# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png 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. ALL numbered categories in section (A) must be completed. 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 delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

|  |  |  |
| --- | --- | --- |
| A.1. Course  | **SOC 313 Sociology of Death and Dying** **SOCIOLOGY BA MAJOR AND MINOR** **HEALTH SCIENCES BS (HEALTH SCIENCES AND HUMAN SERVICES)** **HEALTH CARE ADMINISTRATION BS****COMMUNITY AND PUBLIC HEALTH PROMOTION BS MAJOR AND MINOR** |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences, School of Business, and School of Education** |  |
| A.2. [Proposal type](#type) | **Course: creation** **Program: revision** |  |
| A.3. [Originator](#Originator) | **Desirée Ciambrone** | [Home department](#home_dept) | **Sociology** |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery.  | **A course on death and dying, including end of life care, is vital to having a holistic view of aging and the life course. Many students who seek a minor/certificate in Gerontology/Aging are employed (or will work) in settings where death is imminent, such as nursing homes. In order to work with older adults and their families at the end of life, our students will benefit greatly from a course addressing the social factors influencing of death and dying and institutions, such as hospice care. A similar elective course was once offered by the school of nursing and was very popular among gerontology students. Further, students in Sociology will benefit from a course applying the critical sociological lens to death and dying as it applies to their career interests/fields. Topics such gun violence and “deaths of despair” are central to the areas and positions our students are interested in, including counseling, case work, and advocacy.** **The proposed course is designed as an elective for the Gerontology CUS/minor and an elective (with the programs’ new title Aging Studies), also, it will be an additional elective for the Sociology major/minor (no catalog copy is needed to reflect the addition to the Sociology programs as they do not specifically name the elective courses). Health Sciences would also like to add this course to their list of electives for two of its programs: Health Sciences and Human Services—this will not affect any totals, and Health Care Administration will also add it to its list of electives within its “Gerontology” section, which to stay in line with the Gerontology programs will be renamed “Aging Studies.” Also add as an elective to the Community and Public Health Promotion major and minor. A separate proposal is revising the Gerontology minor/CUS, so its addition to those programs will be addressed there.**  |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **The new course will serve as an elective for the Gerontology/Aging CUS/minor and Sociology major/minor. It will allow students in the Gerontology/Aging program to learn about an important issue and last phase of life in the study of older adults and aging. It will allow Sociology, Health Science and Health Care Administration, and Community and Public Health Promotion (major and minor) students greater choice in elective courses.**  |
| A.6. [Impact on other programs](#impact)  | **Will expand the options in Socioloy** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **Staffing as of Fall 2024 should be sufficient** |
| [*Library*:](#library) | **Collections should already be sufficient** |
| *Technology (for in person delivery)*The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **\_\_\_RIC Campus \_\_\_NEC \_\_\_Other \_X\_\_ None** |
| *Technology: (for online delivery. Must be RIC supported)*The VP of Information Services should be consulted prior to submission and their approval signature included. |  |
| [*Facilities*](#facilities): |  |
| A.8. [Semester effective](#Semester_effective) | **Fall 2024** | 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: |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C%3A%5CUsers%5CSAbbotson%5CDocuments%5CCurriculum%5CManualandWebsite%5Ctransfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. |

**C.** [**NEW OR REVISED COURSES**](#delete_if) **THAT ARE DESIGNATED AS HYBRID (CANNOT BE MORE THAN 49% ONLINE). IF ALSO IN PERSON/FULLY ONLINE, COMPLETE C. 1, 3, 11, 13, 14, 17 and 18.**

