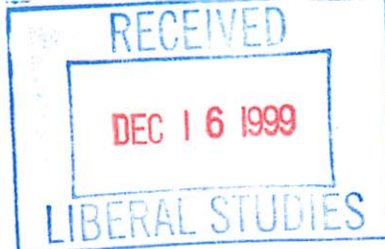


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 99-51C
Submission Date: App 3/21/00
Action-Date: Senate App 5/2/00

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Joanne B. Steiner Phone 7-4440
Department Food and Nutrition

II. PROPOSAL TYPE (Check All Appropriate Lines)

 COURSE _____
Suggested 20 character title
 New Course * _____
Course Number and Full Title
XX Course Revision FN 364 Methods of Teaching
Course Number and Full Title
 Liberal Studies Approval + _____
for new or existing course Course Number and Full Title
 Course Deletion _____
Course Number and Full Title
 Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title
XX Course or Catalog Description Change FN 364 Methods of Teaching
Course Number and Full Title

 PROGRAM: Major Minor Track
 New Program * _____
Program Name
 Program Revision * _____
Program Name
 Program Deletion * _____
Program Name
 Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Joanne B. Steiner Joanne B. Steiner 11/11/99
Department Curriculum Committee Department Chair
Mary E. Seeshkin 12/9/99 Charles P. Zoni 12/12/99
College Curriculum Committee College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

I. Catalog Description

FN364 Methods of Teaching

(3c-0l-3sh)

Pre-requisites: FN 213

Current teaching techniques and resource materials in nutrition education emphasized. Emphasis includes all forms of nutrition education including classroom instruction, in-service training of employees, and community-based education.

Part II. Description of the Curriculum Change
I. New syllabus of record

I. Catalog Description

FN364	Methods of Teaching	3 credits 3 lecture hour 0 lab hours (3c-0l-3sh)
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Pre-requisites: FN 213

Current teaching techniques and resource materials in nutrition education emphasized. Emphasis includes all forms of nutrition education including classroom instruction, in-service training of employees, and community-based education.

II. Course Objectives

1. Plan, teach, and evaluate a lesson that is an appropriate length and level for the target audience using effective instructional materials/methods. To achieve this competency, the student will be expected to:
 - Understand learning theories for students of all ages.
 - Correctly state, write, and analyze behavioral objectives.
 - Select and organize learning experiences appropriate for objectives and target audience.
 - Select, prepare, and evaluate instructional materials to promote the learning process.
 - Write a lesson plan.
 - Develop verbal and non-verbal skills appropriate for the audience.
2. Develop verbal and nonverbal communication skills appropriate for the food and nutrition professional.
3. Participate in class discussions, group work and other learning activities, both in and out of class.
4. Demonstrate interpersonal skills via group activities in and out of class.
5. Locate, research, and/or create educational materials using technology where appropriate.

II. Detailed Course Outline

44 class hours (40 hours instruction + 4 hours examination time including final examination)

A. Introductions; Course Overview (1 hour)

Rationale – Why Methods of Teaching is Required for Your Major

- B. National Education Goals for Nutrition (2 hours)
- C. Overview requirements for lesson students will teach (1 hour)
- D. Learning Styles (5 hours)
Educational Theories –
Children, adolescents, adults, older adults
- E. Communication skills (1 hour)
- F. Teaching and Learning (1 hour)
- G. Planning before teaching (3 hours)
The Lesson Plan
Writing educational/learning objectives
Analyzing the quality of objectives
- H. Teaching Strategies – alternative methods (4 hours)
- I. Selecting instructional activities and teaching resources (2 hours)
- J. Developing and using media (3 hours)
Using PowerPoint for presentation development
- K. Theories and models of behavior change (4 hours)
- L. Motivation (2 hours)
- M. Communication and diversity (1 hour)
- N. Classroom management
Discipline (1 hour)
Group dynamics, facilitation (2 hours)
Leadership (2 hours)
- M. Methods and components of evaluation (3 hours)
- N. Media Relations (2 hours)

III. Evaluation Methods

Final grade will be based on performance in these areas:

4 Exams @ 75 points	= 300 points
Teaching Experience/Portfolio	= 200 points
Log	= 50 points
Class participation	= 150 points

Participation includes: individual participation in class and small group work, homework, activities and writing assignments, quizzes.

