

SUNY Broome Community College – Curriculum Committee
Revised Course Proposal

Click File/Save As and rename file: *SUB ###-CLS ### Current Course Title* (substitute data entered at the top of Page 1)

Date: 9/3/2019 Current Course Title: Health for Haiti
 Proposed Course Title (if different): Click here to enter proposed course title.
 Banner Course Title Health for Haiti
 Subject Code & Course No. HST 104 Sponsor Proposer: Maureen Hankin Cross-listed Subject Code & Course No. (if applicable) BIO 104
 Sponsor Department: Health Studies
 Cross-listed Proposer (if applicable): Jennifer Musa
 Cross-listed Department (if applicable): Biology
 Date Revised Course Starts Semester: Spring Year: 2020

<i>Approvals</i>		Yes	No
Sponsoring Department (Chair signs for Department)	Date		
Comments:			
Sponsoring Department Chairperson	Date		
Comments:			
Sponsoring Division (Dean signs for Division)	Date		
Comments:			
Sponsoring Dean	Date		
Comments:			
Cross-listed Department (if applicable) (Chair signs for Department)	Date		
Comments:			
Cross-listed Department Chairperson (if applicable)	Date		
Comments:			
Cross-listed Division (if applicable) (Dean signs for Division)	Date		
Comments:			
Cross-listed Dean (if applicable)	Date		
Comments:			
Registrar	Date		
Comments:			
Curriculum Committee (Chair signs for Committee)	Date		
Comments:			
EVP/CAO	Date		
Comments:			

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1. Rationale for Change (Click all that apply)

<input checked="" type="checkbox"/>	Step #	Classification (explain rationale in appropriate Step # of form)
		Revision of Course description and Student Learning Outcomes to reflect the current intent of the global service learning course, improve course assessment, and to fulfill the SUNY Broome General Education requirements.
<input checked="" type="checkbox"/>	<u>3, 5, 8</u>	Required for all proposals
<input type="checkbox"/>	<u>Page 1</u>	Substantive change from current catalog title
<input type="checkbox"/>	<u>Page 1, 6</u>	Change in cross-listing
<input type="checkbox"/>	<u>2</u>	Change in contact and/or credit hours
<input type="checkbox"/>	<u>4</u>	Substantive change from current catalog description
<input type="checkbox"/>	<u>7</u>	Change in prerequisite or co-requisite
<input type="checkbox"/>	<u>9</u>	Change in Special Instructional Requirements
<input checked="" type="checkbox"/>	<u>10</u>	Substantive change in course content or learning outcomes since most recent course review
<input type="checkbox"/>	<u>11</u>	Information regarding course designations: Gen Ed, Writing Emphasis, Honors, Applied Learning
<input type="checkbox"/>		Other (please describe): Click here to enter text.

2. Credit and Contact Hours (both required): [Enter numbers in appropriate row(s)]

	Current		Proposed	
	Contact	Credit	Contact	Credit
Lecture	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
Lab	<u>6</u>	<u>3</u>	<u>6</u>	<u>3</u>
Studio				
Clinical				
Other (please describe): Click here to enter text.				
Total for course (required)	<u>7</u>	<u>4</u>	<u>7</u>	<u>4</u>

Enter Credit Hours as you want them assigned to course sections in Banner. Developmental course credits are entered into Acalog as class hours and not credit hours; credit hours are only entered in Banner for Financial Aid purposes.

3. Course Offering Classification (Click all that apply - required for all proposals)

Classification	<input checked="" type="checkbox"/>
Elective (Any elective course that would count toward graduation but not toward the major)	<input checked="" type="checkbox"/>
Required Elective (Any course in a list of alternatives from whose selection is required to complete the major)	<input type="checkbox"/>
If Required Elective, which program(s): Click here to enter text.	
Major (Any course specifically required to complete the major)	<input type="checkbox"/>
If Major, which program(s): Click here to enter text.	

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4. Catalog/Website Course Description, including any cross-listing: (Please limit to 100 words)

Current Description: Students will explore the dynamics between poverty and healthcare, address specific health-related needs of Haitian people, and learn historical, cultural, economic, political and spiritual aspects of Haiti. Students will engage in service projects at orphanages, hospitals, health clinics and food distribution centers in Haiti. 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 foster fellowship and cultural humility, provide humanitarian assistance to the poorest country in the Western Hemisphere, and prepare students to participate in a dynamic, global world.

