# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

# UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#vx1227): please read.

**N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1. [Course or program](#gjdgxs) | **HPE 403 Environmental health** | | | |  |
| [Replacing](#3znysh7) |  | | | |
| A.2. [Proposal type](#2et92p0) | **Course: Creation |** | | | |
| A.3. [Originator](#tyjcwt) | **Elizabeth S. England-Kennedy** | Home department | Health and Physical Education | | |
| A.4. [Context and Rationale](#1t3h5sf) | **Rationale for Change**: The Community and Public Health Promotion concentration in the BS in CHW program of study is being revised to better prepare students for entry-level positions in the field. This course will allow students in the BS in CHW with a concentration in Community and Public Health Promotion (CPHP) to acquire knowledge and skills vital for understanding the field of Environmental Health and its role in supporting community and public health through implementation of prevention and remediation programs, effective advocacy, and policy changes. This course will provide students with the opportunity to examine environmental health conditions, programs and interventions, services, and health policies. This will better prepare students for internships and employment in health organizations, agencies, and other employment positions focused on supporting community and public health.  **Additional Context:** In addition, incorporating this course into the curriculum will facilitate our attaining CEPH accreditation for the program, as the criteria include a focus on environmental factors that impact human health.  Further, addition of this class to RIC’s course availability will support the college’s ongoing efforts to maintain its status as a Federally-recognized Green Ribbon School by supporting its efforts towards supporting Pillar 3: “Provide effective environmental and sustainability education.” | | | | |
| A.5. [Student impact](#4d34og8) | Students will have the opportunity to broaden their knowledge and expand their opportunities for employment and graduate work in the fields of community and public health. Students in all majors will have enriched opportunities for enhancing theirknowledge related to creating, sustaining, and maintaining of healthy environments. | | | | |
| A.6. [Impact on other programs](#3fwokq0) | The course will be available as an elective for other RIC students and will require a 45 cr. prerequisite. | | | | |
| A.7. [Resource impact](#1v1yuxt) | [*Faculty PT & FT*](#4f1mdlm): | None – Current full-time faculty and/or adjunct will teach this course. | | | |
| [*Library*:](#2u6wntf) | **None** | | | |
| [*Technology*](#19c6y18) | **None** | | | |
| [*Facilities*](#3tbugp1): | **None** | | | |
| A.8. [Semester effective](#3rdcrjn) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#bookmark14) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#28h4qwu)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#nmf14n)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#26in1rg) |  | **HPE 403** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#lnxbz9) |  | **Environmental Health** |
| B.4. [Course description](#35nkun2) |  | Students survey environmental health from holistic and interdisciplinary perspectives. They examine the interactive nature of natural and anthropogenic environments, and their impacts on community and population health and health promotion. |
| B.5. [Prerequisite(s)](#1ksv4uv) |  | 45 credit hours or consent of department chair |
| B.6. [Offered](#37m2jsg) |  | **Annually** |
| B.7. [Contact hours](#2jxsxqh) |  | **3** |
| B.8. Credit hours |  | **3** |
| B.9. [Justify differences if any](#3j2qqm3) |  | |
| B.10. [Grading system](#46r0co2) |  | **Letter grade | Pass/Fail | CR/NCR** |
| B.11. [Instructional methods](#1y810tw) |  | **Lecture** |
| B.12.[Categories](#4i7ojhp) |  | **Required for major | Free elective** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#2xcytpi)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#1ci93xb) |  | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes | Projects |** |
| B.16. [Redundancy statement](#3whwml4) |  |  |
| B. 17. Other changes, if any |  | |

