**CORE COURSES REQUIRED FOR BA AND BS DEGREES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAL 215/PBHL 215</td>
<td>Introduction to Public Health</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HEAL 230/PBHL 230</td>
<td>Global Health</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HEAL 350/PBHL 350</td>
<td>Epidemiology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 336/PBHL 336</td>
<td>Health Communication</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Research methods — Select ONE of the following:**

- HEAL 395 — Biostatistics in the Health Sciences*
- COMM 301 — Communication Research Methods
- SOCY 271 — Introduction to Research
- SOCY 272 — Making Sense of Sociological Data
- PSYC 220 — Research Methods

*Required for BS degree

**Independent Study or Internship — ONE of the following:**

HEAL 401* or HEAL 403*; PBHL 405 or PBHL 495.

**TOTAL CORE HOURS = 18-21**

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### Bachelor of Arts

**POLICY & COMMUNICATION**

*Academic Degree:* provides students with a core knowledge of Public Health such that upon graduation they are prepared for further study and scholarship.

**Health Policy:** 3 hrs.

<table>
<thead>
<tr>
<th>Select ONE from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 200 Intro to Public Administration</td>
</tr>
<tr>
<td>POLS 201 Intro to Public Policy</td>
</tr>
<tr>
<td>POLS 307 Environmental Policy</td>
</tr>
<tr>
<td>POLS 309 Health Policy</td>
</tr>
<tr>
<td>SOCY 345 Social Policy</td>
</tr>
<tr>
<td>SOCY 358 Living in an Organizational World</td>
</tr>
<tr>
<td>UGST 310 Urban Planning</td>
</tr>
</tbody>
</table>

### Bachelor of Science

**BEHAVIOR & PREVENTION**

*Professional Degree:* trains students at baccalaureate level to enter the Public Health workforce, further study and scholarship.

**Health Policy:** 3 hrs.

<table>
<thead>
<tr>
<th>Select ONE from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 307 Environmental Policy*</td>
</tr>
<tr>
<td>POLS 308 Education Policy*</td>
</tr>
<tr>
<td>POLS 309 Health Policy*</td>
</tr>
<tr>
<td>POLS 200 Intro to Public Administration</td>
</tr>
<tr>
<td>POLS 201 Intro to Public Policy</td>
</tr>
<tr>
<td>SOCY 345 Social Policy</td>
</tr>
<tr>
<td>SOCY 358 Living in an Organizational World</td>
</tr>
<tr>
<td>UGST 310 Urban Planning</td>
</tr>
</tbody>
</table>

*No Pre-requisites

*Satisfies Soc. Sci. Requirement

(Hours included within Gen Ed.)
September 27, 2012

Dear Provost Hynd, Curriculum Committee members, and Faculty Senate members:

Enclosed please find six course proposals for courses that comprise the core curriculum for the new public health major.

Four of these proposals are needed to create a new acronym (PBHL) that will be assigned to courses that already exist in other departments:

- HEAL 215 (existing course) will be cross-listed as PBHL 215 (new course proposed here)
- HEAL 230 (existing course) will be cross-listed as PBHL 230 (new course proposed here)
- HEAL 350 (existing course) will be cross-listed as PBHL 350 (new course proposed here)
- COMM 336 (existing course) will be cross-listed as PBHL 336 (new course proposed here)

The acknowledgements of cross-listing from Dr. Michael Flynn (chair of HEHP) and Dr. Bethany Goodier (chair of COMM) are included.

Two of these proposals request the creation of new courses:

- PBHL 405 is an independent study in public health
- PBHL 495 is an internship in public health

Both of these courses serve as a capstone for the public health major. Please note that syllabi for these courses were not included in the proposals as content of these courses will vary based on student and faculty member preferences.

If you need any additional information or have any questions, please contact me at kopfmanj@cofc.edu or 953-5775. Thank you for your attention to this matter.

Sincerely,

[Signature]

Jenifer Kopfman, Ph.D.
Associate Professor in Communication
Director of B.A. in Public Health
College of Charleston
Dear Jen:

Please accept this email as acknowledgement from the Department of Communication that we are aware our course is included as an option in the Public Health curriculum.

Best wishes on your paperwork and approval process,
Beth

Bethany C. Goodier, Ph.D.
Associate Professor and Chair
Department of Communication
College of Charleston
66 George Street
Charleston, SC 29424
(843) 953-7420 (Telephone)
(843) 953-7037 (Fax)
Office located in 9 College Way

Hi Mike and Beth,
I am in the process of filling out all these lovely forms. (Not too difficult since most of it is cut and paste). One of the things I need to include is an acknowledgement from each of you indicating your awareness that we are requesting to cross list the courses in your department (HEAL 215, 230, and 350 will be PBHL 215, 230 and 350; and COMM 336 will be PBHL 336). Could you please send this acknowledgement to me at your earliest convenience?
Thanks!!
Jen

Dr. Jenifer Kopfman, Ph.D.
Associate Professor, Department of Communication
Director of B.A. in Public Health
College of Charleston
Charleston, SC 29424
Dear Dr. Kopfman:

Please accept this message as my acknowledgement of the cross-listing of HEAL 215, 230, and 350 as PBHL 215, 230 and 350. Thanks for your efforts to get the paperwork processed to make this happen.

Mike Flynn
Professor and Department Chair, HEHP
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Jenifer Kopfman
Phone: 953-5775
Email: kopfmanj@cofc.edu

Department or Program: Public Health (BA)
School: HSS

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [x] Add a New Course (complete parts C, D, F, G, H, I, J, K)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  - [ ] Course Number
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course needs to be created so it can be cross-listed with HEAL 215 for students selecting the BA major in Public Health.

HEAL 215 is also required of the B.S., so PBHL 215 would be used for both the B.A. and B.S.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please list information about other programs and courses. If another program requires the course, you may need to modify this proposal. Also, the affected program must describe any change in the listed course and provide a list of similar courses in other departments and explain any overlaps.

The Health and Human Performance department has been involved in developing this course and is aware of the proposed course addition. See attached acknowledgement.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: School: Subject Acronym: Course number:

Credit hours: _ lecture _ lab _ seminar _ independent study
Contact hours: _ lecture _ lab _ seminar _ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Public health School: HSS Subject Acronym: PBHL Course Number: 215

Credit hours: _3_ lecture _ lab _ seminar _ independent study
Contact hours: _3_ lecture _ lab _ seminar _ independent study

Course title: Introduction to Public Health

Course description (maximum 50 words, exactly as it appears in the catalog):
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.

Restrictions (pre-requisites, co-requisites, majors only, etc.): None

Cross-listing, if any (submit approval from relevant department): HEAL 215

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes □ no

Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course? ____________ Note: You must deactivate the course by submitting an additional Course Form.
G. **COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None. This course already exists and is being taught. The new acronym is being created for the Public Health major.

**H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Explain by eras the historical contributions and roles of public health including the</td>
<td>3 exams will assess student knowledge. 75% of all students should pass each exam with a score of 60% or</td>
</tr>
<tr>
<td>structure and functions of public health institutions</td>
<td>better.</td>
</tr>
<tr>
<td>2. Describe epidemiological and biostatistical principles including concepts of rates,</td>
<td>3 exams will assess student knowledge. 75% of all students should pass each exam with a score of 60% or</td>
</tr>
<tr>
<td>causation and disease surveillance</td>
<td>better.</td>
</tr>
<tr>
<td>3. Identify determinants of health from a global perspective including environmental,</td>
<td>3 exams will assess student knowledge. 75% of all students should pass each exam with a score of 60% or</td>
</tr>
<tr>
<td>social, and behavioral as well as biological and access to health services</td>
<td>better.</td>
</tr>
<tr>
<td>4. Identify key issues related to health care delivery from a population perspective</td>
<td>3 exams will assess student knowledge. 75% of all students should pass each exam with a score of 60% or</td>
</tr>
<tr>
<td>including quality, cost and access as well as organizational structure and their</td>
<td>better.</td>
</tr>
<tr>
<td>relationship to public health services</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course **introduces** content. It is the introductory course for the major.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

This paperwork is needed to create the courses already approved for the public health major. No program changes are being made, but a new acronym is being created for the new major.

J. CHECKLIST.

☑ I have completed all relevant parts of the form.

☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☑ (For new courses only) I have attached a syllabus.

