

SUNY Broome General Education  
Course Proposal Form

**I. Course Information/Signature Page**

**Date:** 9/3/2019

**Course Title:** Health for Haiti

**Proposed Course Title** (only for courses proposing new titles through Curriculum Committee):

[Click here to enter proposed course title.](#)

**Department/Subject Designator:** BIO 104/HST 104

**Number credits:** 4

**Pre-requisites/Co-requisites:** None

**Sponsor Proposer:** Jennifer Musa

**Sponsor Department(s):** Biology

**Cross-listed proposer (if applicable):** Maureen Hankin

**Cross-listed department (if applicable):** Health Sciences

**Effective semester/year of Proposed GE Addition:** Winter 2020

<i>Approvals</i>		Yes	No
<b>Sponsoring Department:</b> (Chair signs for Department)	Date		
Comments:			
<b>Department Chair:</b>	Date		
Comments:			
<b>Sponsoring Division:</b> (Dean signs for Division)	Date		
Comments:			
<b>Cross-listed Department (if applicable):</b> (Chair signs for Department)	Date		
Comments:			
<b>Cross-listed Division (if applicable):</b> (Dean signs for Division)	Date		
Comments:			
<b><i>These signatures will be obtained upon approval of the course as a General Education course</i></b>			
<b>General Education Committee:</b> (Chair signs for Committee)	Date		
Comments:			
<b>Registrar:</b>	Date		
Comments:			
<b>EVP/CAO:</b>	Date		
Comments:			

**II. SUNY GER Categories**

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a. Select a category for which the course is proposed to become a General Education course. *Please note that your course must meet the learning outcomes for the specific General Education category selected.*

- Mathematics
- Natural Sciences
- Social Sciences
- American History
- Western Civilization
- Other World Civilization
- Humanities
- The Arts
- Foreign Language
- Basic Communication

b. Select any infused competencies for which your course meets. *Please note that if selected, your course must demonstrate that it meets these learning outcomes.*

- Critical Thinking
- Information Management

c. Justification. Please specify how this course meets the General Education content guidelines. Your response should specifically address how your course meets the content guidelines detailed in the Guidelines for the Approval of State University General Education Required Courses found at: [http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/general-education/GenEdCourseGuidelines\\_2017.pdf](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/general-education/GenEdCourseGuidelines_2017.pdf)

**Students will gain and demonstrate a meaningful understanding of the methods scientists use to explore the relationship between poverty and health through observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis through pre-trip reading and discussion of relevant peer-reviewed scientific articles and participation in a data analysis activity using health data collected by Health for Haiti staff and students over the past six years. Students will apply of scientific concepts and models by designing and engaging in hands-on activities in Haiti that will help improve overall health and quality of life in developing communities. Specifically students will study and participate in projects related to clean water/water filtration technology, solar power/clean energy, agriculture and nutrition, community medical and dental clinics and/or anatomical, physiological and microscopy education for children.**

### III. Learning Outcomes

a. Have the student learning outcomes changed to meet the General Education category requirements? *Please note if the student learning outcomes have changed, these changes must also be submitted to the Curriculum Committee for approval.*

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Yes  No

b. If this is a course which does not require Curriculum Committee approval, please provide the student learning outcomes as listed on the College Catalogue. *Please note student learning outcomes must encompass SUNY outcomes for the selected SUNY-GER category.*

**Please see attached Curriculum Committee forms for revised learning outcomes.**

c. If this is a new or revised course concurrently submitted to the Curriculum Committee please attach the Curriculum Committee proposal forms to this document.

#### IV. Catalogue Description

a. If this is a course which does not require Curriculum Committee approval, please enter the actual description of this course as listed in the SUNY Broome College Catalogue.

**Please see attached Curriculum Committee forms for revised course description.**

b. If this is a new or revised course concurrently submitted to the Curriculum Committee please attach the Curriculum Committee proposal forms to this document.

#### V. Topical Outline

Please describe the specific topics which will be addressed within this course. *You should ensure that your topical list meets the General Education category student learning outcomes.*

**Health for Haiti students will gain first hand experience with the myriad of issues that link poverty with poor health. The course focuses on Haiti and the Haitian people. Before and during our time in Haiti, students learn historical, economic, political, and spiritual aspects of Haitian culture as these factors are intimately linked with health outcomes. Specific service projects will be designed based on the pre-existing skills of the students and the most pressing community needs as identified by our partners in Haiti. The course will help students to develop practical critical thinking skills. All Health for Haiti students will learn about multiple issues that impact health in rural and urban communities in Haiti. Students will study water filtration/purification, solar power, sustainable agriculture and nutrition, school-based health education (anatomy, physiology. microscopy) and hands-on community medical and dental health aid. Students will read peer-reviewed scientific papers and complete a data analysis activity using data collected by Health for Haiti over the past six years in Haiti. Students will gain practical experience with all of these issues during a ten day service trip to Haiti. Students will complete a lab assignment, keep a reflective journal before, during and after their trip to Haiti and will give an oral presentation detailing their work and findings in Haiti.**