Proposed Description: Students will use a scientific approach to explore dynamics between health care, education, and poverty, while engaging in experiential service learning in Haiti. Classes will introduce students to scientific methods as well as the history, culture, economic, political, and spiritual aspects of Haiti. Students will apply scientific concepts and models while engaging in diverse service projects in urban and rural communities. Partner needs and students' preexisting skills will determine specific service projects. The course is designed to foster fellowship, provide humanitarian assistance, enhance civic responsibility, develop scientific, critical thinking and reflection skills required for participation in our dynamic, global world.

5. Justification (Required for all proposals)

Why is this course revision needed? (Reference student demand, transfer or career articulation, college or curricular goals; include any restrictions on enrollment etc.):

Revision of course description and student learning outcomes is needed to reflect the current intent and practice of this global service learning course, to allow the instructors to better assess the course, and to fulfill the SUNY Broome General Education requirements. Binghamton University has completed their own evaluation and requested that Health for Haiti be considered as a General Education Natural Science Course (please see attached letter). Many students seek to transfer the Health for Haiti course there.

Students will gain and demonstrate a meaningful understanding of scientific methods as they explore the relationship between health, education, and poverty through observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis. Students will engage in pre-trip reading and discussion of relevant peer-reviewed scientific articles and participation in a data analysis lab activity using health data collected by Health for Haiti staff and students over the past six years. Students will gain practical experience applying 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.

6. Cross-listing

Is this course cross-listed in another department? Yes or No

If yes, why should this course be cross-listed in another department?

Cross listing is necessary to best capture the broad experiences encompassed by this unique program and to accommodate students from all disciplines who may be interested in putting their academic program skills to practical use in Haiti.

Make sure all cross-listed data is entered at the top of Page 1.

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7. Course Sequence

Current prerequisite(s): [Click here to enter current prerequisites.](#)

Proposed prerequisite(s): [Click here to enter proposed prerequisites.](#)

Rationale for change: [Click here to enter rationale for change.](#)

Current co-requisite(s): [Click here to enter current co-requisites.](#)

Proposed co-requisite(s): [Click here to enter proposed co-requisites.](#)

Rationale for change: [Click here to enter rationale for change.](#)

Is this a prerequisite for another course in another department? Yes or No

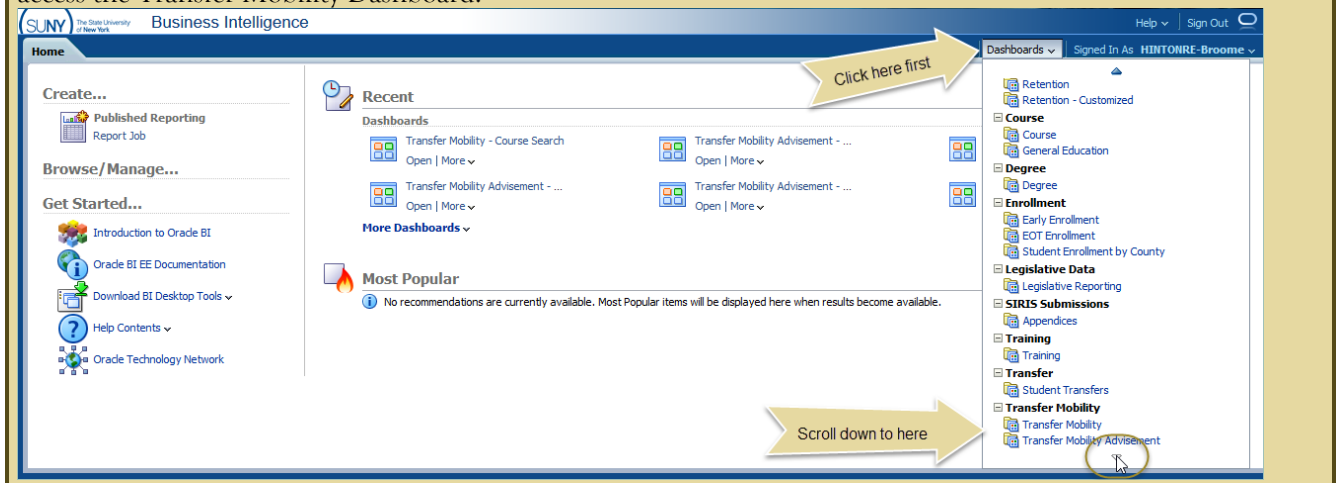
If yes, which department(s) [click here to enter affected departments](#) and have they been notified? Yes or No

