# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not ever delete any of the numbered categories—if they do not apply leave them blank. ALL numbered categories in section (A) must be completed. If there are no resources impacted it is okay to put “none” in A. 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **PHIL 261 Philosophy of Health and Well-Being** | | | |  |
| [Replacing](#Ifapplicable) | **PHIL 261 Ethical issues in Health** | | | |
| A. 1b. Academic unit | **Faculty of Arts and Sciences** | | | |  |
| A.2. [Proposal type](#type) | **Course: revision** | | | |  |
| A.3. [Originator](#Originator) | **Glenn Rawson** | [Home department](#home_dept) | **Philosophy** | | |
| A.4. [Context and Rationale](#Rationale)  Note: Must include additional information in smart tip for all [new programs](#type) | This proposal revises the title and description of PHIL 261, which used to serve the old General Education Core 4 category. As revised, the course is still focused on health and ethics, but now more obviously suits the goals and requirements of the Connections category.  Health is an expansive concern that embraces much of our lives. Think not only of physicians and psychiatrists and pharmacies, but also nutrition and exercise and mindfulness, together with the wide range of environmental and social factors involved in public health initiatives. Here at RIC, health-focused programs span our five schools: in addition to the Schools of Nursing and Social Work, we have Chemical Dependency/Addiction Studies, Gerontology, Health Care Administration, Health Sciences, Public Health Promotion, and Wellness and Exercise Science. This course explores basic concepts and values that reveal connections among all of those programs and more.  Since health is one of the most valuable aspects of our lives – often a matter of life and death, and a crucial to quality of life – it has an especially thick relationship with ethics. All of the disciplines mentioned above have a role in promoting both individual autonomy and the general welfare, and all face prominent challenges in overcoming longstanding social injustices. That's true whether we conceive of health as absence of disease in well-functioning organs, or as conditions for effective agency as a human person, or even as "a state of complete physical, mental and social well-being" (as by the W.H.O.). The special relationship between health and ethics has been explored since classical Greece, when the Hippocratic Oath was formulated, and when some philosophers explained both happiness and justice in terms of mental health. It continues today, with debates about a human right to healthcare and increasing attention to social determinants of health. There are now many high-profile institutes of bioethics, and a course about medical ethics on almost every college campus.  In this Connections course, connections among those many disciplines will be expored through philosophical examination of (a) various, related concepts of health and disease, which emphasize different aspects of human nature and cultures, and (b) various, related applications of ethical principles of welfare, autonomy and justice. This nest of topics is perfect for exercising critical thinking collaboratively, because it involves debates about goods that affect us all, and for which there are no definitive answers, but difficult decisions still have to be made. | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | **This course adds a Connections option that concerns a large dimension of modern society and vital issues in our personal lives. It should be of interest to many RIC students, and particularly to students in the many health-focused programs across our five schools.** | | | | |
| A.6.a. [Impact on other programs](#impact) | **None** | | | | |
| A.6.b. Will this impact [transfer agreements](file:///C:\Users\earl\AppData\Local\Temp\Check%20relevant%20JAAs,%202+2s,%20and%20if%20a%20course%20you%20are%20revising%20or%20deleting%20is%20one%20with%20a%20transfer%20agreement)? Explain how and list what needs to be updated. | **No** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None: current Philosophy faculty can teach it.** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **None** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2022** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (**to which your department does not have access**) if this proposal is approved, with an explanation as to what needs to be revised: | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **PHIL 261** | **PHIL 261** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Ethical Issues in Health Care** | **Philosophy of Health and Well-Being** |
| B.4. [Course description](#description) | **This is a critical inquiry into ethical issues in health care. Moral theories from both Western and non-Western traditions are discussed and applied to issues in health care.** | **Students explore connections across traditional practices and recent developments concerning human health through philosophical concepts of health and well-being, plus ethical principles such as welfare, autonomy, and justice.** |