#### VI. List of Sample Readings

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Please provide a list of specific readings required for this course, including applicable texts. If applicable, please include links to the specific readings. *You should ensure selected readings demonstrate their use will lead to achievement of the General Education category student learning outcomes.*

**Students will read peer-reviewed journal articles to educate them about health-related issues that impact rural and urban communities in developing countries. These articles will introduce topics related to clean water, nutrition, and personal health. They will be used to teach students how to use scientific methodology to collect and analyze data that can be used to evaluate current projects and direct future efforts.**

**Sample of Student Pre-Trip Readings:**

**Whisenant, D., Cortes, C., Ewell, P., & Cuellar, N. (2017). The use of community based participatory research to assess perceived health status and health education needs of persons in rural and urban Haiti.(Report). *Online Journal of Rural Nursing & Health Care*, 17(1), 52–72.**

**<https://doi.org/10.14574/ojrnhc.v17i1.427>**

**Shannon Donegan, John A. Maluccio, Caitlin K. Myers, Purnima Menon, Marie T. Ruel, Jean-Pierre Habicht, Two Food-Assisted Maternal and Child Health Nutrition Programs Helped Mitigate the Impact of Economic Hardship on Child Stunting in Haiti, *The Journal of Nutrition*, Volume 140, Issue 6, June 2010, Pages 1139–1145, <https://doi.org/10.3945/jn.109.114272>**

**Johri M, Sylvestre M-P, Kone´ GK, Chandra D, Subramanian SV (2019) Effects of improved drinking water quality on early childhood growth in rural Uttar Pradesh, India: A propensity- score analysis. *PLoS ONE* 14(1): e0209054. <https://doi.org/10.1371/journal.pone.0209054>**

**Griffin SO, Naavaal S, Scherrer C, Griffin PM, Harris K, Chattopadhyay S. (2016) School-Based Dental Sealant Programs Prevent Cavities And Are Cost-Effective, *Health Affairs*. 35(12):2233-2240.**

**Mei ML, Lo ECM, Chu CH. (2018) Arresting Dentine Caries with Silver Diamine Fluoride: What's Behind It? *J Dent Res*. Jul;97(7):751-758. doi:10.1177/0022034518774783. Epub 2018 May 16. PubMed PMID: 29768975.**

## **VII. Syllabus**

It is encouraged, but not required, that you attach a copy of the course syllabus to facilitate review of your course. The syllabus should indicate that completion of this course will satisfy the specified SUNY-GER area(s).

Please note according to SUNY guidelines, any course that fulfills General Education requirements must assess the SUNY-specified learning outcomes for that particular General Education area. Therefore, the syllabus should specifically address the required learning outcomes for the SUNY-GER area(s) identified along with how they will be delivered and assessed.

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**VIII. SUNY Broome General Education Assessment Plan**

Both SUNY and Middle States require that the College's General Education Curriculum be regularly assessed in order to ensure its rigor and quality. As mandated by SUNY, SUNY Broome is required to develop and implement periodic evaluation of assessment of student achievement of student learning outcomes associated with the SUNY General Education Requirement.

Please complete the General Education Assessment Plan form constructed by the Student Learning Assessment Committee (SLAC) and General Education Committee and submit with this form. This form outlines the assessment schedule for the next 3 planned SUNY GER assessments, SUNY GER outcomes, and the alignment of local, SUNY GER, and SUNY Broome ILOs. The completion of this form is integral for the SLAC and General Education Committee to assess the overall State of the SUNY General Education Curriculum at SUNY Broome. **If you have questions about completing this section of the form, please contact the Chair of SLAC, General Education, or your division representative.**

**Submission Instructions:** Email the completed **General Education Course Proposal Form**, including Assessment Plan, copy of the course syllabus, course readings, and any supporting material to the Chair of the General Education Committee. In addition, please send a hard copy of this form and Curriculum Committee proposal forms (as required) to the Chair of General Education. For courses going through Curriculum Committee, the proposer is expected to provide evidence of the course receiving approval from the Curriculum Committee.