**Delete section C. if the proposal does not include a new or revised HYBRID course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in C. 1 and C. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| C.1. [Course prefix and number](#cours_title)  |  | **SOC 313** |
| C.2. Cross listing number if any |  |  |
| C.3. [Course title](#title)  |  | **Sociology of Death and Dying** |
| C.4. [Course description](#description)  |  | Students explore sociological perspectives on death and dying over the life course, including normative treatment of death and dying, attendant care systems, rituals associated with death, and related ethical debates. |
| C.5. [Prerequisite(s)](#prereqs) |  | **Any 200-level course in a social/behavioral science course or consent of department chair**  |
| C.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. |  | [**Annually**](#Annual) |
| C.7. [Contact hours](#contacthours)  |  | **4** |
| C.8. [Credit hours](#credits) |  | **4** |
| C.9. [Justify differences if any](#differences) |  |

|  |  |  |
| --- | --- | --- |
| C.10. [Grading system](#grading)  |  | **Letter grade** |
| C.11. a. [Type of cours](#instr_methods)e  |  | **Lecture**  |
| C.11.b Instruction mode with percentage |  | **Hybrid 49% online or In person** |
| Reminder: Instructors are responsible for ensuring their course meets accessibility standards and provides accommodations identified by Disability Services (find links).  |
| C.11.c. For online components only: How will students engage with the content  |  | **Course readings | Videos or other recordings | Practice or other activities**  |
| C.11.d. How will students engage with other students  |  | **In-class discussions | Online discussion boards**  |
| C.12. CATEGORIES 12. a. [How](#required) to be used |  | **Restricted elective for major/minor** |
|  12 b. Is this an Honors  course? |  | **NO** |
|  12. c. [General Education](#ge) N.B. Connections must include at  least 50% Standard Classroom instruction. |  |  **NO**  |
|  12. d. Writing in the  Discipline (WID) |  | **NO** |
| C.13. [How will student performance be evaluated?](#performance)  |  | **Attendance | Class participation | Presentations | Quizzes |Papers | Discussion board | LMS participation** |
| C.14 [Recommended class-size](#class_size) |  | **30** |
| C.15. [Redundancy statement](#competing) |  | **N/A** |
| C. 16. Other changes, if any |  |

| C.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) |
| --- | --- | --- |
| Examine major causes of death in the US across the life course.  |  | See C13 |
| Examine significant social processes associated with dying, death, and bereavement.  |  | See C13 |
| Examine how various institutions and professions manage death and dying.  |  | See C13 |
| Apply sociological theories/perspectives to death and dying. |  | See C13 |

| C.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. Demographics
	1. Main causes of death
	2. Types of death
	3. Race, class, and age disparities
2. Institutional approach to death and dying
	1. Death, dying & technology
	2. Medical/nursing training
	3. End of life care in hospital
	4. End of life care in nursing home
3. Legal and Ethical Issues
	1. Physician assisted suicide
	2. Euthanasia
	3. Death Penalty
4. Social responses to death
	1. Rituals & funerals
	2. Bereavement and Grief
5. Sociological theory application
	1. Functionalism
	2. Conflict Perspective
	3. Symbolic Interactionism
 |
|  |

### **E.** [**Program Proposals**](#program_proposals) **For IN-Person or mixed modalities (for fully online programs: see section F):**

### **Complete only what is relevant to your proposal. Delete section E. if not needed. PLease add in the 2020 CIP number for MAJOR revisions or new programs in E 2; these can be found at** [**https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56**](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56) **consult with Institutional research to be sure you select the correct one.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| E.1. [Enrollments](#enrollments) Must be completed. | **Health Science. 115****Human Services 27****HCA 41****Community and Public Health promotion (major and minor): 20** |  |
| E. 2. [2020 CIP number](#CIPnumber" \o "THESE CAN BE FOUND AT HTTPS://NCES.ED.GOV/IPEDS/CIPCODE/BROWSE.ASPX?Y=56 CONSULT WITH INSTITUTIONAL RESEARCH TO BE SURE YOU SELECT THE CORRECT ONE.) |  |  |
| E.3. [Admission requirements](#admissions) |  |  |
| E.4. [Retention requirements](#retention) |  |  |
| E.5. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. | Health Sciences B.S.Course RequirementsChoose concentration A, B, C, D, or E belowA.