☑ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

[Signature] Date: 9-27-12

2. Signature of Academic Dean:

[Signature] Date: 9-28-12

3. Signature of Provost:

[Signature] Date: 10/19/12

4. Signature of Curriculum Committee Chair:

[Signature] Date: 

5. Signature of Faculty Senate Secretary:

[Signature] Date: 

Date Approved by Faculty Senate: ________________
College of Charleston
Introduction to Public Health (HEAL 215/PBHL 215)

SYLLABUS

Course No.: HEAL 215/PBHL 215
Section No.: -01
Credits: 3
Semester: Fall 2012
Room: Johnson 206
Days: Tuesday, Thursday
Time: 9:25 to 10:40 am

Instructors: Andrea DeMaria, PhD, MS, and Matthew Page, PhD, MPP

DeMaria
Office: Silcox 314
E-mail: demariaa@cofc.edu
Phone: 843-953-1035

Page
Office: Silcox 315
E-mail: pagemj@cofc.edu
Phone: 843-953-5191

Office Hours: Tu: 1:30 to 2:30pm
W: 10:00am to 12:00pm
Th: 1:30 to 2:30pm
And by appointment.

M: 9:00 to 11:00 am
W. 10:00 am to 12:00 pm
Th: 1:30 to 2:30 pm
And by appointment.

Course Catalog 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.

Prerequisites: None.

Course Learning Objectives

Upon successful completion of the course, the student should have a working understanding of:

- The various components of the public health system.
- Describe interrelationships among different components of public health system.
- Identify eras in the historical development of public health and ways that public health affects everyone's daily life.
- Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation, and public health surveillance.
- Apply measures of population health and illness, including risk factors, to community health improvement initiatives.
- Describe the role of law and government in promoting and protecting the health of the public and identifying specific functions and roles of governmental public health agencies in assuring population health.
- Describe criteria for evaluating health systems, including matters of access, quality, and cost.
- Describe the impact of the environment and describe how communicable diseases, including animal and food-borne diseases, affect health.
• Identify and explain how various occupations, professions, and careers contribute to carrying out public health’s core functions and essential services.

Course Materials


• Other readings and materials as assigned.

Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Previous Class</td>
<td>Random</td>
<td>25</td>
</tr>
<tr>
<td>• 1 reading</td>
<td>Random</td>
<td>25</td>
</tr>
<tr>
<td>• 1 lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal Club (Group)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 1 popular media</td>
<td>September 18 or 20</td>
<td>25</td>
</tr>
<tr>
<td>• 1 scientific</td>
<td>November 15 or 20</td>
<td>25</td>
</tr>
<tr>
<td>Short Quizzes</td>
<td>Random (5)</td>
<td>25</td>
</tr>
<tr>
<td>Midterm Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3-4 Sentence Summary</td>
<td>October 18</td>
<td>75</td>
</tr>
<tr>
<td>Midterm Presentation</td>
<td>October 11</td>
<td>---</td>
</tr>
<tr>
<td>Charleston Injury Worksheet</td>
<td>November 1</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>December 6</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>325</td>
</tr>
</tbody>
</table>

Attendance/Participation: Attendance and participation are essential for successful completion of this course and the optimal use of your time. **Worthwhile participation in class can help your grade.**

Assignment and Exam Descriptions

Summary of Previous Class (50 points): You will be required to summarize material discussed in class on two separate occurrences; one reading summary and one lecture summary. The dates on which you will present these oral summaries will be randomized. The oral summary should last between three and five minutes and must include key points covered in the previous class lecture or book reading. No supplementary materials such as PowerPoint slides are required. Not being in attendance without an excused absence or the inability to provide a detailed summary will result in a zero.

Journal Club (Group) (50 points): You will be required to facilitate two separate journal club presentations as part of a group of students predetermined by Professors DeMaria and Page. Your groups will be different for the first and second presentation. For journal club class sessions, students will be expected to read all articles provided, but will only be expected to present/lead discussion, in conjunction with their group, on two articles – one for Journal Club #1 and another for Journal Club #2. The first set of journal club presentations will focus on articles related to public health found in the popular
media. The second set of journal club presentations will focus on articles from scientific journals. You may choose to use PowerPoint slides (no more than five slides per presentation). If you plan to use PowerPoint slides, please e-mail your presentation to Professors DeMaria or Page at least one hour prior to the class during which you will be presenting AND bring a copy of your presentation on a flash drive.

**Short Quizzes (25 points):** There will be five unscheduled quizzes throughout the semester. Quizzes will contain multiple choice, true/false, and short answer questions related to the assigned book readings for that class period. You may use any handwritten personal notes; however, you are not allowed to use the book or other resources. These quizzes will be taken at the beginning of the class period. If you are late to class or do not have an excused absence, you will not be allowed to make up a missed quiz.

**Midterm Paper (75 points):** In place of a Midterm Exam, you will be required to compose a Midterm Paper about a historical event or figure in the field of public health. The event or figure cannot have been covered in class. This paper should be four to five pages in length. A brief summary (three to four sentences) of your topic and research question is due one week before the paper is due. The paper and summary should be double-spaced using a common font (10-12 point Arial, Calibri, Times New Roman, or similar) and have one-inch margins on the top, bottom, left, and right. The paper should be formatted using APA style.

**Midterm Presentation (25 points):** Each student will formally present his or her Midterm Paper to the class. Presentations should be about five to seven minutes in length. Please use no more than 10 PowerPoint slides per presentation. Please e-mail your presentation to Professors DeMaria or Page at least one hour prior to the class during which you will be presenting AND bring a copy of your presentation on a flash drive.

**Charleston Injury Worksheet (15 points if not submitted):** During an out-of-class activity, you will be asked to canvass downtown Charleston, including but not limited to the College campus, and document five instances where an injury is likely to occur. Such instances can be indoors or outdoors, moving or stationary. Each instance or location must be sufficiently distinct from the other four. For each instance or location, list the specific location and write one or two sentences about why you think it is a potential injury hazard. You will not earn any points for submitting a completed worksheet, but you will lose 15 points if you do not submit one.

**Final Exam (100 points):** The exam will be objective and cover lecture and textbook material from the entire semester. Multiple choice, true/false, matching, and short answer, among other types of questions, can be expected. The exam must be taken on Thursday, December 6, from 8:00 to 11:00 am, unless prior arrangements have been made and a documented reason for needing to take the exam at a different time has been presented.

**Extra Credit:** You will have two opportunities to earn extra credit in this course:

1. Visit [http://publichealthryanosing.tumblr.com/](http://publichealthryanosing.tumblr.com/) and create a tumblr entry similar to those presented at the site. Include your entry in a slide at the end of your Midterm Presentation. This slide does not count toward the limit of 10 slides per presentation. You can earn up to 10 extra credit points depending on the originality and quality of your tumblr entry.

2. For two entries on your Charleston Injury Worksheet, take a picture of the potential injury hazard and provide a two to three sentence description of how the injury hazard can be remediated. You can earn up to five extra credit points per injury hazard.
Policy for Submitting Assignments

Your work is expected to be on time. Late work will only be accepted when satisfactory arrangements have been made with the instructors. If you will miss a class period(s) during which an assignment is to be submitted because of a planned college activity, submit any work due before the class period(s) to be missed. If you miss a class period during which an assignment is to be submitted due to unplanned circumstances, you must contact Professor DeMaria or Page regarding approval of an excuse for your absence and to make suitable arrangements for submitting any missed work.

Policy for Responding to Questions about Assignments and Exams

While we strive to be as responsive as possible to all student questions, please ask any questions you have related to assignments or exams – by e-mail or telephone or in-person – **prior to 5:00 pm on the day before an assignment is due or an exam is to be administered**. You may ask questions after that time and we may answer them, but we cannot guarantee that we will be able to do so.

