Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Deborah Miller Email address millerd@cofc.edu Phone 953-8248

1. Department: Health and Human Performance

2. Course number and title: HEAL 215 Introduction to Public Health
   Number of Credits: 3   Total hrs/week: 2 hours 30 min
   Lecture: ☒   Lab: ☐   Recitation: ☐   Seminar: ☐

   For Independent study courses:
   Research: ☐   Field experience: ☐
   Clinical Practice: ☐   Internship: ☐
   Practicum: ☐   Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2010  (This course is currently being taught as a special topics course HEAL 320 Introduction to Public Health)

4. Catalog Description (please limit to 50 words):
   This course is designed to introduce the basic tenets, applications, and foci of public health, including integrating public health with other health professions. It will provide a history of public health, an overview of the core disciplines, current events and issues in the field.

5. CIP Code: 51.2210 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☒
   This course will be cross listed with: PBHT 215 Introduction to Public Health
   Rationale for cross listing: This is a core course for the interdisciplinary public health degree.
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   Yes  The School of Humanities and Social Sciences may also teach this course.
Proposal for a New Course

b) Please explain overlap with any existing courses.
   n/a

8. Prerequisites (or other restrictions):
   n/a

9. Rationale/justification for course (consider the following issues):

   a) What are the goals and objectives of the course?

   Upon the successful completion of this course, the student should be able to
   • Explain by eras the historical contributions and roles of public health including the structure and 
     functions of public health institutions;
   • Describe epidemiological and biostatistical principles including concepts of rates, causation and 
     disease surveillance;
   • Identify determinants of health from a global perspective including environmental, social, and 
     behavioral as well as biological and access to health services;
   • Describe select tools of disease control and health promotion including interventions such as 
     vaccinations, screening, counseling and education, environmental-occupational, legal, and 
     policy approaches as well as the roles of health communications; and
   • Identify key issues related to health care delivery from a population perspective including
     quality, cost and access as well as organizational structure and their relationship to public health
     services.

   b) How does the course support the mission statement of the department and the organizing
   principles of the major?
   This course will introduce students to the basic tenets of public health and 
   support the department's mission of preparing students in the allied health field.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of
    the major?
    This would be the first course that a student would take in the public health
    major.

    b) For courses used by non-majors, how does the course support the liberal arts tradition
    including linkages with other disciplines:
    This course would become one of the courses that students could complete for the health
    minor, which is open to any student. The interdisciplinary nature of the course supports
    strong linkages with course work in the School of Humanities and Social Sciences.

11. Method of teaching:
   Lecture and discussion
Proposal for a New Course

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   Students who are currently majoring in physical education with a concentration in health promotion would now have a major in public health within the department. Some students who are completing a health minor may choose to complete the public health major.

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   Current health faculty can teach this course. However, due to the retirement of a health faculty member, a new health faculty will be hired for next year and will also have the background and skills to teach this course.

   c) Frequency of offering:
   - each fall: ☒
   - each spring: ☒
   - every two years: ☐
   - every three years: ☐
   - other ☐ (Explain):

13. Requirements for additional resources made necessary by this course:
   a) Staff:
      n/a
   b) Budget:
      n/a
   c) Library:
      We continue to use the departmental library budget to buy materials supporting all courses.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      new degree - Bachelor of Science in Public Health
      Health Minor

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

HEAL 215
INTRODUCTION TO PUBLIC HEALTH
Proposal for a New Course

College of Charleston
Fall 2010 3 Semester Credit Hours

TIME & PLACE:
9:25-10:40 TR  Room 116  Silcox Physical Education and Health Center

INSTRUCTOR:
Deborah A. Miller, Ph.D., CHES

OFFICE HOURS:
2:00 - 4:00 M, 8:00 - 9:30 TTR & by appointment

OFFICE:
310 Silcox Physical Education and Health Center

PHONE/FAX:
(843) 953-8248 or (843) 953-5558 (Sec.)
(843) 953-6757 Fax  e-mail address = millerd@cofc.edu

PREREQUISITES:
NONE


COURSE DESCRIPTION:
This course is designed to introduce the basic tenets, applications, and foci of public health, including integrating public health with other health professions. It will provide a history of public health, an overview of the core disciplines, current events and issues in the field.

COURSE TEXTS:

SUPPLEMENTARY READINGS:

COURSE OBJECTIVES: Upon the successful completion of this course, the student should be able to
• Explain by eras the historical contributions and roles of public health including the structure and functions of public health institutions;
• Describe epidemiological and biostatistical principles including concepts of rates, causation and disease surveillance;
• Identify determinants of health from a global perspective including environmental, social, and behavioral as well as biological and access to health services;
• Describe select tools of disease control and health promotion including interventions
Proposal for a New Course

such as vaccinations, screening, counseling and education, environmental-occupational, legal, and policy approaches as well as the roles of health communications; and

• Identify key issues related to health care delivery from a population perspective including quality, cost and access as well as organizational structure and their relationship to public health services.

REQUIREMENTS:
70% Examinations --- 18% Oral research Presentation
12% Service Learning Project

GRADING SCALE:
383 - 425 = A 90-100%
374 - 382 = A- 88-89%
361 - 373 = B+ 85-87 %
340 - 360 = B  80-84%
332 - 339 = B- 78-79%
319 - 331 = C+ 75-77%
298 - 318 = C  70-74%
289 - 297 = C- 68-69%
281 - 288 = D+ 66-67%
272 - 280 = D  64-65%
264 - 271 = D- 62-63%
<264 =        F    < 62%

CLASS EXPECTATIONS:
1. Active participation by each student is demonstrated by his/her attendance as well as oral contributions to class discussions. Therefore, students must read all assignments BEFORE coming to class.
2. All assignments (written and oral) should reflect knowledge, current research in the field and its application, appropriate use of technology, and creativeness. ALL work must be completed individually unless a group project is specifically assigned.
3. All written assignments should be typed and double spaced, grammatically correct and presented on time. All papers are to be STAPLED together or they will NOT be accepted. Late papers are only accepted due to extenuating circumstances that the professor determines.
4. Cell phones are to be turned OFF before entering the classroom. All electronic devices must be kept in bookbags or out of sight during class. Texting during class is disrespectful and annoying to those around you. Therefore, it is NOT permitted during class at any time. Any electronic device that is visible during an exam will result in an Honor Code violation.
5. Students with documented special needs must meet with me to determine what accommodations are required to successfully complete the course requirements. However, any student that needs special assistance is encouraged to meet with me.
Proposal for a New Course

during office hours. I want all of you to be successful in my class and I am here to help you.

6. Out of respect to the professor, your classmates, and the academic integrity of the College of Charleston, appropriate attire must be worn at all times and cover the private areas of your body. You are expected to conform to the College of Charleston code of conduct at all times. Therefore, any behavior or attire that detracts from the academic learning environment will result in your immediate dismissal from the classroom.

DESCRIPTION OF ASSIGNMENTS:

Research Presentations: (75 pts.) Due Date - Nov. 9th, 11th, 16th, or 18th
You will work in a triad (3 in a group) and present the class with a creative, unique, and enjoyable multi-media presentation on a public health issue that has NOT been addressed in class. These presentations should be 20-22 minutes in length and ALL of you must be actively involved. A detailed outline with information about your topic must be handed out to the Professor and every student in the class the day of your presentation. Your research should be current (2005-2010). A minimum of 6 refereed journal articles must be cited.

Service Learning Project: (50 pts.) Due Date - Nov. 18th
Each student must complete 10 hours of service learning in a setting of his/her choice. There are countless agencies, healthcare settings, clinics, retirement facilities, law offices, etc. in the tricounty area that you may work with throughout the semester. Trident United Way has a brief summary of an agency's mission, contact person, phone number, website, and other valuable information clearly identified at www.tuw.org. You must keep a log of hours completed and have your supervisor initial each hour spent working. You should select an area that is of interest and where you feel you can "make a difference". Your focus may be on any public health topic. All papers will be graded by a rubric posted in WebCT. This rubric should be the last stapled page of your paper. Five points (5) will be deducted from your paper for NOT attaching the appropriate rubric.