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| B.18**. Course learning outcomes: List each one in a separate row** | **Professional Org.Standard(s), if relevant** | **How will each outcome be measured?** |
| 1. Explain impacts of the interactions between natural and built environments and their impacts on human health | RCHES\* 6  CEPH\* 1, 2, 3, 4, 5 | · Discussion boards  Group projects  Classroom activities and discussions  Quizzes (quick-writes, Kahoot, paper) and exams  Final project and presentation |
| 1. Describe the history, disciplines, and specializations of major US and international EH agencies and organizations and the approaches by which they identify, analyze, and solve major environmental problems that impact community and population health. | RCHES\* 1, 7  CEPH\* 1, 3, 5, 7, 8 | * Discussion boards * Classroom activities and discussion * Quizzes and exams |
| 1. Identify and investigate classic historical events and current environmental health risks, hazards, and protective factors | RCHES\* 1, 4, 7  CEPH\* 1, 2, 3, 4, 5 | * Discussion boards * Group projects * Classroom activities and discussion * Quizzes and exams * Final project and presentation |
| 1. Explain and illustrate with examples how factors such as health beliefs; environmental risks, hazards and protective factors; health-related disparities; policies and laws; and public and interpersonal communications influence environmental health promotion and environmental justice | RCHES\* 1, 4, 6  CEPH\* 2, 3, 4, 5, , 8, 9 | * Discussion boards * Group projects * Classroom activities and discussion * Quizzes and exams * Final project and presentation |
| 1. Find, retrieve, and utilize resources on environmental health promotion and environmental justice | RCHES\* 1, 4, 6, 7  CEPH\* 2, 4, 9, 10 | * Group projects * Classroom activities and discussion * Final project and presentation |

* \* Course alignment with professional domains, skills and responsibilities for BS in Community Health and Wellness program of study. RCHES: [Responsibilities and Competencies for Health Education/Promotion Specialists](https://www.speakcdn.com/assets/2251/hespa_competencies_and_sub-competencies.pdf) and CEPH: [*Curriculum Guide for Undergraduate Programs in Public Health Education*](http://www.ccas.net/files/public/Publications/Curriculum_Guide_Version3.pdf)

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| B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. Introduction to Environmental Health 2. Definitions and overview 3. Population and the environment 4. Historical background 5. Agencies and organizations   II. Policy and Law   1. Overview of processes 2. Current environmental policy and law 3. Policy, law, and environmental justice 4. The role of governmental agencies in enforcement   III. Environmental Epidemiology   1. Brief history of the field 2. Strategies of environmental epidemiology 3. Causality, risks, and hazards   IV. Toxicology   1. Sources, sinks, and dosage effects 2. Risk assessment 3. Social and environmental justice 4. Prevention and remediation 5. Population health promotion   V. Vector-borne and Zoonotic diseases and parasites   1. Definitions and overview 2. Transmission 3. Case examples 4. Prevention and health promotion   VI. Water-borne disease   1. Definitions and overview 2. Transmission 3. Case examples: US and international 4. Prevention and health promotion   VII. Agricultural chemicals   1. The CERCLA Priority List of Hazardous Substances 2. ATSDR List of Hazardous Substances 3. Case examples: Plastics, environmental estrogens, solvents 4. Waste disposal, runoff, and environmental justice   VII. Household production of health   1. Household chemicals and medications 2. Antibiotics and resistance 3. Household analysis: Air, water, food, safety   VIII. Ionizing and non-ionizing radiation   1. Definitions and overview 2. Sources and sinks 3. Health effects of exposure 4. Waste disposal and environmental justice   XIX. Injuries   1. Accidental injury and death in home and community 2. Occupational health   XX. Climate change   1. Overview and definitions 2. Impacts on human health   XXI. Review: Prevention and promotion   1. Environmental health promotion (intersection between two disciplines; any planned process employing comprehensive health promotion approaches to assess, correct, control, and prevent those factors in the environment that can potentially harm the health and quality of life of present and future generations). 2. Interventions to address current, future, and potential environmental health dilemmas/concerns 3. Appropriate targets of change   XXII. Future directions in environmental health   1. Integrating environmental exposures of people and place 2. Long-term model of community engagement models focused on dialogue, shared vision, and commitment to community-driven change. 3. Foster initiatives and collaborations that address environmental health concerns expressed by community partners and other stakeholders. |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originated the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

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| Name | Position/affiliation | [Signature](#_2lwamvv) | Date |
| Dr. Carol Cummings | Program Director of CHW |  |  |
| Dr. Robin Kirkwood Auld | Chair of HPE |  |  |
| Dr. Gerri August &/or Dr. Julie Horwitz | Co-Deans of FSEHD |  |  |