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**SUNY Broome General Education Course Assessment Map & Plan**  
**SUNY Broome GE Course SLO Alignment with SUNY-GER Course Alignment/SUNY Broome ILOs**

**Course Title and Number:** Please list the course number and title here: *BIO 104/HST 104*

**Course Modalities:** Please list the modalities which the course is offered (in class, online, blended, Fast Forward). Please note, you are expected to assess across all modalities in which your course was offered at the time of assessment during your assessment schedule. *In Class and International Field Experience*

**SUNY-GER Category:** Please list the SUNY-GER category here by number (see below): 2

**SUNY GER Learning Outcomes:** Please list the outcomes from the knowledge area to be covered here (please review Guidelines for the approval of State University Gen Ed Requirement Courses). Each outcomes within the knowledge area proposed must be included and mapped to SUNY-GER SLOs & BCC ILOs.

Students will demonstrate:

1. **Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis**
2. **Application of scientific data, concepts, and models in one of the natural (or physical) sciences.**
3. Click here to enter text.
4. Click here to enter text.
5. .

**Assessment Schedule:** Please list the assessment schedule here, including semester and year it will occur; if assessment is done each semester, please indicate this. *Assessment will be completed each fall after the completion of the winter Health for Haiti course.*

**Alignment of Local (select), SUNY-GER, & SUNY BCC ILOs: (you may add more rows to the table as needed)\*\*\***

Please find the new SUNY BCC ILO which corresponds to your course SLO. For courses previously approved, please use the crosswalk table below.

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<p style="text-align: center;"><b>Course SLO</b> <i>(every course SLO should be listed, as stated within the college catalogue &amp; course syllabus)</i></p>	<p style="text-align: center;"><b>SUNY-GER SLO</b> <i>(indicate which GER SLO is met; if none, write N/A)</i></p>	<p style="text-align: center;"><b>SUNY BCC ILO</b> <i>(indicate which SUNY BCC ILO is met; every course SLO should be mapped to a BCC ILO)</i></p>	<p style="text-align: center;"><b>Assessment Timeline</b> <i>(indicate the frequency in which assessment occurs, including semester and year within assessment cycle)</i></p>	<p style="text-align: center;"><b>Learning Activity</b> <i>(indicate the learning activity used to assess the SLO/ILO; both indirect &amp; direct assessments should be used)</i></p>	<p style="text-align: center;"><b>Criteria for Success/Benchmark</b> <i>(indicate the <u>criteria</u> used to assess SLO/ILOs &amp; the <u>benchmark</u> for success)</i></p>
<p><b>Demonstrate critical reflection about how own attitudes and beliefs are different from those of other cultures and communities.</b></p>	<p style="text-align: center;">N/A</p>	<p>(ILO 1): Cultural and Global Awareness.</p>	<p>Assessment will occur once per year during the fall semester that follows the winter course.</p>	<p>Reflective journal containing student entries completed before, during and after the trip to Haiti.</p>	<p><b>We expect that 90% of Health for Haiti students will achieve the required criteria for success in the course. A rubric will be used to assess the benchmark criteria.</b></p>
<p><b>Demonstrate increased understanding of personal social values with reflective insights about the aims and accomplishments of one's actions.</b></p>	<p style="text-align: center;">N/A</p>	<p>(ILO 1): Cultural and Global Awareness</p>	<p>Assessment will occur once per year during the fall semester that follows the winter course.</p>	<p>Participation in pre-trip activities which will involve an analysis of the cultural, political, and economic situation in Haiti, introduction to ongoing projects, and fundraising activities in preparation of class service work in Haiti.</p>	<p><b>We expect that 90% of Health for Haiti students will achieve the required criteria for success in the course. A rubric will be used to assess the benchmark criteria.</b></p>
<p><b>Demonstrate understanding of scientific methods for observation, hypothesis development, data collection analysis, and evaluation of evidence.</b></p>	<p><b>(SUNY-GER SLO 1) Understanding of the methods scientists use to explore natural phenomena,</b></p>	<p>(ILO 4) Scientific and Quantitative Reasoning</p>	<p>Assessment will occur once per year during the fall semester that follows the winter course.</p>	<p>Reading of peer-reviewed journal articles for examples of how the scientific method can be used to study and improve global health,</p>	<p><b>We expect that 90% of Health for Haiti students will achieve the required criteria for success in the course. A rubric will be</b></p>

