

UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: Population and Reproductive Health, HAPP 310

Date Submitted: 10-30-2018

Proposed Effective Date: Spring 2019

	Name	Email	Phone	Dept
Dept Chair or UPD	Katie Birger	Katie.birger@umbc.edu	455-2080	SAHAP
Other Contact	Jamie Trevitt	trevitt@umbc.edu	455-2079	SAHAP

COURSE INFORMATION:

Course Number(s)	310
Formal Title	Population and Reproductive Health
Transcript Title (≤30c)	Population Reproductive Health
Recommended Course Preparation	
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	Grade of C or better in HAPP 100 or SOCY 101 or ANTH 211
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input checked="" type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

Population and reproductive health are intrinsically linked through fertility, but the relationship can be affected by myriad of social, economic, behavioral, and political factors. The world's population continues to grow while many still lack access to reproductive health services and family planning. The course will also cover population theory, methods of measurement, and population/reproductive health indices where appropriate. Significant emphasis will be placed on inequality and disparities in reproductive health.

RATIONALE FOR NEW COURSE:

This course has previously been taught as a Special Topics course (HAPP 398) for three semesters. Enrollment has been strong each semester (26 in Fall 2017, 24 in Spring 2016, 26 in Spring 14). This class meets a need for students in the major, and is also of interest to students in other majors, such as biology students in pre-professional tracks, as it provides a solid foundation of health demographics, specifically those directed towards reproductive health and disparities. This is of perennial interest to students preparing for clinical work, public health careers, health administration, and health policy, and is in a regular state of change due to technology, shifting demographics, federal, state, and international policies, and personal health practices.

This course will be an elective in the HAPP program, but open to all who have met the prerequisite. As our students need and desire these niche electives, and as reproductive health is of interest to the UMBC student body in many majors, we anticipate strong demand in the future as well. We have selected a 300 level class to be consistent with our other elective offerings. The pre-requisites (HAPP 100- Survey of the US Healthcare System, SOCY 101- Basic Concepts in Sociology, or ANTH 211- Cultural Anthropology) will provide students with an appropriate foundation of critical thinking skills related to public health, or social or cultural dimensions of health. While each class may offer a different perspective on the exploration of healthcare, we feel each will provide an appropriate introduction to meaning making around the concept of health. This will also give students upper level elective

credits that will count towards both graduation and the HAPP curriculum. As the pre-requisite courses are also GEP courses, there should be ample opportunity for students outside the major to enroll without much difficulty. A 300 level designation would be the most appropriate level for this class. The material will be in depth in a specific area, and require students to apply concepts explored in lower level introductory classes. We also feel the 300 level assumes a level of critical thinking, synthesis of material, and prior exposure the academic writing and research required by the course assessments. We have decided not to offer this class at the 400 level because it is not intended to be exclusive or specific to our majors. We intend to offer this class once per year, as it has historically been offered in this manner, and as we have other elective classes that we intend to rotate through our yearly offerings.

ATTACH COURSE SYLLABUS (mandatory):

<p style="text-align: center;">HAPP 398/SOCY 397 <u>Population and Reproductive Health</u> T/Th 1:00-2:15PM Faculty: Jamie L. Trevitt, Ph.D. Office: Public Policy Building, Room 223 Office Hours: by appointment Office Phone: 410-455-2079 E-mail: Trevitt@umbc.edu</p>
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COURSE DESCRIPTION :

Welcome to Population and Reproductive Health. This course is an elective for both HAPP majors and Sociology majors, serving as a survey of population and reproductive health issues. Population and reproductive health are intrinsically linked through fertility but the relationship is not always clear and can be affected by a myriad of social, economic, behavioral, and political factors. The world's population continues to grow while many women and couples still lack access to reproductive health services and family planning. This has profound implications for maternal and child health, the environment, gender equality, and policy, both at local, national, and global levels. The course will also cover population theory, methods of measurement, and population/reproductive health indices where appropriate. Significant emphasis will be placed on inequality and disparities in reproductive health.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to do the following:

- Understand the history, components, and probable future of the human population globally.
- Learn about the elements of reproductive health and how these differ across the world.
- Comprehend the relationship between population dynamics and reproductive health.
- Describe basic demographic theories and measures
- Interpret measures and data used to monitor reproductive health status and programs
- Identify different forms of contraceptive technology.
- Understand the epidemiology of and other issues surrounding induced abortion.
- Analyze how the status of women affects both population growth and reproductive health.
- Recognize the relationship between population growth and environmental sustainability

