

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

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OFFICE OF THE
SENATE COUNCIL

I. General Information:

College:	<u>Arts & Sciences</u>	Department (Full name):	<u>Health, Society, and Populations (Interdisciplinary Program)</u>		
Major Name (full name please):	<u>Health, Society and Populations</u>	Degree Title:	<u>BA</u>		
Formal Option(s), if any:	<u> </u>	Specialty Field w/in Formal Options, if any:	<u> </u>		
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>				
Contact Person:	<u>Erin Koch</u>	Phone:	<u>7-7312</u>	Email:	<u>erin.koch@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment or a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral or visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

"Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also 'Graduation Composition and Communication Requirement' on p. XX of this Bulletin."

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>N/A, Fall 2014 is the first semester that this program is running.</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>The HSP major provides students at UKY to obtain the skills for studying health inequalities and health determinants through the analytical lens of the social sciences.</u>
<u>The program's learning outcomes are the following:</u>
<u>1. Development and utilization of critical thinking skills.</u>
<u>2. Development of qualitative and quantitative research methods in the social sciences.</u>
<u>3. Demonstration of excellence in communication, with an emphasis on writing.</u>
<u>4. Ability to articulate factual academic knowledge in a broad range of health issues.</u>
<u>5. Demonstration of the role of social, behavioral, and biological factors, and the interactions among them, in producing health outcomes, particularly health disparities.</u>

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6. Ability to articulate and apply the core principles of an integrated, social science approach to population health outcomes.

2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:

The Health, Society, and Populations (HSP) B.A. will provide graduates with a broad liberal arts education with a concentration on social science based approaches to understanding health outcomes. HSP students will obtain the fundamental knowledge required to understand relationships between the global economy, social inequalities, and distributions of health and illness. HSP majors will develop the critical thinking, communication, and research skills necessary to pursue careers in health and human services that are currently in high demand as a result of the 2010 Affordable Care Act (ACA). Students who major or double major in the HSP program will graduate with qualitative and quantitative skills necessary to work as professionals who develop and implement effective solutions for alleviating health inequalities. In addition to providing a thorough liberal-arts education for majors who wish to pursue careers in medicine, public health, or graduate degrees in the social sciences, an HS

C. Delivery and Content:

1. **Delivery specification:** for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. **Basic Course Information:** Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: HSP 499

- new or existing course? Existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? No
- projected enrollment per semester: 8-12

Course #2 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. **Shared courses:** If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing

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and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).

Date of agreement: _____

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are highlighted in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies "This course provides full/partial GCCR credit for the XXX major/program"
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. "This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2"

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for all program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):
Capstone course
- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:
Preparing discussion questions and leading discussion, research and analysis of relevant scholarly literature, papers, policy analyses, presentations with visual artifacts.
- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):
The draft/feedback/revision plan consists of two components for the final project. First, students will make an in-class presentation about their final project using Power Point or similar software. This presentation will be a draft of a poster that they will formally present to HSP Faculty of Record and Affiliated Faculty at the culmination of the semester. The poster will reflect revisions based on feedback from their class peers and the instructor during the Q&A following their in-class presentation. Second, students will submit a 5-page draft of the written component to the instructor three weeks before the final 8-10 page paper is due. The instructor will meet with each student to evaluate the draft in terms of argument, organization, analysis, and sources. During that meeting the instructor and student will develop a plan (in the form of an outline) for revising the paper for the final version.
- other information helpful for reviewing the proposal:

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):
Annually via the Blackboard Assessment vehicle as required by the Office of Assessment via the final project in the program's capstone course, HSP 499. Final papers will be submitted through Blackboard with identifiers removed, and affiliated faculty will assess and score the achievement of the learning outcome via a rubric created specifically for each outcome, and tailored to the final paper assignment. The rubric scoring system will allow categorization of papers as "excellent," "average," and "poor" with respect to the learning outcome; and will provide detailed data on which to

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reflect and build improvement plans in specific areas (e.g., are students doing well at critical thinking skills, but are lacking in communication; have they developed a solid background in factual academic knowledge, but are lacking in integrating that knowledge into a comprehensive program for health change; etc.).