8. Transfer (Required for all proposals)

Will this revision affect the transferability of this course? Yes or No

If yes, describe impact: [The intention for the course revision is to fulfill the requirements for a General Education course designation in the Natural Sciences. Refer to attached SUNY Broome General Education Course Proposal Form.](#)

To find comparable courses taught at other SUNY institutions check out the *Academic Programs Dashboard*: <http://www.suny.edu/analytics>. Select **BROOME** and log in using your standard SUNY Broome credentials. To access the *Transfer Mobility Dashboard*:



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9. Special Instructional Requirements:

Will this course have an out-of-the-ordinary impact on any of the following aspects? Yes or No

(For each applicable item, explain how the needs will be met)

<i>Requirement</i>	<i>Description</i>
Classroom size, availability and/or configuration (Registrar)	<u>We plan to have a pre-travel class meetings on campus. However, given the small class size, we do not anticipate any issue with space requirements</u>
Instructional technology (Information Technology Services)	<u>Nothing out of the ordinary is required.</u>
Library resources (Library)	<u>None needed.</u>
Ancillary Costs: Department resources required	<u>None needed.</u>
Ancillary Costs: College resources required	<u>None needed.</u>
Ancillary Costs: Outside resources required	<u>Students will be fundraising and collecting supplies for the course projects in Haiti.</u>
Tutoring resources (Learning Assistance Center and/or Student Support Services)	<u>None needed.</u>
Faculty training (Teaching Resource Center)	<u>None needed.</u>
Other (please specify): <u>Click here to enter text.</u>	

10. Course Content and Learning Outcomes

Current course content/topics

Course objectives:

- Develop an understanding of Haitian culture, people, and traditions, as well the economic, social, political, and community health issues.
- Examine individual beliefs, personal biases, and judgments related to international cultures and traditions.
- Reflect on and cultivate awareness of the dimensions of global sustainability, ecological integrity, economic equity, and social justice issues that cross geographic borders.
- Explore the concepts and definitions of global citizenship, community development, international development, and civic responsibility.
- Provide health-related services to Haitian people at orphanages, clinics, and food distribution centers.
- Forge relationships that will connect BCC with Haiti.

Course content/topics:

This service learning course is designed to help students to explore the dynamics between education, poverty and healthcare, to use their skills to address specific health-related community needs of the Haitian people, and to engage in experiential learning in Haiti. Classes prior to travel to Haiti will introduce students to the history, culture, economic, political and spiritual aspects of Haiti, and will include a critical reflection on service learning. Students and faculty will organize an effort to collect desperately needed over-the-counter medical supplies to distribute in Haiti. While in Haiti, students and faculty will engage in volunteer service projects at orphanages, hospitals, health clinics and food distribution centers. Students and faculty will assist with basic medical and dental services, personal hygiene and water purification. Specific service projects will be designed based on the preexisting skills of the students and the most pressing community needs as identified by our partners in Haiti. The course is designed to foster fellowship and cultural humility, to provide humanitarian assistance to the poorest country in the Western Hemisphere, to enhance civic responsibility, and to help to prepare students to live and participate in a dynamic, global world. Throughout the course, students will engage in reflective writing to document their experience.

Proposed course content/topics

Course objectives:

- Develop an understanding of Haitian culture, people, and traditions, as well as the economic, social, political, and community health issues.
- Collect and analyze community health data using scientific methods and critical thinking.
- Examine individual beliefs, personal biases, and judgments related to international cultures and traditions.
- Reflect on and cultivate awareness of the dimensions of global sustainability, ecological integrity, economic equity, and social justice issues that cross geographic borders.
- Keep a daily reflection journal, to be used as a basis for a PowerPoint presentation highlighting their Health for Haiti experience and comparing education and health care in Haiti and the U.S.
- Explore the concepts and definitions of global citizenship, community development, international development, and civic responsibility.
- Forge relationships that will connect SUNY Broome with Haiti.

