y) Are the Resources Adequate?*</b></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 has qualified faculty to teach the course and Leadership for Nutrition Professionals is being offered throughout the summer, with potential to be included in the graduate course elective rotation for a fall/spring offering in the future.</p>

## Distance Education Section

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

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b></p> <p>distance-education</p>
<p><b>Course Prefix /Number</b></p>	<p>FDNT 653</p>
<p><b>Course Title</b></p>	<p>Leadership for Nutrition Professionals</p>
<p><b>Type of Proposal</b></p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>

<p><b>Brief Course Outline</b></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"> <li>1. Common Leadership Theories and Frameworks within Food and Nutrition Practice       <ol style="list-style-type: none"> <li>a. Dimensions of Leadership           <ol style="list-style-type: none"> <li>i. Examining skills and characteristics</li> </ol> </li> <li>b. Collaborative Leadership</li> <li>c. Transformational Leadership</li> <li>d. Participative Management</li> <li>e. Action-centered leadership</li> <li>f. Catalytic Leadership</li> <li>g. Other – as new or revised theories or frameworks become relevant.</li> </ol> </li> <li>2. Role of the Nutrition Professional within the Interprofessional Team       <ol style="list-style-type: none"> <li>a. Historic to current role of the practicing nutrition professional</li> <li>b. Emotional Intelligence (EI)           <ol style="list-style-type: none"> <li>i. What is it?</li> <li>ii. Evaluating EI: Self</li> <li>iii. Evaluating EI: Interprofessional Team members</li> </ol> </li> <li>c. Using a team approach for the Patient/client-centered care model           <ol style="list-style-type: none"> <li>i. Team Success metrics and qualitative approaches</li> </ol> </li> </ol> </li> <li>3. Conflict-resolution Strategies for Food and Nutrition Leaders       <ol style="list-style-type: none"> <li>a. Common conflict sources</li> <li>b. Good v. bad conflict and effects on interprofessional teamwork</li> <li>c. Strategies for conflict-resolution           <ol style="list-style-type: none"> <li>i. Constructive conflict management</li> <li>ii. Applying emotional intelligence to conflict-resolution</li> <li>iii. Navigating laws, policies, and rules from the organizational- to federal-level.</li> </ol> </li> <li>d. Ethical considerations in conflict-resolution           <ol style="list-style-type: none"> <li>i. Code of Ethics for the Food and Nutrition Profession</li> <li>ii. Other – as required of professionals with additional backgrounds</li> </ol> </li> </ol> </li> <li>4. Adaptive Leadership for Navigating Internal and External Changes affecting the Nutrition Professional       <ol style="list-style-type: none"> <li>a. Framing Change using Adaptive Leadership           <ol style="list-style-type: none"> <li>i. Utilizing Emotional Intelligence</li> </ol> </li> <li>b. Tools/Skills/Techniques for adapting to organizational change</li> <li>c. Tools/Skills/Techniques for adapting to external change\</li> </ol> </li> <li>5. Consulting on Conflict and Change as a Nutrition Leader       <ol style="list-style-type: none"> <li>a. The role of a consultant           <ol style="list-style-type: none"> <li>i. Overview</li> <li>ii. Being aware of Unconscious bias</li> <li>iii. Understanding and translating qualitative information</li> <li>iv. Communicating with key informants and stakeholders</li> </ol> </li> <li>b. Applying Transformational v. Transactional Leadership in consulting</li> </ol> </li> </ol>
<p><b>Rationale for Proposal (Required Questions from CBA)</b></p>	
<p><b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</b></p>	<p>Jodie Seybold, the proposed instructor for this course, completed her PhD coursework in Administrative and Leadership Studies, from the Sociology Department at IUP. She is currently in her dissertation phase. The ALS coursework requires both theoretical and applied courses in leadership and management, topics applicable to this course proposal. Additionally, Seybold has been the Director for the Department of Food and Nutrition's accredited Dietetic Internship Program since 2014, applying many of the concepts she has learned to improve the internship program. Seybold also serves as a leader in the Public Health and Community Nutrition Committee, within the national organization the Academy of Nutrition and Dietetics. She is in tune to the leadership and ethical issues nutrition professionals face in a variety of organizational settings. She has also worked in the community as a leader for the Indiana County Community Garden start-up and implementation. With these experiences studying and navigating leadership roles, this course was specifically built to identify problems commonly faced in the nutrition profession, and to identify and utilize tools that can break down barriers for better practice. Seybold has successfully taught online courses at the undergraduate and graduate level in the past for the Department of Food and Nutrition since 2011, utilizing various methods for student interaction and engagement between instructor-to-peer, and peer-to-peer.</p>