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
At least two members of the HSP Advisory Committee and other affiliated faculty.
- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs:
explain how the assessment standards of the receiving program will be implemented for the provided course(s):

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	HSP 499, Health, Society, and Populations Capstone
Contact Person Name:	Erin Koch
Phone:	7-7312
Email:	erin.koch@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	10/2/14	Erin Koch / 7-7312 / erin.koch@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	10/14/14	Anna Bosch / 7-1584 / bosch@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	11/5/2014	11/5/2014

Comments:

Tentatively approved with one small clarification to the HSP 499 syllabus about assignment length (minimum 4500 words).

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

HSP 499
Health, Society and Population Capstone: (Subtitle Required)
Subtitle: International Nutrition

Erin Koch, Ph.D.
Office: 218 Lafferty Hall
Phone: 257-7312
Preferred method of contact:
Email: erin,Koch@uky.edu

Class Time: TR 12:30-1:45
Location: TBA
Office Hours: T 2-3; R 10:45-11:45
Or by appointment

Course Description:

This course provides an integrative experience for HSP majors in their junior or senior year. The seminar format fosters integration of the program's interdisciplinary coursework, while providing the opportunity to focus on a particular area of interest within the topical theme of the seminar. Students will engage in a variety of activities designed to increase their understanding of the theoretical and methodological approaches that characterize the HSP perspective. They will then use this perspective to design or evaluate a project that addresses health change. The course will consist of seminar sessions, smaller peer group meetings, and individualized tutorial sessions. Students will learn to critically and respectfully engage with the work of their peers and effectively communicate the results of their projects. This course provides full GCCR credit for HSP majors.

Prerequisites: Junior or Senior standing in HSP; or consent of instructor.

Section Description:

In this section, students will address issues of international nutrition through the lens of child growth and nutritional status. Because the growth of children is strongly influenced by the quality of the environment in which a child is born and grows, it provides a "window onto society" through which we can view the health and well-being of the entire population. In this section, we will examine basic theories and concepts of child growth and development, including the genetics of growth and comparative patterns across populations. Taking a social science, population health perspective, we will investigate the many environmental factors that facilitate or constrain child growth and nutritional status, focusing especially on ways in which the social environment shapes access to resources necessary to population and individual well-being. We will explore these issues through readings, case histories, and in-class discussions of other material deemed relevant by students and the instructor.

Course Goals and Learning Outcomes:

This course provides a venue for students to integrate the various theoretical and methodological approaches encountered through their coursework into a social science, population health perspective and to apply that perspective to an important and current issue in health. By the end of the course, the successful student will be able to:

1. describe and predict the consequences of the social, cultural, behavioral and biological factors that shape child growth and nutritional status within and among populations at local, national and international scales;

2. compare and contrast theoretical and methodical approaches used by researchers of the health issue in the subtitled course, and integrate them into a population health framework;
3. critically examine, analyze and respond to a national or international project for improving health;
4. effectively communicate the findings of the above analysis to their peers in both writing and oral presentation formats.

Readings:

Readings will be available to students via PDFs posted to the Blackboard site or through e-journals. See course outline.

Assignments: In order to receive GCCR credit for this course students must write a minimum of 4,500 words total. The required number of words for each assignment and their approximate page length are noted in each description below. Page lengths might vary, but in general you will write about 250 words per double-spaced page.

1. **Reading Response and Class Discussion.** This class will operate as a seminar. Student participation in the class discussions is a must. Each week students will work in groups of 2-4 to facilitate discussion. This assignment will require them to prepare questions based on course readings as individuals, and to work as a team to prioritize and organize questions in order to build skills in facilitating a focused discussion. In addition, all students are expected to engage in discussion each week via the Bb website, Discussion Content Area. On Friday, I will post a question to the site relevant to the following weeks' materials, and students will respond, engaging in discussion with each other. Discussion leaders can use these discussions as the basis of their discussions guides if they choose – all postings must occur by 5 pm Monday prior to class.
2. **Mini Project: Finding authoritative information.** Choose a topic of interest in child or adolescent growth (e.g., breastfeeding, nutrition, psychosocial stress, under-nutrition, overweight/obesity, infectious disease, etc. – see course outline for some more possibilities) and use Pub Med, J-Stor, or other UK Library electronic search engines to find SIX good, credible on-line sources on the topic of the type you would use in a term paper. Then use any other search engine to find TWO sources of questionable scholarly credibility. Provide a four-page (double-spaced, 1000 words total) write-up with the following: (1) reference information so that I can access each resource - full citations and exact URLs are required; (2) a description of each source; (3) information on how you found the source; (4) an explanation of why the source is good or questionable. Students must submit the project through the Bb Assignments page.
3. **Project: The Nutrition Transition.** The “nutrition transition” represents a challenge to long-term population health as populations move from undernutrition to overnutrition usually within a single generation. Students will choose one of the case studies posted on the Bb web site for this assignment, critically examine the case studies from two different disciplinary approaches, and then write a four-page (double spaced, 1,000 words total) response to the case studies from an integrated, population health perspective. This assignment must be submitted in hard copy in class.

