

PUBH 148: EPIDEMIOLOGY

In Workflow

1. PUBH Chair (m.mink@csus.edu)
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Approval Path

1. Mon, 09 Sep 2024 21:37:01 GMT
Michael Mink (m.mink): Approved for PUBH Chair
2. Wed, 18 Sep 2024 03:17:12 GMT
Andrea Becker (andrea.becker): Rollback to PUBH Chair for HHS College Committee Chair
3. Thu, 19 Sep 2024 23:30:31 GMT
Michael Mink (m.mink): Rollback to Initiator
4. Fri, 20 Sep 2024 20:39:49 GMT
Michael Mink (m.mink): Approved for PUBH Chair
5. Sat, 21 Sep 2024 03:21:06 GMT
Andrea Becker (andrea.becker): Approved for HHS College Committee Chair
6. Mon, 23 Sep 2024 16:38:16 GMT
Robert Pieretti (sac19804): Approved for HHS Dean

History

1. Aug 9, 2019 by Janett Torset (torsetj)
2. Mar 29, 2021 by Janett Torset (torsetj)

Date Submitted: Fri, 20 Sep 2024 17:00:50 GMT

Viewing: PUBH 148 : Epidemiology

Formerly known as: HLSC 148

Last approved: Mon, 29 Mar 2021 14:03:15 GMT

Last edit: Fri, 20 Sep 2024 20:39:19 GMT

Changes proposed by: Susan Perez (217369465)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Susan Perez	susan.perez@csus.edu	530-848-8011

Catalog Title:

Epidemiology

Class Schedule Title:

Epidemiology

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Public Health

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2025 (2025/2026 Catalog)

Subject Area: (prefix)

PUBH - Public Health

Catalog Number: (course number)

148

Course ID: (For administrative use only.)

139406

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The justification for the prerequisite course proposal change is to allow students to take STAT 10A and STAT 10B as prerequisite courses with a C- or better. While passing with a C or better is a requirement for our program, students outside our program are allowed to take this course, therefore, we are allowing for a C- or better as a prerequisite. The justification for this Area B5 GE course proposal change is because we believe this course meets the requirements for the Area B5 GE and we would like to increase the GE offerings for students.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Designed to offer cognitive insights into community health epidemiology. Provides understanding of the study of the distribution and determinants of communicable, infectious and chronic disease, and of injuries in the human population.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

STAT 1 with a C- or better or STAT 10B with a C- or better; instructor permission; Public Health, Kinesiology, or Biological Sciences major or minor.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Define and use fundamental epidemiological terminology when describing the etiology, extent, prognosis and control of disease and injuries.	Participation in online discussions; Quizzes and examinations
2	After reviewing epidemiological studies, describe the fundamental features of studies.	Participation in online discussions; Case study assignment
3	Complete an analysis of epidemiologic data using the appropriate epidemiologic techniques.	Quizzes and examinations; Case study assignment

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

BS in Public Health (Health Promotion)

BS in Public Health (Occupational Safety and Health)

BS in Health Services Administration

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning

Which GE objective(s) does this course satisfy?

Use mathematical ideas to accomplish a variety of tasks.
Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Syll 148 Revised Fa24.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

The learning outcomes and assessments will be common across all sections.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The means and methods for evaluating the extent to which the objectives of the GE Areas are met will be through evaluation of the syllabus and review of the signature assignments.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

We will ask all instructors to share their course syllabi at the start of the semester and for the outcomes of the signature assignment.

General Education Details - Area B5: Further Studies in Physical Science, Life Forms and Quantitative Reasoning

Section 1.

Indicate in written statements how the course meets the following criteria for Category B5. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Course type:

Quantitative Reasoning

For courses in quantitative reasoning:

Develops basic mathematical or logical concepts, quantitative reasoning skills, and has general applicability in solving problems.

This course is designed and structured to provide the student with an introduction to fundamental epidemiological principles common in the public health profession. Epidemiology is the study of how often diseases occur in different groups of people and why using quantitative reasoning skills and logical concept models and frameworks. Epidemiological information is used to plan and evaluate strategies to prevent illness and as a guide to the management of patients in whom disease has already developed.

Develops computational skills or competence in the analysis of arguments.

Students will analyze public health and health care system dataset to apply epidemiological concepts to understand and predict disease for the purpose of planning and evaluation strategies to prevent illness and as a guide to the management of patients in whom disease has already developed.

Please Note: Courses listed in this category:

1) Need not be introductory courses and need not be as broad in scope as courses included in B1, B2, B3 or B4 i.e.; they may deal with a specialized topic.

2) These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas B1, B2 and B4. For math courses, there must be an intermediate algebra prerequisite.

Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:

Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.

Epidemiology applies ideas and models from physical science by using insights gathered through research to determine how illness within a population affects our society and systems on a larger scale to provide recommendations for interventions. Epidemiology applies ideas and quantitative models in mathematics by using data to calculate and track the number of disease incidences, disease prevalence, number of hospitalizations, and number of cases resulting in death. Epidemiologists create models that help predict the spread of the disease.

Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.

Epidemiology is an empirical approach to understanding disease and the spread of disease. This is essential to matters of personal, public, and ethical concerns to provide needed information for personal decision-making, public health strategies and programs, and to understand the ethical ramifications of policy decisions and public mandates.

Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.

Epidemiology is rooted in principles of public health, medicine, and biostatistics. Greek philosophers in medicine were using basic principles of epidemiology to understand disease and the spread of disease.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

There are a number of written exams throughout the course as well as a written case study. The written exams and case studies will be evaluated using a rubric.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

No additional information.

Please attach any additional files not requested above:

Syll 2024SP 148 Mansyur.docx

Reviewer Comments:

Andrea Becker (andrea.becker) (Wed, 18 Sep 2024 03:17:12 GMT): Rollback: "Committee approved the form with pending changes. Please refer to the discussion during meeting. Committee members from the department will provide the detailed changes to the chair/author. Once re-submitted, the chair may approve the proposal immediately."

Michael Mink (m.mink) (Thu, 19 Sep 2024 23:30:31 GMT): Rollback: Add GE learning outcomes to syllabus.

Key: 2763