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 103 | Introduction to Biological Anthropology | 4 | Sp |
| BIOL 108 | Basic Principles of Biology | 4 | F, Sp, Su |
| BIOL 231 | Human Anatomy | 4 | F, Sp, Su |
| BIOL 335 | Human Physiology | 4 | F, Sp, Su |
| BIOL 348 | Microbiology | 4 | F, Sp, Su |
| CHEM 105 | General, Organic and Biological Chemistry I | 4 | F, Sp, Su |
| CHEM 106 | General, Organic, and Biological Chemistry II | 4 | F, Sp, Su |
| HPE 102 | Human Health and Disease | 3 | F, Sp, Su |
| HSCI 105 | Medical Terminology | 2 | F, Sp |
| HSCI 232 | Human Genetics | 4 | F |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |

Choose TWO from:

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 309 | Medical Anthropology | 4 | Alternate years |
| COMM 338 | Communication for Health Professionals | 4 | F |
| ENGL 233W | Writing for the Health Professions | 4 | F, Sp, Su |
| GRTL 314 | Health and Aging | 4 | F, Sp |
| HPE 307 | Introduction to Epidemiology | 3 | F, Sp |
| SOC 314 | The Sociology of Health and Illness | 4 | Annually |

Subtotal: 47-49Note: SOC 314 has a prerequisite of any 200-level sociology course or consent of the department chair.C. Human Services

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 108 | Basic Principles of Biology | 4 | F, Sp, Su |
|  |   |  |  |
|  | -Or- |  |  |
|  |   |  |  |
| BIOL 111 | Introductory Biology I | 4 | F, Sp, Su |
|  | -And- |  |  |
| BIOL 112 | Introductory Biology II | 4 | F, Sp, Su |
|  |   |  |  |
| BIOL 231 | Human Anatomy | 4 | F, Sp, Su |
| BIOL 335 | Human Physiology | 4 | F, Sp, Su |

Either

|  |  |  |  |
| --- | --- | --- | --- |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
|  | -And- |  |  |
| CHEM 104 | General Chemistry II | 4 | Sp, Su |
|  |   |  |  |
|  | -Or- |  |  |
|  |   |  |  |
| CHEM 105 | General, Organic and Biological Chemistry I | 4 | F, Sp, Su |
|  | -And- |  |  |
| CHEM 106 | General, Organic, and Biological Chemistry II | 4 | F, Sp, Su |
|  |   |  |  |
| COMM 338 | Communication for Health Professionals | 4 | F |
| CSCI 101 | Introduction to Computers | 3 | F, Sp, Su |
| CSCI 102 | Computer Fundamentals for Cyber Security | 4 | F, Sp |
| HCA 201W | Introduction to Health Care Systems | 3 | F, Sp, Su |
| HCA 303W | Health Policy and Contemporary Issues | 3 | F, Sp |
| HPE 102 | Human Health and Disease | 3 | F, Sp, Su |
| HPE 233 | Social and Global Perspectives on Health | 3 | F, Sp, Su |
| HPE 307 | Introduction to Epidemiology | 3 | F, Sp |
| HSCI 105 | Medical Terminology | 2 | F, Sp |
| HSCI 232 | Human Genetics | 4 | F |
| HSCI 494W | Independent Study in Health Sciences | 4 | As needed |
| MGT 201W | Foundations of Management | 4 | F, Sp, Su |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |
| PHIL 206 | Ethics | 3 | F, Sp, Su |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |
| PSYC 230 | Human Development | 4 | F, Sp, Su |

THREE COURSES from:

