FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

Proposal for one new undergraduate course:  EDFS 402: Education, Health and International Development: A Comparative Perspective

Included Documents for four new courses and the new concentration:
Course Form for EDFS 402
Course Syllabi for EDFS 402

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   ___________________________ Date: 9/17/15

2. Signature of Academic Dean:
   ___________________________ Date: 9/18/15

3. Signature of Provost:
   ___________________________ Date: 10/12/15

4. Signature of Business Affairs (only for course fees):
   ___________________________ Date: __________________ Fee approved on _________
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:
   ___________________________ Date: 10-16-15

6. Signature of Budget Committee Chair (only for new programs):
   ___________________________ Date: __________________

7. Signature of Academic Planning Committee Chair (only for new programs):
   ___________________________ Date: __________________

8. Signature of Faculty Senate Secretary:
   ___________________________ Date: __________________

Date Approved by Faculty Senate: __________________
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: mutindi ndunda Phone: 843.953.8046 Email: ndundam@cofc.edu

Department or Program: Teacher Education School: Education, Health, and Human Performance
Subject Acronym and Course Number: EDFS 402
Catalog Year in which changes will take effect: Summer 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [ ] Add a New Course (complete parts C, D, F, G, H, I, J)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
  - [ ] Course Number (you must submit a course deactivation request for the old course number)
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are making a permanent course from a course that has been offered as a special topics course for at least 3 years. The Education, Health and International Development: A Comparative Perspective course exposes students to international issues on education, health and international development in contexts outside the United States. The students will actively participate in the development and implementation of sustainable projects that promote access to health and education in the international community. They will apply the academic knowledge of these issues in contexts that are different from theirs and develop practical knowledge and empathy of the realities of others in developing countries. The method of instruction will be supervised pre-departure directed independent study augmented by overseas field-work and documented post-study reflection.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course is not required and does not impact any other courses.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: Subject Acronym: Course Number:

Credit hours: _ lecture _ lab _ seminar _ independent study
Contact hours: _ lecture _ lab _ seminar _ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Teacher Education
School: Education, Health, and Human Performance
Course Number: 402
Subject Acronym: EDFS

Credit hours: _3_ lecture _ lab _ seminar _ independent study
Contact hours: _ lecture _ lab _ seminar _ independent study

Course title: Education, Health and International Development: A Comparative Perspective

Course description (maximum 50 words, exactly as it appears in the catalog):

This course is an integration of multiple areas of interests including education, global health and international development. The students will examine the intersection of global health, education and development in juxtaposition with broader cultural, economic, historical and political issues in the given context.

*A Special Topics in Education course is proposed by an individual faculty member, which is based on their area(s) of professional expertise. Individual course descriptions are submitted by the instructor.*

Restrictions (pre-requisites, co-requisites, majors only, etc.): Student in good academic standing

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☐ no
If so, which course? ____________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ____________
Note: Cross-listed courses are equivalent.

Page 2 of 5

This form was last updated on 12/13/13 and replaces all others.
Is this course repeatable? yes [x] no [ ] If yes, how many total credit hours may the student earn? 9 hours

Is there an activity, lab, or other fee associated with this course? yes [ ] no [x] What is the fee? $________

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no additional costs.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Examine his or her culture and the social, economic and political factors that impact access to health and educational opportunities in the U.S.A</td>
<td>Pre-departure Assignment/Paper - The cultural self-awareness paper will help participants/students “locate themselves” through cultural, social, economic, regional, educational lenses that influence their views of the world. Through this activity, participants will begin to identify and understand their cultural elements and how they influence access to health and education. In order to help students’ integration in the new setting, students/participants will read articles and watch videos that will expose them to the culture(s) of the host country. Assessment expectation: Meet expectations designated in assessment rubrics/criteria developed by the instructor</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of how social, cultural, economic, historical, and political factors in the developing country impact access to health care, education and income generating opportunities</td>
<td>Journal - While in the field, each student will keep a journal about their experiences. They will have at least one journal entry per day for a minimum of 8–10 entries. The student will use these entries to retrace experiences/thoughts/reactions/feelings and how they developed and shaped their learning.</td>
</tr>
<tr>
<td>3. Describe similarities and differences in hygiene, nutrition and physical activity for youth and children in the United States and in the developing country</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate an understanding of how families in the developing country manage their resources to meet their families’ needs.</td>
<td>Interview/Report - Each student will interview a family with school age children and document their findings through a report or video. Interview questions will be well thought to enable the student to gain a deeper understanding of community members’ daily lives, access to education, employment opportunities, and access to</td>
</tr>
</tbody>
</table>

This form was last updated on 12/13/13 and replaces all others.
5. Analyze the impact of gender, culture, and policies on land ownership, food security and educational opportunities

**Reflective Video** - Each student will create a comprehensive/reflective video using the field notes that document their experiences in the developing country. This final comprehensive reflective piece which will highlight the impact of gender, culture and policies on land ownership and educational opportunities on the lives of the community members.

