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BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of February 10, 2015

The Committee on Undergraduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 373.

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Respectfully submitted,

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Members of Faculty Council with any questions are urged to contact Douglas Cohen at dcohen@brooklyn.cuny.edu or (718) 951-5945 prior to the meeting.

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SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Classics

B.A. degree program in Classics

HEGIS Code 1504; SED program code 02049

Department requirements (29-47 credits)

Classics is a writing-intensive major.

Students who have studied Greek or Latin before coming to Brooklyn College may receive a waiver of some of these requirements from the chairperson.

Option I: Concentration in Ancient History

The Ancient History concentration is for students with an interest in the history of classical antiquity who may want to pursue such study in graduate school. It is also an excellent choice for students interested in law, politics, or business.

Greek 2001, and 2002, and 3011; or Greek 2019. or Latin 2101, and 2102 and 3111; or Latin 2119.;

With the permission of the chairperson, students who have studied Greek or Latin before coming to Brooklyn College may substitute more advanced Greek or Latin classes for these introductory courses. A minimum of nine credits in Greek and Latin are required for this concentration.

HIST 3010 or 3020

Any two Classics courses numbered above 3000 and below 4000. Any Latin course numbered above 3111 or any Greek course numbered above 3011 can be substituted for one of these courses.

Any four classics courses numbered above 4000.

Option II: Concentration in Classical Languages

The Language concentration is specially designed for students who wish to attend graduate school in classics, linguistics, or philosophy. It is also an excellent choice for those who plan to teach languages in high school, and for those who will pursue law or computer studies.

Greek 2001, and 2002, and 3011; or Greek 2019. and Latin 2101, and 2102 and 3111; or Latin 2119;

With the permission of the chairperson, students who have studied Greek or Latin before coming to Brooklyn College may substitute more advanced Greek, Latin or Classics classes for these introductory courses. A minimum of 18 credits in Greek and

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Latin are required for this concentration.

Four of the following: Greek 3012, 4031, 4032, ~~4033~~, 4041, 4042, 4043, ~~4044~~, ~~4045~~, 4070, 4044; Latin 3112, 4133, 4151, 4170, 4131, 4132, 4141, 4134, 4142, or Greek 4060, or Latin 4160;

And an additional two of the following: Greek 3012, 4031, 4032, 4041, 4042, 4043, 4070, 4044; Latin 3112, 4131, 4132, 4133, 4134, 4135, 4141, 4142, 4151, 4170;

Two of these courses must be numbered 4000 or above. Greek 3012 is not open to students who have completed Greek 2019. Latin 3112 is not open to students who have completed Latin 2119;

Any Classics course numbered above 3000 and below 4000.

Any two Classics courses numbered above 4000.

Option III: Concentration in Classical Literature

The Literature concentration is for students who want to enter professional fields such as law, medicine, business, communications, etc. This is a good choice for students interested in a double major. Not intended for students planning to pursue graduate study in Classics.

Greek 2001, and 2002, and 3011; or Greek 2019; or Latin 2101, and 2102 and 3111; or Latin 2119;

Three of the following literature courses: CLAS 3200, 3220, 3221, 3222, 3223, 3224, 3233, 3235, 3236, 3238, 3239.

One additional Classics course numbered above 3000 and below 4000.

Courses in Latin numbered 3112 or higher, OR in Greek numbered 3012 or higher may be substituted for up to two of these courses. One course in ancient philosophy may be substituted for one of these courses.

Any two Classics courses numbered above 4000.

Option IV: Concentration in Material Cultures

The Material Cultures concentration is intended for students who plan to go on for further study in archaeology, art history, architecture, anthropology, or museum studies. It is also an excellent choice for students interested in industries emphasizing visual skills, such as marketing and communications.

Greek 2001, and 2002, and 3011; or Greek 2019; OR Latin 2101, and 2102 and 3111; or Latin 2119;

With the permission of the chairperson, students who have studied Greek or Latin

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before coming to Brooklyn College may substitute more advanced Greek or Latin classes for these introductory courses. A minimum of nine credits of Greek or Latin classes is required for this concentration.

Classics 3210.

Two of the following material culture courses: CLAS 3211, 3212, 3240, 4030, 4040, 5100; ART 3002, 3006, 3010;

Any Classics course numbered above 3000 and below 4000. Latin 3112 or Greek 3012 may be substituted for this course.

Any two Classics courses numbered above 4000.

Departmental Honors

Students who wish to be considered for honors in Classics must meet the following requirements:

- 1) an average grade-point average of 3.6 or higher in all Classics courses, except Classics 1000, 1011, 1012, and 1110;
- 2) the successful completion of at least 3 credits of honors work
- 3) three semesters of Greek and/or Latin study at any level with an average grade of at least a B

Clearances: None

Rationale: The Department is updating the requirements in the different concentrations in order to reflect recent additions to our course offerings.

Date of department approval: November 11, 2014

Effective date of the change: Fall 2015

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SECTION A-III CHANGES IN DEGREE PROGRAMS
Department of Health and Nutrition Sciences

B.A. degree program in health and nutrition sciences

HEGIS code 1299; SED program code 85300

Department requirements (57 1/2 -59 1/2 credits)

Health and Nutrition Sciences 1100.

All of the following: Health and Nutrition Sciences 1200 or 2210, 2109W, 2120, 2130, 2140, 2300, 2301, 3300, and one fieldwork course chosen from Health and Nutrition Sciences 4180, 4181, or 4182.

A minimum of 12 credits from the following courses: Health and Nutrition Sciences 2111, 2131, 2150, 2170, 2171, 2180, 2181, 2182, 2215, 2220, 2221, 3110, 3161, 3170, 3171, 3230.

A minimum of 6 credits from the following courses: Health and Nutrition Sciences 2183, 2212, ~~3505~~, 3111, 3132, 3150, 3160; 3184,3505, 4150, 4151, 4152, 4153. 4300, and courses numbered in the 5000's.

Biology 1001.

Chemistry 1040; or Chemistry 1100; or both 1050 and 2050.

Department recommendation

~~Prospective health and nutrition sciences majors should consult a department counselor before choosing a program of study leading to a B.A. degree. B.S. degree program in health and nutrition sciences~~

Clearances: None

Rationale:

- We have moved HNSC 3505 to be in numeric sequence per guidelines.
- HNSC 4153 is a new course (see A-IV document)
- We have removed the department recommendation because it duplicated information already provided in the department description.

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Date of department approval: November 11, 2014

Effective date of the change: Fall 2015

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SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Health and Nutrition Sciences

B.S. degree program in health and nutrition sciences

HEGIS code 1299; SED program code 85301

Department requirements (~~67~~ 55.5 1/2 - 77 credits)

Health and Nutrition Sciences 1100, 3300.