10 Documented hours 20 points (2 pts/hr.)
Written Paper (3-4 pages) 30 points

****Written papers may be handed in early upon the completion of all 10 hours of work****

EXAMINATIONS:

Exams (300 points)
Exam I will cover Chapters 1, 2, 3, & 4 and all class related materials.
Exam II will cover Chapters 5, 6, 7, & 8 and all class related materials.
Final Exam will cover Chapters 9, 10, 11, electronic chapter, and all class materials)
Proposal for a New Course

MAKE-UP EXAMS:
Make-up exams are given at the discretion of the professor and are decided upon individually. If there is an emergency or you are ill the day of an exam, it is your responsibility to get in touch with me as soon as possible. According to the College Bulletin, it is in your best interest to contact the Office of Undergraduate Academic Services and bring documentation in the case of an emergency or prolonged illness.

EVALUATION SCALE:

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1......................... 100</td>
</tr>
<tr>
<td>Research Presentation....... 75</td>
</tr>
<tr>
<td>Exam 2......................... 100</td>
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<tr>
<td>Service Learning............. 50</td>
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<tr>
<td>Final Exam.................... 100</td>
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<tr>
<td>Total.......................... 425</td>
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</table>

Make-up Exams:

Tentative Course Outline

AUGUST

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>TEXT</th>
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</thead>
<tbody>
<tr>
<td>24 - T</td>
<td>Course overview</td>
</tr>
<tr>
<td>26 - TH</td>
<td>What is Public Health?</td>
</tr>
<tr>
<td>31 - T</td>
<td>Public Health: The Population Health Approach</td>
</tr>
</tbody>
</table>

SEPTEMBER

<table>
<thead>
<tr>
<th>VIDEO: Unnatural Causes</th>
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<tbody>
<tr>
<td>Complete guided questions in class</td>
</tr>
<tr>
<td>Public Health: The Population Health Approach</td>
</tr>
<tr>
<td>The &quot;BIG GEMS&quot; Approach</td>
</tr>
<tr>
<td>Determinants that cause disease</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Evidenced-based Public Health</th>
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<tbody>
<tr>
<td>The P.E.R.I. Process</td>
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</table>

<table>
<thead>
<tr>
<th>Evidenced-based Public Health</th>
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<tbody>
<tr>
<td>Reading: Ch. 1 - &quot;Vaccines and the Eradication of Smallpox&quot;</td>
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<tr>
<th>Health Informatics and Health Communications</th>
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<tr>
<th>Social and Behavioral Sciences and Public Health</th>
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<tbody>
<tr>
<td>Reading: Ch. 10 - &quot;Addictions&quot;</td>
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<tr>
<th>Select research members and topic</th>
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<tr>
<th>EXAM I: Chapters 1 - 4 and Readings</th>
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OCTOBER

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<thead>
<tr>
<th>Health Law, Policy, and Ethics</th>
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This form was approved by FCC on 8/17/2010 and replaces all others.
## Proposal for a New Course

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<tbody>
<tr>
<td>7</td>
<td>TH</td>
<td>Guest Speaker: Health Law, Policy, and Ethics</td>
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<tr>
<td>12</td>
<td>T</td>
<td>**** ENJOY FALL BREAK ****</td>
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<tr>
<td>14</td>
<td>TH</td>
<td>Non-Communicable Diseases</td>
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<tr>
<td></td>
<td></td>
<td>Reading: Ch. 5 - &quot;Cancer&quot;</td>
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<td>Reading: Ch. 6 - &quot;Cardiovascular disease&quot;</td>
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<td>19</td>
<td>T</td>
<td>Non-Communicable Diseases</td>
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<td></td>
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<td>Reading: Ch. 8 - &quot;Maternal &amp; Child health&quot;</td>
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<td>21</td>
<td>TH</td>
<td>Communicable Diseases</td>
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<td></td>
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<td>Reading: Ch. 4 - &quot;Infectious Disease Control&quot;</td>
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<td>26</td>
<td>T</td>
<td>Environmental Health and Safety</td>
</tr>
<tr>
<td>28</td>
<td>TH</td>
<td>** EXAM II: Chapters 5 - 8 and Readings **</td>
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### NOVEMBER

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<tr>
<td>2</td>
<td>T</td>
<td>Health Professionals and the Health Workforce</td>
</tr>
<tr>
<td>4</td>
<td>TH</td>
<td>Healthcare Institutions</td>
</tr>
<tr>
<td>9</td>
<td>T</td>
<td>*** RESEARCH PROJECT PRESENTATIONS ***</td>
</tr>
<tr>
<td>11</td>
<td>TH</td>
<td>*** RESEARCH PROJECT PRESENTATIONS ***</td>
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<tr>
<td>16</td>
<td>T</td>
<td>*** RESEARCH PROJECT PRESENTATIONS ***</td>
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<tr>
<td>18</td>
<td>TH</td>
<td>*** RESEARCH PROJECT PRESENTATIONS ***</td>
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<tr>
<td></td>
<td></td>
<td>*** Service Learning Project due ***</td>
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<tr>
<td>23</td>
<td>T</td>
<td>Healthcare Systems</td>
</tr>
<tr>
<td>25</td>
<td>TH</td>
<td>**** ENJOY YOUR THANKSGIVING HOLIDAY ****</td>
</tr>
<tr>
<td>30</td>
<td>T</td>
<td>Health Reform (New electronic chapter)</td>
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### DECEMBER

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<tr>
<td>2</td>
<td>TH</td>
<td>The Future of Public Health</td>
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<tr>
<td></td>
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<td>Course Evaluations</td>
</tr>
<tr>
<td>14</td>
<td>T</td>
<td>*** FINAL EXAM ***</td>
</tr>
<tr>
<td></td>
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<td>(Chapters 9, 10, 11, Electronic Chapter, and all class materials)</td>
</tr>
</tbody>
</table>

### ATTENDANCE:

Your presence is required in class every day. Two (2) tardies equal one (1) absence. Your grade will be lowered one full letter grade on your 3rd unexcused absence!!! Excused absences include, but are not limited to: death of a family member or friend, court appearance, hospitalization of self or close friend, automobile accident, or some other unpreventable occurrence. All documentation should be taken to the Dean of Undergraduate Students for verification and then the original documentation should be shown to the professor for her final approval. A student will be dropped from the course with a WA after the 4th unexcused absence. Your attendance is REQUIRED during the oral research project presentations. Your final point total will have 25 points deducted for each class that you arrive late or miss during these presentations.

ATTENDANCE:
Your presence is required in class every day. Two (2) tardies equal one (1) absence. Your grade will be lowered one full letter grade on your 3rd unexcused absence!! Excused absences include, but are not limited to: death of a family member or friend, court appearance, hospitalization of self or close friend, automobile accident, or some other unpreventable occurrence. All documentation should be taken to the Dean of Undergraduate Students for verification and then the original documentation should be shown to the professor for her final approval. A student will be dropped from the course with a WA after the 4th unexcused absence. Your attendance is REQUIRED during the oral research project presentations. Your final point total will have 25 points deducted for each class that you arrive late or miss during these presentations.

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

HONOR CODE:
See the current edition of the College of Charleston’s Student Handbook.

FINAL EXAM:

Tuesday DECEMBER 14th 8:00 - 11:00
Room 116 in the Silcox Physical Education & Health Center
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ______________________

17. Signature of Dean of School:

______________________________________________________________

Date: ______________________

18. Signature of Provost:

______________________________________________________________

Date: ______________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ______________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: _________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Deborah Miller  Email address millerd@cofc.edu Phone 953-8248

1. Department: Health and Human Performance

2. Course number and title: HEAL 220 Global Health
   Number of Credits: 3   Total hrs/week: 2 hours 30 min
   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☐

   For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   This course provides an overview of the determinants that impact health outcomes around the globe. Special attention will be given to continents economically disadvantaged and currently suffering from major pandemics such as HIV/AIDS, TB and Malaria, and from other emerging and re-emerging diseases.

