

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

2. Name of New Course: Comprehensive Health Education

3. Course Number: HED-110

4. Prerequisites: none

Corequisites: none

Basic Skills: ENG 088, ESL 062, ACR 094, MATxxx

5. Hours per week: 3 Lecture: 3 Lab: 0

6. Credits: 3

7. Course is required in the following curricula none

8. Will special materials, space, and/or equipment be required? Yes No

9. Estimated enrollment per semester: 60

10. Date effective: Fall 2010

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] 4/26/10
Department Chairperson or Program Director Date

2. [Signature] 4/27/10
Scheduling Officer (Advised as to Course Code) Date

3. [Signature] 4/29/10
Dean of Academic Affairs (Advised as to format) Date

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

Comprehensive Health Education: HED-110

Lecture Hours: 3

Credits: 3 credit hours

Enrollment Cap: 30 students

Course Description: A comprehensive exploration of the philosophies, concepts and knowledge base of health within its physical, emotional, intellectual, social and spiritual dimensions is presented to afford students the foundation and skills necessary for informed health decision-making.

Basic Skills Requirements: ENG 088, ESL 062, ACR 094

Student Learning Outcomes	Assessment
1. Students will: a) define the concept of health and wellness; and b) explain the dynamic process of decision-making in health behaviors.	Examination One (multiple choice, and matching objective queries)
2. Students will: a) describe the tenets of emotional health; and b) define the types of emotional and psychological disorders.	Examination One (multiple choice, and matching objective queries)
3. Students will: a) define stress and its relationship to the disease process; and b) describe various stress management strategies that can enhance health.	Examination One (multiple choice, and matching objective queries)
4. Students will: a) define sexuality and its relationship to human behavior and health; and b) describe the process and related issues regarding procreation, relationships and sexual health.	1. Examination Two (multiple choice, and matching objective queries) 2. Written assignment
5. Students will describe the pharmacodynamics of drugs.	Examination Three (multiple choice, and matching objective queries)
6. Students will: a) describe the cause and effects of air, water, noise and chemical pollutants; and b) explain methods for redressing environmental health threats.	Examination Four (multiple choice, and matching objective queries)
7. Students will: a) describe the premise and practice of conventional and alternative health care practitioners; b). define public and private health care management and financing schemes.	Examination Four (multiple choice, and matching objective queries)
8. Students will: identify the components of a nutritionally sound daily menu; and b) apply the principles of sound nutrition to a weight management program.	1. Examination Four (multiple choice, and matching objective queries) 2. Written assignment
9. Students will: a) describe the controllable and uncontrollable risk factors associated with cardiovascular diseases; and b) list the preventative steps to lower the risk of heart disease.	Examination Four (multiple choice, and matching objective queries)
10. Students will: a) describe the concept of physical fitness; and b) value the health benefits of exercise.	Examination Four (multiple choice, and matching objective queries)

College's general education outcomes addressed and assessed in HED-110:

General Education Outcome	Assessment
<i>Scientific Reasoning</i> -Students will be able to apply the concepts and methods of the natural sciences.	Examinations One, Two, Three and Four.
<i>Values</i> - Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Examinations One, Two, Three and Four.

Required Text: *Connect Core Concepts in Health: Eleventh Edition Brief.* (2010). Insel, P.M. & Roth, W. T. McGraw-Hill: New York, NY.

Concomitant Resources: Health Education Department Wellness Lab. Online Learning Center for Connect Core Concepts in Health

Use of Technology (If Applicable): Web-based Platform for Connect Core Concepts in Health

Evaluation and Requirements of Students

Exam One:	20pts	20%
Exam Two:	20pts	20%
Exam Three:	20pts	20%
Exam Four:	20pts	20%
<u>Written Assignments:</u>	<u>20pts</u>	<u>20%</u>
TOTAL	100pts	100%

Course Outline

Week	Topic	Chapter
1	Course Orientation & Requirements Health Philosophies Taking Charge of Your Health	1
2	Stress	2
3	Psychological Health Emotional Health	3

4	Examination I	1, 2, 3
5	Sexuality Intimate Relationships and Relationship Communication	4,5
6	Pregnancy and Childbirth	8
7	Birth-control and Abortion	6, 7
8	Examination II	4, 5, 6, 7, 8
9	Drug Behavior The Use and Abuse of Psychoactive Drugs	9
10	Alcohol and Tobacco	10, 11
11	Nutrition Basics Weight Management	12 14
12	Examination III	10, 11, 12, 14
13	Cardiovascular Health Exercise for Health and Fitness	13 15
14	Environmental Health Conventional and Alternative Medicine	19 20
15	Examination Four (Final)	13, 15, 19, 20

Course Policy & Evaluation

Students are responsible for all information and course instructions given during classroom sessions, regardless of whether they attend.

