

**1. General Information**

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 2/18/2014

1b. Department/Division: Dept Of Preventive Med & Envir

1c. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: David Mannino

Email: dmannino@uky.edu

Phone: 218-2099

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**RECEIVED**

FEB 21 2014

OFFICE OF THE  
SENATE COUNCIL**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 623

2c. Full Title: Public Health Biology

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 15

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Public Health Biology is a 1 credit course offered over five weeks that will introduce students to some of the basic terminology and concepts of human health.

2k. Prerequisites, if any: None

21. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20 students

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?
2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.
3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.
4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?  
If yes, which percentage, and which program(s)?
5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
6. How do course requirements ensure that students make appropriate use of learning resources?
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO  
If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
10. Does the syllabus contain all the required components? NO
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ALHAYS0|Andrea L Perkins|CPH 623 NEW College Review|20140213

SIGNATURE|ZNNIKO0|Roshan N Nikou|CPH 623 NEW Graduate Council Review|20140221

|         |                  |
|---------|------------------|
| Courses | Request Tracking |
|---------|------------------|

### New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

**Attachments:**

Upload File

Browse...

|        | ID   | Attachment                                 |
|--------|------|--|
| Delete | 3087 | CPH 623 Public Health Biology Syllabus.pdf |

First 1 Last

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of: PUBLIC HEALTH  Submission Date: 2/18/2014

b. \* Department/Division: Dept Of Preventive Med & Envir

c.

\* Contact Person Name: Andrea Perkins Email: andrea.perkins@uky.edu Phone: 218-2021

\* Responsible Faculty ID (if different from Contact) David Mannino Email: dmannino@uky.edu Phone: 218-2099

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year

e.

Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

Inquiry - Arts & Creativity  Composition & Communications - II

Inquiry - Humanities  Quantitative Foundations

Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning

Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity

Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes  No

b. \* Prefix and Number: CPH 623

c. \* Full Title: Public Health Biology

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>2</sup> for each meeting pattern type.

|   |  |                                 |                                 |
|---|--|---------------------------------|---------------------------------|
| <input type="text" value="15"/> Lecture | <input type="text"/> Laboratory <sup>2</sup>   | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study       | <input type="text"/> Clinical                  | <input type="text"/> Colloquium | <input type="text"/> Practicum  |
| <input type="text"/> Research           | <input type="text"/> Residency                 | <input type="text"/> Seminar    | <input type="text"/> Studio     |
| <input type="text"/> Other              | If Other, Please explain: <input type="text"/> |                                 |                                 |

g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail  Graduate School Grade Scale

h. \* Number of credits: 1

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

Public Health Biology is a 1 credit course offered over five weeks that will introduce students to some of the basic terminology and concepts of human health.

## k. Prerequisites, if any:

None

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 20 students

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

## 8. \* Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere  
 Relatively New – Now Being Widely Established  
 Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement for ANY program?  Yes  No

If YES, list affected programs:

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

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- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
  - The chair of the cross-listing department must sign off on the Signature Routing Log.
  - In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
  - You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
  - In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes

**UNIVERSITY OF KENTUCKY  
COLLEGE OF PUBLIC HEALTH**

2/18/2014

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**Course Syllabus**  
**CPH 623 (proposed)**  
**Public Health Biology**  
**Fall, 2014**

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**CPH Building Room 207**

**Fridays Noon- 2:30 pm**

**September 12**

**September 26**

**October 10**

**October 24**

**November 7**

**November 21 (Final Examination, Noon, Room 207)**

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**Contact information**

Instructors:           David M. Mannino, M.D.  
                                  College of Public Health, Room 214

Telephone:   859-218 2099 office

Cell :         859 797 2579

E-mail:       dmannino@uky.edu

Office Hours: by appointment (or any time my door is open- most mornings)

E-Mail contact is ALWAYS preferred—You can also Text me on my cell phone (859 797 2579) in an emergency!

### Course description

Public Health Biology is a 1 credit course offered over six weeks that will introduce students to some of the basic terminology and concepts of human health.

