## Proposal Summary and Routing Form

**Proposal Title:** Dental Hygien Care in South Africa

**Initiating Unit or Individual:** DHMI/Dental Hygiene

**Contact Person’s Name:** Theresa Raglin  e-mail: raglint@ferris.edu  phone: X-2312

**Date or Semester of Proposal Implementation:** Fall 2010

- [ ] Group I - A – New degree/major or major, or redirection of a current offering
- [ ] Group I - B – New minors or concentrations
- [ ] Group II - A – Minor curriculum clean-up and course changes
- [x] Group II - B – New Course
- [ ] Group III - Certificates
- [ ] Group IV – Off-Campus Programs

<table>
<thead>
<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Faculty</td>
<td>Theresa Raglin</td>
<td>8/17/10</td>
<td></td>
</tr>
<tr>
<td>Department Head</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Ellen Hendeen</td>
<td>8/17/10</td>
<td></td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Affairs</td>
<td></td>
<td>8/17/10</td>
<td></td>
</tr>
</tbody>
</table>

* Support or Not Support must include a list of concerns.

---

**To be completed by Academic Affairs**

- President (Date Approved)
- Board of Trustees (Date Approved)
- President’s Council (Date Approved)
1. Proposal Summary

The Dental Hygiene Program seeks to expand the offerings and opportunities available for students in the bachelor of science degree program by adding DHYG 390 Dental Hygiene Care in South Africa.

The course will focus on the history and culture of South Africa. Students will learn about the diversity and medical and dental needs of South Africans. Students will assess the oral health needs a variety of South African Community groups in order to plan and implement oral health educational programs. Students will participate in gathering data about the dental health of children at the Mustadafin Child Care Centre at Edendale in Manenberg. Students will visit Roben Island, Soweto, Mandel's House and the Apartheid Museum. There will be an educational exchange with Oral Hygiene students at the Western Cape University(WCU) in Cape Town, South Africa and students will prepare educational units to present to the WCU students.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:
   Prefix    Number    Title
   DHYG      390       Dental Hygiene Care in South Africa

b. Courses to be Deleted From FSU Catalog:
   Prefix    Number    Title

   Prefix    Number    Title

c. Existing Course(s) to be Modified:
   Prefix    Number    Title

d. Addition of existing FSU courses to program
Prefix    Number    Title

e. Removal of existing FSU courses from program
Prefix    Number    Title

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.
NEW COURSE INFORMATION FORM
See Sample: Limit to One Page.

Course Identification:

Prefix:  DHYG     Number  390     Title  Dental Hygiene Care in South Africa

Course Description:

Evidenced-based inquiry of the cultural beliefs and attitudes regarding oral health and wellness amongst South Africans and its impact on the health, well-being and dental hygiene treatment of this population. Students will have the opportunity to participate, assess, plan, and implement oral health educational programs for South Africans including an educational exchange with oral hygiene students at a local university. Students will experience the local history, culture and diversity of South Africa.

Course Outcomes:

1. Identify the cultural beliefs and attitudes toward optimal oral health and total wellness among South Africans and its impact on the health, well-being and clinical treatment of this emerging South African population.
2. Describe demographic data relative to this emerging South African population.
3. Recognize global disease patterns impacting oral disease and mechanisms used to address solutions in South Africa.
4. Describe and analyze current global (South Africa) and United States policies toward oral health.
5. Assess, plan and implement oral health educational programs to a variety of South African Community groups.
6. Develop and present educational units for South African University students.

Course Outline including Time Allocation:

3 Credits - 45 hours

ASSESSMENT
Outcomes Assessment:

