

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

RECEIVED

FEB 25 2015

I. General Information:

College:	College of Public Health	Department (Full name):	Health Behavior	OFFICE OF THE SENATE COUNCIL
Major Name (full name please):	Public Health	Degree Title:	Bachelor of Public Health	
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____	
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.			
Contact Person:	Andrea Perkins	Phone:	218-2021	Email: andrea.perkins@uky.edu

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 1.5 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:
CPH 470
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>Discuss the interconnectedness among the physical, social and environmental aspects of community health through the creation of systems-based diagrams regarding population flows for a particular disease in relation to the environment, different stakeholders, and the population's overall health status</u>
<u>Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective and equitable.</u>
<u>Conduct literature searches and prepare written papers on a health issue using a variety of academic and public resources to include references and related resources, regarding a current issue, related trends, and potential interventions for an assigned public health challenge.</u>

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<p><u>Apply basic concepts of public health specific communication, including technical and professional writing and the use of mass media and electronic technology.</u></p>	
<p>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:</p>	
<p>Public Health students will fulfill the GCCR requirement with CPH 470: Public Health Capstone. The GCCR requires students to demonstrate both oral and written communication skills; our students will submit four smaller papers and one culminating paper along with an oral presentation to fulfill these requirements. The four individual papers will use a feedback process from the instructor that includes comments and suggested edits. These recommendations will be beneficial to students as they prepare the final written paper and oral presentation using research skills learned in the class.</p>	
C. Delivery and Content:	
<p>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.)</p>	<p><input checked="" type="checkbox"/> a. Single required course within program</p> <p><input type="checkbox"/> b. multiple required or optional courses within program</p> <p><input type="checkbox"/> c. course or courses outside program (i.e., in another program)</p> <p><input type="checkbox"/> d. combination of courses inside and outside program</p> <p><input type="checkbox"/> e. other (please specify): _____</p>
<p>2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p>Course #1: Dept. prefix, number, and course title: CPH 470 Public Health Capstone</p>	
<ul style="list-style-type: none"> • new or existing course? Existing (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> ○ <input type="checkbox"/> 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? N/A • projected enrollment per semester: 25 	
<p>Course #2 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> ○ <input type="checkbox"/> 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: _____ 	
<p>Course #3 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> ○ <input type="checkbox"/> 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: _____ 	
<p>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:</p>	
<ul style="list-style-type: none"> • 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 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: _____ 	

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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.):

CPH 470 is a capstone course and is required the senior year for all public health students. Students enroll in this course after they have completed the core major requirements for the BPH. This course includes the assignment of four practice papers, one culminating project, and an oral presentation that will demonstrate the key principles taught during the course including oral and written communication skills.

- **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:

This course requires 4 papers that will be utilized in the culminating project that will include an oral presentation and a 20 page paper.

- **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 4 papers completed throughout the course will be evaluated by the professor and will be returned to the student with comments and suggested edits. The student will use this feedback as they prepare their culminating paper/project.

- 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):

At the end of each academic year

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

The DUS, the Assistant and Associate Deans for Academic and Faculty Affairs and faculty members responsible for teaching the GCCR course and program core courses.

- 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):

N/A

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	CPH 470; Bachelor of Public Health
Contact Person Name:	Andrea Perkins
Phone:	218-2021
Email:	andrea.perkins@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>	10/28/14	Alex Howard / 218-2086 / afhowa3@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	10/28/14	Wayne Sanderson / 218-2227 / wsa223@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	12/01/2014	11/05/14 reviewed, returned to dept; 12/1/14 re-reviewed and approved.

Comments:

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.

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

Course Syllabus

**Public Health Capstone
CPH 470-001
Spring 2014**

Location: CPH 115
Days and Time: Tuesday and Thursday, 3:30 pm – 4:45 pm

Contact information

Instructor: Dr. Richard Crosby
Bowman Hall, Suite 355
Telephone: 849-218-2039
E-mail: crosby@uky.edu (preferred method of contact)
Office Hours: Tuesdays and Thursdays from 1:00-3:00 pm

Course description

This course will provide students with training in the practice of conducting literature reviews and in the process of synthesizing reviewed materials into a coherent and timely manuscript. Literature reviews will be focused on core areas within public health such as the prevention of cardiovascular disease, obesity, cancer, and diabetes. Students will draw upon previous coursework in public health to fully understand one clearly defined area of scientific inquiry regarding the prevention of disease at the population level. Using their past acumen of acquired knowledge, students will acquire the cognitive skills needed to analyze and synthesize literature into a simplified and cohesive manuscript that offers practical and evidence-based conclusions for public health practitioners. They will also acquire professional skills needed for academic presentation of review findings to audiences of public health peers and professionals.

This course provides full GCCR credit for the Public Health major.