~~Health and Nutrition Sciences 2300 and 2301; or 2302 and 2303.~~

| ~~Biology 1001, 4002, 3003.~~

~~Chemistry 1040; or both 1100 and 2100. Students considering health professions schools (e.g. medicine, dentistry, physical therapy), will likely need Chemistry 1100 and 2100. Please check with the Pre-Health Professions advisor.~~

~~Chemistry 2500; or both 3510 and 3520; or all of the following courses: 3511, 3512, 3521, and 3522. Students considering health professions schools (e.g., medicine, dentistry, physical therapy), will likely need to take Chemistry 3511, 3512, 3521 and 3522. Please check with the Pre-Health Professions advisor.~~

A college-wide minimum of 24 credits in advanced courses in one department must be completed at Brooklyn College with a grade of C or higher in each course.

In addition, all students must complete the requirements in one concentration within the B.S. degree: public health, health science or foods and nutrition.

Concentration in public health

Chemistry 1040 or 1100; or both 1050 and 2050.

All of the following: HNSC 1200, 2100, 2109W, 2120, 2130, 2140, 2183, 3162, 4152, 4180, 5100

With consultation with her/his adviser, the student will select 6 credits of electives drawn from other HNSC courses numbered 2000 and over or the following courses from other departments: ANTH 1100, ANTH 3150, ANTH 3135, ECON 3500, EESC 3750, HIST 3478, PHIL 3306, PHIL 3316, POLS 1002, POLS 3415, PSYC 1000, SOCY 1101, SOCY 3202, SUST 1001, WGST 3122, WGST 3501

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Other requirements:

Students will be considered for admission to the B.S. Public Health concentration after completion of 60 college credits. It is recommended that they have an overall GPA of at least 3.0. Students will have had to complete HNSC 2109W with a grade of B or higher. To be admitted to this concentration, students will be required to complete a 500-word essay describing why they wish to enter the concentration and what public health means to them.

Concentration in health science

Biology 1002, 3003, 3004.

Chemistry 1040; or both 1100 and 2100. Students considering health professions schools (e.g. medicine, dentistry, physical therapy), will likely need Chemistry 1100 and 2100. Please check with the Pre-Health Professions advisor.

Chemistry 2500; or both 3510 and 3520; or all of the following courses: 3511, 3512, 3521, and 3522. Students considering health professions schools (e.g., medicine, dentistry, physical therapy), will likely need to take Chemistry 3511, 3512, 3521 and 3522. Please check with the Pre-Health Professions advisor.

Health and Nutrition Sciences 2300 and 2301; or 2302 and 2303.

All of the following: Health and Nutrition Sciences 1200 or 2210, 2109W, 2140, 2120, 2130, and one fieldwork course chosen from Health and Nutrition Sciences 4180, 4181, or 4182.

A minimum of 12 credits from the following courses in Health and Nutrition Sciences: 2111, 2131, 2150, 2170, 2171, 2180, 2181, 2182, 2215, 2220, 2221, 3110, 3161, 3170, 3171, 3230.

A minimum of 6 credits from the following courses: Health and Nutrition Sciences 2183, 2212, 3111, 3132, 3150, 3160, 3184, 3505, 4150, 4151, 4152, 4153, 4300, and courses numbered in the 5000's.

Recommendation

Students pursuing a BS with a concentration in health sciences ~~that~~ who are planning to continue into pre-professional health programs (e.g., nursing, physical therapy, physician assistant), should consider taking HNSC 2302 and 2303 instead of HNSC

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2300 and 2301. Many pre-professional programs require two basic courses in anatomy and physiology.

Concentration in foods and nutrition

Students who complete this concentration will meet the requirements for the Didactic Program in Dietetics (DPD). The program meets the standards set by The Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting body of the Academy of Nutrition and Dietetics, and provides the core knowledge requirements necessary for pre-professional practice.

Biology 1002, 3003.

Health and Nutrition Sciences 2300 and 2301; or 2302 and 2303.

All of the following: Health and Nutrition Sciences 2210, 2220, 2221, 2222, 2223, 3210, 3230, 3250, 4211, 4212, 4230, 4240, 4241, 4300, 5290W.

Chemistry 1040; or both 1100 and 2100. Students considering health professions schools (e.g. medicine, dentistry, physical therapy), will likely need Chemistry 1100 and 2100. Please check with the Pre-Health Professions advisor.

Chemistry 2500; or both 3510 and 3520; or all of the following courses: 3511, 3512, 3521, and 3522. Students considering health professions schools (e.g., medicine, dentistry, physical therapy), will likely need to take Chemistry 3511, 3512, 3521 and 3522. Please check with the Pre-Health Professions advisor.

Recommendation

The requirements of ACEND are subject to change. Therefore, students who wish to become registered dietitians should consult with the DPD director in the Health and Nutrition Sciences department to determine minimum requirements. A grade of B or better is required in HNSC 2210. All other required DPD courses must be completed with a grade of C or better. All prospective health and nutrition sciences majors must meet with the undergraduate deputy chair before choosing a program of study leading to a B.S. degree.

Other requirements

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Students must have a minimum grade point average of 2.80 to declare Health and Nutrition Science (foods and nutrition concentration) as their major.

Students must then maintain a minimum grade point average of 2.80. Students who do not maintain this minimum grade point average will be given an opportunity to raise their GPA to a 2.80 in the next 12 credits. Students who are unable to raise their GPA to a 2.80 after taking 12 additional credits must decide on another major.

Students must receive a minimum grade of B in HNSC 2210, Human Nutrition. Students who do not receive a minimum grade of B in HNSC 2210 must repeat the course the following semester. If the student does not achieve a B in HNSC 2210 after repeating the course, the student must select another major.

Students interested in applying to an accredited dietetic internship program (DI) to become registered dietitians must receive a verification statement from the DPD Director. The verification statement confirms that all DPD requirements have been met.

In order to receive a verification statement upon completion of the DPD, Students are required to receive a minimum grade of B in HNSC 2210 and a minimum grade of C in every other DPD course, as described above.

Students who are accepted to and complete a DI program are eligible to sit for the Registration Examination for Dietitians. Students who receive a passing score on the Registration Examination are then credentialed by the Commission on Dietetic Registration, the credentialing agency for the Academy of Nutrition and Dietetics, as registered dietitians.

Clearances: Anthropology, Earth and Environmental Science, Economics, History, Philosophy, Political Science, Sociology, Urban Sustainability, Women and Gender Studies

Rationale: We propose to offer students a third area of concentration under our BS degree in Health and Nutrition Sciences. The goal of the concentration in Public Health within the BS in Health and Nutrition Sciences is to prepare students for a career in public health and related fields or graduate studies in public health. The BS with a concentration in public health will prepare graduates to make meaningful contributions to the promotion of health and prevention of disease in culturally diverse communities.

Public health is among the fastest growing employment sectors in the NY region and nationally. According to the Association of Schools and Programs in Public Health, the field faces unmet educational and workforce needs; 25% of public health workers having retired in the last decade and only 20% of the current workforce with formal training in public health. At Brooklyn College, the BS in Health and Nutrition Sciences is one of the largest undergraduate programs in the School of Natural and Behavioral

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Sciences, with over 350 students enrolled. At present BS students may concentrate in Foods and Nutrition to pursue a career as a registered dietitian, or Health Sciences (many students in this concentration go on to pursue health professions). There is no concentration for students who wish to pursue public health. A concentration in public health at Brooklyn College would create the first BS program specific to public health at CUNY.