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>305 - 325</td>
<td>94% and above</td>
</tr>
<tr>
<td>A-</td>
<td>292 – 304</td>
<td>90% - 93%</td>
</tr>
<tr>
<td>B+</td>
<td>282 - 291</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>273 - 281</td>
<td>84% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>260 – 272</td>
<td>80% - 83%</td>
</tr>
<tr>
<td>C+</td>
<td>250 - 259</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>240 - 249</td>
<td>74% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>227 - 239</td>
<td>70% - 73%</td>
</tr>
<tr>
<td>D+</td>
<td>217 - 226</td>
<td>67% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>208 - 216</td>
<td>64% - 66%</td>
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<tr>
<td>D-</td>
<td>195 - 207</td>
<td>60% - 63%</td>
</tr>
<tr>
<td>F</td>
<td>194 and below</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

Tentative Class Calendar

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues</td>
<td>Aug 21</td>
<td>Introductions, Review of Syllabus</td>
<td>DeMaria, Page</td>
<td>None</td>
</tr>
<tr>
<td>Thurs</td>
<td>Aug 23</td>
<td>Overview of Public Health</td>
<td>DeMaria, Page</td>
<td>Prologue, Chapter 1</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Title</td>
<td>Source(s)</td>
<td>Chapters</td>
</tr>
<tr>
<td>-------</td>
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<td>--------------------------------------------------------------</td>
<td>-----------</td>
<td>------------------------</td>
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<tr>
<td>Thurs</td>
<td>Aug 30</td>
<td>Epidemiology #1</td>
<td></td>
<td>Page</td>
</tr>
<tr>
<td>Tues</td>
<td>Sep 4</td>
<td>Epidemiology #2</td>
<td></td>
<td>Page</td>
</tr>
<tr>
<td>Thurs</td>
<td>Sep 6</td>
<td>Statistics and the Role of Data in Public Health</td>
<td>DeMaria</td>
<td>Chapters 7-8</td>
</tr>
<tr>
<td>Tues</td>
<td>Sep 11</td>
<td>History of Public Health</td>
<td></td>
<td>Article(s)</td>
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<tr>
<td>Thurs</td>
<td>Sep 13</td>
<td>The Conquest and Resurgence of Infectious Disease</td>
<td></td>
<td>Pages</td>
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<tr>
<td>Tues</td>
<td>Sep 18</td>
<td>Journal Club #1 Presentations</td>
<td>DeMaria</td>
<td>Articles</td>
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<td>Sep 20</td>
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<td>Articles</td>
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<tr>
<td>Tues</td>
<td>Sep 25</td>
<td>Chronic Disease</td>
<td>DeMaria</td>
<td>Chapter 11</td>
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<tr>
<td>Thurs</td>
<td>Sep 27</td>
<td>The Genetics of Disease</td>
<td>DeMaria</td>
<td>Chapter 12</td>
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<tr>
<td>Tues</td>
<td>Oct 2</td>
<td>Societal and Structural Determinants of Health</td>
<td></td>
<td>Page</td>
</tr>
<tr>
<td>Thurs</td>
<td>Oct 4</td>
<td>Psychosocial Determinants of Health</td>
<td>DeMaria</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Tues</td>
<td>Oct 9</td>
<td>Maternal and Child Health</td>
<td>DeMaria</td>
<td>Chapter 18</td>
</tr>
<tr>
<td>Thurs</td>
<td>Oct 11</td>
<td>Environmental Health #1</td>
<td>DeMaria</td>
<td>Chapter 19</td>
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<tr>
<td>Tues</td>
<td>Oct 16</td>
<td>Environmental Health #2</td>
<td>DeMaria</td>
<td>Chapters 20-21</td>
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<tr>
<td>Thurs</td>
<td>Oct 18</td>
<td>Midterm Presentations</td>
<td>DeMaria, Page</td>
<td>None</td>
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<tr>
<td>Tues</td>
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<td>DeMaria, Page</td>
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<td>Thurs</td>
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<tr>
<td>Tues</td>
<td>Oct 30</td>
<td>Out-of-Class Activity: Charleston Injury Worksheet</td>
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<tr>
<td>Thurs</td>
<td>Nov 1</td>
<td>Environmental Health #3</td>
<td>DeMaria</td>
<td>Chapters 22-23</td>
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<tr>
<td>Tues</td>
<td>Nov 6</td>
<td>Election Day – No Class</td>
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<tr>
<td>Thurs</td>
<td>Nov 8</td>
<td>Population Issues in Public Health</td>
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<td>Chapter 24</td>
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<td>Tues</td>
<td>Nov 13</td>
<td>Emergency Preparedness</td>
<td>DeMaria</td>
<td>Chapter 29</td>
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<tr>
<td>Thurs</td>
<td>Nov 15</td>
<td>Journal Club #2 Presentations</td>
<td>Page</td>
<td>Articles</td>
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<tr>
<td>Tues</td>
<td>Nov 20</td>
<td>Journal Club #2 Presentations</td>
<td>DeMaria</td>
<td>Articles</td>
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<td>Nov 22</td>
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<td>-</td>
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<td>Tues</td>
<td>Nov 27</td>
<td>Health Services Research</td>
<td>Page</td>
<td>Chapter 27</td>
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<td>Thurs</td>
<td>Nov 29</td>
<td>Public Health: Where We Are and Where We’re Headed</td>
<td>DeMaria, Page</td>
<td>Chapter 30</td>
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<tr>
<td>Thurs</td>
<td>Dec 6</td>
<td>Final Exam – 8:00 to 11:00 am</td>
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Statement Regarding Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The College abides by section 504 of the Rehabilitation Act of 1973 and the ADA, which stipulates that no student shall be denied access to an education solely by reason of a handicap. Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight; or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodation, please see an administrator at the Center of Disability Services/SNAP at (843) 953-1431 or talk to Professors DeMaria and Page so that such accommodation may be arranged.

The Honor System of the College of Charleston

All work for this class is subject to the Honor System of the College of Charleston. The Honor System of the College of Charleston is intended to promote and protect an atmosphere of trust and fairness in the classroom and in the conduct of daily life. The Honor System is composed of two major components: The Honor Code and the Code of Conduct. Specific policies fall under each major component. Students at the College of Charleston are bound by honor and by their enrollment at the College to abide by the honor and conduct codes. Any violations of the honor code will be referred to the Dean of Students for review and resolutions.

Copyright and Plagiarism

Please note that all materials used in this course are copyrighted. This includes, but is not limited to, handouts (i.e., syllabi, in-class materials, quizzes, exams, and other forms). Therefore, no student has the right to copy the handouts, unless permission is expressly granted. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, of another person. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person.
Changes to Syllabus

The schedule, policies, and procedures listed in this syllabus are subject to change, at the discretion of the instructors. Fair notice will be given to students. No changes will be implemented retroactively.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Jenifer Kopfman  Phone: 953-5775  Email: kopfmanj@cofc.edu
Department or Program: Public Health (BA)  School: HSS

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☒ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course needs to be created so it can be cross-listed with HEAL 230 for students selecting the BA major in Public Health.

SEE NOTE FOR PBHL 215:
⇒ THIS WOULD BE USED FOR THE B.A.
⇒ B.S. SINCE THEY ARE CROSS-LISTED.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Program directors and chairs in other programs and courses. If another program requires the course numbers changing, check this box. Also, the affected program must describe any changes on this form. Please include a list of similar courses in other departments and explain any changes.

The Health and Human Performance department has been involved and is aware of the proposed course addition. See attached acknowledgment.
E. **EXISTING COURSE INFORMATION.** If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  
School:  
Subject Acronym:  
Course number:  

Credit hours:  _lecture  _lab  _seminar  _independent study  
Contact hours:  _lecture  _lab  _seminar  _independent study  

Course title:  

Course description (maximum 50 words, exactly as it appears in the catalog):  

Restrictions (pre-requisites, co-requisites, majors only, etc.):  

Cross-listing, if any:  

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn?  ____  

F. **NEW COURSE INFORMATION.** If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Public health  
School: HSS  
Subject Acronym: PBHL  
Course Number: 230  

Credit hours:  _3_ lecture  _lab  _seminar  _independent study  
Contact hours:  _3_ lecture  _lab  _seminar  _independent study  

Course title: Global Health  

Course description (maximum 50 words, exactly as it appears in the catalog):  
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.  

Restrictions (pre-requisites, co-requisites, majors only, etc.): None  

Cross-listing, if any (submit approval from relevant department): HEAL230  

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn?  ____  

Is there an activity, lab, or other fee associated with this course?  □ yes  □ no  

*Note: All fees require approval from the Board of Trustees.*  

If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  □ no  

If so, which course?  ____________  Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None. This course already exists and is being taught. The new acronym is being created for the Public Health major.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Identify key health determinants of health around the world;</td>
<td>3 exams will assess student knowledge. 75% of all students should pass each exam with a score of 60% or better.</td>
</tr>
<tr>
<td>Recognize the leading infectious diseases worldwide, their control, prevention, and relationship with socioeconomic status in varied geographic areas;</td>
<td>3 exams will assess student knowledge. 75% of all students should pass each exam with a score of 60% or better.</td>
</tr>
<tr>
<td>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;</td>
<td>3 exams will assess student knowledge. 75% of all students should pass each exam with a score of 60% or better.</td>
</tr>
<tr>
<td>Identify opportunities to work in international health with organizations that currently work worldwide to improve health where available funding is limited.</td>
<td>3 exams will assess student knowledge. 75% of all students should pass each exam with a score of 60% or better.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course introduces content. It is one of the introductory courses for the public health major.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.
This paperwork is needed to create the courses already approved for the public health major. No program changes are being made, but a new acronym is being created for the new major.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]
   Date: 9-27-12

2. Signature of Academic Dean:

   [Signature]
   Date: 9-28-12

3. Signature of Provost:

   [Signature]
   Date: 10/17/12

4. Signature of Curriculum Committee Chair:

   [Signature]
   Date:

5. Signature of Faculty Senate Secretary:

   [Signature]
   Date:

Date Approved by Faculty Senate: ________________
HEAL 230/PBHL 230: Global Health

Fall, 2012
3 credits

COLLEGE OF CHARLESTON
COURSE SYLLABUS

Time and Location: 10:00-10:50 AM (Monday, Wednesday, and Friday)
Room 206, Johnson Physical Education Center

Instructor: Olivia M. Thompson, Ph.D., M.P.H.