See page 2:
## DHYG 390
### Assessment Plan

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Method</th>
<th>Criteria for Success</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the cultural beliefs and attitudes toward optimal oral health and total wellness among South Africans and describe its impact on the health, well-being and clinical treatment of this emerging South African population.</td>
<td>Reflection Journal, Discussion Board Postings</td>
<td>90% of students will be able to document the cultural beliefs and attitudes of South Africans and its impact on the health, well-being and clinical treatment.</td>
<td></td>
</tr>
<tr>
<td>Describe demographic data relative to this emerging South African population.</td>
<td>Reflection Journal, Discussion Board Postings</td>
<td>90% of students will be able to document the demographic data of the South African population.</td>
<td></td>
</tr>
<tr>
<td>Recognize global disease patterns impacting oral disease and mechanisms used to address solutions in South Africa.</td>
<td>Reflection Journal, Discussion Board Postings</td>
<td>90% of students will be able to document the global disease patterns impacting oral disease and mechanisms used to address solutions in South Africa.</td>
<td></td>
</tr>
<tr>
<td>Describe and analyze current global (South Africa) and United States policies toward oral health.</td>
<td>Discussion Board Posting</td>
<td>90% of students will be able to document the analysis of current global (South Africa) and United States policies toward oral health.</td>
<td></td>
</tr>
<tr>
<td>Assess, plan and implement oral health educational programs to a variety of South African Community groups as well as university students.</td>
<td>Service Learning Project, PowerPoint Presentation</td>
<td>90% of students will assess, plan and implement and educational program to community and university students.</td>
<td></td>
</tr>
</tbody>
</table>
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Note: If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: Semester Fall Year 2010 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

Course Prefix Number Enter Contact Hours per week in boxes.
DHYG 390 LECTure 3 LAB INDependent Study – Check (x) ☐
Practicum: Seminar:

Full Course Title: Dental Hygiene Care in South Africa
Abbreviated Course Title: DHYG Care in South Africa.
(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)
Semester(s) Offered: ☐ (See instructions for listing.) Max. Section Enrolment: 20

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.
Type: ☐ Variable ☒ Fixed Maximum Credit Hours 3 Minimum Credit Hours 3

Grade Method: Check (x) ☐ Normal Grading ☒ Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x) ☒ Yes ☐ No

Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

Does proposed new course replace an equivalent course? Check (x) ☒ Yes ☐ No
Equivalent course: Prefix Number See instructions on Replacement courses.

CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Evidenced-based inquiry of the cultural beliefs and attitudes regarding oral health and wellness amongst South Africans and its impact on the health, well-being and dental hygiene treatment of this population. Students will have the opportunity to participate, assess, plan, and implement oral health educational programs for South Africans including an educational exchange with oral hygiene students at a local university. Students will experience the local history, culture and diversity of South Africa.

Prerequisites: (if no prerequisites, write “None”) Limited to 60 spaces.
By Permission

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date:

[Signature]
[Signature] 8/10/10

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
[☐] Basic Skill (BS) [☐] General Education (GE) [☐] Occupational Education (OC) [☐] G.E. Codes

Office of the Registrar use ONLY
Date Received: Date Completed: Entered: SIS [125 , 1D4 ]
FORM G

GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: http://www.ferris.edu/HTMLS/academics/gened/gened.html

Upon review, the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: DHYG   Course Number: 390

Course Title: Dental Hygiene Care in South Africa  G. E. Codes Requested: C, G

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding

Initiator: Theresa Raglin  Date Sent: 8.6.10

Proposal Contact: Theresa Raglin  Email: raglint@ferris.edu

Department: DHMI  Campus Address: VFS 405

Please Print

University General Education Committee: _____

Chair: _____ Date Returned: _____

Based upon University General Education Committee review on _____(date), we

☐ Support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s).)

☐ Do not support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s) for reasons listed below.

Comments:

_____
Cultural Enrichment Course Criteria

Courses designated as Cultural Enrichment courses should meet the following criteria:

1. provide interpretive approaches to the events, arts, languages, or ideas of cultures;

DHYG 390 Dental Hygiene Care in South Africa

This program will begin in Cape Town, on South Africa’s southwest coast. Being the first place of settlement for many European settlers, entrepreneurs and religious refugees as well as for Indian, Madagascan and South-East Asian slaves, it reflects the wealth of South Africa’s history and heritage of cultures, religions, styles and flavors.

Students will also visit Johannesburg. Johannesburg is currently the largest city in Southern Africa with more than six million people and urbanization at 97%. It is a city of contrasts with wealthy suburbs and commercial centers alongside informal settlements, Indian bazaars and African muti (medicine) shops, where traditional healers dispense advice and traditional medicine.

This course also provides the opportunity for students to participate in a Game Drive and Bush Walk. Students will learn about the different ecosystems, habitat, game and birds as well as the African savannah.

2. offer established methodologies for understanding components of cultures;

Students will participate and interact in a formal presentation on the history and culture of South Africa presented by South African leaders and mentors.