| B.5. [Prerequisite(s)](#prereqs) | **Gen Ed Core 1, 2, 3 [old program]** | **FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours** |
| B.6. [Offered](#Offered) | **Fall | Spring | Summer** | **Fall | Spring |** |
| B.7. [Contact hours](#contacthours) | **4** | **4** |
| B.8. [Credit hours](#credits) | **4** | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Lecture | Seminar | Small group** | **Lecture | Seminar | Small group** |
| B.11.a [Delivery Method](#instr_methods) | **On campus** | **On campus** |
| B.12. CATEGORIES  12. a. [How](#required) to be used | **Elective** | **Elective** |
| 12 b. Is this an Honors  course? | **NO** | **NO** |
| 12. c. [General Education](#ge)  N.B. Connections must include at  least 50% Standard Classroom  instruction. | **YES**  **category: Core 4 [old program]** | **YES**  **category: Connections** |
| 12. d. Writing in the  Discipline (WID) | **NO** | **NO** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers | Quizzes | Projects |** | **Attendance | Class participation | Exams | Presentations | Papers | Quizzes | Projects |** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) | **30** | **30** |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  | |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Critical or Creative Thinking | n/a | Exam essays and other short assignments comparing pros and cons of different ways of conceiving health and disease, as applied in various health practices.  Exam essays and other short assignments about evaluating health practices with various ethical principles.  Collaborative slideshow presentation about various ethical dimensions of a problem in a particular health discipline.  Essay of reflection on the process of collaborating in teams about ethical evaluation. |
| Written Communication | n/a | Exam essays and other short assignments comparing pros and cons of different ways of conceiving health and disease, as applied in various health practices.  Exam essays and other short assignments about evaluating health practices with various ethical principles.  Essay of reflection on the process of collaborating in teams about ethical evaluation. |
| Research Fluency | n/a | Library session introducing responsible sources for researching ethical issues in health disciplines.  Collaborative use of those research resources for a team presentation in class. |
| Oral Communication | n/a | Interviews of select volunteer experts from RI in a variety of health disciplines.  Collaborative slideshow presentation about the various ethical dimensions of a problem in a particular health discipline. |
| Collaborative Work | n/a | Collaborative use of Adams Library research resources for a team presentation.  Collaborative slideshow presentation about the various ethical dimensions of a problem in a particular health discipline. |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| --- |
| I. CONCEPTS OF HEALTH AND DISEASE  A. Evolving Historical Understandings of Disease  B. Overlapping and Contested Notions: Disease, Illness, Injury, Disorder, Disability  C. Difficulties in Defining Life and Death  D. Rival Conceptions of Health: Naturalism and Normativism, Neutralism and Well-Being  II. ETHICAL PRINCIPLES IN HEALTHCARE  A. Autonomy  B. Welfare  C. Justice  III. APPLICATIONS OF HEALTH CONCEPTS AND ETHICAL PRINCIPLES  *Some selection of a few such options each semester, perhaps with student input.*  A. Nursing  B. Food and Nutrition  C. Exercise, Sports Medicine, Physical Therapy  D. Mental Health / Behavioral Health  E. Substance Abuse and Addiction  F. Transplantation and other "Heroic" Measures  G. Research on Human Subjects  H. Ob/Gyn and Women's Health  I. Pediatrics  J. Gerontology  K. Hospice and Palliative Care  L. Genetic or Biotechnological Enhancement  M. Public Health and Social Determinants of Health |

### C. [Program Proposals](#program_proposals) **DELETE section C if the proposal is not revising, creating, deleting or suspending any progam.**

## 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 their 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 signature copy of this whole 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. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Glenn Rawson | Chair, Philosophy | Glenn Rawson | 2/26/22 |
| Earl Simson | Dean, Faculty of Arts & Sciences | Earl Simson | 03/01/2022 |
| Joe Zornado | Chair, COGE | *\**approved via e-mail | 03/04/2022 |
| Jeannine Dingus-Eason | Dean, FSEHD | *\**approved via e-mail | 3/31/2022 |
| Alema Karim | Dean, School of Business | *Alema Karim* | 3/18/2022 |
| Carolynn Masters | Dean, School of Nursing | Text, whiteboard  Description automatically generated | 3/31/2022 |
| Jayashree Nimmagadda | Dean, School of Social Work | *\**approved via e-mail | 3/31/22 |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are 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; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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