<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b></p>	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>How outcome is assessed using Distance Education Technologies</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Case scenarios will be submitted using a dropbox tool, and in-class discussion taking place using a discussion tool.</td> </tr> <tr> <td>2</td> <td>Analytical papers will be submitted using a dropbox tool.</td> </tr> <tr> <td>3</td> <td>Presentations will take place using interactive technology and a discussion tool.</td> </tr> <tr> <td>4</td> <td>Critiques will be submitted using a dropbox tool, and a discussion tool.</td> </tr> </tbody> </table>	Course SLO #	How outcome is assessed using Distance Education Technologies	1	Case scenarios will be submitted using a dropbox tool, and in-class discussion taking place using a discussion tool.	2	Analytical papers will be submitted using a dropbox tool.	3	Presentations will take place using interactive technology and a discussion tool.	4	Critiques will be submitted using a dropbox tool, and a discussion tool.
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<p><b>How will the instructor-student and student-student interaction take place? (if applicable)</b></p>	<p>The instructor will provide feedback through written assignments as well as guide discussions. The instructor will also be accessible via phone and email. Interactive technology may be used for specific topics or student communication. Students will interact with one another via discussion boards.</p>										
<p><b>How will student achievement be evaluated?</b></p>	<p>Evaluation will include:</p> <ul style="list-style-type: none"> <li>▪ Case Studies - case studies in leadership and ethics are valuable for having students apply theoretical and situational information. The cases used in this course are based on real events either organizationally or nationally. Through these case studies, students will have the opportunity to independently write their narratives, then discuss their position among their peers using discussion tools and/or interactive technology. Rubrics will be provided for guidance and grading.</li> <li>▪ Analytical paper - Food and Nutrition master's students have some experience working in the nutrition or related field, even if it is on a volunteer basis. The analytical paper gives students the opportunity to use material learned and discussed through the course, and critically analyze a scenario they have experienced, while applying tools and developing methods that can be utilized in the future to better navigate leadership and ethical barriers or issues. A rubric will be provided for guidance and grading.</li> <li>▪ Leadership critique - Utilizing leadership theory and other topic-specific information, students will be asked to critique their personal leadership style and emotional intelligence views. Then, students will respond to a scenario presented, demonstrating an objective consulting perspective on what they perceive conflicts in leadership to be, and how to then address them. A rubric will be provided for guidance and grading.</li> <li>▪ Discussions - students will be asked to discuss a variety of information on a weekly basis from assigned readings, reports, videos, transcripts, and other artifacts, as a means of evaluating their understanding and application of information, then debating this information among peers to build richer meaning. Grading criteria will be published for student's general reference.</li> <li>▪ Final project - the final project is a culminating activity the student will put together following a rubric. Students will be asked to develop leadership tool they can utilize for everyday use and special circumstances, based on what they learned. This final project has students demonstrate critical thinking through synthesis and evaluation of self, organizations, and national organization ethical standards. Students can use this project in their careers when stepping into leadership roles, for ethical decision-making, and to help other professionals strengthen their leadership capabilities. Students will record their presentation of the final project, and post it to the class, which allows for reactions, feedback, and questions. The rubric given will be used to grade the project.</li> </ul>										



<p><b>How will academic honesty for tests and assignments be addressed?</b></p>	<p>Honor Statement: Students will be provided with the syllabus, detailing the requirements of the course. Students will be required to complete an honor statement signifying that they have read the course syllabus, understand the policies as outlined, and agree to abide by the course policies.</p> <p>Syllabus Quiz: At the onset of the course, students may be asked to complete a quiz based on the syllabus, indicating that they have read the material.</p> <p>Review of Papers for Plagiarism: Plagiarism technology may be used to review students' papers for plagiarism. If detected, plagiarism will be dealt with according to university policies and procedures.</p> <p>Academic Integrity Policy: The following academic integrity policy, an abbreviated form of the actual academic integrity policy in the IUP Graduate Catalog, will be incorporated into the course syllabus:</p> <p><i>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 that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity:</i></p> <ul style="list-style-type: none"> <li>• <i>Providing or receiving unauthorized assistance in coursework, lab work, theses, dissertations, or examinations.</i></li> <li>• <i>Using unauthorized materials and resources during quizzes or examinations.</i></li> <li>• <i>Plagiarism, which is the use of papers, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.</i></li> <li>• <i>Using the same paper or presenting work more than once without instructor authorization.</i></li> <li>• <i>Possessing course examination materials without the prior knowledge and consent of the instructor.</i></li> <li>• <i>Engaging in behaviors that are disruptive or threatening to others.</i></li> <li>• <i>Using computer technology in any way other than for the purposes intended for the course.</i></li> </ul> <p><i>Please note that the IUP faculty uses a variety of technologies to check the 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, which is available at <a href="http://www.iup.edu/graduatestudies/catalog">http://www.iup.edu/graduatestudies/catalog</a>.</i></p>
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## Liberal Studies Section

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

<b>If Completing this Section,</b>	<b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b>
<b>Check the Box to the Right:</b>	

<b>Liberal Studies Course Designations (Check all that apply)</b>	
<b>Section 1</b>	
<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	
<b>Liberal Studies Elective</b>	<i>Please mark the competencies(s) that apply - must meet at least one</i>
<b>How does this course fit into the designation you indicated above?</b>	

**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*

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

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

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*

<p>If Completing this Section, Check the Box to the Right:</p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></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"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p><b>File</b>   <b>Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></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>