

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<b>College</b>	Kingsborough Community College		
<b>Course Number</b>	HS-4100		
<b>Course Title</b>	Global Health Issues		
<b>Department(s)</b>	HPER		
<b>Discipline</b>	Health Science		
<b>Subject Area</b>	Global Health		
<b>Credits</b>	3		
<b>Contact Hours</b>	3		
<b>Pre-requisites</b>	None		
<b>Catalogue Description</b>			
<b>Syllabus</b>	Syllabus must be included with submission, 5 pages max		
<b>Waivers for 4-credit Math and Science Courses</b> All Common Core courses must be 3 credits and 3 hours.			
Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.			
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested		
<b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.			
<b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.			

Indicate the status of this course being nominated:

current course  revision of current course  a new course being proposed

**CUNY COMMON CORE Location**

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

- Required
- English Composition
  - Mathematical and Quantitative Reasoning
  - Life and Physical Sciences

- Flexible
- World Cultures and Global Issues
  - US Experience in its Diversity
  - Creative Expression
  - Individual and Society
  - Scientific World

**Learning Outcomes**

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

**I. Required Core (12 credits)**

**A. English Composition: Six credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

**B. Mathematical and Quantitative Reasoning: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

**C. Life and Physical Sciences:** Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>
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**II. Flexible Core (18 credits)**

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

**A. World Cultures and Global Issues**

A Flexible Core course must meet the three learning outcomes in the right column.

<p>The purpose of this course is to provide a comprehensive look at global health issues. The course will enable students to gather information on critical global health issues and to develop possible solutions to existing health problems. The assessment of health issues will be analyzed from many different perspectives including geographic, ethnic, religious, human rights, developing countries, socio-economic, social, cultural and political influences. Other points of view taken into account will include global healthcare policies and practices around the world. Students will also learn about global environmental causes and consequences of infectious diseases, major diseases, mental health, natural disasters, malnutrition, drug and alcohol addiction, violence and injuries. Multiple choice quizzes on various chapters will be administered to assess general knowledge on global health concepts, topics and issues.</p>	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p>Students will evaluate health issues using critical thinking skills and applying the basic principles of global health. They will explore health and the determinants of health using the basic framework for understanding global health issues and recommending improvements worldwide. Students will look critically and analytically at the health status of people in developing and developed countries with regard to culture, housing, income, environment, nutrition, gender, age and developmental stages. Students will become more aware of international morbidity and mortality rates of all age and multi-cultural groups. This learning outcome will be assessed through students "adopting a country" and researching its health status. They will write a press release focusing on health issues, challenges and successes.</p>	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>When taking this course, students will learn how to address global health challenges around the world. Some of the challenges they will become aware of are: communicable and non-communicable diseases, war and violence, infant and maternal mortality, environment health</p>	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

<p>issues, and sexual and reproductive health issues. Furthermore, students will become familiar with global and local organizations that deal with these health issues and, as a result, will become more knowledgeable in networking with these organizations including the World Health Organization (WHO). After taking this course, students will be become aware of global health issues, become familiar with global and local health organizations, and learn how to address local and global health issues. This learning outcome will be assessed through student participation in service learning and visitation to the United Nations, World Health Organization, Doctors Without Borders, or Clinton Foundation. This learning outcome will be assessed by having students write a report on one organization and how it operates.</p>	
<p>A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:</p>	
<p>Students will become familiar with global health concepts that can be used to measure health status in world cultures. These fundamental concepts can be applied by students to educational, social, and economic factors that determine health disparities in various cultures. Cultural studies in global health issues will cover many different areas inclusive of ethical and human rights concerns, cultural health beliefs and practices, policy and program beliefs, sexual orientation, nutritional state of the world, child and women's health, and the importance of the world environment on health and disease. Students will become aware of global health issues and assess them geographically, economically, ethnically, historically, and socially. This learning outcome will be assessed by selecting a group topic on a global health issue and making a presentation to the class using fundamental health global concepts. This will be part of the final exam knowledge requirement.</p>	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>
<p>In terms of global health issues, students will analyze cultural difference in treating various diseases. For example, over 8,600 people died from the Ebola virus breakout in the African countries of Liberia, Sierra Leone, and Guinea. The United States helped the patients with Ebola because many of the African nations do not have the technological or clinical capacity to treat this fatal disease. Students will become aware of which countries or cultures have better health services and medications so that diseases can be treated better and mortality does not prevail. Another cultural health process that students will become aware of is that some countries are better equipped to deal with national disasters; they help those that are ill-equipped. They will learn how countries/cultures are interconnected as well as how the global economy can impact global health. This learning outcome will be assessed by researching newspapers, journals, and websites and writing a report and making a presentation on global health issues in a specific culture or region. This is part of current events submission and presentation.</p>	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
<p>Students will learn about the effects of sociopolitical and cultural events on health care and health promotion in various countries. For example, the Cuban revolution (from Batista through the Castro brothers) will be discussed within the context of universal health care provided in Cuba. Students will analyze the significance of <i>La Revolución</i> (i.e., The Revolution) in order to comment on the state of health care in Cuba in comparison to other countries,</p>	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>

<p>including the United States. Students will research and discuss the health issues in Cuba.</p>	<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>
<p>Students will explore the many ways that race, ethnicity, and other factors impact global health. There are many cultural differences in health practices and beliefs that may affect whether a person receives adequate health care besides the benefits of having modern technology and medications. Students will learn that some countries do not have vaccinations, antibiotics and other medications, and adequate hospital care to treat sick patients. In underdeveloped countries, many people die prematurely because of lack of hospitals and basic medications. Many countries do not take into account gender differences and that poor people in many countries do not receive proper healthcare. Students will learn that many countries do not provide adequate nutritional needs and people get infected with various diseases and may die prematurely due to lack of medical treatment. Finally, students will learn that there are global health issues that need to be addressed culturally in regard to ethical and human rights concerns, as well as religious, racial, and sexual orientation abuses. This learning outcome will be assessed by writing a book or movie review on a selected topic and presenting to the class.</p>	<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>
<p>Students will learn to speak, read, and write some health-related terms and phrases used in various countries around the world affected by health disparities. For example, in Liberia, a country highly affected by the Ebola crisis, many citizens speak Liberian English or Kreyol, and use terms such as "dry" to mean "skinny," as well as "my people now coming" to signify feeling like one is in a dangerous situation or close to death. Students will also learn the proper (native language) names of health organizations around the world (e.g., Mexico's <i>Instituto de Salud del Estado de México</i> and Haiti's <i>Le Ministère de la Santé Publique et de la Population</i>). Students will also learn native language terms used to promote health in certain affected countries. This learning outcome will be assessed by students interacting from various cultures and countries, they will discuss and exchange cultural global health language usage differences.</p>	
<p><b>B. U.S. Experience in its Diversity</b></p>	
<p>A Flexible Core course <u>must</u> meet the three learning outcomes in the right column.</p>	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (I/B) <u>must</u> meet at least three of the additional learning outcomes in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>