The teaching experience and log are the cumulative final exam for this class. A mandatory, terminating activity during the final exam period will be held for this class.

Grading Scale:

90 % = A

80-89% = B

70-79% = C

60-69% = D

<60% = F

IV. Required Textbooks

Required: Holli B.B., and Calabrese R.J. 1998. Communication and Education Skills for Dietetics Professionals. 3rd Edition. Williams & Wilkins.

Required: Raines C, and Williamson L. 1995. Using Visual Aids: A Guide for Effective Presentations. Crisp Publications, Inc.

Optional (one copy at library reserve desk): McKeachie W.J. Teaching Tips: Strategies, Research, and Theory for College and University Teachers. 10th Edition. D.C. Heath and Company, 1999.

V. Special Resource Requirements

Students must find a target audience to teach and have the lesson videotaped. They must locate and/or develop visual aids for their teaching experiences. They are also responsible for obtaining and returning audio-visual equipment for their teaching experiences either from Media Resources or the Food and Nutrition department.

Students must have access to a computer with Internet access in order to obtain assignments and other course-related information, submit completed work, and to participate in on-line assignments.

VI. Bibliography

AbuSabha, R. and Achterberg, C. (1997) Review of self-efficacy and locus of control for nutrition- and health-related behavior. *J Am Diet Assoc* 97(10):1122-1132.

Achterberg, C. and Clark, KL. (1992) Retrospective examination of theory use in nutrition education. *J Nutr Educ* 24:227-233.

ADA Position Paper. The American Dietetic Association. Nutrition Education for the Public.

American Dietetic Association. Nutrition Education for Consumers: Designing Strategies and Services. Self-Assessment Module.

Ashworth, P. (1997) Breakthrough or bandwagon? Are interventions tailored to Stage of Change more effective than non-staged interventions? *Health Educ J* 56:166-174.

McKinney, S. ADA's Computer Tutor: Presentation Packages-Put Pizzazz into Your Presentations; Desktop Publishing - Market Savvy: Brochures, Flyers, and Handouts. The American Dietetic Association. 1998.

"The Nutrition Idea Book": Innovative Nutrition Education Strategies for Many Audiences and Settings. (1997) Patricia Britten, Editor. Society for Nutrition Education Foundation.

Shield, J.E., Mullen, MC. Developing Health Education Materials for Special Audiences: Low-Literate Adults. The American Dietetic Association. 1992.

Silberman, M. (1996) Active Learning: 101 Strategies to Teach Any Subject, Boston, MA: Allyn and Bacon.

Wallack, L., Dorfman, L., Jernigan, D. and Themba, M. (1993) Media Advocacy for Public Health. Sage Publications. Newbury Park.

Recommended Journals:

Presentations, www.presentations.com

Syllabus, www.syllabus.com

T.H.E. Journal, (Technological Horizons in Education), www.thejournal.com

Journal of Nutrition Education

Change

Recommended Web Sites with Teaching Philosophies

www.utep.edu/cetal

[www – ctl.stanford.edu/teach/handbook/portfolio.html](http://www-ctl.stanford.edu/teach/handbook/portfolio.html)

www.msu.edu/~taprog/ch7.htm

www.cte.iastate.edu/portfolio.html

<http://coents2.coe.iup.edu/portfolio>

Other Recommended Web Sites:

“TIPS” Theory Into Practice Database www.gwu.edu/~tip/backgd.html
contains descriptions of 50 theories relevant to human learning and instruction

American Dietetic Association www.eatright.org

Society for Nutrition Education www.jne.org

Healthy People 2010 www.health.gov/healthypeople

United States Department of Agriculture www.usda.gov

IFIC – International Food and Information Council www.ificinfo.health.org

National Council Against Health Fraud www.ncahf.org

Quackwatch www.quackwatch.com

American Dairy Ass'n www.drink-milk.com

Recommended Newsletters: (Available at the Center for Teaching Excellence, 352 Sutton)