5. CIP Code: 51.2210 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☒
   This course will be cross listed with: PBHT 220 Global Health
   Rationale for cross listing: This is a core course for the interdisciplinary public health degree.
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   Yes  The School of Humanities and Social Sciences may also teach this course.
Proposal for a New Course

b) Please explain overlap with any existing courses.
   n/a

8. Prerequisites (or other restrictions):
   n/a

9. Rationale/justification for course (consider the following issues):

   a) What are the goals and objectives of the course?
      1. Identify key health determinants of health around the world;
      2. Recognize the leading infectious diseases worldwide, their control, prevention, and relationship with socioeconomic status in varied geographic areas;
      3. Explain the role of multilateral, bilateral and private organizations in the global effort to halt major emerging and re-emerging diseases and the challenges they face in improving health through reform and modernization of health systems;
      4. Identify posttraumatic diseases/disorders that occur as a result of natural and war-related disasters, their prevention, management, and control; and
      5. Identify opportunities to work in international health with organizations that currently work worldwide to improve health where available funding is limited.

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      This course will introduce students to the basic tenets of global health and support the department's mission of preparing students in the allied health field.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
    This would be the first or second course that a student would take in the public health major.

    b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
    This course would become one of the courses that students could complete for the health minor, which is open to any student. The interdisciplinary nature of the course supports strong linkages with course work in the School of Humanities and Social Sciences.

11. Method of teaching:
    Lecture and discussion

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    Students who are currently majoring in physical education with a concentration in health promotion would now have a major in public health within the department.
Proposal for a New Course

Some students who are completing a health minor may choose to complete the public health major.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
Current health faculty can teach this course. However, due to the retirement of a health faculty member, a new health faculty member will be hired for next year (2011-2012) and will also have the background and skills to teach this course.

c) Frequency of offering:
Each fall: ☒ each spring: ☒
every two years: □ every three years: □
other □ (Explain):

13. Requirements for additional resources made necessary by this course:

a) Staff:
n/a

b) Budget:
n/a

c) Library:
We continue to use the departmental library budget to buy materials supporting all courses.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
a) ☒ yes □ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
new degree - Bachelor of Science and Bachelor of Arts in Public Health
Health Minor

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

College of Charleston
HEAL 220 Global Health
Spring 2012 3 Credit Hours

TIME: 8:00-9:15 TTh
Proposal for a New Course

PLACE: ROOM 409, Silcox Physical Education and Health Center

INSTRUCTOR: Deborah A. Miller, PhD, CHES

OFFICE HOURS: 11:00-12:00 TTh; 9-11 W and by appointment

OFFICE: Room 310, Silcox Physical Education and Health Center

PHONE/FAX: 953-8248 (direct) 953-5558 (Dept. Office) 843-953-6757 (FAX)

E-MAIL: millerd@cofc.edu

WEB SITE: www.cofc.edu/~miller

PREREQUISITES: HEAL 215 Introduction to Public Health


COURSE DESCRIPTION:

This course provides an overview of the determinants that impact health outcomes around the globe. Special attention will be provided to continents economically disadvantaged and currently suffering from major pandemics such as HIV/AIDS, TB and Malaria, and from other emerging and re-emerging diseases.


COURSE TEXT:

Upon successful completion of this course, students should be able to:

OBJECTIVES:

1. Identify key health determinants of health around the world;
2. Recognize the leading infectious diseases worldwide, their control, prevention, and relationship with socioeconomic status in varied geographic areas;
3. Explain the role of multilateral, bilateral and private organizations in the global effort to halt major emerging and re-emerging diseases and the challenges they face in improving health through reform and modernization of health systems;
4. Identify posttraumatic diseases/disorders that occur as a result of natural and war-related disasters, their prevention, management, and control; and
5. Identify opportunities to work in international health with organizations that currently work worldwide to improve health where available funding is limited.
Proposal for a New Course

REQUIREMENTS:  Exam 1  25%  Final Exam  25%
Exam 2  25%  Research presentations  25%

Presentations: Using the reading assignments and outside sources, teams composed of three (3) students will have 20 minutes to present their chosen topic. Dates will be randomly selected for the presentation.

Topics include:
1. Sub-Saharan Africa: Ebola and Marburg fever
2. Asia: Avian Influenza
3. Western and Central Africa: Trypanosoma brucei Gambiense
4. Worldwide: Multi and Extreme Drug Resistant Tuberculosis (MDR and XDR)
5. Eastern Mediterranean, South America and Asia: Leishmaniasis
6. Latin America: Chagas
7. Latin America: Dengue fever
8. Africa: Malaria
9. Worldwide: Leptospirosis
10. Schistosomiasis (bilharziaiss)

EVALUATION

<table>
<thead>
<tr>
<th>Scale</th>
<th>Grade</th>
<th>Score Range</th>
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SCALE:

COURSE TOPICS: (Tentative)

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<th>Topic</th>
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<td>5</td>
<td>Global Health and Ethics</td>
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<tr>
<td>6</td>
<td>Exam; Communicable Diseases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#1. HIV/TB/Malaria</td>
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<td>#2. Neglected (tropical) Diseases of Global Importance.</td>
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<td>Student presentations</td>
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<tr>
<td>8</td>
<td>Children’s and Women’s Health</td>
<td>9 and 10</td>
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<td>9</td>
<td>Nutrition and Global Health</td>
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<td></td>
<td>Student presentations</td>
<td>8</td>
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<td>10</td>
<td>Impacts of the Environment on GH</td>
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<tr>
<td></td>
<td>Student presentations</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Exam</td>
<td>7</td>
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</tbody>
</table>

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

Role of Injuries, Trauma & Violence

12 The Role of Information and Communications Technology in GH
Student presentations

13 The 3 D’s of GH: Defense, Diplomacy & Development

TBA Final Exam (as per College’s exam schedule)

PARTICIPATION/ Attendance is required. You cannot participate if you are not in class!

ATTENDANCE: Your presence is required in class every day. Two (2) tardies equal one (1) absence. Your grade will be lowered one full letter grade on your 3rd unexcused absence!!! Excused absences include, but are not limited to: death of a family member or friend, court appearance, hospitalization of self or close friend, automobile accident, or some other unpreventable occurrence. All documentation should be taken to the Dean of Undergraduate Students for verification and then the original documentation should be shown to the professor for her final approval. A student will be dropped from the course with a WA after the 4th unexcused absence. Your attendance is REQUIRED during the oral research project presentations. Your final point total will have 25 points deducted for each class that you arrive late or miss during these presentations.

HONOR CODE:
See the current edition of the College of Charleston’s Student Handbook.

MAKE-UP Make-up exams are given at the discretion of the professor. It is the student’s responsibility to see the professor if a make-up is necessary.

EXAMS: ASSIGNMENTS: All assignments must be typed. Assignments are due when collected in class. There will be an automatic five point deduction if you have an unexcused absence on the due date and your assignment is not turned in by the time they are collected. There will be a penalty of ten points for every school day the assignment is late. Points will be deducted for errors in spelling, grammar and punctuation.

ELECTRONIC ELECTRONIC devices should be turned off during class and should be kept out of sight. This includes, but is not limited to, cell phones and MP3 players. If you choose to use such a device, you will be asked to leave the room.

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Sue Balinsky  Email address balinskys@cofc.edu Phone 953-8242

1. Department: Health and Human Performance

2. Course number and title: HEAL 325-L Field Experience in Health Promotion
   Number of Credits: 1   Total hrs/week: 3
   Lecture: □   Lab: ☒   Recitation: □   Seminar: □
   For Independent study courses:
   Research: □   Field experience: □
   Clinical Practice: □   Internship: □
   Practicum: □   Independent Course Work: □

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   Students will be placed within a variety of public health/health promotion settings, including worksite, profit, and non-profit agencies. The theoretical, educational, organizational, economical and environmental supports for behaviors conducive to health in these public and private settings will be examined.

5. CIP Code: 51.2207 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: □
   This course will be cross listed with: n/a
   Rationale for cross listing: n/a
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   No
Proposal for a New Course

b) Please explain overlap with any existing courses.
   n/a

8. Prerequisites (or other restrictions):
   Pre-Req. – HEAL 215, 257, 395 & Junior Status or Permission of Instructor
   Co-Req.: HEAL 325

9. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?
   Upon successful completion of this course, students should be able to:
   1. describe the national public-private initiative for health promotion
   2. discuss four strategies health promotion programs can use to reduce health disparities
   3. summarize the essential constructs of intrapersonal, interpersonal, and population-level theories and models
   4. describe the leading models of contemporary health promotion program planning, implementation, and evaluation and suggest how they might be used in practice
   5. create, write, and revise policies to support program implementation
   6. make the transition to program implementation
   7. discuss approaches to recruiting, hiring and retaining program staff with the necessary skills, commitment and ability to work effectively with a variety of stakeholders
   8. describe the essential elements of a successful health advocacy effort and the relative importance of each element
   9. compare and contrast funding sources in terms of scope, population and setting
   10. describe the role of evaluation in shaping program design, implementation and sustainability
   11. describe how to enhance the impact and sustainability of health promotion programs in a variety of settings
   12. design, implement and evaluate a health fair for a college audience
   13. complete the course laboratory experiences.

b) How does the course support the mission statement of the department and the organizing principles of the major?

