# UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## 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) | **GEND/HPE 416 Women’s Health** | | | |  |
| [Replacing](#3znysh7) |  | | | |
| A.2. [Proposal type](#2et92p0) | **Course: Creation |** | | | |
| A.3. [Originator](#tyjcwt) | **Carol A. Cummings** | [Home departmen](#3dy6vkm)t | Department of HPE | | |
| A.4. [Context and Rationale](#1t3h5sf) | **Rationale for each change:** The Women’s Health concentration in the BS in CHW program of study is being revised to better prepare students for entry-level positions in the field. A women’s health course has been infrequently taught in the Gender and Women’s Studies program as GEND 350. Developing and offering a course housed in both departments will allow students in the BS in CHW with a concentration in Women’s Health to acquire knowledge and skills vital for supporting women’s health through implementation of effective community and public health programs, effective advocacy, and policy changes. This course will provide students with the opportunity to examine women’s 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 women’s health. This course will also serve the Gender and Women’s Studies program, as its students are increasingly interested in pursuing health-related professions.  The course will serve as a requirement for CHW students concentrating in Women’s Health, and as a concentration elective for students in the Community and Public Health Promotion concentration. It will also serve as an elective for the Gender and Women’s Studies major and minor. | | | | |
| A.5. [Student impact](#4d34og8) | Students will have enriched opportunities for enhancing their knowledge related to understanding concerns and developing effective skills and practices to support the health of all women. Students will have the opportunity to apply their knowledge and expand their opportunities for employment and graduate work in women’s health. | | | | |
| A.6. [Impact on other programs](#3fwokq0) | **Gender and Women’s Studies –** This course will be shared by both departments and taught by faculty in either department. | | | | |
| A.7. [Resource impact](#1v1yuxt) | [*Faculty PT & FT*](#4f1mdlm): | **None – Current full-time faculty and/or adjunct faculty 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](#3rdcrjn) | |  | |

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 416** |
| B.2. Cross listing number if any |  | **GEND 416** |
| B.3. [Course title](#lnxbz9) |  | **Women’s Health** |
| B.4. [Course description](#35nkun2) |  | Students examine women’s health from a holistic and interdisciplinary perspective. Personal, social, cultural, and societal influences on the health of women, health disparities, and effective health promotion efforts are explored. |
| B.5. [Prerequisite(s)](#1ksv4uv) |  | 45 credit hours or consent of department chair. |
| B.6. [Offered](#37m2jsg) | **Fall | Spring | Summer |**  **Even years | Odd years | Annually**  [**Alternate Years**](about:blank)  **|** [**As needed**](#1mrcu09) | **Annually** |
| B.7. [Contact hours](#2jxsxqh) |  | **4** |
| B.8. [Credit hours](#z337ya) |  | **4** |
| B.9. [Justify differences if any](#3j2qqm3) |  | |
| B.10. [Grading system](#46r0co2) | **Letter grade | Pass/Fail | CR/NCR** | **Letter grade | Pass/Fail | CR/NCR** |
| B.11. [Instructional methods](#1y810tw) | **Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio | Distance Learning** | **| Lecture, Small group, Individual** |
| B.12.[Categories](#4i7ojhp) | **Required for major/minor |Restricted elective for major/minor | Free elective | Required for Certification** | **Required for major**  **Restricted elective for major/minor** |
| B.13. Is this an Honors course? | **YES | NO** | **NO** |
| B.14. [General Education](#2xcytpi)  N.B. Connections must include at least 50% Standard Classroom instruction. | **YES | NO |**  **category:** | **NO** |
| B.15. [How will student performance be evaluated?](#1ci93xb) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Interviews | Quizzes |**  **Performance Protocols | Projects |**  **| Reports of outside supervisor** | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Interviews | 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. To investigate the historical roots of women’s health (systems of care, perceptions of women’s bodies under patriarchal systems, etc.) in the United States. | RCHES\*: 6  CEPH\*: 3, 7, 8 | * Blogs/ Discussion Boards * Journaling and self-assessment * Classroom activities and discussion * Quizzes (quick-writes, Kahoot, paper) * Authentic Writing Assignment: PSA, analysis of women’s health media message, editorial, Infographic, Twitter feed, Instagram posts, etc. |
| 1. Analyze ways in which significant women’s health concerns in the US and internationally impact women’s health status. | RCHES\*: 1  CEPH\*: 3, 4, 7, 8, 10 | * Blogs/ Discussion Boards * Journaling and self-assessment * Group Assignments (Twitter, Instagram, Infographic, interviews, etc.) * Classroom activities and discussion * Quizzes (quick-writes, Kahoot, paper) |
| 1. Demonstrate the intersectional nature of gender, race, ethnicity, nationality, culture, class and sexuality as they pertain to women’s health. | RCHES\*: 1  CEPH\*: 5 | * Blogs/ Discussion Boards * Journaling and self-assessment * Classroom activities and discussion * Quizzes (quick-writes, Kahoot, paper) |
| 1. Identify and deconstruct barriers to women’s health through various biases (patriarchal, racial, androcentricity, double standards, etc.) | RCHES\*: 1  CEPH\*: 4, 5, 9, 10 | * Blogs/ Discussion Boards * Journaling and self-assessment * Classroom activities and discussion * Research project with presentation |
| 1. Evaluate efficacies of treatment for specific health care needs, along with advocacy, policy, and health promotion approaches to support women’s health. | RCHES\*: 1, 2, 4 & 6  CEPH\*: 4, 8, 9, 10 | * Blogs/ Discussion Boards * Journaling and self-assessment * Classroom activities and discussion * Research project with presentation * Quizzes (quick-writes, Kahoot, paper) |

* \* 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. Foundations of Women’s Health 2. Historical Dimensions: The Women’s Health Movement  * 1830’s to the 21st Century * Political Dimensions including research, reproductive rights, access to healthcare. * Global Perspectives * Women’s health status and gender, race, ethnicity, nationality, and class  1. Economics of Women’s Health  * Defining Women’s Health * Access to health care including barriers, preventive care, and women as healthcare consumers. * Exploring and deconstructing barriers: patriarchal, racial, androcentric, etc.  1. Health Promotion and Disease Prevention  * Epidemiology and women as a population * Global health issues for women * Stages of a woman’s life  1. Sexual and Reproductive Dimensions of Women’s Health 2. Perspectives on sexuality 3. Biological basis of a woman’s sexual health 4. Reproductive health, including pregnancy, contraceptives, abortion, and childbirth 5. Sexually-transmitted diseases 6. Menopause, including “management” options |
| 1. Dimensions of Women’s Health and How they Impact Health Status 2. Physical dimensions including nutrition, prevention of chronic diseases and conditions 3. Mental health 4. Substance abuse, violence, and women in the workforce 5. Date, legal dimensions, and political dimensions 6. Maternal health |
| 1. Looking Back and Moving Forward 2. Revisioning women, health, and healing 3. Valuations of motherhood 4. Sexual and reproductive health promotion for all female populations 5. Reproductive justice movement and reproductive rights 6. Effective health promotion programs and approaches 7. Resources for women’s health 8. Research issues 9. Advocacy and policy development 10. Assessment and program planning, and monitoring and evaluation of local and global programs |

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## 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 originate 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 |  |  |
| Dr. Leslie Schuster | Program Director of Gender & Women’s Studies |  |  |
| Dr. Earl Simson | Dean of Arts & Sciences |  |  |

##### D.2. [Acknowledgements](#41mghml): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

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| Name | Position/affiliation | [Signature](#2grqrue) | Date |
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