Assessment expectation: Meet expectations designated in assessment rubrics/criteria developed by the instructor.

6. Participate in service learning projects to apply their knowledge about social enterprise in international context

**Project** - Each student will participate in a service learning project which will depend on the needs of the host country, availability of funds and other prevailing conditions at the host country. Project could include:

a) development of a sustainable nutrition and health program in collaboration with local community-teachers, students, parents and local community.
b) medical outreach to be done in collaboration with a local clinic.
c) Other community identified project

The grade will be given for participation, the ability to work with others (team work), flexibility, innovativeness, cultural sensitivity/awareness, creativity, leadership etc.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This is an interdisciplinary course that allows students to develop and enhance their skills in critical issues pertaining to education, global health, business, entrepreneurship, and social responsibility.

---

**I. PROGRAM CHANGES.** Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  □ yes  □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

---

**J. CHECKLIST.**

This form was last updated on 12/13/13 and replaces all others.
☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
EDFS 402
Education, Health and International Development: A Comparative Perspective
Course Term

Professors: mutindi ndunda, Ph. D.
Office Hours: By appointment
Phone/FAX: (843) 953-8047, 8046 Fax:(843) 953-5407
E-mail: ndundam@cofc.edu/mumbuandunda@gmail.com

Course Description

This course is an integration of multiple areas of interests including education, global health and international development. The students will examine the intersection of global health, education and development in juxtaposition with broader cultural, economic, historical and political issues in the given context.

Course Objectives

Each student will:

- Examine his or her culture and the social, economic and political factors that impact access to health and educational opportunities in the U.S.A (EHHP Standard VII).

- Demonstrate an understanding of how social, cultural, economic, historical, and political factors in the developing country impact access to health care, education and income generating opportunities (EHHP Standard VII).

- Describe similarities and differences in hygiene, nutrition and physical activity for youth and children in the United States and in the developing country (EHHP Standard I).

- Demonstrate an understanding of how families in the developing country manage their resources to meet their families’ needs (EHHP Standard V).

- Analyze the impact of gender, culture, and policies on land ownership, food security and educational opportunities (EHHP Standard VII).

- Participate in service learning projects to apply their knowledge about social enterprise in international context

- Develop intercultural and interpersonal communication skills that demonstrate respect for other perspectives and cultures (EHHP Standard V & VII)
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91-92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84-85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79-81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77-78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>75-76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72-74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70-71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>≥69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

ACADEMIC INTEGRITY AND THE COLLEGE HONOR CODE: All students are expected to adhere to the College of Charleston Honor Code. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Violations of the honor code will result in an automatic failure of this class. The following paragraphs contain additional information as per College of Charleston guidelines.

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.
Students should pay particular attention to the rules on plagiarism. Those found in violation of the honor code will receive an F in the course. All written work is to be turned in electronically to http://www.turnitin.com by 5 p.m. of due date. Late assignments will not be accepted.

ADDITIONAL REQUIREMENTS:
The study abroad projects are service learning experiences that require pre-departure study and overseas field experience working with a wide range of people who have different educational, socio-economic, and cultural backgrounds. In order for an academic trip to be successful students must:

- be prepared to participate from 7:00 a.m. to 10:00 p.m. each day
- be able to live in conditions with limited access to electricity and indoor plumbing
- be willing to take supervision and direction from group leaders whether they are professors, village elders or project appointed leaders
- engage 100 percent with villagers, their cohort, and project members
- present themselves in a professional manner at all times
- be respectful of different cultures and norms
- serve effectively as good will ambassadors of the College of Charleston and the United States

The Center for International Education will address all students about the behavior and disciplinary rules before the trip departs. In addition the following expectations will apply to this specific trip.

1: Any action i.e.: fighting, criminal actions will result in the student departing the program immediately at their expense and will result in an honor board investigation. A grade F will be given.