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
    Students will complete this course toward the middle of the major, as this gives the student an opportunity to apply theory learned in the classroom to a realistic
Proposal for a New Course

workplace setting.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

This course would become one of the courses that students could complete for the health minor, which is open to any student. The interdisciplinary nature of the course supports strong linkages with course work in the School of Humanities and Social Sciences.

11. Method of teaching:
   lecture and discussion and hands-on experience

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

   Students who are currently majoring in physical education with a concentration in health promotion would now have a major in public health within the department. Some students who are completing a health minor may choose to complete the public health major.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:

   A newly hired, full time faculty member (DrPH) will be teaching it. This person will be hired due to a health faculty member retiring. It does not represent a new line in the department.

   c) Frequency of offering:
      each fall: ☒    each spring: ☒
      every two years: ☐    every three years: ☐
      other ☐ (Explain):

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      n/a

   b) Budget:
      n/a

   c) Library:
      We continue to use the departmental library budget to buy materials supporting all courses.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes    ☐ no

This form was approved by FCC on 8/17/2010 and replaces all others.  

p. 3
Proposal for a New Course

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
   new degree - Bachelor of Science in Public Health
   Health Minor

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

College of Charleston
HEAL 325L Field Experience in Health Promotion
FALL 2011 1 Credit Hour

TIME: TBD

PLACE: ROOM 409, Silcox Physical Education and Health Center

INSTRUCTOR: Susan E. Balinsky, DrPH, CHES

OFFICE HOURS: 9:00 - 9:45 MWF; 11:00 - 11:45 TR and by appointment

OFFICE: Room 315, Silcox Physical Education and Health Center

PHONE/FAX: 953-8242 (direct) 953-5558 (Dept. Office) 843-953-6757
(FAX)

E-MAIL: BalinskyS@cofc.edu

WEB SITE: www.cofc.edu/~balinsky

PREREQUISITES: HEAL 215, 257, 395 & Junior Status or Permission of Instructor

CO-REQUISITES: HEAL 325


COURSE Students will participate in a variety of health promotion settings with
DESCRIPTION: worksite, profit, non-profit placements. This lab experience will include the assessment, prescription, implementation, and evaluation of programs.

COURSE Upon successful completion of this course, students should be able to:
OBJECTIVES: 1. make the transition from theory to program implementation
2. describe the value of assessment and evaluation in health promotion programs
3. discuss approaches to recruiting, hiring and retaining program staff with the
Proposal for a New Course

necessary skills, commitment and ability to work effectively with a variety of stakeholders

4. discuss four strategies health promotion programs can use to reduce health disparities

5. describe the essential elements of a successful health advocacy effort and the relative importance of each element

REQUIREMENTS: Complete assigned field experiences
Maintain journal/diary of activities and learning experiences

EVALUATION

<table>
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<th>Scale</th>
<th>Grades</th>
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<td>88-89%</td>
<td>A- 176-170</td>
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<td>C+ 150-155</td>
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<td>&lt;72%</td>
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</table>

EVALUATION
On-site supervisor evaluation (50 x 2 evaluations) 100 points

CRITERIA:
Course instructor evaluation 50 points
Journal 50 points

COURSE TOPICS:
Week Tentative Calendar

1 Introduction

2 CPR Certification & AED Training

3 First Aid Certification

4 On-site hours: Orientation to the work environment

5 On-site hours

6 On-site hours

7 On-site hours: Evaluation 1 by employer

8 On-site hours

9 Return to campus for de-briefing and evaluation of worksite

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

On-site hours
11
On-site hours
12
On-site hours
13
On-site hours
14
On-site hours: Evaluation 2 by employer
15
Final experience de-briefing and Instructor Evaluation

ATTENDANCE: Your attendance at the lab and at your assigned venues is expected. An excused absence includes illness, death of a family member or close friend, or issues dealt with through CARE. All excused absences must be supported by documentation.

NOTE: If you are unable to make your assigned field experience, it is imperative that you contact the organization in a timely manner (preferably before). Also notify the course instructor.

ASSIGNMENTS: Journals must be typed. There will be a penalty of ten points for every school day the assignment is late. Points will be deducted for errors in spelling, grammar and punctuation.

ELECTRONIC All electronic devices should be turned off during class, including on-site placements, and should be kept out of sight. This includes, but is not limited to, cell phones and MP3 players.

HONOR CODE: The College of Charleston has an honor code that expects students to govern their behavior. This honor code can be found in the current edition of the Student Handbook.
Proposal for a New Course

16. Signature of Department Chair or Program Director:

________________________________________________________________________

Date: __________________________

17. Signature of Dean of School:

________________________________________________________________________

Date: __________________________

18. Signature of Provost:

________________________________________________________________________

Date: __________________________

19. Signature of Curriculum Committee Chair

________________________________________________________________________

Date: __________________________

20. Signature of Faculty Senate Secretary:

________________________________________________________________________

Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Deborah Miller  Email address millerd@cofc.edu Phone 953-8248

1. Department: Health and Human Performance

2. Course number and title: HEAL 395 Biostatistics in the Health Sciences
   Number of Credits: 3  Total hrs/week: 2 hours, 50 min.
   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐
   For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   Basic theory of probability and statistics with practical applications with biological data.
   Includes fundamentals of probability, distribution theory, sampling models, data analysis, basics of experimental design, statistical inference, interval estimation and hypothesis testing.

5. CIP Code: 26.1102 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☐
   This course will be cross listed with: n/a
   Rationale for cross listing: n/a
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   n/a
Proposal for a New Course

b) Please explain overlap with any existing courses.
   n/a

8. Prerequisites (or other restrictions):
   MATH 104 and HEAL/PBHT 215

9. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      Upon successful completion of this course, students should be able to:
      1. identify appropriate statistical designs for medical and public health research
      2. perform power analyses and select appropriate sample sizes for medical and public health studies
      3. conduct appropriate statistical analyses for a broad range of applications
   b) How does the course support the mission statement of the department and the organizing principles of the major?
      The department's mission statement includes the concepts of educational and research experiences in the classroom and laboratory. This course will allow students to select and utilize appropriate statistical designs for their research and be better able to analyze data to use in their field.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
    This course enhances the middle of the major by allowing students to appropriately analyze and interpret data from existing research and will help them establish appropriate statistical designs in the future.

   b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
      n/a

11. Method of teaching:
    lecture, discussion, and hands-on experience

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    BS in Public Health majors will take this course in lieu of the PEHD 431 course. Other departmental majors will continue to take PEHD 431.

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
      n/a

   c) Frequency of offering:

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      n/a

   b) Budget:
      n/a

   c) Library:
      We continue to use the departmental budget to buy materials supporting all courses.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      new degree: Bachelor of Science in Public Health

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

College of Charleston
HEAL 395  Biostatistics in the Health Sciences
Fall 2011  3 Credit Hours

TIME: TR  8:00 – 9:25 a.m.

PLACE: ROOM 409, Silcox Physical Education and Health Center

INSTRUCTOR:   TBD

OFFICE HOURS:

OFFICE: Room  , Silcox Physical Education and Health Center

PHONE/FAX: 953- (direct) 953-5558 (Dept. Office) 843-953-6757 (FAX)

E-MAIL:
Proposal for a New Course

WEB SITE:

PREREQUISITES: HEAL 215 and MATH 104


COURSE DESCRIPTION: Basic theory of probability and statistics with practical applications with biological data. Includes fundamentals of probability, distribution theory, sampling models, data analysis, basics of experimental design, statistical inference, interval estimation and hypothesis testing.