Students in this concentration will master relevant knowledge in the history and philosophy of public health, as well as the five core areas of public health (social and behavioral perspectives, environmental health, health care systems, biostatistics, and epidemiology). Students will acquire analytic and communication skills to perform tasks pertinent to public health, including conveying public health information in oral and written forms to diverse audiences, and systematically locating, using, evaluating, and synthesizing information relevant to public health. Students in this concentration will incorporate values such as a commitment to impacting population health and addressing inequities in the burden of disease across populations.

These changes reflect our department's revised goals to offer undergraduate students the opportunity to receive more training in public health, be prepared for careers in public health, and be prepared for graduate studies in public health. Our addition of a concentration in public health is consistent with the CUNY School of Public Health's mission to bridge undergraduate students into graduate school as well as careers in public health.

Consistent with guidelines by CEPH and ASPPH (the accreditation bodies for programs in public health), we will evaluate our program every 5 years and follow the guidelines established by ASPPH (the Association for Schools and Programs in Public Health). This includes a self-study of our program, feedback from students, evaluation of competencies and objectives (all outlined as aspph.org).

1. The reduction in the range of credits reflects the fact that the Public Health Concentration requires fewer credits than the Health Science or Foods and Nutrition Concentration
2. The required courses (current and newly added) are consistent with public health programs at other universities as well as the guidelines outlined by ASPPH. These courses cover a range of vital topics in public health to prepare students for careers as well as graduate studies in public health.
3. Elective courses allowed for the public health concentration were selected to reflect the broad and interdisciplinary nature of the field of public health.
4. Please Note: No curriculum changes were made to the BS Health Science concentration or BS Foods and Nutrition. Modifications seen for those concentrations reflect the common and unique differences between the three concentrations.

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5. HNSC 2100, HNSC 3162 and HNSC 5100 are three new course proposed for the Public Health Concentration (see Section A-IV documents). These courses fulfill key components of education in Public Health as outlined by ASPPH. HNSC 4153 is a new course that is being offered as an elective to our students (independent of the Public Health concentration) (see Section A-IV document).

Date of departmental approval: November 11, 2014

Effective date: Fall 2015.

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SECTION A-IV: NEW COURSES
Department of Health and Nutrition Sciences

HNSC 2100 Introduction to Public Health

3 hours; 3 credits

Examination of the evolution, principles, methods and theories of public health. Critical analysis of public health issues, programs, institutions and professionals. Investigation of public health ethics, law and policy.

Prerequisite: None

Contact hours: 3

Frequency of Offering: Every semester

Projected enrollment: 35

Clearances: None

Rationale: This course is an important component of our proposed new concentration in Public Health. It serves as the foundation course to give students a broad introduction to the field of public health including public health issues, programs, instructions and professions. This course incorporates the Association of Schools and Programs in Public Health's (ASPPH) domains of knowledge recommended for undergraduate degrees in Public Health

Departmental goals addressed by the course:

- Provide students with a broad foundation and introduction to the field of public health
- It serves to expose students to the history and evolution of public health
- This course serves to impart students with knowledge regarding both the methods and theories used in the field of public health.
- It aims to help students understand how the health of the public is influenced by and be improved by efforts at the community as well as at the individual level.

Objectives of the course and anticipated outcomes:

After completing this course, students will be able to

- Describe broadly the field of public health
- Discuss the history and evolution of public health
- Describe methods and theories used in the field of public health.
- Describe how the health of the public is influenced by and be improved by efforts at the community as well as at the individual level.

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Method of Evaluation:

- Class participation (10%)
- Midterm (30%)
- Final exam (40%)
- Term paper (20%).

Method of Assessment:

Achievement of course objectives and outcomes will be assessed using a combination of the midterm exam, final exam, and the term paper as described in the course outline

Course Outline

HNSC 2100 Introduction to Public Health

3 hours, 3 credits

Bulletin Description: : Examination of the evolution, principles, methods and theories of public health. Critical analysis of public health issues, programs, institutions and professionals. Investigation of public health ethics, law and policy.

Text: Riegelman R, Kirkwood B. Public Health 101. Burlington, MA: Jones & Bartlett; 2015.

Week Content

1. Public Health: The Population Health Approach	Ch1
2. Evidence Based Public Health	Ch2
3. Public health data and communications	Ch3
4. Social and Behavioral sciences and public health	Ch4
5. Health law, policy and ethics	Ch5
6. Noncommunicable diseases	Ch6
7. Communicable diseases	Ch7
8. Environmental Health and Safety	Ch8
+Midterm Exam	
9. Health professionals and the health work force	Ch9
10. Healthcare institutions	Ch10
11. Health insurance and healthcare systems	Ch11
12. Public Health institutions and systems	Ch12
13. Food and Drugs as public health issues	Ch13
14. The future of population health	Ch 14
15. Final Exam	

Semester Project:

1) Students are to locate a community based health related organization in their neighborhood, visit and identify its activities that aim to improve the level of health in its community.

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2) Students are required to identify a community of their choice and conduct an informal interview/survey to its sample population in order to identify their health needs.

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- Klinenberg,E. *Heat Wave: A Social Autopsy of a Disaster*. University of Chicago Press; 2003.

Date of departmental approval: November 11, 2014

Effective date: Fall 2015

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SECTION A-IV: NEW COURSES
Department of Health and Nutrition Sciences

HNSC 3162 Biological concepts in Public Health

3 hours; 3 credits

Explore the biological underpinnings of fundamental public health concerns such as infectious disease, response to environmental contaminants and the impact of behavior. Understand how biological and molecular factors need to be accommodated in public health policy and practice. Examine the impact of the political, ethical and legal issues that arise when confronting the biological basis of disease in populations.

Prerequisite: HNSC 1100, HNSC 2109W, Biology 1001

Contact hours: 3

Frequency of Offering: Every semester

Projected enrollment: 20

Clearances: Biology

Rationale: Effective public health practice and policy requires an understanding of the biological basis of human health as evidenced by examples such as the implementation of immunization campaigns or smoking cessation programs. This course incorporates the grounding in the biological basis of public health recommended for undergraduate degree programs by the Association of Schools and Programs in Public Health (ASPPH).

Departmental goals addressed by the course

- Provides students with an understanding of the ways biology affects the health of populations and informs public health practice.

Objectives of the course and anticipated outcomes:

After completing this course, students will be able to

- Describe the ways in which biology affects the health of populations
- List the ways in which biology informs public health practice

Method of Evaluation:

- Class participation (5%)
- Assignments (20%)
- Midterm (25%)
- Final exam (30%)

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- Science writing project (20%).