- Know the role of international and national policies in addressing both reproductive health and population dynamics.
- Communicate what steps need to be taken to improve reproductive health globally

COURSE REQUIREMENTS AND POLICIES:

In order to get the most out of this course, your participation in class and completion of assignments is essential. This is an upper (300) level course so we will move through the material at a fairly quick pace. Try to stay on top of the work because it will be easy to fall behind. You are expected to take responsibility for mastering the material, asking questions, and seeking help when necessary.

Grades

Your grade in this class will be based on the following components:

4 tests	= 40%
5/10 Reading responses (4% each)	= 20%
Class participation	= 10%
Group Policy Memo	= 10%
Final paper	= 20%

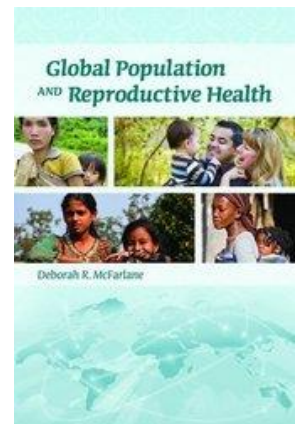
Lectures

I will post all lectures on Blackboard after class. I do not allow the use of computers or cell phones during lectures.

Assigned Readings

Readings are assigned for each class as listed on the schedule. In order to actively participate and get the most out of class, students **MUST** be prepared by reading the assigned readings PRIOR to class sessions.

The textbook we will use this semester is: Global Population and Reproductive Health Deborah R McFarlane (ISBN-13: 9781449685201). There will also be additional assigned readings for specific topics on Blackboard.



by

Tests

There will be four tests spread out through the semester – each covers a section of the book. Each test is worth 10% of your final course grade. Tests will be relatively short and either multiple choice or short answer. They will cover material both from my lectures and from the readings.

Reading Responses

You must complete at least 5 reading responses (each worth 4% of your grade). There will be 10 opportunities to write a reading response so you only need to complete half of them. Each response will be preparation for a class discussion/activity. Questions will be posted several days before the class discussion and there will be a blackboard drop box for each one. These questions are intended to make sure you understand the readings, keep you engaged in the course material, and help prepare you to participate in class. Due dates for reading responses are listed in the course schedule. I will not accept late responses.

Attendance/Participation

Class participation makes up 10% of your final grade. The participation grade will be based on your class attendance and participating in class discussions. You are adults with competing responsibilities and various priorities; it is your job to manage these accordingly. However, you are expected to attend this class regularly in order to pass this course. There will be material and notes covered in class that are not necessarily in the readings, therefore, it is in your best interest to consistently attend class, take good notes, ask questions, and participate in discussions. Repeated unexcused absences will be detrimental to your final course grade.

Group Project – Population Policy Memo and presentation

There will be a group project worth 10% of your final grade. It will focus on creating a policy memo that provides an overview of a country's current population policy and what changes (if any) your group recommends based on knowledge gained in this class. More information regarding this assignment will be made available later in the semester.

Final Paper

There will be a final paper 8-10 double spaced pages in length on the topic of your choice that is relevant to population and reproductive health issues. The final paper is worth 20% of your final course grade and will be due on the last day of class. You must get your selected paper topic approved by Dr. Trevitt. More specific guidelines will be available on Blackboard.

Academic Integrity:

Because trust is essential for true learning, academic dishonesty will not be tolerated. *By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the [UMBC Student Handbook](#).*

NOTE: All assignments submitted for this class must be the student's original and personal work. The submission of work that does not meet these criteria will constitute an instance of academic dishonesty resulting in an "F" for the assignment and/or the course.

Handicaps or Learning Disabilities

If you are disabled or have a condition that inhibits learning, please inform me and register with Student Support Services. I will make my best attempt to accommodate you.

Office Hours and Email Communication

I do not have set office hours, but you are encouraged to make appointments with me to discuss course material or questions you have. E-mail is generally the best way to contact me. I will make every effort to respond to email in a timely fashion – generally within 48 hours barring any unusual circumstances.

COURSE SCHEDULE

Changes to the schedule may occur, but will be announced in class and on blackboard.