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| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**NEW OR MODIFIED COURSE PROPOSAL FORM**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Julie B. King 8/7/2020 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| |  |  | | --- | --- | | Mary Elizabeth Spence | 9/4/2020 | | **Office of Assessment** |  | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Shanon Brantley 08/26/2020 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| \_\_Susan Hanrahan\_\_\_\_\_\_\_\_ 8/27/2020 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Dr. Julie King, juking@astate.edu; 870-972-3920

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2021, Bulletin year 2021-2022.

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **OESH** |
| **Number\*** |  | **3023** |
| **Title** |  | **Principles of Environmental Health**  **SHORT TITLE: Environmental Health** |
| **Description\*\*** |  | Overview of traditional, emerging, and controversial issues associated with environmental health. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes** Are there any prerequisites?
   1. If yes, which ones?

Admission to the OESH program is required

* 1. Why or why not?

Admission to the OESH program requires completed coursework in math, science, and communications necessary for this course.

1. **Yes** Is this course restricted to a specific major?
   1. If yes, which major? **Occupational and Environmental Safety and Health**
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

**Fall**

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

**Lecture only**

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter grade

1. **No** Is this course dual-listed (undergraduate/graduate)?
2. **No** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. **Yes** Is this course in support of a new program?

a. If yes, what program?

**Occupational and Environmental Safety and Health**

1. **No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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| Week | Topic/Assignments |
| 1 | Introduction: The Environment at Risk |
| 2 | Environmental Policy and Regulation |
| 3 | Environmental Epidemiology |
| 4 | Epidemiology continued. |
| 5 | Environmental Toxicology |
| 6 | Toxic Metals and Elements |
| 7 | An Overview of Zoonotic |
| 8 | Hazardous Organic Chemicals |
| 9 | Pesticides |
| 10 | Ionizing and Non-ionizing Radiation |
| 11 | Applications of Environmental Health: Water Quality |
| 12 | Applications of Environmental Health: Air Quality |
| 13 | Applications of Environmental Health: Food Safety |
| 14 | Vector-borne diseases |
| 15 | Occupational Health and Safety |
|  | FINAL EXAM |

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

No

1. **Department staffing and classroom/lab resources**

Traditional classroom

Will this require additional faculty, supplies, etc.?

Yes, a faculty member specializing in environmental health issues will be needed and is planned for.

1. **Yes** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

A new program in Occupational and Environmental Safety and Health is being developed and a foundational course in environmental health concepts is needed. This course, Principles of Environmental Health, will give an overview of issues and concepts central to environmental health. Students wishing to become environmental health specialists will be exposed to a range of topics regarding environmental studies such as critical environmental regulations, air and water pollution, and receive an introduction to topics such as epidemiology, biostatistics, and toxicology. Many of these topics will also be covered in more advanced courses within the program so students will benefit from being exposed to these concepts early in the program.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required for the Bachelor of Science in Occupational and Environmental Safety and Health. Providing quality education is central to the mission of the College of Nursing and Health Professions and this includes those students wishing to specialize in occupational safety and environmental health. The college recognizes a need in the state to prepare and train students to fill needs in various fields requiring safety and environmental health specialists. The mission of the OESH program is to educate the next generation(s) of environmental health and safety practitioners that will be able to function effectively in industrial settings, the public sector, or academia, and to produce valuable occupational safety and environmental health specialists that act ethically in the practice considering the implications to the health of workers and the environment.

The Environmental Health Science and Protection Accreditation Council (EHAC), the council that we will be seeking accreditation from, mandates that students should be able to demonstrate a competency in areas of environmental health and a foundational course is necessary.

c. Student population served.

Students enrolled in the Bachelor of Science in Occupational and Environmental Safety and Health program. Students interested in environmental studies may also be interested in this course.

d. Rationale for the level of the course (lower, upper, or graduate).

Offering this as an upper level course allows students to apply technical skills to advanced knowledge associated with environmental science and health topics. The level and content of this course will be consistent with upper level academic coursework.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This is a foundational course that will provide a springboard into the areas of environmental health and provide students with a background in various topics crucial to environmental health. Many of the areas covered in this course will be covered in depth in later courses so a solid understanding of these foundation topics is essential. Students will be expected to develop critical thinking skills in the area of environmental health and develop communication skills with audiences of all levels.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

This course will serve as a required course for the Undergraduate Bachelor’s of Science degree in Occupational Safety and Environmental Health.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | SLO-1 Students will demonstrate critical thinking skills to anticipate, recognize, and evaluate hazards affecting human health and the environment and develop and evaluate effective strategies to solve problems and mitigate risk. |
| Assessment Measure | Direct measure: OESH 4003 Internship and OESH 4401 Senior Seminar act as a capstone to the program. Internship preceptors and instructors will be given a detailed evaluation form to fill out upon internship completion to assess for critical thinking skills in anticipating, recognizing and evaluating environmental health and occupational safety hazards. Students will also be given mock certification exams in either environmental health or occupational safety in the OESH 4401 Senior Seminar course. The grade outcomes of these exams will also be used to assess the program. Indirect measures: Students will be given program exit surveys in the OESH 4401 Senior Seminar course to assess the program. |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Course faculty and Program director: Julie King, Arkansas State University, College of Nursing & Health Professions, P.O. Box 910, State University, AR 72469, [juking@astate.edu](mailto:juking@astate.edu) 870-972-3920 |

