

# Glendale College

## Course Outline of Record Report

Course ID 010573  
Cyclical Review - November 2025

### HLTH105 : Introduction to Public Health

#### General Information

Author:	• Erin Calderone
Attachments:	DE Addendum_HLTH_105_COR_12.13.23_CoDE_2:27:24.pdf
Course Code (CB01) :	HLTH105
Course Title (CB02) :	Introduction to Public Health
Department:	HLTH
Proposal Start:	Fall 2026
TOP Code (CB03) :	(1260.00) Health Professions, Transfer Core Curriculum*
CIP Code:	(51.2201) Public Health, General.
SAM Code (CB09) :	D - Possibly Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000646891
Curriculum Committee Approval Date:	11/12/2025
Board of Trustees Approval Date:	01/13/2026
Last Cyclical Review Date:	11/12/2025
Course Description and Course Note:	HLTH 105 presents an overview of the disciplines of community and public health. Topics include the basic concepts and terminologies of public health; an overview of various public health professions and organizations; the study, prevention and control of diseases in the community; the analysis of the social determinants of health; strategies for eliminating disease, illness, and health disparities among various populations; community organizing and health promotion programming; school health promotion; environmental health and safety; and an overview of the healthcare delivery system in the United States, as well as a brief overview of global health issues. Students will gain knowledge and preliminary skills to serve as an effective advocate for community and public health.
Justification:	Mandatory Revision
Academic Career:	• Credit
Mode of Delivery:	• In-Person • Remote • Hybrid • Online
Author:	No value
Course Family:	No value

#### Academic Senate Discipline

Primary Discipline:	• Health
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Alternate Discipline: No value

Alternate Discipline: No value

### Last Course Offering

**When was this course last offered (term and year)?**

Fall 2025.

### Course Development

**Basic Skill Status (CB08)**

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

**Course Special Class Status (CB13)**

Course is not a special class.

**Pre-Collegiate Level (CB21)**

Not applicable.

**Grading Basis**

- Grade with Pass / No-Pass Option

**Course Support Course Status (CB26)**

Course is not a support course

### General Education and C-ID

**General Education Status (CB25)**

Not Applicable

**Transferability**

Transferable to both UC and CSU

**Transferability Status**

Approved

**Cal-GETC**

Area 4: Social and Behavioral Sciences

**Area**

Social and Behavioral Sciences

**Status**

Approved

**Approval Date**

09/02/2025

**Comparable Course**

No Comparable Course defined.

**C-ID**

PH

**Area**

Public Health

**Status**

Approved

**Approval Date**

09/03/2024

**Comparable Course**

PH 101 - Introduction to Public Health

**GCC General Education Requirements**

Area 4: Social and Behavioral Sciences

**Area**

Social and Behavioral Sciences

**Status**

Approved

**Approval Date**

09/02/2025

**Comparable Course**

No Comparable Course defined.

### Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162

### Credit / Non-Credit Options

<b>Course Type (CB04)</b> Credit - Degree Applicable	<b>Noncredit Course Category (CB22)</b> Credit Course.	<b>Noncredit Special Characteristics</b> No Value
<b>Course Classification Code (CB11)</b> Credit Course. <input type="checkbox"/> Variable Credit Course	<b>Funding Agency Category (CB23)</b> Not Applicable.	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

### Time Commitment Notes for Students

No value

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value

No Value

No Value

No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation**

**Advisory**

ABSE186 - Essentials in Reading and Paragraph Writing

**Objectives**

- Comprehend both literature and information-based texts at a high school level.
- Utilize various strategies to develop active reading habits.
- Read and locate details in a passage and identify the stated or unstated main idea.
- Articulate answers to comprehension and analysis questions.
- Demonstrate sentence variation, coherence, and unity within a paragraph.

OR

**Advisory**

ESL151 - Reading and Composition V (in-development)

**Objectives**

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay which: summarizes and cites. appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions;
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

AND

**Advisory**

LIB100 - Critical Approaches to Information Research

**Objectives**

- Recognize the ethical use of information and proper attribution.
- Formulate a research question of an appropriate scope for an assignment.
- Recognize and apply evaluation criteria.
- Recognize how context contributes to the construction of authority.
- Analyze a source for its value as a commodity that has economic, cultural, political, and social facets.