2: Drunkenness is not acceptable. Any student who cannot participate due to drunkenness or results of said behavior will be given a written warning that will be part of their permanent college record.

5: A midnight curfew will be enforced to make sure that students are able to meet the 7:00 a.m. meeting time each morning.

ASSIGNMENTS

Two pre-departure assignments - Cultural-Self-Awareness (20%)
(Each paper is worth 10% of the final grade)

A fish only discovers its need for water when it is no longer in it (Trompenaars & Hampden, 2012).

The cultural self-awareness study is a journey from the familiar to the unfamiliar. This self-study will help the participants to understand themselves as culture bearers before they get the opportunity to venture into the realities of others’ cultures.

The participants/students will “locate themselves” through cultural, social, economic, regional, educational etc. lenses that influence their views of the world. Through this activity, participants will begin to identify and understand their cultural elements and how they influence access to health and education. In addition, this awareness will facilitate the participants’ entry into the world of the “other” as subjective beings.
**Pre-departure assignment #1 (10%)** - You will compete a four-part autobiography as a baseline reflection on how race/ethnicity, class, and gender combine to shape the person you are. This paper should be 3-4 pages in length.

**Part 1. Overview.** Provide a general description of your upbringing. Where did you grow up? What values were instilled and by whom? How would you describe your community, neighborhood, and school communities? How has your community changed over the years? How have your overall beliefs, values, and expectations changed and what were major contributors to change and stability in your life?

**Part 2. Race/ethnicity.** Describe how you would characterize yourself in terms of race/ethnicity. What were your earliest understandings and conceptions of race/ethnicity? Did you personally experience racism or know people who did? What were attitudes toward people of other races within your family and community? Did you go to school with people of other races/ethnicities and to what extent did people interact across racial/ethnic lines?

**Part 3. Class.** Describe your social class as you were growing up. Class is usually determined by a combination of income, educational attainment, and social standing in the community. When did you first recognize social class differences and your family's position along the class continuum? How were people of different classes treated in your community and school? What attitudes did members of your family display about people of different classes? Did your social class change while you were growing up?

**Part 4. Gender.** Describe how you would characterize yourself in relation to gender (this includes both gender identification and sexual orientation). When were you first aware of your gender and did you ever wish your gender were different? Have you experienced gender discrimination or sexual harassment at work or in school? How have your views on gender and sexuality changed over time?

**Pre-departure assignment #2 (10%)**

- Using articles and videos students will write a paper 3-4 page paper about the developing country they will be visiting. The paper will include:
  a.) Country background report highlighting the history, culture, education, politics and economic development.
  b.) Overview of access to social services including education and health
  c.) Identify possible solutions/sustainable projects that they can implement to address some of the issues in the developing country (food security, education, health, etc.)

**2) Interview/Report (20%)**

Students will observe and select several members of the community to interview to gain a deeper understanding of their daily lives and issues such as access to education, employment, income generating opportunities, health, etc. Students will be working alongside the community members and are expected to develop rapport with them prior to conducting the interviews/conversations. It is considered rude to ask "hosts" certain personal questions.

The ideal interviewee will be a family with school age children. Ask the participants for permission to record the interviews. Please note that interviews are not interrogations. Be sensitive.

Students will document their findings through a report or video that helps to make sense of the stories that they have been told. The students will apply what they have learned about intercultural competence to complete this task successfully. In addition, the students will make use of their observations to guide their interview/conversations with the families.
Some of the interview question could include:
   a. What is your name? Ask the names of the children too.
   b. Where were you born?
   c. How long have you lived in this neighborhood?
   d. Tell me about a day in your life? i.e. What time do you wake up and what do you do throughout until in the evening?
   e. How much do you pay for education? What happens when one gets ill? Where do you go to hospital and how much does that charge. You will need to use interview techniques that are culturally responsive. Be a listener.

*Please NOTE: Do not video tape or record interviews without permission. Do not assume.*

(3) Journals (10%)

While in the field, the students will maintain elaborate reflective journal entries of their experiences. You will be expected to have at least ONE entry per day for a minimum of 8-10 journal entries. These journal entries can be used to retrace experiences/thoughts/reactions/feelings and how they developed and shaped learning. The journals help you to describe your journey and important lessons learned. You are free to blog about your experiences. However, please remember that with a blog, your words are public and potentially will be read by other people.