Office Hours: Monday and Wednesday (3:00-5:00 PM),
Friday (11:00 AM-12:00 PM), and by appointment

Office Location: Room 310, Silcox Physical Education and Health Center

Contact Information: Phone: (843) 953.6752
Fax: (843) 953.6757
E-mail: ThompsonOM@cofc.edu

Prerequisites: HEAL 215 or permission of instructor


Course Description: 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.

ISBN 10: 0-7637-3421-7

ISBN 10: 0-7637-4620-7
Learning Objectives: Upon completion of the course, the student should be able to:

1. **Define** global health and **Discuss** the major U.S. global health initiatives.

2. **Discuss** the principles and goals of global health and **Apply** the principles when evaluating the global burden of disease.

3. **Define** health equity and **Discuss** the ethical and human rights concerns in global health.

4. **Define** a health system. **Compare and Contrast** public, private, and NGO sectors of the health system.

5. **Describe** culture and health and **Discuss** how health beliefs, practices, and behaviors influence global health.

6. **Describe** and **Discuss** factors influencing the global burden of disease (both communicable and non-communicable). **Critically Evaluate** the determinants of women and child health.

7. **Define and Discuss** how key global health actors can work together to improve global health. **Critically Evaluate** future global health challenges and ways to meet them.
Grading Requirements: Specific information about the grading criteria for each component will be distributed with the assignment. The relative weight of each course component is as follows:

36% Quizzes (12 Total)
20% Mid-Term Literature Review Paper
14% Group Presentations (Case Studies, 2 Per Group)
30% Final Examination
100%

Grading Scale:

900 - 1000 = A 90-100%
880 - 899 = A- 88-89%
850 - 879 = B+ 85-87%
800 - 849 = B 80-84%
780 - 799 = B- 78-79%
750 - 779 = C+ 75-77%
700 - 749 = C 70-74%
680 - 699 = C- 68-69%
660 - 679 = D+ 66-67%
640 - 659 = D 64-65%
620 - 639 = D- 62-63%
<620 = 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 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 (12-point font), grammatically correct and presented on time. 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 book bags or out of sight during class. Texting during class 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 who needs special assistance is encouraged to meet with me 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’s code of conduct at all times. Thus, any behavior or attire that detracts from learning will result in your immediate dismissal from the classroom.

Description of Assignments:

Quizzes
The student will complete twelve (12) 10-item quizzes designed to assess his/her understanding of the four major sections of the course. Quizzes will be completed online, through the course website, and will be available Friday-Sunday as per the Course Outline. Quizzes will be multiple-choice, true or false, and matching in format; and opened-book but timed. Quizzes MUST be completed within 30 minutes of initiation. However, accommodations will be made for any student who has special needs.

Mid-Term Literature Review Paper
The student will write a mid-term literature review paper on a global health topic of his/her choice. The paper should be five pages in length (double-spaced, 12-point Times New Roman font) and written using at least five primary resources. The student will drop his/her paper into his/her assignment drop-box (available through OAKS) by midnight on the Friday that it is due.

Group Presentations of Case Studies (Group Project)
“Case Study” teams of three to four students will present two (2) of the assigned case studies to the class during oral presentations (15-20 minutes in length) scheduled on Fridays during the semester. Presentation dates will be determined during the second day of class.

Final Examination
The final examination will be administered in-class per the Course Outline and will be comprehensive, essay in format, closed-book, and timed. The examination MUST be completed during the course time-period. However, accommodations will be made for any student who has special needs.
## Assignment Evaluation Scale:

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<th>Points</th>
<th>Description</th>
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<tr>
<td>360</td>
<td>Quizzes 1-12 (30 Points Each)</td>
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<td>200</td>
<td>Mid-Term Literature Review Paper</td>
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<td>140</td>
<td>Case Studies (2 Presentations) (70 Points Each)</td>
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<td>300</td>
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<td></td>
<td><strong>Total</strong></td>
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### PART 1: PRINCIPLES, MEASUREMENTS, AND HEALTH-DEVELOPMENT LINK

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<tr>
<td>8/22 (W)</td>
<td><strong>None: Course Introduction</strong></td>
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<td>8/24 (F)</td>
<td>U.S. Global Health Initiative: A Country Initiative. February 2011. Available at:</td>
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<tr>
<td>8/27 (M)</td>
<td>Movie “A Powerful Noise”</td>
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<td>8/29 (W)</td>
<td>Movie “A Powerful Noise”</td>
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<td>8/31 (F)</td>
<td>Movie “A Powerful Noise” followed by a Structured Discussion</td>
<td>Quiz 1: “A Powerful Noise”</td>
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<td>9/03 (M)</td>
<td>Book Chapter 1: Principles and Goals</td>
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<td>9/05 (W)</td>
<td>Book Chapter 1</td>
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<tr>
<td>9/07 (F)</td>
<td>Case Study: Eradicating Smallpox (Case 1)</td>
<td>Quiz 2: Book Chapter 1 Oral Presentations</td>
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<td>Case Study: Preventing Hib Disease in Chile and the Gambia (Case 20)</td>
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<td>9/10 (M)</td>
<td>Book Chapter 2: Health Determinants, Measurements, and Trends</td>
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<td>Quiz 3: Book Chapter 2 Oral Presentations</td>
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<td>Case Study: Eliminating Polio in Latin America and the Caribbean (Case 5)</td>
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<td>Book Chapter 3: Health, Education, Poverty, and the Economy</td>
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<td>Tina Rosenberg, “To Beat Back Poverty, Pay the Poor”. Available at:</td>
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<td>Case Study: Saving Mothers’ Lives in Sri Lanka (Case 6)</td>
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<td>Case Study: River Blindness (Case 7)</td>
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<td>DATE (Day)</td>
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<td>9/24 (M)</td>
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<td>9/26 (W)</td>
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<td>9/28 (F)</td>
<td>Case Study: Preventing Diarrheal Deaths in Egypt (Case 8)</td>
<td>Quiz 5: Book Chapter 4 Oral Presentations</td>
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<td>Case Study: Improving the Health of the Poor in Mexico (Case 9)</td>
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<td>10/01 (M)</td>
<td>Book Chapter 5: Health Systems</td>
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<td>10/03 (W)</td>
<td>Book Chapter 5</td>
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<td>10/05 (F)</td>
<td>Case Study: Controlling Trachoma in Morocco (Case 10)</td>
<td>Quiz 6: Book Chapter 5 Oral Presentations</td>
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<td>Case Study: Reducing Guinea Worm in Asia and Sub-Saharan Africa (Case 11)</td>
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<td>10/08 (M)</td>
<td>Book Chapter 6: Culture and Health</td>
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<td>10/10 (W)</td>
<td>Book Chapter 6</td>
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<td>10/12 (F)</td>
<td>Case Study: Controlling Chagas Disease in South America (Case 12)</td>
<td>Quiz 7: Book Chapter 6 Oral Presentations Literature Review Paper</td>
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<td>Case Study: Reducing Fertility in Bangladesh (Case 13)</td>
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<tr>
<td>DATE (Day)</td>
<td>REQUIRED READINGS</td>
<td>ASSIGNMENTS DUE</td>
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<tr>
<td>10/17 (W)</td>
<td>None: Out-of-Class Assignment (No Class)</td>
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<td>10/19 (F)</td>
<td>Case Study: Curbing Tobacco Use in Poland (Case 14)</td>
<td>Oral Presentations</td>
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<td>Case Study: Preventing Iodine Deficiency Disease in China (Case 15)</td>
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<td>10/22 (M)</td>
<td>Book Chapter 7: Environmental Health</td>
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<td>10/24 (W)</td>
<td>Book Chapter 7</td>
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<td>10/26 (F)</td>
<td>Case Study: Preventing Dental Caries in Jamaica (Case 18)</td>
<td>Quiz 8: Book Chapter 7 Oral Presentations</td>
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<td>Case Study: Treating Cataracts in India (Case 19)</td>
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<td>10/29 (M)</td>
<td>Book Chapter 8: Nutrition and Global Health</td>
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<td>10/31 (W)</td>
<td>Book Chapter 8</td>
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<td>11/02 (F)</td>
<td>Book Chapter 8</td>
<td>Quiz 9: Book Chapter 8 Oral Presentations</td>
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<td>11/05 (M)</td>
<td>Book Chapter 9: Women’s Health</td>
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<td>11/07 (W)</td>
<td>Book Chapter 10: Child Health</td>
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<td>11/09 (F)</td>
<td>Case Study: Preventing Neural Tube Defects in Chile (Case 16)</td>
<td>Quiz 10: Book Chapters 9 and 10 Oral Presentations</td>
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<td>Case Study: Eliminating Measles in Southern Asia (Case 17)</td>
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<td>Book Chapter 11: Communicable Diseases</td>
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<td>11/14 (W)</td>
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<td>11/16 (F)</td>
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<td>Quiz 11: Book Chapter 11 Oral Presentations</td>
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<td>Case Study: Controlling Tuberculosis in China (Case 3)</td>
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<td>Book Chapter 12: Non-Communicable Diseases</td>
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<td>None: Thanksgiving Break (No Class)</td>
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<tr>
<td>11/23 (F)</td>
<td>None: Thanksgiving Break (No Class)</td>
<td></td>
</tr>
</tbody>
</table>
### PART 4: WORKING TOGETHER TO IMPROVE GLOBAL HEALTH