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 213W | Plant and Animal Form and Function | 4 | F, Sp |
| BIOL 348 | Microbiology | 4 | F, Sp, Su |
| ENGL 233W | Writing for the Health Professions | 4 | F, Sp, Su |
| GRTL 314 | Health and Aging | 4 | F, Sp, Su |
| HCA 302 | Health Care Organizations | 3 | F, Sp |
| HCA 401W/HCA 501 | Ethical and Legal Issues in Health Care Management | 3 | F, Sp, Su |
| HPE 303W | Research in Community and Public Health | 3 | F, Sp |
| HPE 420 | Physiological Aspects of Exercise | 3 | F, Sp |
| MGT 320 | Human Resource Management | 4 | F, Sp, Su |
| MGT 322 | Organizational Behavior | 4 | F, Sp, Su |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| PHYS 101 | Physics for Science and Mathematics I | 4 | F, Sp, Su |
| PHYS 102 | Physics for Science and Mathematics II | 4 | F, Sp, Su |
| PSYC 221W | Research Methods I: Foundations | 4 | F, Sp, Su |
| PSYC 335 | Family Psychology | 4 | Annually |
| PSYC 339 | Psychology of Aging | 4 | Annually |
| PSYC 345 | Physiological Psychology | 4 | F, Sp |
| PSYC 424 | Health Psychology | 4 | Annually |
| PSYC 445 | Behavioral Neuroscience | 4 | Annually |
| SOC 217 | Sociology of Aging | 4 | F, Sp, Su |
| SOC 314 | The Sociology of Health and Illness | 4 | Annually |

Subtotal: 81-88Health Care Administration categories:THREE COURSES from(It is recommended that the three courses be taken from the same category, but courses may be selected from multiple categories)Gerontology

|  |  |  |  |
| --- | --- | --- | --- |
| GRTL 314 | Health and Aging | 4 | F, Sp, Su |
|  | -Or- |  |  |
| NURS 314 | Health and Aging | 4 | F, Sp, Su |
|  |   |  |  |
| HCA 403 | Long-Term Care Administration | 3 | Annually |
| HCA 404 | Long-Term Care Laws and Regulations | 2 | Annually |
| SOC 217 | Sociology of Aging | 4 | F, Sp, Su |
| SOC 320 | Aging and the Law | 4 | Annually |

Note: SOC 217: Fulfills the Social and Behavioral Sciences category of General Education.COMMUNITY AND PUBLIC HEALTH PROMOTION:Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 300 | Health Education and Health Promotion Pedagogy | 3 | F, Sp |
| HPE 406 | Program Planning in Health Promotion | 3 | Sp or as needed |
| HPE 419 | Practicum in Community and Public Health | 3 | F |
| HPE 426W | Internship in Community and Public Health | 10 | F, Sp, Su |
| HPE 429 | Seminar in Community and Public Health | 2 | F, Sp, Su |
| **3-4 Courses from the following (for a minimum of 11 credits)** |
| ANTH 237 | Measuring Inequality, Analyzing Injustice | 4 | Annually |
| ANTH 309 | Medical Anthropology | 4 | Alternate years |
| ANTH 347 | Environmental Justice | 4 | Alternate years |
| COMM 230 | Interpersonal Communication | 4 | F  |
| COMM 332 | Gender and Communication  | 4 | F |
| COMM 336 | Health Communication  | 4 | Sp |
| ENGL 233W | Writing for the Health Professions | 4 | F, Sp, Su |
| GEND 100W | Gender and Society | 4 | F, Sp |
| GEND 201W | Introduction to Feminist Inquiry | 4 | F |
| GEND 355 | Women and Madness | 4 | Alternate years |
| GEND 357 | Gender and Sexuality | 4 | F |
| GEND 358 | Gender-Based Violence | 4 | Alternate years |
| AGNG 314/ NURS 314 | Health & Aging  | 4 | F, Sp, Su |
| HCA 303W | Health Policy and Contemporary Issues | 3 | F, Sp |
| HPE 403 | Environmental Health | 3 | F or as needed |
| HPE 416 | Women’s Health | 4 | Sp or as needed |
| HPE 431 | Drug Education  | 3 | F |
| HSCI 105 | Medical Terminology | 2 | F, Sp |
| NPST 300 | Institute in Nonprofit Studies | 4 | F |
| PSYC 217 | Drugs and Chemical Dependency |  4 | F, Sp |
| PSYC 230 | Human Development |  4 | F, Sp, Su |
| PSYC 339 | Psychology of Aging |  4 | Annually |
| PSYC 356 | Psychology of Genders and Sexuality |  4 | F, Sp |
| PSYC 424 | Health Psychology |  4 | Annually |
| SOC 217 | Sociology of Aging  |  4 | F, Sp, Su |
| SOC 314 | The Sociology of Health and Illness | 4 | Annually |
| SOC 320 | Aging and the Law | 4 | Annually |
| SOC 342 | Women, Crime, and Justice | 4 | F, Sp |
| SWRK 200 | Introduction to Social Work | 4 | F, Sp, Su |
| YDEV 300W | Introduction to Youth Development | 4 | F, Sp |
| Credits for internship will be waived partially or fully for students with prior documented field experiences aligned with community and public health (considering their hours of experience) |