The Teaching Professor

The National Teaching and Learning Forum

Other Newsletters Online

CSPI Nutrition Action Letter www.cspinet.org

Harvard Health Letter www.harvardhealthpubs.org/Harvard_Search

Harvard Women's Health Watch www.health.harvard.edu/newsletters

Mayo Clinic Health Letter www.mayohealth.org

The New England Journal of Medicine Health News www.onhealth.com

Tufts University Health and Nutrition Newsletter www.healthletter.tufts.edu

Web Sites for Nutrition Education curriculum ideas

Dole 5-a-Day www.dole5aday.com

Kids Food www.kidsfood.org/teachers/t_links.html

New York Times Learning Network www.nytimes.com/learning

Annotated list of educational standards and curriculum frameworks

www.putwest.boces.org/standards.html

Supplemental Readings:

Dunn, J.P. (1994) Reflections of a Recovering Lectureholic, *The National Teaching and Learning Forum*, 3 (6), 1-3.

Goodyear, G.E. (1998) Statements of Teaching Philosophy, in M. Kaplan (ed.) *To Improve the Academy*, Stillwater, OK: New Forums Press, Vol. 17, 103-121.

What Makes a Good Teacher? (1997), *The Teaching Professor*, Jan., 1-2.

2. A summary of the proposed revisions.

Current course pre-requisite: FN 313 and HR 356

Revised course pre-requisites: FN 213

Updated course objectives, course description and course content

3. Justification/rationale for the revision

Change of Pre-requisite:

FN 313 became an HR course in 1989. Additionally, HR 313 and HR 356 are not required courses for the nutrition track of the proposed BS in Nutrition. Initially, these two pre-requisites were required for FN 364 in the 1970's when the department major was "Nutrition Education" which prepared students to be school food service directors. This program was deleted in the 1980's.

This course requires foundation knowledge nutrition which are FN 212 Nutrition and FN 213 Nutrition in the Life Cycle, a two semester sequence of basic nutrition. Since FN 212 is a pre-requisite for FN 213, the pre-requisite of FN 213 assures that the student has had the basic nutrition sequence.

Update to catalog description:

The catalog description has been updated to better reflect the course emphasis and course content.

Update to course objectives: Revised objectives better reflect current professional needs.

Update to course content:

The course content has been updated to better reflect the needs of nutrition majors to provide nutrition education in variety of professional practice settings.

4. Old syllabus of record

Attached

I. Catalog Description

Current teaching techniques and resource materials in nutrition education emphasized. Both classroom teacher and on-the-job training programs are included. Three hours per week.

II. Competencies

- A. Plan, teach at the University School, and evaluate a lesson using effective instructional materials. To achieve this competency, the student will be expected to:
 - a. understand learning theory for students of all ages.
 - b. correctly state and analyze behavioral objectives.
 - c. select and organize learning experiences appropriate for objectives.
 - d. select and evaluate instructional materials to promote the learning process.
- B. Understand the meaning of professionalism and know the value of membership in professional organizations.
- C. Construct a variety of measures for evaluating student achievement.

III. Course Outline

- | | |
|--------|---|
| Week 1 | Course Overview
Rationale Why Methods of Teaching Is Required for FN majors. |
| Week 2 | Creating Effective Bulletin Boards
Demonstration Techniques |
| Week 3 | Plan Nutrition Unit to Be Taught To University School Children
Oral Communication: 20 Dos and Don'ts for Beginning Speakers
and Body Language |
| Week 4 | Creativity |
| Week 5 | Teaching and Learning |
| Week 6 | Demonstrations |
| Week 7 | Demonstrations |
| Week 8 | Planning Objectives |

Week 9	Objectives Exam I
Week 10	Evaluation Teaching Strategies
Week 11	Teaching Children Discipline
Week 12	Teaching Experiences (at the University School) Professionalism
Week 13	Teaching Experiences Teaching Adolescents
Week 14	Teaching Experiences Teaching Adults
Week 15	Teaching Experiences
Week 16	Final Exams

IV. Evaluation

Final grade will be calculated as follows:

Exams and bulletin board	67%
Teaching Experience #2	33%

Teaching Experience #2 is the cumulative final exam for this class.