Students will identify the cultural beliefs and attitudes toward optimal oral health and total wellness in the South African culture and describe demographic data relative to this emerging population. Students will also discuss selected cultural factors that may have an impact on the health and well-being this emerging South African populations and discuss its’ health concerns. Students will identify how cultural beliefs and attitudes effects client treatment in South Africa.

3. offer an appreciation and understanding of the “techniques” of the arts or disciplines;

Student will interact with students at the University of Western Cape’s Oral Hygiene Program and exchange ideas and share techniques and treatment options for optimal patient care.

4. possibly provide participation in the various arts;

A tour of the historical city of Cape Town will include an a walking tour of the V & A Waterfront, Adderley Street and the Company Gardens, as well as highlighting the Castle of Good Hope, the Parliament of South Africa, the Bo-Kaap and the old district area. Participants will also visit Robben Island, a former political prison, now monument to the Freedom Struggle.

While in Johannesburg students will visit the Apartheid Museum. A striking and impressive multi-media experience of Apartheid South Africa. Likened to the Holocaust Museum in D.C., this museum takes you
into the beating heart of the Freedom Struggle, the grip of the National Party's Apartheid, and the giddy
days of liberation.

Students will also visit Soweto. The massive SOuth WEstern TOwnship (SO-WE-TO) of Johannesburg is
the biggest city in South Africa, heart of the Freedom Struggle and home to a dichotomy of people's,
languages, economic groups, traditions and modernity including Nelson Mandela's humble little house
now called the Mandela Family Museum.

5. help students see the connection between the elements of cultures and themselves;

Students will meet with leaders of the Mustadafin Foundation. This foundation is a social welfare
organization based in Cape Town that was established in 1986 in order to empower the needy, the
destitute and the deprived so that they may participate in the running of their own affairs. Students will
actively participate in three days of service learning activities such as conducting oral health assessments
and educational programs for children at the Mustadafin sponsored Early Childhood Development
Center. Activities are also scheduled at the University of Western Cape's Oral Hygiene Program.
Participants will interact with students and present educational units to the students at the university.

6. help students explore new ways to perceive, think, experience, and value;

Students will assess, plan and implement oral health educational programs to a variety of South African
Community groups as well as present educational units for South African university students.

Students will gather data about the dental health of South African children and recognize global disease
patterns impacting oral disease and mechanisms used to address solutions in South Africa. Student will
describe, analyze, compare and contrast current global (South Africa) and United States policies toward
oral health.

7. help students gain a better understanding of a culture from an analysis of specific events or works;

Student will keep a reflection journal during this course experience and share a specific client interaction
reflecting on the cultural beliefs and attitudes toward oral health care in South Africa.

8. be compatible with the designation of other universities;

N/A

9. provide knowledge and appreciation of the components of a culture;

Students will participate and interact in a formal presentation on the history and culture of South Africa
presented by South African leaders and mentors.

Student will keep a reflection journal during this course experience to share with classmates.

10. offer an understanding of the processes of thought or creativity that produces a cultural artifact;

N/A
11. be taught by faculty with the appropriate credentials.

Sandra George Burns, RDH, MS.

Sandra received her AAS in Dental Hygiene and BS in Education from FSU. Sandra Burns received her MS in Dental Hygiene at the University of Michigan. She has extensive travel abroad experience that began in 1973. She spent an entire year traveling around the world in 1976. Since then she has continued to travel abroad on a regular basis (Asia, Australia, England, Ireland, Europe (Eastern and Western), Guyana, Middle East, New Zealand, South Africa). Sandra Burns took a group of 12 students on a mission trip to Guyana, South America in 2007 with a Faith Based group to work in dental clinics and provide educational programs. In October 2009, she completed a two week People to People Ambassador Program in Johannesburg and Cape Town, South Africa with a Dental Hygiene Delegation from the American Dental Hygienists' Association.
Global Consciousness Course Criteria

Courses designated as Global Consciousness courses must meet the following criteria:

1. at least 50 percent of the course content must address one or more of the following areas of study concerning a region(s) or country(ies) outside North America (United States and Canada): Geography, Economics, Language(s), Culture(s), History;

The course will focus on the history and culture of South Africa. Students will learn about the diversity and medical and dental needs of South Africans. Students will assess the oral health needs a variety of South African Community groups in order to plan and implement oral health educational programs. Students will participate in gathering data about the dental health of children at the Mustadafin Child Care Centre at Edendale in Manenberg. Students will visit Roben Island, Soweto, Mandel’s House and the Apartheid Museum. The students will participate in a safari, enjoy a Environmental Bush Walk, a game drive and visit a Lion Breeding Project at the Tshukudu Bush Camp. There will be an educational exchange with Oral Hygiene students at the Western Cape University (WCU) in Cape Town, South Africa and students will prepare educational units to present to the WCU students.