Method of Assessment:

Achievement of course objectives and outcomes will be assessed using a combination of the midterm exam, final exam, class assignments (which will incorporate individual and group writing) and the science writing project as described in the course outline.

Course Outline**HNSC 3162 Biological concepts in Public Health**

Bulletin Description: Explore the biological underpinnings of fundamental public health concerns such as infectious disease, response to environmental contaminants and the impact of behavior. Understand how biological and molecular factors need to be accommodated in public health policy and practice. Examine the impact of the political, ethical and legal issues that arise when confronting the biological basis of disease in populations.

Text: Battle CU *Essentials of Public Health Biology*. Sudbury, Massachusetts: Jones and Bartlett; 2009.

Week	Content	Readings
1	The origins of modern science	Chapter 1
2	Biochemistry: A foundation for the health sciences	Chapter 2
3	Genetics and public health	Chapter 3
4	Behavioral determinants of health	Chapter 8
5	Fetal alcohol syndrome: a lifespan perspective	Chapter 12
6	Smoking, nicotine and addiction	Chapter 13
7	Immunizations and immunity	Chapter 16
8	Inflammation in acute and chronic disease	Chapter 17
9	Colon cancer: A preventable cancer	Chapter 20
10	Tuberculosis: Its deadly comeback	Chapter 23
11	Diabetes: A public health pandemic	Chapter 36
12	Chronic Kidney Disease: The New Epidemic	Chapter 37
13	Osteoporosis as a cause of disability and mortality	Chapter 40
14	The science of sleep	Chapter 43
15	Final exam	

Science writing project:

Students will write an approximately 10 page paper on an illness or health condition not covered in class. For the selected illness/health condition, the paper should describe who is affected or vulnerable, factors associated with transmission or susceptibility, specific biological mechanism and progression, and the public health consequences. The source of the content should be cited and included in the paper's bibliography.

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- Tutorial on DNA Structure, Replication, Transcription and Protein Synthesis <http://www.dnatutorial.com/>
- George Johnson: Smoking and Drug Addiction. <http://www.txtwriter.com/Backgrounders/Drugaddiction/drugs2.html>
- Addiction Science Research and Education Center. University of Texas. Nerve Function and Drug Action: Simplified – Cell sites of drug action.
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Date of departmental approval: November 11, 2014

Effective date: Fall 2015

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SECTION A-IV: NEW COURSES
Department of Health and Nutrition Sciences

HNSC 4153 Lesbian, Gay, Bisexual and Transgender Health

3 hours; 3 credits

Develop an understanding of historical and contemporary health issues facing sexual minorities (Lesbian, Gay, Bisexual, Transgender, Queer). Topics include factors that contribute to negative health outcomes in LGBT populations related to mental health, HIV/STIs, substance use, smoking, certain types of cancer, and victimization. This course is the same as WGST 3608.

Prerequisites: HNSC 1100

Prerequisite or co-requisite: HNSC 2181

Contact hours: 3

Frequency of Offering: Once a year

Projected enrollment: 35

Clearances: Women and Gender Studies, Psychology

Rationale: With the growing visibility and acceptance of Lesbian, Gay, Bisexual, and Transgender (LGBT) populations, understanding and addressing health issues is quickly becoming an important arena public health practice. Given LGBT individuals unique position as sexual minorities, the health issues they face are unique and complex. There are currently no courses offered in our department or at Brooklyn College that seek to address the unique health issues faced by LGBT populations.

WGST will be adding the course to their curriculum as well as WGST 3608.

Departmental goals addressed by the course

- Expose students to contemporary and historical issues in health among and underrepresented populations
- Provide students with a diverse offering of courses related to health practice
- Give students opportunities to understand, discuss, and explore the diverse intersections of negative health outcomes among underrepresented populations

Objectives of the course and anticipated outcomes:

After completing this course, students will be able to

- Describe contemporary and historical issues in health among LGBT populations
- List ways in which public health practice serves diverse populations

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- Define, discuss, and describe the ways in which negative health outcomes intersect and interact among LGBT populations

Method of Evaluation:

Information Expedition Paper	25%
Library Research Paper	30%
Final exam	40%
Attendance and participation	5%

Method of Assessment:

Achievement of course objectives and outcomes will be assessed using a combination of the final exam, information expedition paper (as described in the course outline), library research paper (as described in the course outline), and through participation in class, which will include both individual and group discussions of topics related to the course objectives.

Sample Syllabus:

HNSC 4153– Lesbian, Gay, Bisexual and Transgender Health (3 Credits)

Brooklyn College of the City University of New York
Department of Health and Nutrition Sciences

Professor: Christian Grov, PhD, MPH
 Contact: cgrov@brooklyn.cuny.edu (recommended for contact)
 Office Location: Ingersoll Hall, Rm. 4110F
 Office Telephone: (718) 951 - 5000 x 1230
 Office Hours: Thursday 1:30-3:30pm or by appointment

Term: Spring 2014
 Course Meets: Room TBA, 3:40-4:55pm Tue/Thurs
 Prerequisite: HNSC 1100
 Course Description: Develop an understanding of historical and contemporary health issues facing sexual minorities (Lesbian, Gay, Bisexual, Transgender, Queer). Topics include factors that contribute to negative health outcomes in LGBT populations related to mental health, HIV/STIs, substance use, smoking, certain types of cancer, and victimization.

Required Readings:

- Meyer, I. H. & Northridge, M. E. (eds). *The health of sexual minorities*. 2007 Springer
- Additional will be distributed in class and via blackboard

Additional Requirements:

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- As a matter of professional demeanor, I advise you to use your [name@brooklyn.cuny.edu](mailto:yourname@brooklyn.cuny.edu) email address. This is provided free from the college. It is the only way you will be able to access blackboard (also a requirement) and course announcements. It is your responsibility to resolve any password or access issues (for email and Blackboard). Dial 718-951-HELP for technical assistance.
- You will need regular access to the Internet in order to access your brooklyn.cuny.edu email address and Blackboard. All homework assignments will be distributed via Blackboard. If you need help with Blackboard or your email, contact ITS. There are many areas on campus that you can assess computers and the Internet

Written Assignments:

- **Information gathering expedition.** In pairs of two, you and one other student will be asked to identify an organization that specializes in or provides targeted services related to the health (broadly defined) of LGBT populations. You will be charged with visiting that organization to gather information on the services they provide and will write a concise report that summarizes the history of the organization and the services they provide. This project will tie into your library research assignment (see below). Additional details about the paper will be distributed in class.
- **Library research paper.** On your information gathering expedition, you will have visited an organization that specializes in or provides targeted services related to the health (broadly define) of LGBT populations. You will be asked to conduct library research whereby you delve into the literature on this health topic. For example, if you visited an organization that targets violence against LGBT populations, you will review relevant empirical literature on violence against LGBT populations. Or, if you visited an organization that targets methamphetamine abuse among gay men, you will review relevant empirical literature on methamphetamine abuse among gay and bisexual men. You will be asked to write a 10-12 page review of available epidemiological and empirical research. Your paper will include (1) an overview of epidemiological data on the extent to which this health issue exists in the L, G, B, and/or T population, (2) a brief review of how this issue came to be historically, (3) factors believed or known to contribute to the issue, and (4) efforts being taken to ameliorate the problem. Your review should cite at least 15 academic sources. You will be required to have your topic approved by me in advance. Although you will have gone on your information expedition as a pair, your papers will need to be unique. Additional details about the paper will be distributed in class.