Community and Public Health MinorThe minor in Community and Public Health Studies consists of 18-20 credit hours (6 courses), as follows:Course RequirementsFoundation

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 102 | Human Health and Disease | 3 | F, Sp, Su |
| HPE 202W | Community/Public Health and Health Promotion | 3 | F, Sp |
| HPE 307 | Introduction to Epidemiology | 3 | F, Sp |

Professional CoursesONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 233 | Social and Global Perspectives on Health | 3 | F, Sp, Su |
| HPE 300 | Health Education and Health Promotion Pedagogy | 3 | F, Sp |
| HPE 303W | Research in Community and Public Health | 3 | F, Sp |

TWO COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 237 | Measuring Inequality, Analyzing Injustice | 4 | Annually |
| ANTH 309 | Medical Anthropology | 4 | Alternate years |
| COMM 336 | Health Communication | 4 | Sp |
| GEND 357 | Gender and Sexuality | 4 | F |
| HPE 101 | Human Sexuality | 3 | F, Sp, Su |
| HPE 221 | Nutrition | 3 | F, Sp |
| HPE 403 | Environmental Health | 3 | Annually |
| HPE 410 | Managing Stress and Mental/Emotional Health | 3 | F, Sp |
| HPE 416/GEND 416 | Women’s Health | 4 | Annually |
| HPE 431 | Drug Education | 3 | F |
| PSYC 424 | Health Psychology | 4 | Annually |
| SOC 314 | The Sociology of Health and Illness | 4 | Annually |

 | Health Sciences B.S.Course RequirementsChoose concentration A, B, C, D, or E belowA.

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 103 | Introduction to Biological Anthropology | 4 | Sp |
| BIOL 108 | Basic Principles of Biology | 4 | F, Sp, Su |
| BIOL 231 | Human Anatomy | 4 | F, Sp, Su |
| BIOL 335 | Human Physiology | 4 | F, Sp, Su |
| BIOL 348 | Microbiology | 4 | F, Sp, Su |
| CHEM 105 | General, Organic and Biological Chemistry I | 4 | F, Sp, Su |
| CHEM 106 | General, Organic, and Biological Chemistry II | 4 | F, Sp, Su |
| HPE 102 | Human Health and Disease | 3 | F, Sp, Su |
| HSCI 105 | Medical Terminology | 2 | F, Sp |
| HSCI 232 | Human Genetics | 4 | F |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |

Choose TWO from:

|  |  |  |  |
| --- | --- | --- | --- |
| AGNG 314 | Health and Aging | 4 | F, Sp, Su |
| ANTH 309 | Medical Anthropology | 4 | Alternate years |
| COMM 338 | Communication for Health Professionals | 4 | F |
| ENGL 233W | Writing for the Health Professions | 4 | F, Sp, Su |
| HPE 303W | Research in Community and Public Health | 3 | F, Sp |
| HPE 307 | Introduction to Epidemiology | 3 | F, Sp |
| SOC 313 | Sociology of Death and Dying | 4 | Annually |
| SOC 314 | The Sociology of Health and Illness | 4 | Annually |

Subtotal: 47-49Note: SOC 314 has a prerequisite of any 200-level sociology course or consent of the department chair.C. Human Services

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 108 | Basic Principles of Biology | 4 | F, Sp, Su |
|  |   |  |  |
|  | -Or- |  |  |
|  |   |  |  |
| BIOL 111 | Introductory Biology I | 4 | F, Sp, Su |
|  | -And- |  |  |
| BIOL 112 | Introductory Biology II | 4 | F, Sp, Su |
|  |   |  |  |
| BIOL 231 | Human Anatomy | 4 | F, Sp, Su |
| BIOL 335 | Human Physiology | 4 | F, Sp, Su |

Either

|  |  |  |  |
| --- | --- | --- | --- |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
|  | -And- |  |  |
| CHEM 104 | General Chemistry II | 4 | Sp, Su |
|  |   |  |  |
|  | -Or- |  |  |
|  |   |  |  |
| CHEM 105 | General, Organic and Biological Chemistry I | 4 | F, Sp, Su |
|  | -And- |  |  |
| CHEM 106 | General, Organic, and Biological Chemistry II | 4 | F, Sp, Su |
|  |   |  |  |
| COMM 338 | Communication for Health Professionals | 4 | F |
| CSCI 101 | Introduction to Computers | 3 | F, Sp, Su |
| CSCI 102 | Computer Fundamentals for Cyber Security | 4 | F, Sp |
| HCA 201W | Introduction to Health Care Systems | 3 | F, Sp, Su |
| HCA 303W | Health Policy and Contemporary Issues | 3 | F, Sp |
| HPE 102 | Human Health and Disease | 3 | F, Sp, Su |
| HPE 233 | Social and Global Perspectives on Health | 3 | F, Sp, Su |
| HPE 307 | Introduction to Epidemiology | 3 | F, Sp |
| HSCI 105 | Medical Terminology | 2 | F, Sp |
| HSCI 232 | Human Genetics | 4 | F |
| HSCI 494W | Independent Study in Health Sciences | 4 | As needed |
| MGT 201W | Foundations of Management | 4 | F, Sp, Su |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |
| PHIL 206 | Ethics | 3 | F, Sp, Su |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |
| PSYC 230 | Human Development | 4 | F, Sp, Su |

THREE COURSES from:

|  |  |  |  |
| --- | --- | --- | --- |
| AGNG 314 | Health and Aging | 4 | F, Sp, Su |
| BIOL 213W | Plant and Animal Form and Function | 4 | F, Sp |
| BIOL 348 | Microbiology | 4 | F, Sp, Su |
| ENGL 233W | Writing for the Health Professions | 4 | F, Sp, Su |
| HCA 302 | Health Care Organizations | 3 | F, Sp |
| HCA 401W/HCA 501 | Ethical and Legal Issues in Health Care Management | 3 | F, Sp, Su |
| HPE 303W | Research in Community and Public Health | 3 | F, Sp |
| HPE 420 | Physiological Aspects of Exercise | 3 | F, Sp |
| MGT 320 | Human Resource Management | 4 | F, Sp, Su |
| MGT 322 | Organizational Behavior | 4 | F, Sp, Su |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| PHYS 101 | Physics for Science and Mathematics I | 4 | F, Sp, Su |
| PHYS 102 | Physics for Science and Mathematics II | 4 | F, Sp, Su |
| PSYC 221W | Research Methods I: Foundations | 4 | F, Sp, Su |
| PSYC 335 | Family Psychology | 4 | Annually |
| PSYC 339 | Psychology of Aging | 4 | Annually |
| PSYC 345 | Physiological Psychology | 4 | F, Sp |
| PSYC 424 | Health Psychology | 4 | Annually |
| PSYC 445 | Behavioral Neuroscience | 4 | Annually |
| SOC 217 | Sociology of Aging | 4 | F, Sp, Su |
| SOC 313 | Sociology of Death and Dying | 4 | Annually |
| SOC 314 | The Sociology of Health and Illness | 4 | Annually |