2. the course must provide the students with an understanding of the cultural context of the region(s) and area(s) of study. The course must provide the students with an understanding of contemporary cultures outside the United States and Canada.

Students will participate and interact in a formal presentation on the history and culture of South Africa presented by South African leaders and mentors. Students will recognize global disease patterns impacting oral disease and mechanisms used to address solutions and analyze global disease patterns in South Africa. Students will analyze lifestyles and socio-environmental determinants which contribute to oral disease and identify supporting health promotions available in South Africa.
Don,

I approve the proposal to offer DHYG 390 as an experimental course for the Fall, 2010 semester. It has received all of the appropriate approvals over here and now requires your signature. I have instructed Theresa on behalf of Sandy Burns to forward the forms G to Fred Heck. Please let me know if there is anything that I need to do. Thanks.

Ellen

Ellen Haneline, Ph.D.
Dean College of Allied Health Sciences
Ferris State University
Big Rapids, MI 49307
231.591.2269
----- Forwarded by Ellen J Haneline/FSU on 08/16/2010 04:43 PM -----

From: Theresa Raglin/FSU
To: Ellen J Haneline/FSU@FERRIS
Date: 08/16/2010 01:34 PM
Subject: DHYG 390 Study Away request

Here are the revised curriculum sheets for your review including Form G and documentation on the cultural and global designation request.

[Files attached]

FORMA_AHS DHYG 390 F10.doc FORM_G DHYG 390 F10.doc FORM_E pg. 1 DHYG 390 F10.doc

FORM_E pg. 2 DHYG 390 Assessment Plan F10.doc FORM_F DHYG 390 F10.doc

DHYG 390 Cultural Enrichment and Global Course Criteria form.doc

Theresa A. Raglin, RDH, MEd
Academic Department Head - Dental Hygiene and Medical Imaging
College of Allied Health Sciences
Ferris State University
200 Ferris Drive, 405 VFS
Big Rapids, MI 49307
231.591.2312
231.591.2325(FAX)

Donald Flickinger, MM> Fw: DHYG 390 Study Away request
Associate Provost
Ferris State University
1201 South State Street
CSS 310
Big Rapids, MI 49307
Phone: 231.591.2553
GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: http://www.ferris.edu/HTMLS/academics/gened/gened.html

Upon review, the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: DHYG  Course Number: 390

Course Title: Dental Hygiene Care in South Africa  G. E. Codes Requested: C, G

<table>
<thead>
<tr>
<th>G. E. Codes: G=Global Consciousness, R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding</th>
</tr>
</thead>
</table>

Initiator: Theresa Raglin  Date Sent: 8.6.10

Proposal Contact: Theresa Raglin  Email: raqlint@ferris.edu

Department: DHMI  Campus Address: VFS 405

Please Print

University General Education Committee: Global, C

Chair:  Date Returned: 10/6/10

Based upon University General Education Committee review on 10/6/10 (date), we
☑ Support the request to designate the course listed above as a (insert Gen. Ed. Designation(s).)

☐ Do not support the request to designate the course listed above as a (insert Gen. Ed. Designation(s) for reasons listed below.

Comments:

See attached email.
Don,

Attached below is a proposal from Sandra Burns, DHYG 390 Dental Hygiene Care in South Africa, that was approved earlier for Global status and has now also been approved for Cultural Enrichment status by both the CE subcommittee and the University General Education Committee.

Both the CE subcommittee and the UGEC agreed that CE status for this course must be reviewed again if:
   1. a proposal comes through to make the course permanent, or
   2. another instructor teaches the course.

Fred Heck
Gen Ed Coordinator

DHYG 390 Dental Hygiene Care in South Africa.pdf
NEW COURSE INFORMATION FORM
See Sample: Limit to One Page.