**Entry Standards**

Entry Standards

Description

No value

No value

## Course Limitations

Cross Listed or Equivalent Course	Description
HLTH 105H Honors Introduction to Public Health	No Value

## Requisite Validation

**Upload Statistical Validation and/or other documents (if necessary)**

No Value

## Specifications

**Methods of Instruction**

Methods of Instruction	Lecture
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Methods of Instruction	Discussion
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Methods of Instruction	Multimedia
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Methods of Instruction	Collaborative Learning
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Methods of Instruction	Demonstrations
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Methods of Instruction	Field Activites (Trips)
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Methods of Instruction	Guest Speakers
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Methods of Instruction	Presentations
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**Out of Class Assignments**

- Research project (e.g. summary of public-facing health information campaigns on current health topics)
- Written assignments (e.g. summary of an interview with a community health organizer)

**Methods of Evaluation**

Exam/Quiz/Test

Exam/Quiz/Test

Presentation (group or individual)

**Description of Activity/Interaction**

Quizzes

Exams

Presentations (e.g. group presentation on historical public health accomplishments)

**Textbook Rationale**

No Value

**Textbooks****Author****Title****Publisher****Date****ISBN**Denise Seabert, PhD, MCHES;  
James F. McKenzie, PhD, MPH,  
RMCHES, FAAHE; Robert R.  
Pinger, PhDAn Introduction to Community  
and Public HealthJones and Bartlett  
Learning

2022

9781284202687

Mary-Jane Schneider, PhD

Introduction to Public Health

Jones and Bartlett  
Learning

2021

9781284197594

Richard Riegelman, MD, MPH,  
PhDPublic Health 101: Improving  
Community HealthJones and Bartlett  
Learning

2019

9781284118445

**Other Instructional Materials (i.e. OER, handouts)****Description**

Public Health 101 (OER)

**Author**

Erin Calderone

**Citation**

CC-BY-4.0, 2024

**Online Resource(s)**[https://med.libretexts.org/Courses/Glendale\\_Community\\_College/Public\\_Health\\_101\\_\(Calderone\)](https://med.libretexts.org/Courses/Glendale_Community_College/Public_Health_101_(Calderone))**Learning Outcomes****Course Objectives**

Define important fundamental concepts in community/public health.

Distinguish between personal and public health.

Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.

Describe the historical achievements in public health and their impact today.

Demonstrate the use of basic epidemiological methods, such as the analysis of rates, and the definition of cases, population at risk, risk factors, incidence, prevalence, morbidity and mortality.

Outline strategies for prevention, detection and control of infectious and chronic disease.

Identify the components of the Whole School, Whole Child, Whole Community (WSCC) model designed to improve learning and health in our nation's schools.

Outline the process of community organizing, building and health promotion programming.

Discuss how current public health issues affect societal well-being among specific populations of age, sex, ethnicity, minority, ability and disability, education and socioeconomic status.

Describe the Dual Diagnosis/Co-Occurring Disorders approach to treating people who suffer from both an addiction and a psychiatric disorder.

Describe the interplay between health determinants, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national, and global health organization and policy.

Analyze the organization, financing and delivery of various medical and population-based services in the U.S. healthcare system.

Distinguish how preventative health differs from the traditional Western medicine approach to treating disease and illness.

Describe the inter-relationship between human beings and their environment and public health initiatives and policies to protect the planet.

Identify common practices that contribute to intentional and unintentional workplace injuries and public health policies that would reduce their occurrences.

Communicate orally and in writing in the scientific language of the discipline.

Interpret and evaluate public health and medical information from general and subject specific library and credible Internet sources.

**SLOs**

**Discuss the historical accomplishments of public health.** Expected Outcome Performance: 70.0

<i>HLTH</i> Public Health AS-T	Analyze health equity strategies such as community organizing, advocacy, and policy change.
	Discuss the biological, environmental, behavioral, and social determinants of health.
	Explain the role of public health in protecting and improving health across local, national, and global communities.
	Find and utilize credible public health information sources.