<table>
<thead>
<tr>
<th>DATE (Day)</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/26 (M)</td>
<td>Book Chapter 15: Working Together</td>
<td></td>
</tr>
<tr>
<td>11/28 (W)</td>
<td>Book Chapter 15</td>
<td></td>
</tr>
<tr>
<td>11/30 (F)</td>
<td>Book Chapter 15</td>
<td>Quiz 12: Book Chapters 12 and 15</td>
</tr>
<tr>
<td>12/03 (M)</td>
<td>None (Last Day of Class)</td>
<td></td>
</tr>
</tbody>
</table>

**FINAL EXAMINATION**

<table>
<thead>
<tr>
<th>DATE (Day)</th>
<th>TIME</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/10 (W)</td>
<td>8:00 AM – 11:00 AM</td>
<td>Final Examination</td>
</tr>
</tbody>
</table>
Make-Up Quizzes: Make-up quizzes will be 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 Dean of Students and bring documentation in the case of an emergency or prolonged illness.

Attendance: Students are expected to attend class every day and have all reading materials completed so that he or she can contribute fully to class discussions. *Your attendance is REQUIRED. Students who have four unexcused absences will be withdrawn from the course.*

Honor Code: Each student is required to complete the various assignments individually unless it is noted otherwise in the syllabus. Please see the current Student Handbook - (Academic Honor System) for a description of the College's Honor System, which will be enforced in this class.

ADA Policy: The College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education solely by reason of a handicap. Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Jenifer Kopfman
Phone: 953-5775
Email: kopfmanj@cosc.edu

Department or Program: Public Health (BA) School: HSS

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course needs to be created so it can be cross-listed with COMM 336 for students selecting the BS major in Public Health.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please provide a list of similar courses in other departments and explain any overlap. If any other program requires the course, you must provide the dean's signature on this proposal. Also, the affected program must describe any changes to their program as a direct result of this proposal.

The Communication department has been involved in developing the proposed course addition. See attached acknowledgement.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: School: Subject Acronym: Course number:

Credit hours: _ lecture _ lab _ seminar _ independent study
Contact hours: _ lecture _ lab _ seminar _ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Public health School: HSS Subject Acronym: PBHL Course Number: 336

Credit hours: _3_ lecture _ lab _ seminar _ independent study
Contact hours: _3_ lecture _ lab _ seminar _ independent study

Course title: Health Communication

Course description (maximum 50 words, exactly as it appears in the catalog):

This course will explore a broad overview of health communication research, theory, and practice, examining influences of communication on delivery of care and promotion of health, and covering multiple levels, channels, media, and communication technologies. It will address concepts and issues that have emerged in health communication scholarship.

Restrictions (pre-requisites, co-requisites, majors only, etc.): None
Pre-requisite: COMM 104 or COMM 110; COMM 214 or COMM 215; or permission of instructor

Cross-listing, if any (submit approval from relevant department): COMM 336 Health Communication

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes □ no

Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course? _______________ Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None. This course already exists and is being taught. The new acronym is being created for the Public Health major.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes</strong></th>
<th><strong>Assessment Method and Performance Expected</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Work intensively in groups and teams to confront practical health communication situations and “real world” health communication problems.</td>
<td>This is a problem-based learning course. Students will participate in at least three graded PBL activities and 80% of the students will earn at least 60% or better on each assignment.</td>
</tr>
<tr>
<td>Design, implement, and evaluate a health campaign.</td>
<td>85% of the students will earn at least 60% or better on their final campaign project.</td>
</tr>
<tr>
<td>Discuss several different aspects of health communication and the important issues associated with each aspect.</td>
<td>Midterm and final exams will include an essay question. 80% of the students will score higher than 60% on the applied essay questions.</td>
</tr>
<tr>
<td>Reflect on their learning experience (both process and outcome) in writing.</td>
<td>Students will apply knowledge learned in class to a health communication interview assignment. 80% of the students will score higher than 60% on this assignment.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course *introduces* content. It is one of the introductory courses for the public health major.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

This paperwork is needed to create the courses already approved for the public health major. No program changes are being made, but a new acronym is being created for the new major.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

[Signature] Date: 9-27-12

2. Signature of Academic Dean:

[Signature] Date: 9-28-12

3. Signature of Provost:

[Signature] Date: 10/17/12

4. Signature of Curriculum Committee Chair:

[Signature] Date: 

5. Signature of Faculty Senate Secretary:

[Signature] Date: 

Date Approved by Faculty Senate: 

Page 4 of 4
COMM 336/PBHL 336
Addressing Problems in Context:
HEALTH COMMUNICATION

Professor: Dr. Jenifer Kopfman
Office: 9 College Way #302 (**New location!)
Contact info: KopfmanJ@cofc.edu or 953-5775
Class times: Tuesdays and Thursdays 10:50-12:05 in RSS 105
Office hours: Tuesdays and Thursdays 1:00-3:00, Other days/times by appointment

Course Description:

Health communication is a field that encompasses the symbolic processes by which people, both individually and collectively, understand, share ideas about, and adapt to health and illness. This course will provide a broad overview and exploration of health communication research, theory, and practice, examining the influences of communication on the delivery of care and the promotion of health, and covering multiple levels, channels, media, and communication technologies. This class is designed to be an overview of significant concepts and issues that have emerged in health communication scholarship. The sources for this scholarship are interdisciplinary, but the core of our attention will be focused on the communication that occurs at many different levels of health, with particular emphasis on designing health campaigns.

Course Objectives:

By the end of this course, students will be able to:
1. Work intensively in groups and teams to confront practical health communication situations and “real world” health communication problems.
2. Where appropriate, integrate information from other disciplines to examine health issues.
3. Gather information from multiple sources regarding the health “issue” presented in class (both to identify the problem and seek possible solutions).
4. Present and share data with the class.
5. Participate in class discussion and debate, challenging and testing student definitions of the problems, models, and solutions.
6. Reflect on their learning experience (both process and outcome) in writing.
7. Design, implement, and evaluate a health campaign.
8. Discuss several different aspects of health communication and the important issues associated with each aspect.

Books and Materials Required:
Course Requirements:

**PBL activities (250 points):** COMM 336 is a problem-based learning course. This means we will spend very little time in lecture/note-taking mode, and quite a bit of time actively working to apply course material to "real world" problems and issues. It is extremely important that each student arrives at each class prepared, having read any assigned readings and bringing any requested materials. Grades for this portion of the class will include your preparation, involvement in group activities, and submission/presentation of final materials for each activity. Unannounced quizzes may be given prior to completion of PBL activities. Please note: most PBL activities will take place during class time, and students missing class will not be permitted to make up PBL activities unless arrangement have been made with the professor prior to the absence.

**Exams (300 points):** Two exams will be given in this course, a midterm and a final, each worth 150 points. Both exams must be taken at the assigned day and time unless other arrangements have been made with the professor PRIOR to the exam. Students with approved SNAP accommodations are encouraged to provide the SNAP letter during the first two weeks of class, and to provide the professor with an e-mail reminder prior to each exam.

**Health campaign (250 points):** This is a semester-long project that will be conducted in groups. It will be executed in four phases: Planning (including formative research), design, implementation, and evaluation. Feedback and grades will be provided at each phase, but the final project and presentation will be worth the highest portion of this grade.