Course prerequisites

Admission to the Bachelor of Public Health degree program and:

CPH 310 Disease Detectives: Epidemiology in Action	3
CPH 320 Foundations of Environmental Health	3
CPH 440 Foundations of Health Behavior.....	3
HSM 241 Health and Medical Care Delivery Systems.....	3

Course Objectives

Upon completion of this course, the learner should be able to:

- Explain the principles of conducting a scientific literature review
- Conduct a comprehensive literature review of a public health problem
- Systematically organize and interpret findings from the review process
- Synthesize interpretations of findings into a well-written manuscript that follows a standard writing style (APA)

Student Learning Outcomes

- Students will gain an in-depth understanding of at least one area of scientific inquiry within the field of public health
- Students will be able to effectively and efficiently conduct public health literature reviews
- Students will be able to write a manuscript that reports findings from a literature review
- Students will be able to professionally present synthesized findings from literature reviews to an audience of their peers

Textbooks and Other Materials

Fink, A. Conducting Research Literature Reviews, 3rd Edition. Sage, 2012.

Course Requirements and Learner Evaluation

Course grades will be based upon evaluation of the following activities:

(Please note an average of C or better is required on GCCR assignments for credit)

- Papers: There will be a total of four (4) "practice papers" required for this course, each worth 12.5% of the final grade. For these papers, your task is to review only a single journal article in depth (one journal per practice paper). You must determine which four journal article will be most important in your overall literature review. Each practice papers should be written based on guidance provided in the course textbook. Papers should be no more than five (5) pages, double-spaced, 12-point font. Each paper should be written regarding a different journal article. Papers should be submitted in hard copy at the beginning of the class. Students will receive feedback on each paper to aid the student while working on the culminating project. Papers are expected to be completed individually; group work is not acceptable. Due dates are noted in the course schedule. Late papers will be penalized 10% each weekday they are submitted past the deadline.
- Culminating project: Throughout the semester students will work independently to review all of the relevant literature pertaining to their capstone topic (topic must be approved by course instructor). The capstone paper will be twenty (20) pages, with a minimum of 4500 words and a working length of approximately 5000-6000 words double-spaced, 12-point font. Evidence will be collected and organized within the capstone paper according to key principles taught during the course. A template will be provided to students to be used only for the capstone paper. The project is expected to be completed individually; group work is not acceptable. The capstone paper must be submitted through Blackboard and will count for 25% of the final course grade. Students will be expected to give an in-class oral presentation lasting about 10 minutes. Initial work and feedback on the presentation will begin in Week 14, with revised and improved presentations to be delivered in Weeks 16-17. Students must utilize visual aids (i.e. PowerPoint) for their presentation which will count for 25% of their grade.

Class Participation, Group Work, and Student Collaboration

Although class participation, group work, and student participation are not part of the grade per se, active participation in these ways helps ensure that maximum learning is taking place and may influence grades within a point of the next letter grade.

Course Grades

Course grades will be based upon evaluation of the following scale:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
< 60	E

Midterm grades will be submitted to the Registrar's Office. This grade will be comprised of two papers.

Use of Blackboard

The capstone paper will be submitted via Blackboard. Blackboard will also be used as a repository for all PowerPoint and Prezi slides used throughout the semester. Other course functions may also involve Blackboard

Instructor expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect you to be attentive in each class. This means silencing cell phones, suspending email notifications, not texting or taking phone calls during class. Should a true emergency arise during class time, please quietly attend to it and return to class as quickly as possible.
4. I expect you to actively participate in the discussions. This is not the type of class where you can "sit back and listen."
5. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
6. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
7. I expect you during the semester to interactively engage via Blackboard with the other students and the instructor.
8. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
9. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
10. I require that each learner utilize the *APA Publication Manual* as a guide for writing papers for this course. The grading rubric will be based on its precepts.

Academic Integrity

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 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 and 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 <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.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. 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.

Religious Observances

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

Inclement Weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. This policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

Late/Make-Up Work Policy

Cases involving University-excused absences, University-prescribed academic accommodations, or explicit requests from your Assistant or Associate Dean will be handled individually.

Attendance Policy

Attendance is highly recommended, but not mandatory. Attendance records will not be kept.

Excused Absence Policy

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

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.

Verification of Absences

Students may 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.

Course Schedule and Topics (Subject to Change)

DATE	TOPIC	READINGS AND ASSIGNMENTS
Week 1	Conducting effective literature reviews, part 1	Chapter 1
Week 2	Conducting effective literature reviews, part 2	Chapter 1
Week 3	Begin paper 1 – in class, with instructor supervision	Chapter 1
Week 4	Practical searching and screening methods, part 1	Chapter 2
Week 5	Practical searching and screening methods, part 2	Chapter 2 Paper 1 Due
Week 6	Begin paper 2 – in class, with instructor supervision	Chapter 2
Week 7	Interpretation and analysis of reviews, part 1	Chapter 3
Week 8	Interpretation and analysis of reviews, part 2	Chapter 3 Paper 2 Due
Week 9	Mock 5 minute presentations and paper feedback	Chapter 3
Week 10	Begin paper 3 – in class, with instructor supervision	Chapter 4
Week 11	Putting it all together, writing the whole review, part 1	Chapter 4 Paper 3 Due
Week 12	Putting it all together, writing the whole review, part 2	Chapter 4
Week 13	Begin paper 4 – in class, with instructor supervision	Chapter 5
Week 14	Synthesizing your results; draft presentation materials for feedback	Paper 4 Due
Week 15	Finalize capstone paper – in class, with instructor supervision	Chapters 1-5
Week 16	Oral Presentations	Chapters 1-5
Week 17	Final Exam: Oral Presentations cont. and final paper due	