NEW COURSE FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal
NEW COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

1. Name of Department: Health Education Department
2. Name of New Course: Global Nutrition and Disease
3. Course Number: HED 340
4. Prerequisites: HED 110

Corequisites: None

Basic Skills: None

5. Hours per week: 3 Lecture Hours: 3 Lab Hours: 0
6. Credits: 3
7. Course is required in the following curricula Community Health

8. Will special materials, space, and/or equipment be required? ☐ Yes ☑ No
9. Estimated enrollment per semester: 30
10. Date effective: Fall ☐ 2020 ☐

11. Attach course articulation agreement(s) with a senior college.

12. Attach justification that the new course reflects the goals for all curricula passed by Faculty Council in May 1988

13. Attach justification that the new course reflects the General Education goals for all curricula passed by Faculty Council in May, 2006

14. Attach department(s) minutes approving this proposal

Signatures

1. _____ 11/22/19
Department Chairperson or Program Director — Date

2. Alam 11/25/19
Scheduling Officer (Advised as to Course Code) — Date

3. _____ 11/27/19
Dean of Academic Affairs (Advised as to format) — Date

4. _____
Chairperson of Curriculum Committee — Date
(After the approval of the Curriculum Committee)

THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK

HEALTH EDUCATION DEPARTMENT

HED 340: Global Nutrition & Disease

Fall 2020
Professor McNamara, PhD, RD, CDN
e-mail address: gmcnamara@bmcc.cuny.edu

Three Credits /Three Lecture Hours
Office # (212) 220-8000
Office N799, Office Hours:

COURSE DESCRIPTION

This course explores the global aspects of nutrition in relation to health and disease. Students will examine factors that contribute to hunger, malnutrition, nutrition-related diseases **and** chronic diseases. Students will examine nutrition epidemiology and consequences of malnutrition in terms of morbidity and mortality. Students will also examine political mechanism that affect delivery of quality food and nutrition services, such as legislation, policies and practices. Students will develop cultural competencies needed for effective nutrition intervention as well explore agricultural techniques needed for sustainable development.

Prerequisite: HED 110

STUDENT LEARNING OUTCOMES

Student Learning Outcomes HED XXX	Assessment
1. Students will describe the unique features of the biomedical model of health and the socio-ecological model of health. Further, utilizing behavior change theory, students will identify constructs that are critical for lifestyle change, e.g. modified diets.	Exams, In-Class Exercises, Homework Assignments, Research Project
2. Students will utilize a socio-ecological approach to explain how specific demographic factors impact nutrition status. Students will also identify the food and nutrition needs of distinct populations, specifically the maternal/child dyads, the elderly, infants & children, the impoverished, and adolescents. Students will also become familiar with the nutritional needs of those persons diagnosed with diabetes, heart disease, hypertension, metabolic syndrome, obesity, and HIV/AIDS.	Exams, In-Class Exercises, Homework Assignments, Research Project
3. Students will describe various research designs useful in collecting data for nutrition epidemiological purposes. Utilizing government surveillance systems, students will identify population data on nutrition knowledge, food consumption and health status.	Exams, In-Class Exercises, Homework Assignments, Research Project
4. Students will select a particular community and, utilizing discipline-specific screening tools, conduct an assessment of the residents' nutrition and health status as well as community food resources. Students will address findings of food in/security and nutrition in/equality.	Exams, In-Class Exercises, Homework Assignments, Research Project
5. Students will display cultural competence and be able to identify components of cuisine that are representative of various ethnic groups. Students will also be able to identify foods that hold symbolic meaning for various religions as well as be informed of dietary restrictions and food-related rituals.	Exams, In-Class Exercises, Homework Assignments, Research Project
6. Students will understand the role government has in determining nutrition standards, legislature, regulation, policies and practices as well as the mechanisms that affect delivery of quality food and nutrition services. Students will become aware of effective nutrition intervention programs designed to prevent disease and promote health.	Exams, In-Class Exercises, Homework Assignments, Research Project
7. Students will examine current agricultural techniques and the need for sustainable development to ensure adequate distribution of resources.	Exams, In-Class Exercises, Homework Assignments

Below are the college's general education learning outcomes, the outcomes that are checked in the left –hand column indicate goals that will be covered and assessed in this course. (Check at least one.)

	General Education Learning Outcome HED XXX	Assessment
x	**Communication Skills** - Students will write, read, listen and speak critically and effectively.	In-Class Exercises, Homework Assignments, Research Project
	Quantitative Reasoning - Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	
x	**Scientific Reasoning** - Students will be able to apply the concepts and methods of the natural sciences.	Exams, In-Class Exercises, Homework Assignments, Research Project
x	**Social and Behavioral Sciences** - Students will be able to apply the concepts and methods of the social sciences.	Exams, In-Class Exercises, Homework Assignments, Research Project
	Arts & Humanities – Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	
x	**Information & Technology Literacy** – Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Research Project
	Values - Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	

For outline of topics see the attached class schedule.