Upon successful completion of this course, students should be able to:

OBJECTIVES:
1. identify appropriate statistical designs for medical and public health research
2. perform power analyses and select appropriate sample sizes for medical and public health studies
3. conduct appropriate statistical analyses for a broad range of applications

REQUIREMENTS:
60% Quizzes and Exam
40% Outside assignments and projects

DESCRIPTION OF PROJECTS:
Homework: Homework will be assigned on a regular basis and will be due on the indicated date, usually one week after the date the homework is assigned. Late homework can only be accepted in emergencies. Answer keys will be available after the grading is complete. Not all problems will be graded, but some points may be deducted if all problems are not worked. At the end of the semester, the lowest homework grade will be dropped before determining the homework average.

Data Analysis Project: The data analysis project will be an exercise to put into practice what you have learned. You will be asked to prepare a short report (max 8 pages without tables or figures) describing the study and your analysis. There is a separate handout describing the requirements for the project.

QUIZZES/EXAMS: Exams will be in-class and will be open-book and open-notes. Bring a hand-held calculator to the exams. The Exam III will stress material covered at the end of the course, but could include material covered at anytime during the semester. Make-up exams can only be given for emergencies.

EVALUATION SCALE:
90-100% = A  450-500  70-74% = C  350-374
88-89% = A-  440-449  68-69% = C-  340-349

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

85-87% = B+ 425-439  66-67% = D+ 330-339
80-84% = B 400-424  64-65% = D 320-329
78-79% = B- 390-399  62-63% = D- 310-319
75-77% = C+ 375-389  <62% = F  <310

EVALUATION
Homework 100 points

CRITERIA:
Data Analysis Project 100 points
Exam 1 100 points
Exam 2 100 points
Exam 3 100 points
Total 500 points

COURSE TOPICS:
(Tentative)
Week  Topic
Aug. 23,25  Introduction/Descriptive Statistics 1,2
Aug. 30
Sept. 1  Probability 3
Sept. 6,8  Discrete Probability Distributions 4
Sept. 13,15 Continuous Probability Distributions 5
Sept. 20,22 Exam/Estimation 6
Sept. 27,29 Hypothesis Testing: One-Sample Inference 7
Oct. 4,6  Hypothesis Testing: Two-Sample Inference 8
Oct. 11,13 Nonparametric Methods 9
Oct. 18,20 Hypothesis Testing: Categorical Data 10
Oct. 25,27 Exam/ Regression and Correlation Methods 11
Nov. 1,3  Multisample Inference 12
Nov. 8,10 Design and Analysis Techniques for Epidemiologic Studies 13
Nov. 15,17 Hypothesis Testing: Person-Time Data 14
Nov. 22,24 Catch-up Day/ Thanksgiving Break
Nov. 29,Dec. 1 Course Review and presentation of semester project results

TBA  Final Exam (as per College’s exam schedule)

PARTICIPATION/ Attendance is required. You cannot participate if you are not in class! You
ATTENDANCE: may have two unexcused absences without being penalized. All subsequent
unexcused absences will result in a five point deduction per absence from your final point total.
An excused absence includes illness, death of a family member or close friend, or issues dealt
with through CARE. All excused absences must be supported by documentation.

NOTE:If you come to class late, it is your responsibility to make sure it has been noted.

ASSIGNMENTS:  All assignments must be typed. Assignments are due when collected in class.

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

There will be an automatic five point deduction if you have an unexcused absence on the due date and your assignment is not turned in by the time they are collected. There will be a penalty of ten points for every school day the assignment is late. Points will be deducted for errors in spelling, grammar and punctuation.

ELECTRONIC: All electronic devices should be turned off during class and should be kept out of sight. This includes, but is not limited to, cell phones and MP3 players. If you choose to use such a device, you will be asked to leave the room.

HONOR CODE: The College of Charleston has an honor code that expects students to govern their behavior. This honor code can be found in the current edition of the Student Handbook.
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Deborah Miller Email address millerd@cofc.edu Phone 953-8248

1. Department: Health and Human Performance

2. Course number and title: HEAL 460—Public Health Administration
   Number of Credits: 3    Total hrs/week: 2
   Lecture: ☑   Lab: ☐   Recitation: ☐   Seminar: ☐
   For Independent study courses:
   Research: ☐   Field experience: ☐
   Clinical Practice: ☐   Internship: ☐
   Practicum: ☐   Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Spring 2012

4. Catalog Description (please limit to 50 words):
   This course examines public health as an organized system, pulling together the different areas of study, fields of work and governmental agencies that facilitate the delivery of public health services on a daily basis. Essential public health principles are discussed in the context of identifying and controlling community health problems.

5. CIP Code: 51.2211 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☑
   This course will be cross listed with: PBHT 460 Public Health Administration
   Rationale for cross listing: This course will also be taken by students in the BA degree who are seeking the CHES certification.
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   Yes The School of Humanities and Social Sciences may also teach this course.

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

b) Please explain overlap with any existing courses.
   n/a

8. Prerequisites (or other restrictions):
   Pre-Req. – HEAL 325/L or Permission of Instructor

9. Rationale/justification for course (consider the following issues):

   a) What are the goals and objectives of the course?
   1. Identify the 10 essential services of public health
   2. Recognize and apply public health law in difficult situations
   3. Apply good personnel management principles
   4. Understand how to conduct strategic planning and budgeting in a public health setting
   5. Apply political science theories when advocating for public policies
   6. Use effective written and oral communication techniques
   7. Exercise ethical behavior and discern how to effectively apply ethics when faced with a dilemma

   b) How does the course support the mission statement of the department and the organizing principles of the major?
   This course addresses the knowledge and skills that are required of a public health administrator and supports the department’s mission of preparing students in the allied health field.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   Students will complete this course toward the end of the major, as the skills needed to be a public health administrator will be only be briefly introduced in earlier course work.

   b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   This course would become one of the courses that students could complete for the health minor, which is open to any student. The interdisciplinary nature of the course supports strong linkages with course work in the School of Humanities and Social Sciences.

11. Method of teaching:
   lecture and discussion

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   Students who are currently majoring in physical education with a concentration in health promotion would now have a major in public health within the department.
Proposal for a New Course

Some students who are completing a health minor may choose to complete the public health major.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   Current health faculty can teach this course. However, due to the retirement of a health faculty member, a new health faculty member will be hired for next year (2011-2012) and will also have the background and skills to teach this course.

c) Frequency of offering:
   - each fall: ☑
   - each spring: ☑
   - every two years: □
   - every three years: □
   - other □ (Explain):

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      - n/a

   b) Budget:
      - n/a

   c) Library:
      - We continue to use the departmental library budget to buy materials supporting all courses.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes  □ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      - new degree - Bachelor of Science and Bachelor of Arts in Public Health
      - Health Minor

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

College of Charleston
HEAL 460 Public Health Administration
Spring 2012  3 Credit Hours

TIME: 9:25-10:40 TTh
Proposal for a New Course

PLACE: ROOM 409, Silcox Physical Education and Health Center

INSTRUCTOR: Deborah A. Miller, PhD, CHES

OFFICE HOURS: 11:00-12:00 TTh; 9-11 W and by appointment

OFFICE: Room 310, Silcox Physical Education and Health Center

PHONE/FAX: 953-8248 (direct) 953-5558 (Dept. Office) 843-953-6757 (FAX)

E-MAIL: millerd@cofc.edu

WEB SITE: www.cofc.edu/~miller

PREREQUISITES: HEAL 325 and HEAL 325L or permission of instructor


COURSE DESCRIPTION:

This course examines public health as an organized system, pulling together the different areas of study, fields of work and governmental agencies that facilitate the delivery of public health services on a daily basis. Essential public health principles are discussed in the context of identifying and controlling community health problems.