Subtotal: 81-88Health Care Administration categories:THREE COURSES from(It is recommended that the three courses be taken from the same category, but courses may be selected from multiple categories)Aging Studies

|  |  |  |  |
| --- | --- | --- | --- |
| AGNG 314 | Health and Aging | 4 | F, Sp, Su |
|  | -Or- |  |  |
| NURS 314 | Health and Aging | 4 | F, Sp, Su |
|  |   |  |  |
| HCA 403 | Long-Term Care Administration | 3 | Annually |
| HCA 404 | Long-Term Care Laws and Regulations | 2 | Annually |
| SOC 217 | Sociology of Aging | 4 | F, Sp, Su |
| SOC 313 | Sociology of Death and Dying | 4 | Annually |
| SOC 320 | Aging and the Law | 4 | Annually |

Note: SOC 217: Fulfills the Social and Behavioral Sciences category of General Education.COMMUNITY AND PUBLIC HEALTH PROMOTION:Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 300 | Health Education and Health Promotion Pedagogy | 3 | F, Sp |
| HPE 406 | Program Planning in Health Promotion | 3 | Sp or as needed |
| HPE 419 | Practicum in Community and Public Health | 3 | F |
| HPE 426W | Internship in Community and Public Health | 10 | F, Sp, Su |
| HPE 429 | Seminar in Community and Public Health | 2 | F, Sp, Su |
| **3-4 Courses from the following (for a minimum of 11 credits)** |
| ANTH 237 | Measuring Inequality, Analyzing Injustice | 4 | Annually |
| ANTH 309 | Medical Anthropology | 4 | Alternate years |
| ANTH 347 | Environmental Justice | 4 | Alternate years |
| COMM 230 | Interpersonal Communication | 4 | F  |
| COMM 332 | Gender and Communication  | 4 | F |
| COMM 336 | Health Communication  | 4 | Sp |
| ENGL 233W | Writing for the Health Professions | 4 | F, Sp, Su |
| GEND 100W | Gender and Society | 4 | F, Sp |
| GEND 201W | Introduction to Feminist Inquiry | 4 | F |
| GEND 355 | Women and Madness | 4 | Alternate years |
| GEND 357 | Gender and Sexuality | 4 | F |
| GEND 358 | Gender-Based Violence | 4 | Alternate years |
| AGNG 314/ NURS 314 | Health & Aging  | 4 | F, Sp, Su |
| HCA 303W | Health Policy and Contemporary Issues | 3 | F, Sp |
| HPE 403 | Environmental Health | 3 | F or as needed |
| HPE 416 | Women’s Health | 4 | Sp or as needed |
| HPE 431 | Drug Education  | 3 | F |
| HSCI 105 | Medical Terminology | 2 | F, Sp |
| NPST 300 | Institute in Nonprofit Studies | 4 | F |
| PSYC 217 | Drugs and Chemical Dependency |  4 | F, Sp |
| PSYC 230 | Human Development |  4 | F, Sp, Su |
| PSYC 339 | Psychology of Aging |  4 | Annually |
| PSYC 356 | Psychology of Genders and Sexuality |  4 | F, Sp |
| PSYC 424 | Health Psychology |  4 | Annually |
| SOC 217 | Sociology of Aging  |  4 | F, Sp, Su |
| SOC 313 | Sociology of Death and Dying | 4 | Annually |
| SOC 314 | The Sociology of Health and Illness | 4 | Annually |
| SOC 320 | Aging and the Law | 4 | Annually |
| SOC 342 | Women, Crime, and Justice | 4 | F, Sp |
| SWRK 200 | Introduction to Social Work | 4 | F, Sp, Su |
| YDEV 300W | Introduction to Youth Development | 4 | F, Sp |
| Credits for internship will be waived partially or fully for students with prior documented field experiences aligned with community and public health (considering their hours of experience) |