<i>ST DV</i> Liberal Arts: Social and Behavioral Sciences Emphasis A.A. Degree	Analyze how people act and have acted in response to their societies.
	Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences.

<i>ILOs</i> Core ILOs	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.
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**Describe foundational concepts, disciplines, professions and organizations within the field of public health.** Expected Outcome Performance: 70.0

<i>HLTH</i> Public Health AS-T	Analyze health equity strategies such as community organizing, advocacy, and policy change.
	Discuss the biological, environmental, behavioral, and social determinants of health.
	Explain the role of public health in protecting and improving health across local, national, and global communities.
	Find and utilize credible public health information sources.

<i>ST DV</i> Liberal Arts: Social and Behavioral Sciences Emphasis A.A. Degree	Analyze how people act and have acted in response to their societies.
	Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences.

<i>ILOs</i> Core ILOs	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.
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**Analyze current public health issues and describe how they affect societal well-being.** Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.

<i>HLTH</i> Public Health AS-T	Analyze health equity strategies such as community organizing, advocacy, and policy change.
	Discuss the biological, environmental, behavioral, and social determinants of health.
	Explain the role of public health in protecting and improving health across local, national, and global communities.
	Find and utilize credible public health information sources.

*ST DV*Liberal Arts: Social and Behavioral Sciences  
Emphasis A.A. Degree

Analyze how people act and have acted in response to their societies.

Apply social science research methodology and effectively communicate research results and conclusions.

Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences.

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Definition of Public Health (6 hours)

- Distinction between personal and public health
- History and accomplishments of public health officials and agencies
- Core functions of public health professions and institutions
- Historical achievements of public health and their current impact

#### Analytical Methods of Public Health (6 hours)

- Epidemiology
- Rates
- Cases
- Population at risk
- Risk factors
- Incidence
- Prevalence
- Natality
- Morbidity
- Mortality
- Data sources
- Types of research in public health

#### The Biomedical Basis of Public Health (6 hours)

- Infectious conditions
- Chronic disease
- Risk factors
  - Genetics
  - Behavioral risk factors
  - Environmental risk factors
  - Social risk factors
- Prevention, detection and control

**Whole School, Whole Child, Whole Community (WSCC) school health promotion model (6 hours)**

- Health Education
- Physical Education and Physical Activity
- Nutrition Environment and Services
- Health Services
- Counseling, Psychological, and Social Services
- Social and Emotional Climate
- Physical Environment
- Employee Wellness
- Family Engagement
- Community Involvement

**Community Organizing and Health Promotion Programming (6 hours)**

- Assessing needs
- Setting goals and objectives
- Developing interventions
- Implementing interventions
- Evaluating results

**Social, Cultural, and Behavioral Factors in Public Health (6 hours)**

- Health inequities
- Demographics
  - Maternal and infant
  - Child
  - Adolescent
  - Adulthood
  - Senior
- Racial, ethnic and minority groups
- Education and socioeconomic status
- Disability status
- Community concerns, including (but not limited to)
  - Dual Diagnosis/Co-Occurring disorders
    - Addiction
    - Mental disorders
  - Obesity
  - Violence
  - Housing

**Social Determinants of Health (6 hours)**

- Gestational endowment
- Social circumstances
- Environmental conditions
- Behavioral choices
- Access to medical care
- Individual and community health status
- Local, state, national, and global health organization and policy

**Healthcare system (3 hours)**

- Public health versus Western medicine
- Population-based services
- Attitudes affecting seeking healthcare, and trust or distrust in the healthcare system

**Environmental Issues in Public Health (3 hours)**

- Clean air
- Clean water
- Garbage
- Food and drug safety
- Population control
- Injury prevention
- Emergency preparedness
  - Natural disasters
  - Violence

**Workplace Safety (3 hours)**

- Intentional injuries
- Unintentional injuries
- Prevention

- Occupational Safety and Health Association (OSHA) regulations

**Public Health Information (3 hours)**

- Credible resources
- Misinformation

**Total hours: 54****Additional Information****Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Is it possible this course will have a material fee?**

No Value

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):**

Yes

**What term(s) will this course be offered?**

Fall/Spring

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value