**Health communication interview (200 points):** Each student will conduct a health communication related interview. Options include, but are not limited to, interviewing a health provider, a patient, or someone in a health communication career. The focus of this interview should be the communication the interviewee experiences in their role, and should incorporate questions based on some of the theories/concepts discussed in class/textbooks. A summary of the information gained from the interview should be submitted by the due date specified, but the format of this summary may be determined by the student.

Course Policies:

**Technology and electronic devices:** It is expected that students will turn off and/or silence all electronic devices during class time. Use of any of these items is NOT permitted until class has ended. You are welcome to use iPads, tablets and laptops to take notes or conduct research for the class, however, I reserve the right to restrict use of these items if I feel students are not using this equipment for class purposes. Technology of any kind should never be used when your classmates are giving presentations.

**Attendance:** Your regular attendance is expected, but it is not explicitly required in this class. A word of caution: You will find it difficult to pass this course unless you attend regularly, take complete notes, participate in the class activities (especially PBL), and remain current on the reading assignments. However, if you are experiencing any flu-like symptoms or have anything contagious, DO NOT, under any circumstances, attend class!
**Honor Code:** It is expected that all students will adhere to the College of Charleston Honor Code while completing all course requirements. Plagiarism and other violations will not be tolerated in COMM 336. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Each incident will be examined to determine the degree of deception involved, and College procedures for Honor Code violations will be followed by the professor. Students can find the complete Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/generaldocuments/handbook.pdf](http://www.cofc.edu/generaldocuments/handbook.pdf).

**Final Exam Policy:** The final exam for this course is scheduled for Saturday, December 8 at 8:00am. Final exam times cannot be rescheduled unless you have three exams scheduled for one day or in extreme circumstances (travel plans do not constitute extreme circumstances). Both the professor and the department chair must approve changes in the exam schedule. Please see me early in the semester if you intend to request such a change so we can process the paperwork.

**OAKS:** Most everything in our course will be available in Oaks, and assignments/announcements will be posted here as well. Please plan to visit on a regular basis.

**Grading:** There are 1000 possible points in this course, and final grades will be determined for students fulfilling ALL course requirements using the following scale:

- A = 950-1000
- A- = 920-949
- B+ = 900-919
- B = 850-899
- B- = 830-849
- C+ = 800-829
- C = 760-799
- C- = 740-759
- D+ = 700-739
- D = 670-699
- D- = 650-669
- F = 649 or below

**Note:** This syllabus is subject to change by the professor at any time. All changes will be announced in class.

**Tentative Schedule (subject to change):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments due before class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu Aug 21</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>Th Aug 23</td>
<td>Defining health communication</td>
<td>D Ch 1, L Ch 1, ideas for syllabus</td>
</tr>
<tr>
<td>Tu Aug 28</td>
<td>Planning health campaigns</td>
<td>D Ch 13, bring 2 examples</td>
</tr>
<tr>
<td>Th Aug 30</td>
<td>Planning health campaigns</td>
<td>Form groups, discuss ideas</td>
</tr>
<tr>
<td>Tu Sep 04</td>
<td>Campaign theories</td>
<td>D Ch 14, WMM Chs 3&amp;4, L Ch 19&amp;21</td>
</tr>
<tr>
<td>Th Sep 06</td>
<td>Finish campaign theories</td>
<td></td>
</tr>
<tr>
<td>Tu Sep 11</td>
<td>Patient-caregiver comm</td>
<td>D Ch 3; L (select 2) Chs 5-10</td>
</tr>
<tr>
<td>Th Sep 13</td>
<td>Caregiver perspective</td>
<td>D Ch 4; Preliminary planning due</td>
</tr>
<tr>
<td>Tu Sep 18</td>
<td>Conducting formative research</td>
<td>WMM Ch 5</td>
</tr>
<tr>
<td>Th Sep 20</td>
<td>Patient perspective</td>
<td>D Ch 5,</td>
</tr>
<tr>
<td>Tu Sep 25</td>
<td>Patient perspective continued</td>
<td>L (select 1) Chs 11-13</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Th Sep 27</td>
<td>Diversity among patients</td>
<td>D Ch 6; Planning with formative research due</td>
</tr>
<tr>
<td>Tu Oct 02</td>
<td>Midterm exam</td>
<td></td>
</tr>
<tr>
<td>Th Oct 04</td>
<td>Designing health campaigns</td>
<td>Re-read D Ch 14, WMM Ch 10</td>
</tr>
<tr>
<td>Tu Oct 09</td>
<td>Social support</td>
<td>D Ch 7; L (select 1) Chs 16-18</td>
</tr>
<tr>
<td>Th Oct 11</td>
<td>Social support continued</td>
<td>Design plan due</td>
</tr>
<tr>
<td>Tu Oct 16</td>
<td>Cultural conceptions of health</td>
<td>D Ch 8</td>
</tr>
<tr>
<td>Th Oct 18</td>
<td>Culture continued</td>
<td></td>
</tr>
<tr>
<td>Tu Oct 23</td>
<td>Health organizations</td>
<td>D Chs 2 &amp; 9, L Ch 2</td>
</tr>
<tr>
<td>Th Oct 25</td>
<td>Evaluating health campaigns</td>
<td>WMM Ch 8</td>
</tr>
<tr>
<td>Tu Oct 30</td>
<td>Health images in the media</td>
<td>D Ch 11; Proof of implementation due</td>
</tr>
<tr>
<td>Th Nov 01</td>
<td>Media continued</td>
<td>L Ch 3, 24, 25, 26; Eval. plan due</td>
</tr>
<tr>
<td>Tu Nov 06</td>
<td>No class! (Election day)</td>
<td></td>
</tr>
<tr>
<td>Th Nov 08</td>
<td>Crisis and health care reform</td>
<td>D Ch 12; Interview summary due</td>
</tr>
<tr>
<td>Tu Nov 13</td>
<td>Design-your-own PBL</td>
<td></td>
</tr>
<tr>
<td>Th Nov 15</td>
<td>Finish DYO PBL</td>
<td></td>
</tr>
<tr>
<td>Tu Nov 20</td>
<td>Work on campaign projects</td>
<td></td>
</tr>
<tr>
<td>Th Nov 22</td>
<td>No class! (Thanksgiving)</td>
<td></td>
</tr>
<tr>
<td>Tu Nov 27</td>
<td>Campaign presentations</td>
<td>Health campaign final project due</td>
</tr>
<tr>
<td>Th Nov 29</td>
<td>Campaign presentations</td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>Saturday, December 8 at 8:00am</td>
<td></td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Jenifer Kopfman
Phone: 953-5775
Email: kopfmanj@cofc.edu

Department or Program: Public Health (BA) School: HSS

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [ ] Add a New Course (complete parts C, D, F, G, H, I, J, K)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  - [ ] Course Number
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course needs to be created so it can be cross-listed with HEAL 350 for students selecting the BA major in Public Health.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe how this course will impact other programs and courses. If another program requires the course, you must explain how this course is unique to this proposal. Also, the affected program must describe any changes made at their institution to accommodate this addition. See attached acknowledgement.

The Health and Human Performance department has been involved in the planning of this course addition. They are aware of the proposed course addition. See attached acknowledgement.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

<table>
<thead>
<tr>
<th>Department:</th>
<th>School:</th>
<th>Subject Acronym:</th>
<th>Course number:</th>
</tr>
</thead>
</table>

Credit hours:  _ lecture  _ lab  _ seminar  _ independent study  
Contact hours:  _ lecture  _ lab  _ seminar  _ independent study

Course title: 

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable?  ☐ yes  ☑ no  If yes, how many total credit hours may the student earn?  

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

<table>
<thead>
<tr>
<th>Department: Public health</th>
<th>School: HSS</th>
<th>Subject Acronym: PBHL</th>
<th>Course Number: 350</th>
</tr>
</thead>
</table>

Credit hours:  _3_ lecture  _ lab  _ seminar  _ independent study  
Contact hours:  _3_ lecture  _ lab  _ seminar  _ independent study

Course title: Epidemiology

Course description (maximum 50 words, exactly as it appears in the catalog):

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.

Restrictions (pre-requisites, co-requisites, majors only, etc.): None  
Pre-requisite: HEAL 215 or PBHL 215

Cross-listing, if any (submit approval from relevant department): HEAL350

Is this course repeatable?  ☐ yes  ☑ no  If yes, how many total credit hours may the student earn?  

Is there an activity, lab, or other fee associated with this course?  ☐ yes  ☑ no  
*Note: All fees require approval from the Board of Trustees.*

If this is a newly-created course, is it intended to be the equivalent of an existing course?  ☐ yes  ☑ no  
If so, which course?  

Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None. This course already exists and is being taught. The new acronym is being created for the Public Health major.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the basic principles of epidemiology</td>
<td>3 exams will assess student knowledge. 75% of all students should pass each exam with a score of 60% or better.</td>
</tr>
<tr>
<td>Demonstrate the ability to calculate incidence, prevalence, attack rates, and determine outbreak occurrence</td>
<td>3 exams will assess student knowledge. 75% of all students should pass each exam with a score of 60% or better.</td>
</tr>
<tr>
<td>Be capable of conducting an epidemiological investigation using appropriate study design</td>
<td>3 exams will assess student knowledge. 75% of all students should pass each exam with a score of 60% or better.</td>
</tr>
<tr>
<td>Critically analyze epidemiological data and case reports</td>
<td>4 case study analyses will be assigned. 80% of all students should receive passing grades of 60% or better on each analysis.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course introduces content. It is one of the introductory courses for the public health major.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

This paperwork is needed to create the courses already approved for the public health major. No program changes are being made, but a new acronym is being created for the new major.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

[Signature] Date: 9-27-12

2. Signature of Academic Dean:

[Signature] Date: 9-28-12

3. Signature of Provost:

[Signature] Date: 10/17/12

4. Signature of Curriculum Committee Chair:

[Signature] Date: 

5. Signature of Faculty Senate Secretary:

[Signature] Date: 

Date Approved by Faculty Senate: 

Page 4 of 4
HEAL 350/PBHL 350: Epidemiology

Fall, 2012
3 credits

COLLEGE OF CHARLESTON
COURSE SYLLABUS

Time and Location:  9:00-9:50 AM (Monday, Wednesday, and Friday)
                    Room 206, Johnson Physical Education Center

Instructor:  Olivia M. Thompson, Ph.D., M.P.H.

Office Hours:  Monday and Wednesday (3:00-5:00 PM),
               Friday (11:00 AM-12:00 PM), and by appointment

Office Location:  Room 310, Silcox Physical Education and Health Center

Contact Information:  Phone: (843) 953.6752
                     Fax: (843) 953.6757
                     E-mail: ThompsonOM@cofc.edu

Prerequisites:  HEAL 215 or permission of instructor


Course Description:  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.

                   Sudbury, MA: Jones and Bartlett Publishers.
Learning Objectives: Upon completion of the course, the student should be able to:

1. Define epidemiology and Discuss its role in public health practice as well as in individual-level decision making.

2. Discuss the uses, strengths, and limitations of descriptive epidemiology and Apply skills to review of public health-related literature.

3. Discuss the uses, strengths, and limitations of analytic epidemiology and Apply skills to review of public health-related literature.

4. Discuss the uses, strengths, limitations, and ethical issues of experimental studies in epidemiology and Apply skills to review of public health-related literature.

5. Define field epidemiology (including a cluster investigation) and Discuss the role of the epidemiologist in planning and establishing a field-based investigation.

6. Define latency period, risk factor, and other terms germane to the field of chronic disease epidemiology. Compare and Contrast chronic versus acute diseases and conditions.

7. Describe the major risk factors for chronic disease development and Discuss how diet, physical activity, sun safety, and avoidance of exposure to tobacco-based products can prevent and control chronic diseases such as obesity, heart disease, diabetes, and many of the major cancers.

8. Define and Discuss clinical epidemiology – Discuss uses, strengths, limitations, and biases of screening and diagnostic tests and various aspects for evaluating prognosis.

9. Critically Evaluate epidemiologic studies published in peer-reviewed, scientific journals.
Grading Requirements: Specific information about the grading criteria for each component will be distributed with the assignment. The relative weight of each course component is as follows:

- 36% Quizzes (12 Total)
- 20% Mid-Term Examination
- 14% Group Projects (Critical Review of Literature)
- 30% Final Examination

100%

Grading Scale:

- 900 - 1000 = A 90-100%
- 880 - 899 = A- 88-89%
- 850 - 879 = B+ 85-87%
- 800 - 849 = B 80-84%
- 780 - 799 = B- 78-79%
- 750 - 779 = C+ 75-77%
- 700 - 749 = C 70-74%
- 680 - 699 = C- 68-69%
- 660 - 679 = D+ 66-67%
- 640 - 659 = D 64-65%
- 620 - 639 = D- 62-63%
- <620 = 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 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 (12-point font), grammatically correct and presented on time. 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 book bags or out of sight during class. Texting during class 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 who needs special assistance is encouraged to meet with me 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’s code of conduct at all times. Thus, any behavior or attire that detracts from learning will result in your immediate dismissal from the classroom.

Description of Assignments:

**Quizzes**
The student will complete twelve (12) 10-item quizzes designed to assess his/her understanding of the six major sections of the course. Quizzes will be completed online, through OAKS, and will be available Friday-Sunday as per the Course Outline. Quizzes will be multiple-choice, true or false, and matching in format; and opened-book but timed. Quizzes MUST be completed within 30 minutes of initiation. However, accommodations will be made for any student who has special needs.

**Mid-Term Examination**
The mid-term examination will be administered in-class per the course Outline and will be essay in format, closed-book, and timed. The examination MUST be completed during the 50 minute course time-period. However, accommodations will be made for any student who has special needs.

**Critical Review of Epidemiologic Literature (Group Project)**
Teams of four to six students will build on their understanding of epidemiology to critically review a scientific journal article (articles will be assigned). Specifically, students will evaluate the study research question and rationale; study design and population; definition, measurement, and coding of study variables; and data analysis, interpretation, and conclusions. Teams will then present their critical review to the class during oral presentations (25-30 minutes in length) and then lead a class discussion (10-15 minutes in length) scheduled throughout the course.
Final Examination
The final examination will be administered in-class per the Course Outline and will be comprehensive, essay in format, closed-book, and timed. The examination MUST be completed during the course time-period. However, accommodations will be made for any student who has special needs.

Assignment Evaluation Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>360 (30 Points Each)</td>
<td>Quizzes 1-12</td>
</tr>
<tr>
<td>200</td>
<td>Mid-Term Examination</td>
</tr>
<tr>
<td>140</td>
<td>Critical Review of Literature</td>
</tr>
<tr>
<td>300</td>
<td>Final Examination</td>
</tr>
</tbody>
</table>

Total........................................1000
THIS SCHEDULE IS FLEXIBLE AND MAY CHANGE AS THE SEMESTER PROGRESSES OR ACCORDING TO STUDENT NEED/ENROLLMENT

COURSE OUTLINE

<table>
<thead>
<tr>
<th>DATE (Day)</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22 (W)</td>
<td>None: Course Introduction</td>
<td></td>
</tr>
<tr>
<td>8/24 (F)</td>
<td>McFalls JA Jr. Population: A Lively Introduction, 5th ed. Available online at:</td>
<td></td>
</tr>
<tr>
<td>8/27 (M)</td>
<td>Movie “The Age of AIDS”</td>
<td></td>
</tr>
<tr>
<td>8/29 (W)</td>
<td>Movie “The Age of AIDS”</td>
<td></td>
</tr>
<tr>
<td>8/31 (F)</td>
<td>Movie “The Age of AIDS” followed by a Structured Discussion</td>
<td>Quiz 1: “The Age of AIDS”</td>
</tr>
<tr>
<td>9/03 (M)</td>
<td>Book Chapter 1: Foundations</td>
<td></td>
</tr>
<tr>
<td>9/05 (W)</td>
<td>Book Chapter 1</td>
<td></td>
</tr>
<tr>
<td>9/07 (F)</td>
<td>Book Chapter 1</td>
<td>Quiz 2: Book Chapter 1</td>
</tr>
<tr>
<td>9/10 (M)</td>
<td>Book Chapter 2: Historic Developments</td>
<td></td>
</tr>
<tr>
<td>9/12 (W)</td>
<td>Book Chapter 2</td>
<td></td>
</tr>
<tr>
<td>9/14 (F)</td>
<td>Book Chapter 2</td>
<td>Quiz 3: Book Chapter 2</td>
</tr>
<tr>
<td>9/17 (M)</td>
<td>Book Chapter 3: Disease Concepts</td>
<td></td>
</tr>
<tr>
<td>9/19 (W)</td>
<td>Book Chapter 3</td>
<td></td>
</tr>
<tr>
<td>9/21 (F)</td>
<td>Book Chapter 3</td>
<td>Quiz 4: Book Chapter 3</td>
</tr>
</tbody>
</table>
## PART 2: STUDYING POPULATIONS: DESCRIPTIVE EPIDEMIOLOGY AND INDICATORS