Subtotal: 84-85Community and Public Health MinorThe minor in Community and Public Health Studies consists of 18-20 credit hours (6 courses), as follows:Course RequirementsFoundation

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 102 | Human Health and Disease | 3 | F, Sp, Su |
| HPE 202W | Community/Public Health and Health Promotion | 3 | F, Sp |
| HPE 307 | Introduction to Epidemiology | 3 | F, Sp |

Professional CoursesONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 233 | Social and Global Perspectives on Health | 3 | F, Sp, Su |
| HPE 300 | Health Education and Health Promotion Pedagogy | 3 | F, Sp |
| HPE 303W | Research in Community and Public Health | 3 | F, Sp |

TWO COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 237 | Measuring Inequality, Analyzing Injustice | 4 | Annually |
| ANTH 309 | Medical Anthropology | 4 | Alternate years |
| COMM 336 | Health Communication | 4 | Sp |
| GEND 357 | Gender and Sexuality | 4 | F |
| HPE 101 | Human Sexuality | 3 | F, Sp, Su |
| HPE 221 | Nutrition | 3 | F, Sp |
| HPE 403 | Environmental Health | 3 | Annually |
| HPE 410 | Managing Stress and Mental/Emotional Health | 3 | F, Sp |
| HPE 416/GEND 416 | Women’s Health | 4 | Annually |
| HPE 431 | Drug Education | 3 | F |
| PSYC 424 | Health Psychology | 4 | Annually |
| SOC 313 | Sociology of Death and Dying | 4 | Annually |
| SOC 314 | The Sociology of Health and Illness | 4 | Annually |

 |
| E.6. [Credit count](#credit_count) for each program option |  | **No changes.** |
| E.7. Note any needs for program accreditation (if relevant).  |  |  |
| E.8 Program modality. Online percentage of delivery; calculate % within required hybrids and the total for the program cannot go over 49%  | **Fully in-person****Mixed courses types (less than 49% online)** | **Fully in-person or****Mixed course types that are less than 50% online.****HSCI are around 10% online.** |
| E.9 Will any classes be offered at sites other than RIC campus or the RI Nursing Ed. Center?\* | **| NO** | **| NO** |
| E. 10. Do these revisions reflect more than 25% change to the [program?\*](file:///Users/sabbotson/Documents/Curriculum/Program%20goals)  | **| NO** | **| NO** |
| E.11. [Program goals](file:///Users/sabbotson/Documents/Curriculum/Program%20goals)Needed for all new programs |  |  |
| E.12. Other changes if any |  |  |

\* If answered YES to either of these questions will need to inform Institutional Research and get their acknowledgement on the signature page.

## **G. 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 to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### F.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 |
| --- | --- | --- | --- |
| Desirée Ciambrone | Program Director of Gerontology | Desirée Ciambrone | 10/31/23 |
| Carse Ramos | Chair of Sociology | \*approved by email | 11/7/23 |
| Quenby Hughes | Dean of FAS |  | 11/6/2023 |
| Marianne Raimundo | Dean of SOB and Director HCA | \*approved by email | 11/3/23 |
| Eric Hall | Director Health Services | \*approved via email  | 11/3/23 |
| Carol Cummings | Dean FSEHD | \*approved via email | 11/9/23 |
| Soumyadeep Mukherjee | Coordinator CPHP program | \*approved via email | 11/9/23 |

##### F.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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