Final Exam

- Exams will be a mix of questions (e.g., multiple choice, short answer). Exams will be closed book/notes. Bring a number 2 pencil.

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- There are no makeup exams (unless you have a documented college-approved excuse. Please provide advance notice if you will miss an exam).
- If you arrive late to an exam, you will have until the end of the period to finish (i.e., no extra time will be granted). No students will be admitted for an exam after another student has completed/turned in an exam.

Additional Course Information:

- There will be one opportunity for extra credit. Additional information will be distributed in class.
- Attendance is mandatory, and you must attend the section you registered for. I will take attendance at the beginning of class. If you are late, please enter quietly and sit near the door as not to disturb those around you. Late arrival will result in partial or no attendance credit for that day. If you arrive late, see me after class. Should you not be able to attend due to religious beliefs, I ask that you provide written notice and documentation well in advance.
- Please silence all noise-making devices.
- Assignments will be due at the beginning of class. Late assignments will not be accepted (unless you have a documented college-approved excuse). Missing a class is no excuse for not turning in an assignment. Ask a colleague to turn in the assignment for you, or email it to me before class begins.
- The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: <http://www.brooklyn.cuny.edu/bc/policies>. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member **MUST** report the violation. This includes copying homework or misrepresenting your work. The consequences of plagiarism and cheating are SWIFT, SEVERE, and FINAL.
- Professional development constitutes a tremendous proportion of your college career. I anticipate you will treat this experience as if it were your “real” job. This includes formal correspondence via email (i.e., “Dear Dr. Grov...” “Sincerely, Your Name”), proofread and spell-checked work (and emails), and professional demeanor during class time. Please sign your emails and avoid using abbreviations and slang (even if you are sending it from your phone!). My name is “Dr. Grov” or “Professor Grov,” not “Hey Professor.” Master these skills and you will be well on your way to landing that dream job.
- The Library maintains a collection of links to sites that can assist you with proper citation format and paraphrasing and quoting other authors at <http://library.brooklyn.cuny.edu> → Research & Writing Help. The Learning Center has writing tutors available to help you with your writing <http://lc.brooklyn.cuny.edu/>.

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- As a college student, you are expected to spend 3 hours per course credit, per week, doing course-related work. As this is a 3-credit class, you should anticipate spending 9 hours/week outside of class time doing work for this course. Plan appropriately.

Grading:

- Information Expedition Paper 25%
- Library Research Paper 30%
- Final exam 40%
- Attendance and participation 5%

This class is NOT graded on a curve.

A	92 – 100
A-	90 - 91
B+	88 – 89
B	82 – 87
B-	80-81
C+	78 – 79
C	72 – 77
C -	70 – 71
D+	68 – 69
D	62 – 67
D -	60 – 61
F	59 or below

Accessibility:

It is important to me that this course be accessible to all students. In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services please provide me with the course accommodation form so we may discuss your specific accommodation.

My Responsibilities as the professor of this course

- Create a course curriculum that exposes students to the breadth of issues and concerns related to human sexuality and to the diversity of perspectives related to these issues.
- Be honest about my values while allowing students to make up their own minds about course content.
- Be prepared for every class, arrive on time, and end class on time.

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- Be available to communicate with students about course content and assignments.
- Respond to email messages within two business days.

Your Responsibilities as a student in this course

- Come to class with an open mind and a non-judgemental stance.
- Be prepared for every class by doing all required readings.
- Be respectful of other students and guest speakers.
- Come to class on time and stay until the end of the class period.
- Check Blackboard at least every 48 hours for important announcements, schedule changes, supplementary readings, grades, etc.
- Complete course requirements with integrity.

Tentative Course Outline:

Week #	Topic	Reading Assignment
1	Why LGBT health?	Meyers and Northridge: Ch 1, 12, 13, 14
2	HIV/AIDS	Meyers and Northridge: Ch 22, 27 CDC Report on HIV/AIDS Article on PrEP announced in class
3	Sexually Transmitted Infections	Camlin, C. (2009). With or without the dam thing: The lesbian safer sex debate. In N. Worcester & M. H. Whatley (Eds.), <i>Women's Health: Readings on Social, Economic, and Political Issues</i> , 5th ed. (pp. 678-682). Dubuque, Iowa: Kendall/Hunt. Marrazzo, J. M. et al., (2005). Sexual practices, risk perception and knowledge of sexually transmitted disease risk among lesbian and bisexual women. <i>Perspectives on Sexual and Reproductive Health</i> , 37, 6-12.
4	Drugs, Alcohol and Tobacco	Meyers and Northridge: Ch 23, 24 Lim, S. H., Ostrow, D., Stall, R., Chmiel, J., Herrick, A., Shoptaw, S., et al. (2010). Changes in Stimulant Drug Use Over Time in the MACS: Evidence for Resilience Against Stimulant Drug Use Among Men Who Have Sex with Men. <i>AIDS Behav.</i> doi: 10.1007/s10461-010-9866-x Pantalone, D. W., Bimbi, D. S., Holder, C. A., Golub, S. A., & Parsons, J. T. (2010). Consistency and change in club drug use by sexual minority men in New York City, 2002 to

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		<p>2007. <i>Am J Public Health</i>, 100, 1892-1895. doi: AJP.H.2009.175232 [pii] 10.2105/AJP.H.2009.175232</p> <p>Grov, C., Bimbi, D. S., Nanin, J. E., & Parsons, J. T. (2006). Exploring racial and ethnic differences in recreational drug use among gay and bisexual men in New York City and Los Angeles. <i>J of Drug Educ</i>, 36, 105-123.</p> <p>Grov, C., Parsons, J. T., & Bimbi, D. S. (2008). In the shadows of a prevention campaign: Sexual risk in the absence of crystal methamphetamine. <i>AIDS Education and Prevention</i>, 20, 42-55.</p>
5	Victimization and Homophobia	<p>Lick, D. J., Durso, L. E., & Johnson, K. L. (2013). Minority stress and physical health among sexual minorities. <i>Perspectives on Psychological Science</i>, 8(5), 521-548.</p> <p>Kamen, C., Flores, S., Taniguchi, S., Khaylis, A., Lee, S., Koopman, C., et al. (2012). Sexual minority status and trauma symptom severity in men living with HIV/AIDS. <i>Journal of Behavioral Medicine</i>, 35(1), 38-46. doi: 10.1007/s10865-011-9329-5</p> <p>Hightow-Weidman, L. B., Phillips, G., Jones, K. C., Outlaw, A. Y., Fields, S. D., & Smith For The Ymsm Of Color Spns Initiative Study Group, J. C. (2011). Racial and Sexual Identity-Related Maltreatment Among Minority YMSM: Prevalence, Perceptions, and the Association with Emotional Distress. <i>AIDS Patient Care and STDs</i>. doi: 10.1089/apc.2011.9877</p> <p>Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. <i>Psychol Bull</i>, 129(5), 674-697. doi: 10.1037/0033-2909.129.5.674</p>
6	Mental Health and Coming out	<p>Pachankis, J. E., & Bernstein, L. B. (2011). An etiological model of anxiety in young gay men: From early stress to public self-consciousness. <i>Psychology of Men & Masculinity</i>. doi: 10.1037/a0024594</p> <p>Mustanski, B. S., Garofalo, R., & Emerson, E. M. (2010). Mental health disorders, psychological distress, and suicidality in a diverse sample of lesbian, gay, bisexual, and transgender youths. <i>American Journal of Public Health</i>,</p>