4. **Final Project: Making change – improving the nutritional status of children.** In this final project, students will critically evaluate an international project aimed at improving the nutritional status of children, whether directly through food-based interventions, or indirectly through programs aimed at reducing illness, improving livelihoods, etc. This final project will include a written component, as well as a presentation to the class. The in-class presentation will be a draft of a poster that they will formally present to HSP Faculty of Record and Affiliated Faculty at the culmination of the semester (followed by a reception for graduating seniors and HSP faculty). For the in-class presentation students must use Power Point or a similar software program to demonstrate the skills they have developed for preparing and delivering brief (10 minute) both oral and visual presentations and creating a visual artifact. The final poster will integrate feedback from both peers and the instructor.

To develop unique content for the assignment, Students will evaluate the program, predict the likely outcomes based on their evaluation, and re-design the program from a population health perspective. Students must be able to articulate the core principles on which the original program was based, including the theory (ies) driving the intervention and the methods through which the intervention was executed. In the re-design, they must clearly articulate - in a convincing manner - how a population perspective might improve the potential outcomes of the program through alternative theoretical understandings and methodologies of delivery. The written component of this assignment must be ten pages (double-spaced, approximately 2,500 words total), incorporating credible scholarly and policy sources from the syllabus, or that they find on their own with pre-approval from the instructor. Students will submit a five-page draft of the written component three weeks before its final deadline. The instructor will return the draft with written feedback two weeks before the deadline for the final version. The final revised version must be submitted in hard copy, in person, during the scheduled Final Exam day/time (see below).

Grading:

Final grades will be computed on the basis of four components (below). The final course grade will be based on the total points accumulated over the course of the semester as indicated below.

- 1) Class participation and leading discussions: maximum 50 points (23% of grade)
- 2) Mini-Project: maximum 20 points (09% of grade).
- 3) Project: The Nutrition Transition – maximum 50 points (23% of grade)
- 4) Project: Making Change – maximum 100 points (45% of grade)

Total Possible Points: 220 (100%)

Final Course Grade will be computed on the basis of the total points accumulated as follows:

A	198-220
B	176-197
C	154-175
D	132-153
E	131 or below

An average of C or better is required on all GCCR assignments in order to receive GCCR credit for this course.

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Late Policy:

Late assignments without a proper excuse (SR 5.2.4.2) will result in a **10% point reduction** for each day late. The 10% reduction will be from the total possible value of the assignment prior to grading.

Blackboard:

This course is Blackboard (Bb) based, so you must be (or become) familiar with Blackboard. You can access Bb either directly (<http://elearning.uky.edu>) or via Link Blue (<http://www.uky.edu/UKHome/subpages/linkblue.html>). Please make sure that your email address in Bb is correct - the default address is the "official" email listed by the University – there is a way to change that – please see the Wiki site for information on this and other issues (<http://wiki.uky.edu/Blackboard/Wiki%20Pages/Home.aspx/>).

Attendance:

Regular attendance is required and I will take attendance. Students are allowed 2 unexcused absences without penalty; after two, each additional unexcused absence (see below) will result in a **loss of 5 points** from the class participation score.

Excused Absences and Make-Up Policy:

Make-up opportunities will be provided with an appropriate excuse (see below) and proper documentation. Please contact me one week in advance to schedule the make-up for an anticipated, excused absence (e.g., for university-related trips, major religious holiday), or within one week following an unanticipated absence (i.e., serious illness, or, illness or death of family member). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**** (From the Ombud site) ****

Throughout any given semester, illness and emergencies sometimes preclude students from attending class. However, there are specific rules that dictate whether these absences are excused. Specifically, students are entitled to an excused absence for the following reasons:

- a. serious illness;*
- b. illness or death of family member;*
- c. University-related trips;*
- d. major religious holidays.*

Instructors may excuse an absence for any another reason if they believe it is a reasonable cause for non-attendance. For a complete copy of the University Senate Rule on Excused Absences see S.R. 5.2.4.2.