(4) Participation in Projects (30%)

There will be at least two projects that you will be involved in as part of the study abroad program. The specific project will depend on the needs of the host country, availability of funds and other prevailing conditions at the host country.

*Potential projects might include:*

  1) The development of a sustainable nutrition and health program in collaboration with local community-teachers, students, parents and local community. This project will include the setting up of a school-community center which will be locus for education, training, health care, theatre geared to empowering the school/community to educate the children and be sustainable. There is an effort to develop an urban garden for the school and community.

  2) A medical outreach is another project that students might have the opportunity to participate in. A medical outreach is done in collaboration with the personnel from a local clinic. The medical outreach is done in communities that have little or no access to health clinics. The students volunteer their services in the booths to a) register patients b) take patients’ blood pressure and temperature, c) assist the doctor/nurse in the treatment booths and d) assist the pharmacist in dispensing medications.

The grade will be given for showing ability to work with others (team work), flexibility, innovation, global awareness, creativity, leadership etc.

(5) Comprehensive/Reflective Video and field notes (20%)

Students will create a comprehensive/reflective video using the field notes that document their experiences in the developing country. Students use field notes and pictures to tell the story of their experiences in the developing country. This final comprehensive reflective piece will include

   a) observations about relationship with food
b) Health related issues – example, availability of doctors/clinics

c) Where families get their food and how often

d) The role of play in the community

e) What surprised you about the experience?

f) How did this experience enhance your understanding of global health and cross-cultural competence?

The video should be 8-10 minutes long.

**The videos will be screened during the face-to-face meeting when we return to the United States. The date will be announced.**

**Note:** *If you are unable to create a video, you may use some other multimedia presentation.*

**Course Calendar**

Pre-Departure meetings -

a) Introduction of Kenya/Tanzania: People, history, education, health, politics and language policies and issues

b) Development of intercultural competence through reflections

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 19th</td>
<td>Tuesday</td>
<td>Depart from Charleston (p.m.)</td>
</tr>
<tr>
<td>May 20th</td>
<td>Wednesday</td>
<td>Arrive in Dar es Salaam-Karibu Tanzania</td>
</tr>
<tr>
<td>May 21th</td>
<td>Thursday</td>
<td>Depart for Morogoro at 9:00am. Arrive in Morogoro at 5pm. Rest.</td>
</tr>
<tr>
<td>May 22nd</td>
<td>Friday</td>
<td>Work with students in school</td>
</tr>
<tr>
<td>May 23rd</td>
<td>Saturday</td>
<td>Participate in the development of a health and nutrition program at the school.</td>
</tr>
<tr>
<td>May 24th</td>
<td>Sunday</td>
<td>Spend a day with a family with children or visit National Park</td>
</tr>
<tr>
<td>May 25th</td>
<td>Monday</td>
<td>Renovate cafeteria with parents</td>
</tr>
<tr>
<td>May 26th</td>
<td>Tuesday</td>
<td>Renovate cafeteria with parents</td>
</tr>
<tr>
<td>May 27th</td>
<td>Wednesday</td>
<td>Contact a medical outreach</td>
</tr>
<tr>
<td>May 28th</td>
<td>Thursday</td>
<td>Work on the school garden with children/parents/community</td>
</tr>
<tr>
<td>May 29th</td>
<td>Friday</td>
<td>Leave at 8:00 Am to go to Dar es Salaam</td>
</tr>
<tr>
<td>May 30th</td>
<td>Saturday</td>
<td>Leave for the USA-Kwa Heri Tanzania</td>
</tr>
<tr>
<td>TBA</td>
<td>TBA</td>
<td>Presentation of Reflective videos</td>
</tr>
</tbody>
</table>
Readings and Resources

Lin, X. & Shwatz, D. (2013). Reflections at the crossroads of culture. Available at:

Understanding diversity in global business. McGraw Hill

poor live on $2 a day.

Ndunda, M. (2001). Women’s agency and educational policy”: the experiences of the women of Kilome,

Easterly, W.R. (2007). The white man's burden: Why the West's efforts to aid the rest have done so
much ill and so little good. New York: Penguin Press.

on February 27th, 2015. Available at:
http://www.culturosity.com/articles/whatisculturalawareness.htm

Stereotypes and Intercultural communications. Retrieved on March 4th, 2015. Available at
https://www.youtube.com/watch?v=LQQtoyStMe4

https://www.youtube.com/watch?v=RSY3zdPOupI

www.usaid.gov/