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	<p><b>including observation,, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis</b></p>			<p>Completion of a lab assignment comprising 1.An introduction to experimental and non-experimental research methods, 2. Lab experiments in experimental and non-expreimental settings including Excel data analysis activities 3. Scence based analysis of global health data collected in Haiti by Health for Haiti students over the past 6 years, including hypotheses testing and statistical analysis of the data</p>	<p><b>used to assess the benchmark criteria.</b></p>
<p><b>Demonstrate the ability to apply scientific concepts and models by designing and engaging in hands-on activities in Haiti that will help improve overall health and quality of life in developing communities.</b></p>	<p><b>(SUNY-GER SLO 2) Application of scientific , concepts and models in one of the natural sciences</b></p>	<p>(ILO 4) Scientific and Quantitative Reasoning</p>	<p>Assessment will occur once per year during the fall semester that follows the winter course.</p>	<p>Hypothesis development/project planning for service projects that will be implemented in Haiti, Implementation of service projects in Haiti (including improvement of community health through clean water, clean energy, agriculture/nutrition initiatives and delivery of basic health services) and collection of data.</p>	<p><b>We expect that 90% of Health for Haiti students will achieve the required criteria for success in the course. A rubric will be used to assess the benchmark criteria.</b></p>

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<p><b>Demonstrate civic engagement by integrating knowledge from their program of study and applying it on a practical level by producing a tangible product or program</b></p>	<p>N/A</p>	<p>(ILO3):Oral and Written Communication</p>	<p>Assessment will occur once per year during the fall semester that follows the winter course.</p>	<p>Creation and delivery of a final PowerPoint presentation summarizing projects and results from work in Haiti.</p>	<p><b>We expect that 90% of Health for Haiti students will achieve the required criteria for success in the course. A rubric will be used to assess the benchmark criteria.</b></p>
<p>Click here to enter text.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>

**SUNY GER SLO (SUNY General Education Student Learning Outcomes)**

**Knowledge and Skill Areas:**

1. Mathematics
2. Natural Sciences
3. Social Sciences
4. American History
5. Western Civilization
6. Other World Civilizations
7. Humanities
8. The Arts
9. Foreign Language

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10. Basic Communication

**Competencies:**

1. Critical Thinking
2. Information Management

**NEW SUNY Broome ILOs (Institutional Learning Outcomes)**

1. Cultural and global awareness
2. Critical analysis and decision making
3. Oral and written communication
4. Scientific and quantitative reasoning
5. Technological competency
6. Information Literacy

**OLD SUNY Broome ILOs (Institutional Learning Outcomes)**

1. **(ILO 1)** Apply relevant knowledge, technology, and tools from the academic disciplines in the contexts of personal, professional, and civic interactions, with sensitivity to diverse peoples and cultures.
2. **(ILO 2)** Read, write, speak, and listen effectively in both personal and professional spheres.
3. **(ILO 3)** Retrieve, organize, analyze, evaluate, and appropriately use information.
4. **(ILO 4)** Perform effectively as a team member.
5. **(ILO 5)** Reflect on, reason about, and form independent judgments on a variety of ideas and information, and use these skills to guide their beliefs and actions.
6. **(ILO 6)** Exercise individual and social responsibilities through personal development and self-advocacy, healthy life-style choices, ethical behavior, civic involvement, interaction with diverse cultures, commitment to life-long learning, and engagement with global issues.
7. **(ILO 7)** Integrate knowledge and skills gained and adapt them to new settings, questions, and responsibilities.

<b>GER Requirements Crosswalk SUNY Broome Community College</b>			
<b>MSCHE GER Curriculum Components</b>	<b>SUNY GER Curriculum Areas &amp; Components</b>	<b>New BCC ISLOs</b>	<b>Old BCC ISLOs</b>
Cultural and global awareness and cultural sensitivity	Western Civilization, Other World Civilizations, Foreign Language, Humanities, Arts	<b>(ILO 1)</b> Cultural and global awareness	ISLO 1, ISLO 4, ISLO 6

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Values, ethics, and diverse perspectives	Social Science, American History, Other World Civilizations, Foreign Languages, Humanities, Arts	<b>(ILO 1)</b> Cultural and global awareness	ISLO 1, ISLO 5 ISLO 6
Critical Analysis and Reasoning	Critical Thinking	<b>(ILO 2)</b> Critical analysis and decision-making	ISLO 5, ISLO 7
Oral and written communication	Basic Communication (Written and Oral)	<b>(ILO 3)</b> Oral and written communication	ISLO 2
Scientific and Quantitative Reasoning	Natural Science, Social Science, Mathematics	<b>(ILO 4)</b> Scientific and quantitative reasoning	ISLO 3
Technological Competency	Basic Communication, Information Management	<b>(ILO 5)</b> Technological competency	ISLO 1
Information Literacy	Information Management	<b>(ILO 6)</b> Information literacy	ISLO 3

10/18/17, 6/18