### Course prerequisites

None

### Course objectives

At the completion of this course, students will be familiar with the following concepts:

1. Basic knowledge of how cells and organs function
2. Basic knowledge of how the body's immune system protects humans from infections
3. Basic structure and function of the following organ systems
  - a. Hematologic
  - b. Cardiovascular
  - c. Respiratory
  - d. Renal
  - e. Gastrointestinal
  - f. Endocrine
  - g. Reproductive
  - h. Nervous System
  - i. Musculoskeletal
  - j. Skin

### Student Learning Outcomes

By the conclusion of the course, it is expected that students should be knowledgeable of the following competencies and their accompanying learning objectives:

- **Specify the role of the immune system in population health.**
  - Explain the function of the immune system.
- **Explain the biological and molecular basis of public health.**
  - Explain the biological and molecular characteristics of cancer, heart disease, stroke, aging, and other chronic diseases.
  - Integrate general biological and molecular principles into public health problems such as infectious disease, disease susceptibility, drug resistance, and assisted reproduction.
  - Explain the relationships among nutrition, physical activity, and health.
  - Explain biological and molecular component of life long development.
- **Explain the role of biology in the ecological model of population-based health.**
  - Discuss the biology of major determinants of national and global public health, e.g. smoking, obesity, malnutrition.

- **Explain how genetics and genomics affect disease processes and public health policy and practice.**
  - Determine the role of genetic factors in the susceptibility to and progression of disease.

### **College of Public Health Objectives**

This course is an important component for students with limited prior exposure to concepts of human biology and health. The student completing this course will be better prepared for further public health classes that involve coursework looking at human health and disease.

### **Course Structure:**

This is a one credit course that will be delivered as a series of 6 2.5 hour lectures occurring during the fall semester.

### **Course Materials:**

The syllabus and slide sets will be provided to students on Blackboard.

### **Textbooks :**

None is required

### **Course requirements and learner evaluation**

This is a one credit class that will be held on five Fridays. Grading will be related to class attendance and participation based on the following metric (excused absences are allowed as noted below), and performance on an on-line test (approximately one hour) that will be completed after the final class.

Each class is worth 15 points, and the final examination is worth 25 points. To earn the 15 points for each class students will be expected to have reviewed the slides for that week in advance and be able to respond to instructor questions about the weekly topics and ask insightful questions.

- A – 90 to 100 points
- B – 80 to 89 points
- C – 70 to 79 points
- E – less than 70 points

### **Instructor expectations**

1. I expect you to attend class. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
3. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
4. I expect you during the semester to interactively engage via Blackboard with the other students and the instructor.
5. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.

### **Excused absences**

This class meets every other week for six weeks! The following are acceptable reasons for excused absences: 1) serious illness; 2) illness or death of family member; 3) University-related trips (S.R. 5.2.4.2.C); and 4) major religious holidays. Students anticipating absence for a major religious holiday during the semester must notify the instructor in writing prior to the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754). When there is an excused absence, students will be given the opportunity to make up missed work and/or exams. It is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week afterwards (S.R. 5.2.4.2.D). The burden of proof is on the student to provide sufficient documentation regarding the nature of the absence. For students seen at the University Health Service, the instructor will contact the staff there to help verify the "excusability" of an absence. The instructor may also contact a student's physician (upon obtaining student permission).

If you know in advance that you will need to miss a class (because of a wedding or other similar unique event ) please contact the instructor in advance to make arrangements for assignments, tests, etc. If you miss a class because of illness, you will need to contact the instructor as soon as you are able.

### **Academic Integrity**

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. 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. All incidents of cheating and plagiarism are taken very seriously at the University of Kentucky, and there are specific policies and procedures in place to prosecute them. See S.R. 6.3.0 (PDF) for the exact Senate Rules regarding academic offenses.

### **Academic 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, submit to me a Letter of Accommodation from the Disability Resource Center). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities. Contact Jake Karnes via email at [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu) or by telephone 859-257-2754. You may also visit the DRC website for information on how to register for services as a student with a disability:

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

### **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. The snow policy is described in detail at [http://www.uky.edu/PR/News/severe\\_weather.htm](http://www.uky.edu/PR/News/severe_weather.htm) or you can call (859) 257-1754.

### **Texting/Computers/SmartPhones in Class**

I have decided to not ban Smart phones/Computers in class as in the past students access their assignments and look up information in class, which enhances the experience. Please do NOT abuse this! If students start texting in class – I will deduct class participation points and ban electronics!

**Course schedule and topics**

| Week | Month     | Date | Topic   | Slide Decks    |
|------|-----------|------|---|----------------|
| 1    | September | 12   | Cellular Function<br>Body Defenses            | 1<br>2         |
| 2    | September | 26   | Hematologic<br>Cardiovascular                 | 3<br>4         |
| 3    | October   | 10   | Respiratory<br>Renal                          | 5<br>6         |
| 4    | October   | 24   | Gastrointestinal<br>Endocrine<br>Reproductive | 7<br>8<br>9    |
| 5    | November  | 7    | Nervous System<br>Musculoskeletal<br>Skin     | 10<br>11<br>12 |
| 6    | November  | 21   | Final Examination / Evaluation                |                |