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: Nutrition Across the Lifespan
3. Course Number: HED 341
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. [signature] 11/22/19
Department Chairperson or Program Director — Date

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

3. [signature] 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 341: Nutrition Across the Lifespan

Three Credits /Three Lecture Hours

Professor McNamara, PhD, RD,CDN
(212) 220-8000
e-mail address: gmcnamara@bmcc.cuny.edu
Office Hours:

Office #

Fall 2020
Office N799

COURSE DESCRIPTION

This course examines current concepts in human nutrition as applied to individual needs that are based upon research conducted with gender and age groups in each stage of the life span.

Prerequisite: HED 110

STUDENT LEARNING OUTCOMES

Student Learning Outcomes HED 235	Assessment
1. Students will understand and explain the unique physiological demands and challenges placed upon the body during each stage of the life span.	Exams, In-Class Exercises, Homework Assignments, Research Project
2. Students will identify the specific energy and nutrient needs associated with each stage of the life cycle utilizing discipline standards grounded in research.	Exams, In-Class Exercises, Homework Assignments, Research Project
3. Students will explain the role nutrients (levels adjusted for age and gender) play in enabling the body to attain normal growth, development, and functioning at each life cycle stage.	Exams, In-Class Exercises, Homework Assignments, Research Project
4. Students will utilize discipline-specific screening and assessment tools tailored to developmental stages in order to evaluate individual's nutritional status.	Exams, In-Class Exercises, Homework Assignments, Research Project
5. Students will develop nutrition care plans, including diets, supplements and functional foods, in order to meet the nutritional needs of persons within each developmental stage aimed at health maintenance and disease prevention.	Exams, In-Class Exercises, Homework Assignments, Research Project
6. Students will also develop nutrition care plans for high-risk persons at various stages of the life cycle specifically aimed at overcoming nutritional problems,	Exams, In-Class Exercises, Homework Assignments, Research Project
7. Students will become familiar with community nutrition intervention programs available to persons in various stages of the life cycle to assist with overcoming dietary challenges. Further, students will include such programs in nutrition care plans developed throughout the course when appropriate.	Exams, In-Class Exercises, Homework Assignments, Research Project

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 235	Assessment
x	**Communication Skills** - Students will write, read, listen and speak critically and effectively	Exams, In-Class Exercises, Homework Assignments, Research Project
x	**Quantitative Reasoning** - Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	Exams, In-Class Exercises, Homework Assignments, Research Project
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
	Social and Behavioral Sciences - Students will be able to apply the concepts and methods of the social sciences.	
	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.	
	Information & Technology Literacy – Students will be able to collect, evaluate and interpret information and effectively use information technologies.	
	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.

Textbook: *Nutrition Through the Life Cycle, 7 ed.* Judith Brown, Cengage Learning, Boston, MA. (2017, 2020)
ISBN: 10: 1337919330

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 3XX: Nutrition Through the Life Cycle

Session	Date	Topic	Assignment
1		Orientation: Nutrition Basics Principles of the Science of Nutrition	Read Ch 1
2		Preconception Nutrition	Read Ch 2 & 3
3		Nutrition During Pregnancy	Read Ch 4 & 5
4		Nutrition During Lactation	Read Ch 6
5		**Exam 1**	
6		Infant Nutrition	Read Ch 8 & 9
7		Breast Feeding & the Nursing Infant	Read Ch 7
8		Nutrition for Toddlers & Preschoolers	Read Ch 10 & 11
9		Child Nutrition	Read Ch 12
10		**Exam 2**	
11		Preadolescent Nutrition	Read Ch 13
12		Adolescent Nutrition	Read Ch 14 & 15
13		Adult Nutrition	Read Ch 16 & 17
14		Nutrition & Older Adults	Read Ch 18 & 19
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 Essays: Compare and contrast the nutritional needs and dietary barriers among different age groups.

Research Project (25%):
Present a case study on an individual from a particular population group who has been afflicted by a particular health problem. Identify screening tools used and the steps in developing a nutrition care plan.

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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