*(Repeat if this new course will support additional program-level outcomes)*

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| **Program-Level Outcome 2 (from question #23)** | SLO- 2 Students should be able to communicate occupational and environmental standards, studies, and programs effectively and professionally with a wide range of audiences verbally and in writing through publications, presentations, and technical reports. |
| Assessment Measure | Direct measure: OESH 4003 Internship and OESH 4401 Senior Seminar act as a capstone to the program. Students will be required to give a formal presentation in the OESH 4401 Senior seminar detailing their experiences in the internship. Presentations will be evaluated for communication skills. Internship preceptors and instructors will also give detailed evaluations on the students’ ability to communicate with a variety of audiences. Indirect measures: Students will be given program exit surveys in the OESH 4401 Senior Seminar course to assess the program. |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Course faculty and program director: Julie King, Arkansas State University, College of Nursing & Health Professions, P.O. Box 910, State University, AR 72469, [juking@astate.edu](mailto:juking@astate.edu) 870-972-3920 |

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| --- | --- |
| **Outcome 1** | Describe how environmental health issues affect our lives and discuss impacts of population growth on environmental health. |
| Which learning activities are responsible for this outcome? | Lecture presentations  Assigned readings  Discussion board posts  Class assignments  Exams |
| Assessment Measure | Discussion Board Rubric Benchmark 85% |

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| **Outcome 2** | Describe key environmental laws, regulatory agencies, and principles that guide environmental policy development. |
| Which learning activities are responsible for this outcome? | Lecture presentations  Assigned readings  Class assignments |
| Assessment Measure | Final Paper Rubric Benchmark 85% |

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| **Outcome 3** | Identify, describe, and discuss environmental health related topics and health effects of water quality, air pollution and food borne illnesses by such as environmental health hazards such as toxic elements and organic chemicals, vector borne diseases, pesticides, and radiation. |
| Which learning activities are responsible for this outcome? | Lecture presentations  Assigned readings  Discussion board posts  Exams and written assignments |
| Assessment Measure | Final Exam Rubric Benchmark 85% |

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| **Outcome 4** | Identify simple education, engineering, and enforcement controls for the prevention of environmental health problems. |
| Which learning activities are responsible for this outcome? | Lecture presentations  Assigned readings  Discussion board posts  Visit to industrial / environmental sites  Class assignments |
| Assessment Measure | Final Paper Rubric Benchmark 85% |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

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**Major in Occupational and Environmental Safety and Health**

*Bachelor of Science*

A complete 8-semester degree plan is available at [https://www.astate.edu/info/academics/degrees/](http://www.astate.edu/info/academics/degrees/)

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| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| UC 1013, Making Connections | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 78)  **Students with this major must take the following:**  *MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite*  *CHEM 1013 and CHEM 1011 General Chemistry and Lab*  *BIO 2013 and BIO 2011 Biology of the Cell and Lab*  *COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)* | **35** |
| **Major Requirements:** | **Sem. Hrs.** |
| OESH 3013 Fundamentals of Occupational Safety | 3 |
| OESH 3023 Principles of Environmental Health | 3 |
| OESH 3103 Recognition of Occupational Hazards | 3 |
| OESH 3113 Toxicology | 3 |
| OESH 3203 Control of Occupational Hazards | 3 |
| OESH 3223 Industrial Hygiene Sampling and Analysis Laboratory | 3 |
| OESH 3303 Water, wastewater, Solid and Hazardous Waste Treatment | 3 |
| OESH 3313 Epidemiology and Biostatistics | 3 |
| DPEM 3503 Principles of Disaster Preparedness and Emergency Management | 3 |
| OESH 4003 OESH Internship | 3 |
| OESH 4013 OSHA Standards and Practices | 3 |
| OESH 4113 Environmental Health and Safety Management | 3 |
| OESH 4203 Principles of Food Safety and Sanitation | 3 |
| OESH 4213 Construction Safety | 3 |
| OESH 4223 Accident Investigation and Analysis | 3 |
| OESH 4303 Environmental Risk Assessment | 3 |
| OESH 4313 Ergonomics | 3 |
| OESH 4323 Air Pollution | 3 |
| OESH 4401 OESH Senior Seminar | 1 |
| POSC 4533 Environmental Law and Administration | 3 |

**Page 534 Course Descriptions**

**OESH 3023 Principles of Environmental Health** - Overview of traditional, emerging, and controversial issues associated with environmental health. Admission to the Occupational and Environmental Safety and Health Program required. Fall.