Verification of Absences:

Students will be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity, Cheating and Plagiarism:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in this and all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism (http://www.uky.edu/Ombud/What_Is_Plagiarism.pdf), cheating on exams and other forms of cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Course Policy for group work & student collaboration:

The above policies on plagiarism and cheating, and the passages in the Student Code of Conduct on plagiarism and cheating are not meant to discourage students from sharing ideas and collaborating in their learning activities. On the contrary, unless instructed otherwise, students in this class should collaborate as much as possible as this will facilitate learning. However, individual assignments submitted for a grade must be the student's own work, and if any part of the assignment is the result of student collaboration, this must be properly acknowledged.

Classroom Behavior, Cell Phones, Computers, and more:

- 1) Come to class on time and if you must be late, enter the room quietly and take the first available seat.
- 2) Attend to class activities - do not read the newspaper, materials for other courses, books, magazines, etc., do not chat with your classmates.
- 3) NO CELL PHONES. Turn them off (not "silenced", but OFF!) and put them away until class is dismissed – no exceptions.
- 4) You may use laptop computers to take class notes, but do NOT use them for any other purpose.

THIS IS IMPORTANT --- persistent offenders will be asked to leave the room and will be reported to the Dean of Students.

Classroom Decorum and Civility:

The program in Population Health, the College of Arts and Sciences, and the University of Kentucky are committed to respecting the dignity of all people and to valuing differences among members of the academic community. While differences of opinion are valued and encouraged both inside and outside the classroom, discussion and debate must take place in a **respectful and civil manner**. Students have the right to take reasoned exception and to voice opinions contrary to the instructor and/or other students (S.R. 6.1.2), but we also have the responsibility to ensure that all academic discourse occurs in a context characterized by respect and civility. Personal attacks or any other acts of denigration **will not be tolerated** in this class, and anyone acting in this manner or any other manner detrimental to the atmosphere and function of the class will be asked to leave the classroom. I will report persistent offenders to the Dean of Students.

Academic Accommodations:

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Final Exam Policy (from the Ombud's web site): There is no final exam in this course; however, students must turn in their final project on the day/time scheduled for the final exam and they must do so in person. At that time, they will share with each other any final thoughts on population health.

Individual students are entitled to request a change in their final examination times if they have more than two finals scheduled for the same date. Should an examination date need to be changed, the course

with the highest catalog number is the one to be rescheduled. If course numbers are identical, then the department whose prefix is alphabetically earlier is rescheduled. The student needing to change exam times must request this in writing at least two weeks before the last class meeting. In the case of an individual instructor's hardship, instructors may reschedule a final examination provided he/she obtain: a) the recommendation of the Department Chair AND b) the concurrence of the Dean and Registrar. All rescheduled final examinations must occur during final examinations week.

Office Hours:

My office hours are listed above. You may sign up for office hours on the sign-up sheet on my office door. If you have a day/time conflict with scheduled office hours, please email me for an appointment.

Adjustments to the Syllabus and Course Schedule:

I may make adjustments to the schedule when necessary. I will announce all changes in class and post them to the Bb site.

Tentative Course Schedule:

Date	Topics	Reading Assignment
Wk 1:	Introduction – What is social science focused population health?	Introduction
Wk 2:	Why study child growth and nutritional status as a health issue of populations and society? Case Study: Gender differences in growth	T: Himes 2004 R: Galloway 2007
Wk 3:	Using the library. Case study: Child growth among Gwembe Tonga	T: LIBRARY R: Crooks 2007
Wk 4:	Child growth as a window onto health: small group discussion. Case Study: Rapid change in growth among Maya Mini Project DUE Tuesday in hard copy at the start of class.	T: Bogin 2002a R: Bogin 2002b
Wk 5:	Brainstorming your project: small group discussion Case study: The Grandmother Hypothesis	R: Sear et al. 2000
Wk 6:	Endocrine architecture of child growth and development Case Study: Stress, social relationships and health	T: Worthman 1999 R: Flinn 2008
Wk 7:	Brainstorming population health I – theories and methods –	T: Students share readings from own coursework R: Students share results of Tues break-out discussions with