Potential Textbook:
Nutrition in Public Health: Principles, Policies, and Practice, Arlene Spark, Lauren Dinour, Janel Obenchain Cengage Learning, Boston, MA. (2013)
ISBN: 10: 1337919330

Public Health Nutrition: Principles and Practice in Community and Global Health by Natalie Stein. Jones and Bartlett Learning: Burlington, MA ISBN 978-1-14496-9204-9

Grading:		
	Research Project	25%
	Exam #1	20%
	Exam #2	20%
	Exam #3	20%
	Homework Assignments	10%
	Participation Exercises	05%

Class Participation
Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Single Stop www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220- 8130.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity www.bmcc cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

City University of New York
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
Health Education Department

HED 340: Global Nutrition & Disease

Session	Date	Topic	Assignment
1		*Biomedical and Ecological Models:* Understanding Behavior Change Theories	Read Ch 2
2		*Determinants of Health:* Understanding Demographic Factors	Read Ch 2 7
3		*Special Population Needs*: Maternal-Child Health Dyad, Infants & Young, Elderly, Adolescents, Impoverished	Read Ch 6
4		*Special Health Conditions*: DM, CVD, HTN, Cancer, OW Obese Metabolic Syndrome, Obese, HIV/AIDS	Read Ch 4
5		**Exam 1**	
6		*Principles of Epidemiology*: Current Data and Trends on Nutrition Status Research Designs and Nutrition Studies	Read Ch 3
7		*Food Resources & Community Nutrition Assessment*	Read Ch 10
8		*Cultural Influences:* Foodways and Diets of Ethnic & Religious Groups	Read Ch 7
9		*Health Disparities*: Food Security & Insecurity Nutrition Inequalities	Read Ch 9
10		**Exam 2**	
11		*Governmental Role:* Setting Nutrition Standards, Legislation, Regulation, Policies and Practices	Read Ch 8 1govt
12		*Nutrition Intervention Programs:* Community–based Strategies Population–based Strategies Nutrition Education Program Funding, Delivery, Assessment & Evaluation	Read Ch 10, 14
13		*Nutrition and Food Environments:* Food Supply and Delivery Systems Their Impact on Nutrition Status	Read Ch 11
14		*Global Nutrition*: Agriculture & Environmental Sustainability	Read Ch 13
15		**Exam 3**	

Exams (60%):
Three exams (multiple choice, fill-in-the blanks, short answers) each contribute 20% to final grade.

Participation Exercises (5%):
Brainstorming activities to activate prior knowledge to be linked to current lecture.
Defining vocabulary words and terms relevant to the lesson.
Small group discussions, for example, on the barriers to good nutrition that special populations face.
Creating graphic organizers to categorize concepts presented in the lesson.
Reflect Respond

Homework Assignments (10%):
Compare and Contrast Essay: Compare food and dining rituals among ethnic groups and religious observers.

Research Project (25%):
Select a particular community and, utilizing discipline-specific screening tools, conduct an assessment of the residents' nutrition and health status as well as community food resources.

City University of New York
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
Health Education Department

Departmental Meeting
November 13, 2019

Present: Chairperson Rennis, Professors DeFillippo, Evangelista, Grace, McGee, McNamara, Shneyderman
Absent: Professors Belcastro, Hansen

Minutes of the September department meeting were approved.

New Business:

- Review of HED Events held this semester – Jane Young Film Festival, 5k Fun Run/Walk, Health Professions Career Panel.
- Advisement Status – As of today 75 HED students have come to the department for advisement. Professors Rennis and McNamara met with the following departments regarding advisement of their HED students: ASAP, BMCC Learning Academy and College Now.
- Reminder to faculty to vote on the PSC CUNY contract by November 26th.
- Basic Skills Guidelines are changing CUNY wide starting in Spring 2020. HED Faculty voted to approve the college applying the appropriate proficiency index to all HED courses requiring basic skills prerequisites.
- HED Committees split into group work from 2:40pm to 3:10pm.
- Student Affairs:
  - HED Promotion video is being worked on.
  - Committee is trying to enhance HED Club membership.
- HED Transfer Workshop will be held on November 20th from 2pm-4pm in Room N780.
- The APR site visit will be in December before the winter break.
- HED faculty voted to approve a curriculum revision to the Community Health Education major to include the following focus areas: Health Education and Promotion, Food Studies, Exercise Science, and Health Services Administration. This act requires two new courses (Nutrition across the Lifespan, and Global Nutrition and Disease) which the faculty also approved.

Respectfully submitted by,
Margaret Eisenberg