

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

- 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*

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

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| (A) Course Prefix* | FDNT |
| (B) Course Number* | <i>See the Registrar's List of Unavailable Course Numbers at</i> |
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| (L) Additional | |
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(O) Student Learning Outcomes* (SLO)

For Each Outcome Describe

How the

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| <p>(P) Brief Course Outline*</p> | <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <ol style="list-style-type: none"> 1. Review of Basic Sports Nutrition Principles <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Altitude b. Cold c. Heat |
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Rationale for Proposal

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| <p>(Q) Why is this Course Being Proposed?*</p> | <p>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 topics (1) Tuition 4pts nquetyr Prodent's ho worhavalibreto estieartelated to heak in foh thesically active hasividual whs enhance athir agerts nut ET B</p> <p>1.</p> |
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| <p>(T) Is a Similar Class Offered in Other Departments? *</p> | <p>NO</p> <p>Please Provide Comment:</p> <p>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.</p> |
| <p>(U) 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 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.</p> |
| <p>(V) Who is the Target Audience for the Course?*</p> | <p>Department Elective Open to Any Student</p> <p>If Other, please explain:</p> |
| <p>(W) Implications</p> | |
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| <p>If Completing this Section, Check the Box to the Right:</p> | <p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p> <p>distance-education</p> |
| <p>Course Prefix /Number</p> | <p>FDNT 545</p> |
| <p>Course Title</p> | <p>Advanced Sports Nutrition</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> <ol style="list-style-type: none"> 1. Review of Basic Sports Nutrition Principles <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Diabetes b. c. d. e. 6. <ol style="list-style-type: none"> a. b. c. |

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| <p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</p> | <p>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.</p> <p>Qualifications in the Discipline:</p> |
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| <p>How will the instructor-student and student-student interaction take place? (if applicable)</p> | <p>Methods of communication and interaction may include LMS communication tools (e.g. discussion forums, 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.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • 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 |
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| <p>How will academic honesty for tests and assignments be addressed?</p> | <p>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:</p> <ul style="list-style-type: none"> • 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: <p>"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 "</p> |
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Liberal Studies Section

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

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| <p>If Completing this Section, Check the Box to the Right:</p> | <p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p> |
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| Liberal Studies Course Designations (Check all that apply) | | | | | |
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| Section 1 | | | | | |
| Learning Skills: | | | | | |
| Knowledge Area: | | | | | |
| Liberal Studies Elective | <i>Please mark the competencies(s) that apply - must meet at least one</i> | | | | |
| How does this course fit into the designation you indicated above? | | | | | |
| Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's | <p><i>Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.</i></p> <p><i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%; padding: 5px;">Informed Learners demonstrate:</th> <th style="width: 30%; padding: 5px;">Course SLO #</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> • the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> </tbody> </table> | Informed Learners demonstrate: | Course SLO # | <ul style="list-style-type: none"> • the ways of modeling the natural, social and technical worlds | |
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