	break-out groups	class
Wk 8:	Examining the nutrition transition – brainstorming session – small group discussions	Students select 1 case study from list on Bb assignments page to be used for this discussion.
Wk 9: Mid-Term	Nutrition Transition Project Due Tuesday in hard copy at the start of class. One-on-One meetings with instructor re future project	See list of possible case studies on Bb assignments web page
Wk 10:	Spring Break!!!	Have fun!
Wk 11:	Brainstorming population health from a social science perspective II – interdisciplinarity. Case study: The Ecology of human growth: The Not-So-Dark Ages	T: No Reading R: Cardoso & Garcia 2009
Wk 12:	Small group discussions on future project. Case Study: Violence, stress and child growth: A loss of resiliency.	T: No reading R: Gray et al. 2008
Wk 13:	Making change: Working with communities.	T, R: Schell et al. 2007; additional readings TBA
Wk 14:	Peer group discussions of individual projects. 5-page draft of final project due Tuesday in hard copy at the start of class.	T, R
Wk 15:	Oral presentations of projects with peer group feedback. T: Professor Koch returns final project drafts with written feedback in-class.	Oral presentation and peer feedback in-class: Students use PPT to present drafts of their posters for the end-of-semester display. All participants must provide oral feedback during the time allotted for Q&A following each presentation.
Wk 16:	Oral presentations of projects with peer group feedback.	Oral presentation and peer feedback in-class: Students use PPT to present drafts of their posters for the end-of-semester display. All participants must provide oral feedback during the time allotted for Q&A following each presentation.
Finals Week	Final paper due in hard copy on scheduled final exam day and time	

Reading List:

Also see reading selections in Bb Assignments Content Area for Weeks 8 (Nutritional Transition project and discussion, and Weeks 9 and 14 (Making Change project)

Himes, John H. (2004) Why study child growth and maturation? In: R. C. Hauspie, N. Cameron and L. Molinari, eds. *Methods in Human Growth Research*. Cambridge: Cambridge University Press. (Available on class Bb website).

Galloway, Tracey (2007) Gender differences in growth and nutrition in a sample of rural Ontario schoolchildren. *American Journal of Human Biology* 19:774-788 (E-journals).

Crooks, Deborah L. (2007) Child growth as a measure of livelihood security: The case of the Gwembe Tonga. *American Journal of Human Biology* 19(5):669-675. (E-journals).

Bogin, Barry (2002a) The evolution of human growth. In: Noel Cameron, ed.: *Human Growth and Development*. Amsterdam: Academic Press, pp. 295-320). (Class Bb Website).

Bogin B., P. Smith, A.B. Orden, M. I. Varela-Silva, J. Loucky (2002b) Rapid change in height and body proportions of Maya American children. *American Journal of Human Biology* 14:753-761. (E-journals).

Sear, Rebecca, Ruth Mace and Ian A. McGregor (2000) Maternal grandmothers improve nutritional status and survival of children in rural Gambia. *Proceedings of the Royal Society of London* 267:1641-1647. (E-journals: URL = <http://www.jstor.org/stable/i325830>).

Worthman, C. M. (1999) Epidemiology of human development. In: C. Panter-Brick and C. M. Worthman, editors. *Hormones, Health, and Behavior: A socio-ecological and Lifespan Perspective*. Cambridge: Cambridge University Press, pp. 47-104. (Class Bb website).

Flinn, Mark V. (2008) Why words can hurt us: Social relationships, stress and health. In: W. Trevathan, E. O. Smith and J. McKenna (eds): *Evolutionary Medicine and Health*. Oxford: Oxford University Press, pp. 247-258. (Class Bb website)

Adhikari, Amita, Ananda Sen, Robert C. Brumbaugh and Jessica Schwartz (2011) Altered growth patterns of a mountain Ok population of Papua New Guinea over 25 years of change. *American Journal of Human Biology* 23:325-332. (E journals)

Cardoso, Hugo F.V. and Susana Garcia (2009) The not-so-Dark Ages: Ecology for human growth in medieval and early Twentieth Century Portugal as inferred from skeletal growth profiles. *American Journal of Physical Anthropology* 138:136-147 (E-journals).

Gray, Sandra, Hellen A. Akol and Mary Sundal (2008) Mixed longitudinal growth of breastfeeding children in Moroto District, Uganda (Karamoja subregion). A loss of biological resiliency? *American Journal of Human Biology* 20:499-509. (E-journals)

Schell, Lawrence M., Julia Ravenscroft, Mia Gallo and Melinda Denham (2007) Advancing biocultural models by working with communities: A partnership approach. *American Journal of Human Biology* 19:511-524. (E-journals)