<table>
<thead>
<tr>
<th>DATE (Day)</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/24 (M)</td>
<td>Book Chapter 4: Design Strategies/Methods</td>
<td></td>
</tr>
<tr>
<td>9/26 (W)</td>
<td>Book Chapter 4</td>
<td></td>
</tr>
<tr>
<td>9/28 (F)</td>
<td>Book Chapter 4</td>
<td>Quiz 5: Book Chapter 4</td>
</tr>
<tr>
<td>10/01 (M)</td>
<td>Book Chapter 5: Person, Place, and Time</td>
<td></td>
</tr>
<tr>
<td>10/03 (W)</td>
<td>Book Chapter 5</td>
<td>Quiz 6: Book Chapter 5</td>
</tr>
<tr>
<td>10/05 (F)</td>
<td>Book Chapter 5</td>
<td></td>
</tr>
<tr>
<td>10/08 (M)</td>
<td>Book Chapter 6: Indicators</td>
<td>Quiz 7: Book Chapters 6 and 7</td>
</tr>
<tr>
<td>10/10 (W)</td>
<td>Book Chapter 6</td>
<td></td>
</tr>
<tr>
<td>10/12 (F)</td>
<td>None: In-Class Examination (Mid-Term)</td>
<td>Mid-Term Examination</td>
</tr>
</tbody>
</table>

## PART 3: STUDYING POPULATIONS: ANALYTIC EPIDEMIOLOGY

<table>
<thead>
<tr>
<th>DATE (Day)</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15 (M)</td>
<td>None: Fall Break (No Class)</td>
<td></td>
</tr>
<tr>
<td>10/17 (W)</td>
<td>Book Chapter 7: Design Strategies/Methods</td>
<td></td>
</tr>
<tr>
<td>10/19 (F)</td>
<td>Book Chapter 7</td>
<td>Quiz 7: Book Chapters 6 and 7</td>
</tr>
<tr>
<td>10/22 (M)</td>
<td>Book Chapter 9: Causal Inference</td>
<td></td>
</tr>
<tr>
<td>10/24 (W)</td>
<td>Book Chapter 9</td>
<td>Quiz 8: Book Chapter 9</td>
</tr>
<tr>
<td>10/26 (F)</td>
<td>Book Chapter 9</td>
<td></td>
</tr>
</tbody>
</table>
### PART 4: EXPERIMENTAL STUDIES IN EPIDEMIOLOGY

<table>
<thead>
<tr>
<th>DATE (Day)</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/29 (M)</td>
<td>Book Chapter 8: Experimental Studies</td>
<td></td>
</tr>
<tr>
<td>10/31 (W)</td>
<td>Book Chapter 8</td>
<td></td>
</tr>
</tbody>
</table>

### PART 5: FIELD EPIDEMIOLOGY

<table>
<thead>
<tr>
<th>DATE (Day)</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/05 (M)</td>
<td>Book Chapter 10: Field Epidemiology</td>
<td></td>
</tr>
</tbody>
</table>
## PART 6: CLINICAL AND CHRONIC DISEASE EPIDEMIOLOGY

<table>
<thead>
<tr>
<th>DATE (Day)</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/12 (M)</td>
<td>Book Chapter 12: Clinical Epidemiology</td>
<td></td>
</tr>
<tr>
<td>11/14 (W)</td>
<td>Book Chapter 12</td>
<td></td>
</tr>
</tbody>
</table>
Group Presentation 4 (Leung GM et al., 2002) |
| 11/19 (M)  | **None: Out-of-Class Assignment (No Class)** |     |
| 11/21 (W)  | **None: Thanksgiving Holiday (No Class)** |     |
| 11/23 (F)  | **None: Thanksgiving Holiday (No Class)** |     |
| 11/26 (M)  | Book Chapter 11: Chronic Disease Epidemiology |     |
| 11/28 (W)  | Book Chapter 11 |     |
Group Presentation 5 (Kropp et al., 2002) |
| 12/03 (M)  | **None: Last Day of Class** |     |

### FINAL EXAMINATION

<table>
<thead>
<tr>
<th>DATE (Day)</th>
<th>TIME</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/07 (W)</td>
<td>8:00 AM – 11:00 AM</td>
<td><strong>Final Examination</strong></td>
</tr>
</tbody>
</table>
Make-Up Quizzes: Make-up quizzes will be 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 Dean of Students and bring documentation in the case of an emergency or prolonged illness.

Attendance: Students are expected to attend class every day and have all reading materials completed so that he or she can contribute fully to class discussions. *Your attendance is REQUIRED. Students who have four unexcused absences will be withdrawn from the course.*

Honor Code: Each student is required to complete the various assignments individually unless it is noted otherwise in the syllabus. Please see the current Student Handbook - (Academic Honor System) for a description of the College's Honor System, which will be enforced in this class.

ADA Policy: The College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education solely by reason of a handicap. Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Jenifer Kopfman Phone: 953-5775 Email: kopfmanj@cofc.edu

Department or Program: Public Health (BA) School: HSS

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☒ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course needs to be created because it is a requirement for students selecting the BA major in Public Health.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

None
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  
School:  
Subject Acronym:  
Course number:  

Credit hours:  _ lecture _ lab _ seminar _ independent study 
Contact hours:  _ lecture _ lab _ seminar _ independent study 

Course title:  

Course description (maximum 50 words, exactly as it appears in the catalog):  

Restrictions (pre-requisites, co-requisites, majors only, etc.):  

Cross-listing, if any:  

Is this course repeatable?  ☐ yes ☐ no  If yes, how many total credit hours may the student earn?  

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Public health  
School: HSS  
Subject Acronym: PBHL  
Course Number: 405  

Credit hours:  _ lecture _ lab _ seminar _1-3_ independent study 
Contact hours:  _ lecture _ lab _ seminar _varies_ independent study 

Course title: Independent study in public health  

Course description (maximum 50 words, exactly as it appears in the catalog): 
Research in a specified public health area in consultation with a faculty member who will guide the work and determine the hours of credit. Open to juniors and seniors with permission of the instructor and the program director. (Students may receive no more than six hours of credit for this course.)  

Restrictions (pre-requisites, co-requisites, majors only, etc.):  
Majors only  

Cross-listing, if any (submit approval from relevant department):  

Is this course repeatable?  ☒ yes ☐ no  If yes, how many total credit hours may the student earn?  

Is there an activity, lab, or other fee associated with this course?  ☐ yes ☒ no  
*Note: All fees require approval from the Board of Trustees.*  

If this is a newly-created course, is it intended to be the equivalent of an existing course?  ☐ yes ☒ no  
If so, which course?  

Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None. The new acronym is being created for the Public Health major.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>To be determined by each student/faculty member pair.</td>
<td>To be determined by each student/faculty member pair.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course should be for the purpose of demonstrating knowledge in the field of public health.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

This paperwork is needed to create the courses already approved for the public health major. No program changes are being made, but a new acronym is being created for the new major.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.
I have attached a cover letter that describes my request and lists all the documents I am submitting.

(For new courses only) I have attached a syllabus.

(For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

(For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 9-27-12

2. Signature of Academic Dean:

   [Signature]

   Date: 9-28-12

3. Signature of Provost:

   [Signature]

   Date: 10/17/12

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: __________________

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: __________________

Date Approved by Faculty Senate: __________________
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
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Phone: 953-5775
Email: kopfmanj@cofc.edu

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  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
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C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

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None
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 

School: 

Subject Acronym: 

Course number: 

Credit hours: __ lecture __ lab __ seminar __ independent study 

Contact hours: __ lecture __ lab __ seminar __ independent study 

Course title: 

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Public health 

School: HSS 

Subject Acronym: PBHL 

Course Number: 495 

Credit hours: __ lecture __ lab __ seminar _1-3_ independent study 

Contact hours: __ lecture __ lab __ seminar _varies_ independent study 

Course title: Internship in public health 

Course description (maximum 50 words, exactly as it appears in the catalog):

This course provides students with practical experience working with public health organizations. Course may be taken more than once, but no more than three credits may be earned toward the major.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Majors only; **Prerequisites:** Junior or senior standing and 2.5 GPA public health 

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes □ no 

*Note: All fees require approval from the Board of Trustees.*

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no 

If so, which course? _______________ Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None. The new acronym is being created for the Public Health major.

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[Signature] Date: 9-27-12

2. Signature of Academic Dean:

[Signature] Date: 9-38-12

3. Signature of Provost:

[Signature] Date: 10/17/12

4. Signature of Curriculum Committee Chair:

[Signature] Date: 

5. Signature of Faculty Senate Secretary:

[Signature] Date: 

Date Approved by Faculty Senate: 

Page 4 of 4