COURSE OBJECTIVES:

Upon successful completion of this course, students should be able to:

1. Identify the 10 essential services of public health
2. Apply public health law in difficult situations
3. Describe the basic foundations, structure and functions of public health systems
4. Conduct strategic planning and budgeting in a public health setting
5. Apply political science theories when advocating for public policies
6. Describe the challenges of being a leader in public health today
7. Exercise ethical behavior and discern how to effectively apply ethics when faced with a public health dilemma

REQUIREMENTS: Midterm Exam 25% Final Exam 25%
Research Paper 50%

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

EVALUATION

90-100% = A  360-400  
70-74% = C  280-299

SCALE:

88-89% = A-  352-359  
68-69 = C-  272-279

85-87% = B+  340-351  
66-67% = D+  264-271

80-84% = B  320-339  
64-65% = D  256-263

78-79% = B-  312-319  
62-63% = D-  248-255

75-77% = C+  300-311  
<62% = F  <248

COURSE TOPICS:

(Tentative)

Week  Topic  Chapter
1  Defining Public Health: Historical and Contemporary Developments  1
2  A Framework for Public Health Administration and Practice  2
3  Organization of the Public Health Delivery System  3
4  The Public Health Workforce
   Public Health Education and Health Promotion  4,12
5  Public Health Law  5
6  Ethics and Public Health
   Public Health Research  6, 14
7  Midterm Exam
8  Public Health Data Acquisition  7
9  Public Health Surveillance  8
10 Using Information Systems for Public Health Administration
   Communication and Media Relations  9, 19
11 Geographic Information Systems for Public Health  10
12 Public Health Assessment
   Public Health Marketing  11, 20
13 Evaluation of Public Health Interventions  13
TBA  Final Exam (as per College’s exam schedule)

PARTICIPATION/ Attendance is required. You cannot participate if you are not in class!

ATTENDANCE:  Your presence is required in class every day. Two (2) tardies equal one (1) absence. Your grade will be lowered one full letter grade on your 3rd unexcused absence!!! Excused absences include, but are not limited to: death of a family member or friend, court appearance, hospitalization of self or close friend, automobile accident, or some other unpreventable occurrence. All documentation should be taken to the Dean of Undergraduate Students for verification and then the original documentation should be shown to the professor for her final approval. A student will be dropped from the course with a WA after the 4th unexcused absence.

HONOR CODE:

See the current edition of the College of Charleston's Student Handbook.

MAKE-UP  Make-up exams are given at the discretion of the professor. It is the
Proposal for a New Course

EXAMS: student's responsibility to see the professor if a make-up is necessary.

ASSIGNMENTS: All assignments must be typed. Assignments are due when collected in class. There will be an automatic five point deduction if you have an unexcused absence on the due date and your assignment is not turned in by the time they are collected. There will be a penalty of ten points for every school day the assignment is late. Points will be deducted for errors in spelling, grammar and punctuation.

ELECTRONIC DEVICES: Electronic devices should be turned off during class and should be kept out of sight. This includes, but is not limited to, cell phones and MP3 players. If you choose to use such a device, you will be asked to leave the room.
### Proposal for a New Course

16. Signature of Department Chair or Program Director:

________________________________________________________________________

Date: ______________________

17. Signature of Dean of School:

________________________________________________________________________

Date: ______________________

18. Signature of Provost:

________________________________________________________________________

Date: ______________________

19. Signature of Curriculum Committee Chair

________________________________________________________________________

Date: ______________________

20. Signature of Faculty Senate Secretary:

________________________________________________________________________

Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Deborah Miller Email address millerd@cofc.edu Phone 953-8248

1. Department: Health and Human Performance

2. Course number and title: HEAL 495 Capstone Seminar
   Number of Credits: 1   Total hrs/week: 1 hour
   Lecture: ☐   Lab: ☐   Recitation: ☐   Seminar: ☑
   For Independent study courses:
   Research: ☐   Field experience: ☐
   Clinical Practice: ☐   Internship: ☐
   Practicum: ☐   Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   This senior seminar will use case studies and research articles to apply the competencies and sub-competencies associated with the entry-level CHES certification exam. Students will meet once a week for an hour. (1hr.)

5. CIP Code: 51.2299 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☐
   This course will be cross listed with: n/a
   Rationale for cross listing: n/a
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   no

   b) Please explain overlap with any existing courses.

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

n/a

8. Prerequisites (or other restrictions):  
Pre-Req. or Co-Req.- HEAL 395 and HEAL 460/PBHT460

9. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?  
      Upon the successful completion of the course, the student should be able to:
      pass the Certified Health Education Specialist (CHES) Exam and be credentialed.

   b) How does the course support the mission statement of the department and the organizing  
      principles of the major?  
      This course allows students to finalize his/her academic preparation in the field of Public  
      Health.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of  
      the major?  
      This will be the culminating class for students earning a B.S. in Public Health.

    b) For courses used by non-majors, how does the course support the liberal arts tradition  
       including linkages with other disciplines:  
       n/a

11. Method of teaching:  
    Lecture and discussion

12. a) Address potential enrollment pattern shifts in the department or college-wide related to  
      the offering of this course: 
      N/A

    b) Address potential shifts in staffing of the department as it relates to the offering of this  
       course:  
       Any of the health faculty members, including the newly hired Dr. PH will have the  
       skills to teach this course on a rotating basis.

    c) Frequency of offering:  
       each fall: ☒  each spring: ☒  
       every two years: □  every three years: □  
       other □ (Explain):  

13. Requirements for additional resources made necessary by this course:

    a) Staff:

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

n/a

b) Budget:
n/a

c) Library:
We continue to use the departmental library budget to buy materials supporting all courses.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) yes ☒  no ☐
   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      new degree - Bachelor of Science in Public Health

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

HEAL 495
CAPSTONE SEMINAR

College of Charleston
Fall 2012  1 Semester Credit Hour
TIME & PLACE:
8:00-9:15 TR  Room 116  Silcox Physical Education and Health Center
INSTRUCTOR:
Deborah A. Miller, Ph.D., CHES

OFFICE HOURS:
2:00 - 4:00 M, 8:00 - 9:30 MW & by appointment
OFFICE:
310 Silcox Physical Education and Health Center
PHONE/FAX:
(843) 953-8248 or (843) 953-5558 (Sec.)
(843) 953-6757 Fax  e-mail address = millerd@cofc.edu
PREREQUISITES:
NONE


COURSE DESCRIPTION:
This senior seminar will use case studies and research articles to apply the competencies and sub-competencies associated with the entry-level CHES certification exam. Students will meet once
Proposal for a New Course

a week for an hour. (1hr.) Pre-Req. or Co-Req.- HEAL 395 and HEAL 460/PBHT460

COURSE TEXTS:
1. A Competency-Based Framework for Health Education Specialists - 2010 by the National Commission of Health Education Credentialing, the Society for Public Health Education, and the American Association for Health Education.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>TEXT</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Case Study relating to: RESPONSIBILITY I</td>
<td>Assess Individual and Community Needs for Health Education</td>
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<tr>
<td></td>
<td></td>
<td>Competency A - Access existing health-related data</td>
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<td>Competency B - Collect health-related data</td>
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<td>Competency C - Distinguish between behaviors that foster and hinder well-being</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Case Study relating to: RESPONSIBILITY I</td>
<td>Assess Individual and Community Needs for Health Education</td>
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<td>Competency D - Determine factors that influence learning</td>
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<td>This Competency is not addressed in the study guide, because the Sub-competencies are related to an advanced level of practice.</td>
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<td>Competency E - Identify factors that foster or hinder the process of health education</td>
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<td>Competency F - Infer needs for health education from obtained data</td>
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<td><strong>Week 3</strong></td>
<td>Case Study relating to: RESPONSIBILITY II</td>
<td>Plan Health Education Strategies, Interventions, and Programs</td>
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<td>Competency A - Involve people and organizations in program planning</td>
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<td>Competency B - Incorporate data analysis and principles of community organization</td>
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<td>Competency C - Formulate appropriate and measurable program objectives</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Case Study relating to: RESPONSIBILITY II</td>
<td>Plan Health Education Strategies, Interventions, and Programs</td>
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<td>Competency D - Develop a logical scope and sequence plan for health education practice</td>
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<td>Competency E - Design strategies, interventions, and programs consistent with specified objectives</td>
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<td>This Competency is not addressed in the study guide, because the Sub-competencies are related to an advanced level of practice.</td>
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<td>Competency F - Select appropriate strategies to meet objectives</td>
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<td>Competency G - Assess factors that affect implementation</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Case study relating to: RESPONSIBILITY III</td>
<td>Implement Health Education Strategies, Interventions, and Programs</td>
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<tr>
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<td>Competency A - Initiate a plan of action</td>
</tr>
</tbody>
</table>
Proposal for a New Course

Competency B - Demonstrate a variety of skills in delivering strategies, interventions, and programs

Week 6
Research Article related to: RESPONSIBILITY III
Implement Health Education Strategies, Interventions, and Programs
Competency C - Use a variety of methods to implement strategies, interventions, and programs
Competency D - Conduct training programs
This Competency is not addressed in the study guide, because the Sub-competencies are related to an advanced level of practice.