Course Identification:
Prefix: DHYG   Number: 390   Title: Dental Hygiene Care in South Africa

Course Description:
Evidenced-based inquiry of the cultural beliefs and attitudes regarding oral health and wellness amongst South Africans and its impact on the health, well-being and dental hygiene treatment of this population. Students will have the opportunity to participate, assess, plan, and implement oral health educational programs for South Africans including an educational exchange with oral hygiene students at a local university. Students will experience the local history, culture and diversity of South Africa.

Course Outcomes:
1. Identify the cultural beliefs and attitudes toward optimal oral health and total wellness among South Africans and its impact on the health, well-being and clinical treatment of this emerging South African population.
2. Describe demographic data relative to this emerging South African population.
3. Recognize global disease patterns impacting oral disease and mechanisms used to address solutions in South Africa.
4. Describe and analyze current global (South Africa) and United States policies toward oral health.
5. Assess, plan and implement oral health educational programs to a variety of South African Community groups.
6. Develop and present educational units for South African University students.

Course Outline including Time Allocation:

3 Credits - 45 hours

ASSESSMENT
Outcomes Assessment:

See page 2:
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Method</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the cultural beliefs and attitudes toward optimal oral health</td>
<td>Reflection Journal, Discussion Board</td>
<td>90% of students will be able to document the cultural beliefs and attitudes of South</td>
</tr>
<tr>
<td>and total wellness among South Africans and describe its impact on the</td>
<td>Postings</td>
<td>Africans and its impact on the health, well-being and clinical treatment.</td>
</tr>
<tr>
<td>health, well-being and clinical treatment of this emerging South African</td>
<td></td>
<td></td>
</tr>
<tr>
<td>population.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe demographic data relative to this emerging South African</td>
<td>Reflection Journal, Discussion Board</td>
<td>90% of students will be able to document the demographic data of the South African</td>
</tr>
<tr>
<td>population.</td>
<td>Postings</td>
<td>population.</td>
</tr>
<tr>
<td>Recognize global disease patterns impacting oral disease and</td>
<td>Reflection Journal, Discussion Board</td>
<td>90% of students will be able to document the global disease patterns impacting oral</td>
</tr>
<tr>
<td>mechanisms used to address solutions in South Africa.</td>
<td>Postings</td>
<td>disease and mechanisms used to address solutions in South Africa.</td>
</tr>
<tr>
<td>Describe and analyze current global (South Africa) and United States</td>
<td>Discussion Board Posting</td>
<td>90% of students will be able to document the analysis of current global (South Africa)</td>
</tr>
<tr>
<td>policies toward oral health.</td>
<td></td>
<td>and United States policies toward oral health.</td>
</tr>
<tr>
<td>Assess, plan and implement oral health educational programs to a</td>
<td>Service Learning Project, PowerPoint</td>
<td>90% of students will assess, plan and implement and educational program to community</td>
</tr>
<tr>
<td>variety of South African Community groups as well as university students.</td>
<td>Presentation</td>
<td>and university students.</td>
</tr>
</tbody>
</table>
FORM G

GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: http://www.ferris.edu/HTMLES/academics/gened/gened.html

Upon review, the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: **DHYG**  Course Number: **390**

**Course Title:** Dental Hygiene Care in South Africa  **G. E. Codes Requested:** C, G

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>Global Consciousness</td>
</tr>
<tr>
<td>R</td>
<td>Race/ethnicity/Gender Issues</td>
</tr>
<tr>
<td>S</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>C</td>
<td>Cultural Enrichment</td>
</tr>
<tr>
<td>W</td>
<td>Writing Intensive</td>
</tr>
<tr>
<td>Z</td>
<td>Scientific Understanding</td>
</tr>
</tbody>
</table>

**Initiator:** Theresa Raglin  **Date Sent:** 8.6.10

**Proposal Contact:** Theresa Raglin  Email: rglint@ferris.edu

**Department:** DHMI  **Campus Address:** VFS 405

Please Print

**University General Education Committee:**

**Chair:**  **Date Returned:**

Based upon University General Education Committee review on **(date),** we

☐ Support the request to designate the course listed above as a **(insert Gen. Ed. Designation(s).)**

☐ Do not support the request to designate the course listed above as a **(insert Gen. Ed. Designation(s) for reasons listed below.**

**Comments:**

---