Course content/topics:

In this global service-learning course students will explore the dynamics between education, health care, and poverty, develop and use their critical thinking skills to address specific health-related community needs of the Haitian people, and engage in experiential learning in Haiti. Classes prior to travel to Haiti will introduce students to the history, culture, economic, political and spiritual aspects of Haiti, and will include a critical reflection on service learning. Students will complete readings to help them understand how scientific observation, hypothesis development, data collection and analysis can be used to develop sustainable plans to improve overall health and quality of life in a community dealing with the impact of extreme poverty. Students and faculty will engage in volunteer service projects in urban and rural communities, such as assisting with basic medical and dental services, providing nutrition and basic science education, computer literacy, practical micro-economic initiatives, sustainable power, community gardens, and water purification. Students will collect and analyze data that will be used to evaluate and maximize project impact. Specific service projects will be designed based on the preexisting skills of the students and the most pressing community needs as identified by our partners in Haiti. The course is designed to foster fellowship and cultural humility, provide humanitarian assistance, enhance civic responsibility, and help students to develop the critical thinking and meaningful reflection skills required for participation in our dynamic, global world.

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Intended learning outcomes (i.e. at the end of this course, students will...)

Include below statements that describe what students are expected to demonstrate that they know and should be able to do by the time they complete the course. These statements should be clear and direct. For information about writing Learning Outcomes, see this document on the Student Learning Assessment Committee (SLAC) page in My College: <http://bit.ly/1iomOiK>. Remember that courses should be subject to student learning assessment. For information about assessment responsibilities, please contact SLAC upon the approval of your course by the Curriculum Committee.

Current learning outcomes

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1. Demonstrate increased understanding of personal social values.
2. Demonstrate enhanced civic responsibility that can be applied on a local and global level.
3. Demonstrate enhanced reflective writing skills.
4. Have acquired practical experience in applying health or general science skills including:
 - Interaction with Haitian children in hospitalized and orphanage settings
 - Packaging and distribution of food
 - Assist at health clinics
 - Provide personal hygiene instructions
 - Provide water purification instructions
 - Assist in sustainability efforts in farming and animal husbandry
 - Provide social interactions with orphans during recreational outings

Proposed learning outcomes

After completion of BIO/HST 104, students will:

- Demonstrate critical reflection about how own attitudes and beliefs are different from those of other cultures and communities.
- Demonstrate increased understanding of personal social values with reflective insights about the aims and accomplishments of one's actions.
- Demonstrate understanding of scientific methods for observation, hypothesis development, data collection, analysis, and evaluation of evidence.
- 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.
- 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.

11. Additional Course Designations (Click all that apply)

- General Education requirement, separate approval must be sought from the General Education Committee
- SUNY Broome campus-wide Writing Emphasis requirement, separate approval must be sought from the Writing Initiatives Network Committee (WINC) which can be found at: <http://www.sunybroome.edu/winc>
- SUNY Broome Honors, separate approval must be sought from the Honors Program Committee
- SUNY Broome Special Topics; *this is for identification in Banner only*

Specific Special Topics courses may only be run for two semesters. If it is to be run in the third semester, a New Course Proposal form must be submitted to the Curriculum Committee.

- SUNY Broome Applied Learning, does **NOT** require separate approval; *this is for data collection purposes only*
Click all Applied Learning sub-designations that apply to the course.

The criteria and/or common definitions used for Applied Learning can be viewed at <http://www2.sunybroome.edu/careercenter/what-is-applied-learning/>

- Civic Engagement
- Community Service
- Creative Works
- Clinical Placement
- Cooperative Education

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- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Internship | <input checked="" type="checkbox"/> Service-Learning |
| <input type="checkbox"/> Field Study | | <input type="checkbox"/> Undergraduate Research |
| <input checked="" type="checkbox"/> International & Domestic
Travel/Exchange | <input type="checkbox"/> Practicum | |
| | <input type="checkbox"/> Research | |

Are the Applied Learning sub-designation(s) meant to be applied to all sections of this course? Yes or No

If no, provide more details regarding impacted sections: [Click here to enter details regarding sections impacted by Applied Learning sub-designation\(s\).](#)