Week 7
Research Article related to: RESPONSIBILITY IV
Conduct Evaluation and Research Related to Health Education
Competency A - Develop plans for evaluation and research
Sub-competencies:
Competency B - Review research and evaluation procedures
Competency C - Design data collection instruments

Week 8
Case Study relating to: RESPONSIBILITY IV
Conduct Evaluation and Research Related to Health Education
Competency D - Carry out evaluation and research plans
Competency E - Interpret results from evaluation and research
Competency F - Infer implications from findings for future health-related activities
This Competency is not addressed in the study guide, because the Sub-competencies are related to an advanced level of practice.

Week 9
Case study related to: RESPONSIBILITY V
Administer Health Education Strategies, Interventions, and Programs
Competency A - Exercise organizational leadership
Competency B - Secure fiscal resources
This Competency is not addressed in the study guide, because the Sub-competencies are related to an advanced level of practice.

Week 10
Case study related to: RESPONSIBILITY V
Administer Health Education Strategies, Interventions, and Programs
Competency C - Manage human resources
Competency D - Obtain acceptance and support for programs
This Competency is not addressed in the study guide, because the Sub-competencies are related to an advanced level of practice.

Week 11
Research article related to: RESPONSIBILITY VI
Serve as a Health Education Resource Person
Competency A - Use health-related information resources
Competency B - Respond to requests for health information

Week 12
Research article related to: RESPONSIBILITY VI
Serve as a Health Education Resource Person
Competency C - Select resource materials for dissemination
Competency D - Establish Consultative Relationships

Week 13
Research article related to: RESPONSIBILITY VII
Communicate and Advocate for Health and Health Education

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

Competency A - Analyze and respond to current and future needs in health education
Competency B - Apply a variety of communication methods and techniques

Week 14
RESPONSIBILITY VII
Communicate and Advocate for Health and Health Education
Competency C - Promote the health education profession individually and collectively
Competency D - Influence health policy to promote health

Week 15
Practice exam

PARTICIPATION/ Attendance is required. You cannot participate if you are not in class!
ATTENDANCE: Your presence is required in class every day. Two (2) tardies equal one (1) absence. Your grade will be lowered one full letter grade on your 3rd unexcused absence!!! Excused absences include, but are not limited to: death of a family member or friend, court appearance, hospitalization of self or close friend, automobile accident, or some other unpreventable occurrence. All documentation should be taken to the Dean of Undergraduate Students for verification and then the original documentation should be shown to the professor for her final approval. A student will be dropped from the course with a WA after the 4th unexcused absence. Your attendance is REQUIRED during the oral research project presentations. Your final point total will have 25 points deducted for each class that you arrive late or miss during these presentations.

HONOR CODE:
See the current edition of the College of Charleston's Student Handbook.

MAKE-UP
Make-up exams are given at the discretion of the professor. It is the student’s responsibility to see the professor if a make-up is necessary.

ASSIGNMENTS:
All assignments must be typed. Assignments are due when collected in class. There will be an automatic five point deduction if you have an unexcused absence on the due date and your assignment is not turned in by the time they are collected. There will be a penalty of ten points for every school day the assignment is late. Points will be deducted for errors in spelling, grammar and punctuation.

ELECTRONIC
Electronic devices should be turned off during class and should be kept out of sight. This includes, but is not limited to, cell phones and MP3 players. If you choose to use such a device, you will be asked to leave the room.
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: __________________

17. Signature of Dean of School:

______________________________________________________________

Date: __________________

18. Signature of Provost:

______________________________________________________________

Date: __________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: __________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Deborah A. Miller  Email address millerd@cofc.edu Phone 953-8240

1. Department: Health and Human Performance

2. Course number and title: HEAL 390 Epidemiology
   Number of Credits: 3  Total hrs/week: 3

   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

   For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered: Fall 2011

4. Catalog Description (please limit to 50 words):
   This course introduces the basic concepts of epidemiology and biostatistics as applied to public health problems. Emphasis is placed on the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations.

5. CIP Code: 51.2210 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☒
   This course will be cross listed with: PBHT 390
   Rationale for cross listing: This course is one of the 3 required core courses for a degree in public health. Due to the interdisciplinary nature of the program, there may be several faculty within different departments who would like to teach this course one semester.
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7.  a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed
Proposal for a New Course

new course and include that note with the proposal.
Dr. Jaap from Biology is sending his letter of support.

b) Please explain overlap with any existing courses.
   n/a

8. Prerequisites (or other restrictions):
   HEAL 215/PBHT 215.

9. Rationale/justification for course (consider the following issues):

   a) What are the goals and objectives of the course?
      COURSE GOALS: Upon the successful completion of the course, the student should be able to:
      1. Understand the basic principles of epidemiology
      2. Be able to extract numerator and denominator data and use them in epidemiological analysis
      3. Demonstrate the ability to calculate incidence, prevalence, attack rates, and determine outbreak occurrence
      4. Be capable of conducting an epidemiological investigation using appropriate study design
      5. Critically analyze epidemiological data and case reports
      6. Develop team follower-ship and leadership skills

      This class also shares the following objectives of the National Commission on Health Education Credentialing, Inc.

      RESPONSIBILITY 1--ASSESS INDIVIDUAL AND COMMUNITY NEEDS FOR HEALTH EDUCATION
      Competency A – Assess existing health related data
      3. Conduct health-related needs assessments
      4. Implement appropriate measures to assess capacity for improving health status
      Competency C-- Distinguish between behaviors that foster and hinder well-being
      1. Identify diverse factors that influence health behaviors
      2. Identify behaviors that tend to promote or comprise health
      Competency F-- Infer needs for health education from obtained data
      1. Analyze needs assessment data

b) How does the course support the mission statement of the department and the organizing principles of the major?
   This course supports the interdisciplinary nature and function of the major
Proposal for a New Course

will prepare students for work in public health. This course will help enhance the superior quality undergraduate programs offered by the College by providing students the knowledge and skills needed to help fill jobs in the public health field with qualified, trained personnel.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   This is one of the supporting and first courses for the entire major. It is essential for an understanding of disease within the public health sector.

   b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   This course would become one of the courses that students could complete for the health minor, which is open to any student. The interdisciplinary nature of the course supports strong linkages with course work in the School of Humanities and Social Sciences.

11. Method of teaching:
    Lecture, discussion, small group work

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    None. This course will replace our current Chronic and Communicable Disease course which is offered on a regular basis.

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    None

   c) Frequency of offering:
      each fall: ☑  each spring: ☑
      every two years:   every three years: 
      other (Explain):

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      n/a

   b) Budget:
      n/a

   c) Library:
      We continue to use the departmental library budget to buy materials supporting
Proposal for a New Course

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes   ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      new degree - in Public Health
      Health Minor

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

HEAL 390
Epidemiology
COLLEGE OF CHARLESTON
Fall 2011 3 Semester Credit Hours

TIME & PLACE:
10:00 - 10:50 MWF, Room 409, Silcox Physical Education & Health Center

INSTRUCTOR:
New Faculty – PhD in Public Health

OFFICE HOURS:
MWF 11:00-Noon
1:00-1:45
By appointment

OFFICE:
Room 316, Silcox Physical Education & Health Center

PHONE/FAX:
(843) 953-8245 OR (843) 953-5558 (Sec) (843) 953-6757 = Fax
ellise@cofc.edu = email

PREREQUISITES:
None

GRADING:

COURSE DESCRIPTION:
Proposal for a New Course

This course introduces the basic concepts of epidemiology and biostatistics as applied to public health problems. Emphasis is placed on the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations.

COURSE TEXT:


COURSE GOALS: Upon the successful completion of the course, the student should be able to:
1. Understand the basic principles of epidemiology
2. Be able to extract numerator and denominator data and use them in epidemiological analysis
3. Demonstrate the ability to calculate incidence, prevalence, attack rates, and determine outbreak occurrence
4. Be capable of conducting an epidemiological investigation using appropriate study design
5. Critically analyze epidemiological data and case reports
6. Develop team follower-ship and leadership skills

This class also shares the following objectives of the National Commission on Health Education Credentialing, Inc.