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		<p>100(12), 2426-2432. doi: AJPB.2009.178319 [pii] 10.2105/AJPB.2009.178319</p> <p>Safren, S. A., Blashill, A. J., & O'Cleirigh, C. M. (2011). Promoting the sexual health of MSM in the context of comorbid mental health problems. <i>AIDS Behav</i>, 15, S30-34. doi: 10.1007/s10461-011-9898-x</p> <p>Outlaw, A. Y., Phillips, G., Hightow-Weidman, L. B., Fields, S. D., Hidalgo, J., Halpern-Felsher, B., et al. (2011). Age of MSM Sexual Debut and Risk Factors: Results from a Multisite Study of Racial/Ethnic Minority YMSM Living with HIV. <i>AIDS Patient Care and STDs</i>. doi: 10.1089/apc.2011.9879</p> <p>Grov, C., Bimbi, D. S., Parsons, J. T., & Nanín, J. E. (2006). Race, ethnicity, gender, and generational factors associated with the coming-out process among gay, lesbian, and bisexual individuals. <i>Journal of Sex Research</i>, 43(2), 115-121.</p>
7	Cancer & Meningitis	<p>Meyers and Northridge Chapter 21 Special Reading on HPV and Vaccinating Men Special readings on the 2013 meningitis outbreak among gay men in NYC</p>
8	Disability and Aging	<p>Sperber, J. (2006). As time goes by: An introduction to the needs of lesbians, gay, bisexual, and transgender elders. In M. Shankle (Ed.), <i>The handbook of lesbian, gay, bisexual, and transgender public health: A practitioner's guide to service</i> (pp. 247-250). Binghamton, NY: Harrington Park Press.</p> <p>Cronin, A., & King, A. (2010). Power, inequality, and identification: Exploring diversity and intersectionality amongst older LGB adults. <i>Sociology</i>, 44, 876-892.</p> <p>Brown, M. T. (2009). LGBT aging and rhetorical silence. <i>Sexuality Research and Social Policy</i>, 6, 65-78. Samuels, E. (1999). Bodies in trouble. In V. A. Brownworth &</p>
9	Reproduction and LGBTQ Families	<p>Epstein, R. (2009). Introduction. In <i>Who's your daddy? And other writings on queer parenting</i> (pp. 13- 32). Toronto, CA: Sumach Press. (only read pp. 13-23)</p>

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		<p>Epstein, R. (2009). Daddies and Papas 2B: The evolution of possibilities. In <i>Who's your daddy? And other writings on queer parenting</i> (pp. 53-64). Toronto, CA: Sumach Press.</p> <p>Goldberg, S., & Rose, C. B. (2009). <i>And baby makes more: Known donors, queer parents, and our unexpected families</i>. London, Ontario: Insomniac Press. (Excerpts)</p> <p>Hines, S. (2006). Intimate transitions: Transgender practices of partnering and parenting. <i>Sociology</i>, 40, 353-371. (only read pp. 363-368)</p> <p>Ruth, E. (2008). The colour of loss. <i>Herizons</i>, Winter, 25-31.</p> <p>Patterson, C. J. (2006). Children of lesbian and gay parents. <i>Current Directions in Psychological Science</i>, 15, 241-245.</p>
10	Transitions: Hormones and Surgery for Trans men and trans women	<p>Meyers and Northridge: Ch 26</p> <p>Special Readings on Transgender Men</p> <p>Lawrence, A. A. (2010). Transgender health concerns. In I. H. Meyer, & M. E. Northridge (Eds.), <i>The health of sexual minorities: Public health perspectives on lesbian, gay, bisexual and transgender populations</i> (pp. 473-494, skip pp. 488-492). New York, NY: Springer.</p> <p>LGBT Health Channel – Transgender health: http://www.healthcommunities.com/transgender-health/overview.shtml</p> <p>Bolus, S. (2009). Loving outside simple lines. In A. L. Ferber, K. Holcomb, & T. Wentling (Eds.), <i>Sex, gender, and sexuality</i> (pp. 177-180). New York, NY: Oxford University Press.</p>
11	Intimate Partner Violence	<p>Kurdek, L. A. (2005). What do we know about gay and lesbian couples? <i>Current Directions in Psychological Science</i>, 14, 251-254.</p> <p>Hines, S. (2006). Intimate transitions: Transgender practices of partnering and parenting. <i>Sociology</i>, 40, 353-371. (skip pp. 363-368)</p> <p>Girshick, L. B. (2002). Introduction and “I couldn’t believe a</p>

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		<p>woman did this to me” (Excerpts). In <i>Woman-to-woman sexual violence: Does she call it rape?</i> (pp. 3-18; 63-75). Boston, MA: Northeastern University Press.</p> <p>Courvant, D., & Cook-Daniels, L. (2009). Trans and intersex survivors of domestic violence: Defining terms, barriers, responsibilities. In N. Worcester & M. H. Whatley (Eds.), <i>Women’s Health: Readings on Social, Economic, and Political Issues</i>, 5th ed. (pp. 353-357). Dubuque, Iowa: Kendall/Hunt.</p> <p>Pantalone, D. W., Hessler, D. M., & Simoni, J. M. (2010). Mental health pathways from interpersonal violence to health-related outcomes in HIV-positive sexual minority men. <i>J Consult Clin Psychol</i>, 78(3), 387-397. doi: 2010-10440-009</p>
12	Sex Work: A Cause for Concern?	<p>Grov, C., Wolff, M. M., Smith, M. D., Koken, J. A., & Parsons, J. T. (2014). Male clients of male escorts: Satisfaction, sexual behavior, and demographic characteristics <i>Journal of Sex Research</i>, 51(7), 827-837. doi: 10.1080/0092623X.2012.691948</p> <p>Koken, J. A., Bimbi, D. S., & Parsons, J. T. (2010). Male and female escorts: a comparative analysis. In R. Weitzer (Ed.), <i>Sex for Sale: Prostitution, Pornography, and the Sex Industry</i> (Second ed.). New York: Routledge.</p> <p>Bimbi, D. S. (2007). Male prostitution: Pathology, paradigms and progress in research. <i>Journal of Homosexuality</i>, 53(1/2), 7-35.</p> <p>Parsons, J. T., Koken, J. A., & Bimbi, D. S. (2004). The use of the Internet by gay and bisexual male escorts: sex workers as sex educators. <i>AIDS care</i>, 16(8), 1021-1035.</p> <p>Special Readings on Transgender Women Sex Workers</p>
13	Body Image	<p>Kimmel, S. B., & Mahalik, J. R. (2005). Body image concerns of gay men: the roles of minority stress and conformity to masculine norms. <i>Journal of Consulting and Clinical Psychology</i>, 73(6), 1185-1190. doi: 2005-16405-02</p> <p>Wiseman, M. C., & Moradi, B. (2010). Body image and eating disorder symptoms in sexual minority men: A test and extension of objectification theory. <i>Journal of</i></p>