Tests will not be reviewed during class time.

Arrange appointments for discussion of grades or other class concerns during office hours. If you are not free during my office hours, see me for an appointment time mutually agreeable.

Office: 152 Whitmyre

Office Hours: 11-1 M; 11:30-1 TR

Phone: 2626

The department grading scale is:

90-100%	= A
80- 89%	= B
70- 79%	= C
60- 69%	= D
below 60%	= F

V. Text

Fleck, Henrietta. Toward Better Teaching of Home Economics, 2nd ed. The Macmillan Company, 1980.

VI. Supplemental Material

Allgood, M. B. 1962. Demonstration Techniques. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Blackenship, M. L. & B. Moerchen. 1979. Home Economics Education. Houghton Mifflin Company.

Bloom, B. F. Taxonomies of Educational Objectives, Handbook I: Cognitive Domain. New York: Longman's Green.

Crys, E. Jr. 1973. You, Behavioral Objectives and Nutrition Education, National Dairy Council.

Mager, R. F. 1962. Preparing Instructional Objectives. Fearon Publishers,

Weigand, J. E. (ed.) 1971. Developing Teacher Competencies. Prentice-Hall, Inc.

VII. Course Policies

- A. No make-up examinations will be given except in the case of illness (confirmed by the infirmary) or family emergency. Regardless of reason, absolutely no make-up exams will be given unless the instructor is contacted prior to the scheduled test period. Make-up exams may be oral.

Department make-up policy: Students who miss one week or more of classes, have notified the faculty as soon as possible of the absence, and have an excuse signed by the attending physician or Health Center Official will be given an opportunity to make up any test or written work within 10 days following the date on doctor's excuse. In all cases, faculty must be notified prior to the day of any scheduled test or class assignment that is due.

- B. A due date is designated for all assignments. Grade deductions for late assignments will be made as follows:

1-5 school days late - Grade will be lowered by 10 percent.

School days are M, T, W, R, F.

An additional 10 percent will be deducted for each subsequent week late.

Extension of due date will be granted only for extenuating circumstances and only if the instructor is contacted prior to the due date.

- C. All written assignments must be typed according to the department written communication policy.

- D. No extra credit work will be accepted.

- E. Final exams. Plan to be on campus during the entire final exam period. The following are the only acceptable reasons to schedule a make-up final:
- (1) Two exams scheduled simultaneously
 - (2) More than three exams on the same day
 - (3) Death in the immediate family
 - (4) Student hospitalized
- F. The reading assignments for each class are listed with the lecture topic. Students are instructed to read the assigned material before the class and be prepared to discuss it in class.
- G. Class handouts will be distributed only once in class. If you are absent, find a classmate to get your handouts or xerox them.

VIII. Mary Ann Cessna

3/84

Subject: Deletion of pre-requisite

Date: Wed, 16 Feb 2000 20:42:26 -0500

From: Joanne Steiner <jsteiner@grove.iup.edu>

Organization: Chair, Food and Nutrition

To: Jeff Miller <jmiller@grove.iup.edu>

CC: Joanne Steiner <jsteiner@grove.iup.edu>

We have recently submitted a proposal to the University Wide Curriculum Committee requesting the deletion of HR 356 as a prerequisite for FN 364 Methods of Teaching. This deletion in no way affects the dietetic program requirement. All dietetic majors are still required to take HR 356. We just do not feel that HR 356 provides any academic base to the content of FN 364.

Please reply to this email indicating that you have been informed and that this action does not affect your department in servicing our student.

Thank you.

--

Joanne B. Steiner
Chair, Food and Nutrition

Subject: Deletion of pre-requisite

Date: Wed, 16 Feb 2000 20:42:26 -0500

From: Joanne Steiner <jsteiner@grove.iup.edu>

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Please reply to this email indicating that you have been informed and that this action does not affect your department in servicing our student.

Thank you.

--

Joanne B. Steiner
Chair, Food and Nutrition

OK.

JRM