RESPONSIBILITY 1--ASSESS INDIVIDUAL AND COMMUNITY NEEDS FOR HEALTH EDUCATION
Competency A -- Assess existing health related data
3. Conduct health–related needs assessments
4. Implement appropriate measures to assess capacity for improving health status
Competency C-- Distinguish between behaviors that foster and hinder well–being
1. Identify diverse factors that influence health behaviors
2. Identify behaviors that tend to promote or comprise health
Competency F-- Infer needs for health education from obtained data
1. Analyze needs assessment data

REQUIREMENTS:

TESTS

This form was approved by FCC on 8/17/2010 and replaces all others.
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There will be 3 tests in this class.

QUIZZES (communicable disease)
The communicable disease book is extremely useful for professionals in public health. It is a quick reference guide to understand infectious diseases, their incubation period, how they are transmitted, what to do when you have a patient with the condition, and how to prevent outbreaks. You will be given a quiz EVERY week at the beginning of class. After 2 or 3 quizzes I will post them online and you will need to complete them prior to class and bring them with you. These are open book quizzes and are intended to help you become familiar with the book, and how to use the information that it contains. You will become more proficient as the semester goes on. Some diseases are quite similar, with similar symptoms, incubation periods, (some are even just different variants of the same infection) and so forth, so read the information carefully, or you may end up with the wrong answer.

CASE STUDIES
Case studies will be assigned that will help you solidify the material we have covered in class. These cases are difficult because they do not necessarily use the exact language used in class. However, solving problems is what epidemiology is all about. These cases will be completed in groups. Successful completion of the cases will better prepare you for the exams and for an entry-level position in public health.

CHAPTER QUIZZES
You will be quizzed at the end of most chapters to help you practice and integrate the material we are working on in class. The quizzes will cover:

1. Chapter 1 and 2—Intro and disease transmission
2. Chapter 3 and 4—Morbidity and Mortality
3. Chapter 5—Sensitivity and Specificity
4. Chapter 6—Survival
5. Chapter 7 and 8—Efficacy, # needing treatment, randomized trials
6. Chapter 9—Cohort studies
7. Chapter 10—Case control and cohort studies
8. Chapter 11 and 12—Risk (odds ratio, relative risk)
9. Chapter 14—Causation
10. Chapter 15—Bias, confounding, interactions

Book Review
You will complete a review of a book relating to epidemiological principles. You may select from any of the 5 books below. You do not have to purchase the book; you can check it out from the library. A book reviewrubric will be posted on line. The intent of this review is to make epidemiology practical.

The Hot Zone – Richard Preston
Germs – Judith Miller, William Broad, Stephen Engelberg
The American Plague; The untold story of yellow fever—Molly Caldwell Crosby
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The Great Influenza—The story of the deadliest pandemic in history – John Barry
Betrayal of Trust: The collapse of Global Public Health—Laurie Garrett

NOTE: All assignments must be submitted at the beginning of class on the designated date. The grade for each assignment submitted after the designated time will be lowered by 10% for each calendar day (including the due date). All assignments must be stapled or clipped prior to submission. Assignments submitted without staples/clips will receive a 10% reduction in grade.

EVALUATION SCALE:
680-756 = A (90-100%)
665-679 = A- (88-89%)
642-664 = B+ (85-87%)
604-641 = B (80-84%)
589-603 = B- (78-79%)
567-588 = C+ (75-77%)
529-566 = C (70-74%)
514-528 = C- (68-69%)
498-513 = D+ (66-67%)
483-497 = D (64-65%)
468-482 = D- (62-63%)
Below 468 = F <62%

We will follow this outline in the order presented, although the dates are tentative and subject to change. Note that specific textbook readings and class activities accompany each topic. You are expected to be an active learner. Therefore, read all material before coming to class.

TENTATIVE COURSE OUTLINE
Class Schedule: **Schedule subject to change**

<table>
<thead>
<tr>
<th>Material covered</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Introduction to Epidemiology and</td>
<td>Chap 1-2</td>
</tr>
<tr>
<td>2  Measuring the Occurrence of Disease: Morbidity</td>
<td>Chap 3-4</td>
</tr>
<tr>
<td>and Mortality</td>
<td>Visalia Case study</td>
</tr>
<tr>
<td>3  Test 1</td>
<td></td>
</tr>
<tr>
<td>4  Assessing the Validity and Reliability of Diagnostic and Screening Tests</td>
<td>Chap 5 HIV case study</td>
</tr>
<tr>
<td>5  The Natural History of Disease: Ways of Expressing Prognosis</td>
<td>Chap 6</td>
</tr>
<tr>
<td>6  Assessing the Efficacy of Preventive and Therapeutic</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Measures: Randomized Trials</th>
<th>Chap 7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Control and Cohort Studies</td>
<td>Chap 9-10,13</td>
</tr>
<tr>
<td>Case control studies and Other Study Designs</td>
<td></td>
</tr>
</tbody>
</table>

| Test 2 | Chap 11-12 |
| Estimating Risk: Is There An Association? |
| More on Risk: Estimating the Potential for Prevention | |
| Case control & Cohort and Risk case study | |
| From Association to Causation: Deriving Inferences from Epidemiological Studies | Chap 14 |
| More on Causal Inferences: Bias, Confounding, and Interaction | Chap 15 |
| Test 3 | |
| Summary & Course Review | |
| Book review due | |

Final Exam during the regularly scheduled final exam period

CLASS EXPECTATIONS:
1. No electronic devices are allowed in class. Turn off cell phones, pagers, listening devices, etc. Remove head phones or other audio/video devices. All such items must remain in purses/backpacks or briefcases. If it is necessary to ask you to stop using such devices more than once, you will lose participation points for that day. For subsequent device usage, you will be asked to leave the class, as you are being disrespectful to both me and your classmates. If you are asked to leave, that dismissal will count as an absence.
2. No food or drinks are allowed in the classroom. Closed-top bottles of water are acceptable.
3. All assignments (written and oral) should reflect knowledge, current research in the field and its application, the appropriate use of technology, and creativity.
4. Appropriate behavior is expected, and appropriate attire will be worn at all times and will cover the private areas of the body. Any behavior or attire that detracts from the academic learning environment may result in the student being asked to leave class.
5. Any student who misses a presentation of a classmate will receive a 50% reduction in his/her presentation grade.

MAKE-UP EXAMS:
Make-up exams are given at the discretion of the professor based upon extenuating circumstances. Each case will be decided upon individually. If there is an emergency or you are ill the day of an exam, it is your responsibility to get in touch with me as soon as possible. According to the Undergraduate bulletin, it is in your best interest to contact the Undergraduate Dean’s office and bring documentation in the case of an emergency or prolonged illness.

ATTENDANCE:
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Students are expected to be in all class sessions and on time. Class participation and attendance is imperative for students to achieve the basic objectives of the course and program. Any student missing more than 3 classes will receive a 5 point grade reduction for each subsequent class missed. Students who miss a class in which an activity is undertaken, a guest speaker is present, or a video is shown will receive a 10 point grade reduction for each of those days missed, regardless of the number of absences already accrued. These are opportunities and events for which the information and experiences cannot be found in a text. Students who arrive between the start time and the first 10 minutes of class will be counted as tardy. Two tardies will equal 1 absence. Students who arrive after the first 10 minutes of class will be counted absent. There is no exception for leaving class early. All such occurrences will count as an absence. Any extreme circumstances or situations will be handled individually. Classes missed because you planned a flight before classes ended or because you returned late after a holiday are not valid excuses. Students who miss more than 25% of class sessions will receive a grade of "F."

HONOR CODE:
The College of Charleston has an honor code that governs student behavior. Consult the most recent edition of the Student Handbook for pertinent information. Any infraction of the honor code can be referred to the Honor Board. Penalties may range from receiving a zero on an assignment, failing the class with an XF (Honor Code Infraction), to expulsion from the College.
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16. Signature of Department Chair or Program Director:
______________________________________________________________
Date: ____________________________

17. Signature of Dean of School:
______________________________________________________________
Date: ____________________________

18. Signature of Provost:
______________________________________________________________
Date: ____________________________

19. Signature of Curriculum Committee Chair
______________________________________________________________
Date: ____________________________

20. Signature of Faculty Senate Secretary:
______________________________________________________________
Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.