Absence

The maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. The maximum number of course absences for this course is four class hours; in that a student is allowed *4 hours* of absence (not 4 classes). A student's final grade *may* be lowered when he/she exceeds the maximum course absence hours.

Lateness

Students arriving late for class will be charged with one hour of absence. Students who leave before the class is dismissed will be charged with one hour of absence. Students exiting and returning during class will be charged with one hour of absence. *Students arriving late to an examination may not be permitted to take the examination.*

Electronic & Communication Devices

1. Students may not use electronic devices or audio/video recording devices (including cell phones & I-pods) during test examinations.
2. Kindly turnoff all electronic paging and telephone devices before you enter this class. Ringing mobiles are a huge distraction to everyone including the instructor.

ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES

Students with disabilities who require reasonable accommodations or academic adjustments for this course kindly contact the *Office of Services for Students with Disabilities* (Room N320: telephone 212-220-8180). BMCC is committed to providing equal access to all programs and curricula to all students.

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 is 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 side, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

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Dr. Basile suggested that over the summer faculty assist the Research Committee in correctly coding the data sets.

Dr. Belcastro will summarize the recommendations of this meeting, as well as meet with the Research Committee and provide recommendations for successfully completing the HED-100 Student Learning Outcome Assessment – Phase II study.

Agenda Item: Curriculum Committee

Discussion: Drs. Belcastro & Basile provided curricular changes to the HED210-Spirituality and Health curriculum (pages 2, 3, 4 & 6). The HED210-Spirituality and Health curriculum was unanimously passed, as amended, for the Fall 2010 semester.

Agenda: Curriculum Committee: HED-110; Comprehensive Health Education (3 Credits)

Discussion: Rational--an expanded three credit Health Education course, offering a more comprehensive review of health knowledge, skills, and issues will provide students an increased ability to make informed decisions and adopt a healthy lifestyle. The expanded course will provide the needed curricular breadth to adequately encompass the major health challenges facing undergraduates. This course will incorporate increased content coverage over the two-credit HED-100 course, in the following areas: (1) *Environmental Health*/cause and effects of air, water, noise and chemical pollutants; and methods for redressing environmental health threats; (2) *Health Care Delivery*/ premise and practice of conventional and alternative health care practitioners and define public and private health care management and financing schemes; and (3) *Cardiovascular Disease*/ describe the controllable and uncontrollable risk factors associated with cardiovascular diseases and preventative steps to lower the risk of heart disease. In addition this course will be consistent with and the three-credit Health Education requirement in degree programs at senior CUNY colleges.

The Comprehensive Health Education HED-110 curriculum was approved unanimously with Dr. Basile charged with performing the recommended changes to the curriculum per the discussion.

Agenda: HED Retreat Plenary

Discussion: The HED Retreat Plenary is scheduled for Wednesday May 19th, 2010 at 1:00pm.

Location: Richard Packard is to reserve the Faculty Lounge.

Some goals are:

- Future professional and academic endeavors
- Five or ten year plan
- Review Department's human resources, facilities and support resources
- Identify departmental academic strengths and areas for improvement



LEHMAN
COLLEGE

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April 28, 2010

Dr. Philip Belcastro
Borough of Manhattan CC
Health Education Department
199 Chamber Street
New York, N.Y. 10007

Dear Professor Belcastro,

I have reviewed the syllabus for the HED 110 course that you offer in the Health Education Department called Comprehensive Health Education. The course is very similar to the HEA 265 class that we offer at Lehman College. The title of the course at Lehman College is Contemporary Problems and Issues in Health. It too is three hours and three credits, uses the same textbook, Core Concepts in Health by Insel and Roth, and examines similar health topics that you identify on your syllabus.

If students from the Borough of Manhattan Community College were to transfer to Lehman College, I would give them full transfer credit for this class since HEA 110 is the equivalent of HEA 265.

Should you require additional information please do not hesitate to call on me.

Nicholas Galli, PhD
Professor and
Program Director
Health Education