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		<p>Counseling Psychology, 57(2), 154-166. doi: 2010-06436-002</p> <p>Udall-Weiner, D. (2009). Sexual identity development and self-esteem as predictors of body image in a racially diverse sample of gay men. <i>Journal of Homosexuality</i>, 56(8), 1011-1029.</p> <p>Kraft, C., Robinson, B. B., Nordstrom, D. L., Bockting, W. O., & Rosser, B. R. (2006). Obesity, body image, and unsafe sex in men who have sex with men. <i>Archives of Sexual Behavior</i>, 35(5), 587-595. doi: 10.1007/s10508-006-9059-x</p>
14	Syndemics and Resilience	<p>Bonet, L., Wells, B. E., & Parsons, J. T. (2007). A positive look at a difficult time: A strength based examination of coming out for lesbian and bisexual women. <i>Journal of LGBT Health Research</i>, 3(1), 7-14.</p> <p>Herrick, A. L., Stall, R., Goldhammer, H., Egan, J. E., & Mayer, K. H. (2014). Resilience as a research framework and as a cornerstone of prevention research for gay and bisexual men: theory and evidence. <i>AIDS and Behavior</i>, 18, 1-9.</p> <p>Buttram, M. E., & Kurtz, S. P. (2012). Risk and Protective Factors Associated With Gay Neighborhood Residence. <i>Am J Mens Health</i>. doi: 1557988312458793 [pii]</p> <p>Mustanski, B., Garofalo, R., Herrick, A., & Donenberg, G. (2007). Psychosocial health problems increase risk for HIV among urban young men who have sex with men: preliminary evidence of a syndemic in need of attention. <i>Ann Behav Med</i>, 34(1), 37-45. doi: 10.1080/08836610701495268</p> <p>Parsons, J. T., Grov, C., & Golub, S. A. (2012). Sexual compulsivity, co-occurring psychosocial health problems, and HIV risk among gay and bisexual men: Further evidence of a syndemic. <i>American Journal of Public Health</i>, 102, 156-162. doi: doi:10.2105/AJPH.2011.300284</p>
15	Final Exam	

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Date of departmental approval: November 11, 2014

Effective date: Fall 2015

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SECTION A-IV: NEW COURSES
Department of Health and Nutrition Sciences

HNSC 5100 Capstone Seminar in Public Health Research

3 hours; 3 credits

Develop a fundamental understanding of research design in public health. Examine, interpret, and synthesize public health literature. Develop an understanding of data collection methods, analysis of data, and reporting of results.

Prerequisite: HNSC1100, HNSC 2100, HNSC 2109W, HNSC 2120, HNSC 3300

Contact hours: 3

Frequency of Offering: Every semester

Projected enrollment: 25

Clearances: None

Rationale: This course will serve as the cumulating capstone experience for students in the new BS Public Health Concentration. It serves to integrate their prior course work in Public Health and prepare them for graduate studies. This course incorporates the Association of Schools and Programs in Public Health's (ASPPH) domains of knowledge recommended for undergraduate degrees in Public Health

Departmental goals addressed by the course

- Cumulative and integrative scholarly approach to research in public health
- Prepare students for continued post graduate studies
- Impart students with applied research method skills in public health

Objectives of the course and anticipated outcomes:

After completing this course, students will be able to

- Write using scientific prose and appropriate citation format (e.g., APA)
- Discuss the roles that different fields of science (e.g., sociology, psychology) play in public health research and practice
- Apply public health scientific methods to examine, interpret, and synthesize public health literature.

Method of Evaluation:

- Class participation (5%)
- Midterm (25%)
- Final exam (30%)
- Integrative Research Project (20%).

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- Final Paper (20%)

Method of Assessment:

Achievement of course objectives and outcomes will be assessed using a combination of the midterm exam, final exam, integrative research project (as described in the course outline) and the final paper (as described in the course outline).

Course Outline:**HNSC 5100 Capstone Seminar in Public Health Research**

Bulletin Description: Develop a fundamental understanding of research design in public health. Examine, interpret, and synthesize public health literature. Develop an understanding of data collection methods, analysis of data, and reporting of results.

Text: Crosby RA, DiClemente RJ, Salazar LF. *Research Methods in Health Promotion*. San Francisco: Jossey-Bass; 2006.

Week	Content	Readings
1	Key steps in the research process	Ch 1
2	Philosophy of science and theory construction	Ch 2
3	Ethical issues in health promotion research	Ch 3
4	Choosing a research design	Ch 4
5	Crafting a successful research proposal	Ch 15
6	Conducting observational research	Ch 5
7	Designing randomized controlled trials in health + Midterm Exam	Ch 6
8	Qualitative data	Ch 7
9	Measurement in health promotion	Ch 9
10	Principles of sampling	Ch 11
11	Improving validity of self-reports for sensitive behaviors	Ch 10
12	Analytic techniques for observational research	Ch 12 & 13
13	Introduction to scientific writing	Ch 14
14	Special topics in public health research	(in class articles)
15	Final Exam	

Integrative research project and Final Paper:

Students will identify a public health issue and develop measures (or adopt previously used measures) to capture indicators of this issue. Measures will be combined into a single comprehensive survey and students will collect a non-representative sample of responses to the survey. Responses will be transposed into an SPSS database for further analyses. The development, administration, and data entry constitute the first part of the research project (20% of Grade). Next, students will analyze their data and write up their findings in the format of a research report (3000 words + references) to be submitted at the end of the

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semester (20% of Grade). Additional instructions and timeline will be distributed in class

Bibliography:

- Northridge ME, Susser M. The paper route for submissions to the Journal. AM J Public Health. 1994;84:717-718
- Northridge ME, Susser M. Seven fatal flaws in submitted manuscripts. Am J Public Health. 1994;84:718-719
- Watters, J. K., & Biernacki, P. (1989). Targeted sampling: Options for the study of hidden populations. Soc Problems, 36, 416-430.
- AJPH Policy on Ethical Principles (Based on WAME, Publication Ethics Policies for Medical Journals), Adopted November 3, 2007
<http://www.aphaportal.org/misc/ajphethicspolicy07.pdf>
- Mustanski, B. (2011). Ethical and Regulatory Issues with Conducting Sexuality Research with LGBT Adolescents: A Call to Action for a Scientifically Informed Approach. Arch Sex Behav. doi: 10.1007/s10508-011-9745-1

Date of departmental approval: November 11, 2014

Effective date: Fall 2015

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SECTION A-V: CHANGES IN EXISTING COURSES

Department of Africana Studies

Change in course description

FROM:

AFST 3215 Performing Blackness

3 hours; 3 credits

Inventing identity through black performance. The appropriation and performance of race towards widely divergent ends within and outside of African American culture. Self empowerment through racial stereotyping. Performance as a principal medium of cross cultural imagination and self definition. The "subject" in opposition to the "other." Examination of performance structures emerging from mimicry and appropriation. Performance styles include: the exotic shows of nineteenth century Europe, the blackface minstrel theater, Carnival in the Americas, popular culture.

TO:

AFST 3215 Performing Blackness

3 hours; 3 credits

Inventing identity through black performance. The appropriation and performance of race towards widely divergent ends within and outside of African American culture. Self empowerment through racial stereotyping. Performance as a principal medium of cross cultural imagination and self definition. The "subject" in opposition to the "other." Examination of performance structures emerging from mimicry and appropriation. Performance styles include: the exotic shows of nineteenth century Europe, the blackface minstrel theater, Carnival in the Americas, popular culture. This course is the same as American Studies 3709.

Rationale: Cross-listing this course with the American Studies Program makes this course available to a broader group of students and compliments the exiting course "Reading Race" that is also cross-listed with American Studies.

Date of department approval: October 14, 2014

Effective date: Fall 2015

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SECTION A-V: CHANGES IN EXISTING COURSES

Department of Health and Nutrition Sciences

Change in title. Change in course description.

FROM:

HNSC 2140 Introduction to the U.S. Health System

3 hours; 3 credits

Examination of problems in health care delivery in the United States. Study of the historical, political, and economic aspects of the public and private health systems. Critical evaluation of the quality, organization, and accessibility of health care services. Comparison of health care systems in different countries. (Not open to students who have completed Health and Nutrition Sciences 26.)

Prerequisite: Health and Nutrition Sciences 1100 [~~6-1~~].

TO:

HNSC 2140 Introduction to the U.S. Health System and Policy

3 hours; 3 credits

Overview and examination of problems in health care delivery in the United States. Introduction to the fundamental characteristics and organizational structures of the health system. Study of the historical, political, ethical, ~~and economic,~~ and regulatory aspects of the public and private health systems. Critical evaluation of the quality, organization, and accessibility of health care services, and the role of different agencies and branches of government. Comparison of health care policy and systems in different countries. (Not open to students who have completed Health and Nutrition Sciences 26.)

Prerequisite: Health and Nutrition Sciences 1100.

Clearances: None

Rationale: These changes are in preparation for the new BS concentration in Public Health. These changes incorporate the Association of Schools and Programs in Public Health's (ASPPH) domains of knowledge recommended for undergraduate degrees in Public Health. These domains call for an overview of the health system, as well as an introduction to basic concepts of health policy, including legal, ethical and economic.

Date of departmental approval: November 11, 2014

Effective date: Fall 2015

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REVISED

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Health and Nutrition Sciences

Change in title. Change in course description.

FROM:

HNSC #4240 ~~Medical Nutrition Therapy~~

4 hours; 4 credits

Pathophysiological basis for ~~nutritional care~~ in specific diseases; ~~theoretical basis for therapeutic diets.~~ (Not open to students who have completed Health and Nutrition Sciences 54.5.)

Prerequisite: Health and Nutrition Sciences 2300 [~~22.71~~], 2210 [~~29~~], and 3230 [47]; or permission of the chairperson; ~~co-requisite: Health and Nutrition Sciences 4241. [54.7].~~

TO:

HNSC #4240 Clinical Nutrition I

4 hours; 4 credits

Pathophysiological basis for medical nutrition therapy in specific disease states; analysis of case studies; theory and application of therapeutic diets.

Prerequisite: Health and Nutrition Sciences 2300, 2210, and 3230; or permission of the chairperson.

Rationale: The course description was revised to include language used in the field of dietetics. The co-requisite of 4241 will no longer be mandatory. Students will now have the option of taking this course as a pre-requisite to, or co-requisite with HNSC4241 (see revised course description for HNSC 4241) since the content of the courses are independent. The name change more accurately describes the existing course content which encompasses the area of clinical nutrition.

Date of departmental approval: December 9, 2014

Effective date: Fall 2015

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

REVISED

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Health and Nutrition Sciences

Change in title. Change in course description. Change in credit hours.

FROM:

HNSC #4241 ~~Applied Medical Nutrition~~

~~3 hours lecture, 2 hours supervised fieldwork; 4 credits~~

~~An introduction to the profession and practice of dietetics. Topics include: interpersonal communication skills; counseling theory and methods; screening for nutritional risk; nutritional assessment and evaluation; documentation methods; medical terminology; laboratory parameters; ethics of care; reimbursement issues; calculation of diets; enteral and parenteral nutrition; nutrient-nutrient and drug-nutrient interactions~~

~~Prerequisite: Health and Nutrition Sciences 2300, 2210, 3230; or permission of the chairperson; co-requisite HNSC 4240~~

TO:

HNSC #4241 Clinical Nutrition II

4 hours; 4 credits

An introduction to the profession and practice of clinical nutrition and dietetics centered on the nutrition care process: assessment, diagnosis, intervention, monitoring and evaluation. Topics include: screening for nutritional risk; nutritional assessment and evaluation, dietary care planning; enteral and parenteral nutrition; counseling theory and methods; ethics of care; reimbursement for medical nutrition therapy

Prerequisite: Health and Nutrition Sciences 2300, 2210, 3230 or permission of the chairperson; pre-requisite or co-requisite HNSC 4240

Rationale: The course content will remain focused on the nutrition care process. The fieldwork portion of the course will be eliminated to expand the nutrition counseling theory and methods coursework. This course will have HNSC 4240 as a pre-requisite or co-requisite since the content of the courses are independent. The name change more accurately describes the existing coursework which encompasses the area of clinical nutrition.

Date of departmental approval: December 9, 2014

Effective date: Fall 2015

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APPENDIX

Special Topics: The committee has approved the following special topics for the term indicated and informed the Provost of the committee's approval. These items do not require Faculty Council action and are announced here for information only.

The Special Topics listed below are first offerings in Spring 2015:

AFST 3290 Special Topics in Literature, Culture, and the Arts: *From Slave Quilts to Post-Black Canvases: Introduction to African American art*

ARTD 3195 Special Topics in Art History: *From Slave Quilts to Post-Black Canvases: Introduction to African American art*