




MEMORANDUM

TO: Health Care Colleges Council

FROM: William Pfeifle, MBA, EdD 
Associate Dean for Academic Affairs

SUBJECT: Course Change Proposal
CPH 663 Introduction to Public Health Practice and Administration

DATE: February 28, 2012

The College of Public Health wishes to add distance learning approval to CPH 663, and change the title to Introduction to Public Health Practice and Administration.

The course syllabus was developed according to the University Senate Syllabus Guidelines and the Distance Learning Considerations.

This proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to the College of Public Health established bylaws.

Please feel free to contact me if you require additional information.

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information					
a.	Submitted by the College of:	Public Health	Today's Date:	January 27, 2012	
b.	Department/Division:	Health Behavior/MPH Core			
c.	Is there a change in "ownership" of the course?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>		
	If YES, what college/department will offer the course instead?				
d.	What type of change is being proposed?	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor ¹		
e.	Contact Person Name:	Evelyn A. Knight	Email:	eknight@uky.edu	Phone: 3-0860
f.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR	<input type="checkbox"/> Specific Term ² :	
2. Designation and Description of Proposed Course					
a.	Current Prefix and Number:	CPH 663	Proposed Prefix & Number:	same	
b.	Full Title:	Public Health Practice and Administration	Proposed Title:	Introduction to Public Health Practice and Administration	
c.	Current Transcript Title (if full title is more than 40 characters):				
c.	Proposed Transcript Title (if full title is more than 40 characters): Intro to Public Health Practice				
d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently Cross-listed with (Prefix & Number):	
	<i>Proposed - <input type="checkbox"/> ADD Cross-listing (Prefix & Number):</i>				
	<i>Proposed - <input type="checkbox"/> Remove^{3,4} Cross-listing (Prefix & Number):</i>				
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting and pattern type.				
Current:	Lecture 45	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other – Please explain: 		
Proposed:	45 Lecture	Laboratory	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	.		
f.	Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	
	Proposed Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	
g.	Current number of credit hours:	3	Proposed number of credit hours:	3	

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approval are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1)

COURSE CHANGE FORM

h.	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>If YES:</i>	<i>Maximum number of credit hours:</i>	
	<i>If YES:</i>	<i>Will this course allow multiple registrations during the same semester?</i>	
		YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	No change	
	<i>Proposed Course Description for Bulletin:</i>		
j.	Current Prerequisites, if any:	None	
	<i>Proposed Prerequisites, if any:</i>	None	
k.	Current Distance Learning (DL) Status:	<input type="checkbox"/> N/A	<input type="checkbox"/> Already approved for DL*
		<input checked="" type="checkbox"/> Please Add ⁶	<input type="checkbox"/> Please Drop
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l.	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning
		<input type="checkbox"/> Both	
	<i>Current Supplementary Teaching Component, if any:</i>	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning
		<input type="checkbox"/> Both	
3.	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain and offer brief rationale:		
5.	Course Relationship to Program(s) Required in the MPH Core Curriculum		
a.	Are there other departments and/or programs that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the departments and/or programs:		
b.	Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here:		
6.	Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if Changed to 400G or 500	If <u>changed to</u> 400G-or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4)	

⁶You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:





Course Prefix and Number: CPH 663

Proposal Contact Person Name: Becki Flanagan Phone: 218-2092 Email: becki@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Health Behavior	2/1/2012	Richard Crosby/218-2039/crosby@uky.edu	
Academic Affairs Committee	2/6/2012	Mark Swanson/218-2060/mark.swanson@uky.edu	
Faculty Council	2/14/2012	Graham Rowles/218-0145/growl2@email.uky.edu	
Academic Dean	2/28/2012	William Pfeifle/218-2054/pfeifle@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council	4/5/12	Brian Jackson	
Health Care Colleges Council	3/20/12	<i>Heidi Anderson</i>	
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges, Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal education process in which the majority of instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CPH 663	Date: February 1, 2012
Instructor Name: Evelyn A. Knight/TBA	Instructor email: eknight@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

Curriculum and Instruction

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? There is weekly synchronous discussion between faculty and students and students are organized into learning teams for group projects using Bb tools. Students also interact with the instructor and other students through email as needed. The syllabus conforms to Senate Guidelines.
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. The course uses a standard textbook and required readings and is designed to address specific learning outcomes. Course assignments are more interactive than the classroom and require greater independent study of the material than standard classroom situation.
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. This course will use the university's Blackboard (Bb) resource as the platform for the course, which provides appropriate password protection portals. There are no exams and students work collaboratively to produce major written assignments. Wiki and other discussion contributions are posted through the learners official LinkBlue account through Bb. Content will be checked using an on-line plagiarism checker. Additionally, each student will affirm that they have read and understand the academic integrity statement in the syllabus.
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? No If yes, what percentage and which program(s)? <small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small>

Distance Learning Form

5.	<p>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?</p> <p>DL students have access to distance learning library services. This link is made available on the Bb homepage. Students can contact other campus support services by email or phone.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The key course requirements depend on library and internet research. Students are required to document their sources written materials and to submit critiques of resources they identify in the Wiki or other discussions.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>This course does not require any special laboratory or other facilities. The syllabus describes hardware and software requirements. Students without these resources could use campus computer labs to access the course, but might be at a disadvantage in doing so, since there is substantial group work that might include using voice discussion with other team members.</p>
<i>Student Services</i>	
8.	<p>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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Yes</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using the technology.</p>

Distance Learning Form

10.	<p>Does the syllabus contain all the required components below? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Instructor's virtual office hours, if any.</p> <p>The technological requirements for the course.</p> <p>Contact information for: TASC http://www.uky.edu/TASC/index.php Information Technology Customer Service Center http://www.uky.edu/UKIT/</p> <p>Procedure for resolving technical complaints.</p> <p>Preferred method for reaching instructor (email, phone, text message).</p> <p>Maximum timeframe for responding to student communications.</p> <p>Language pertaining to academic accommodations:</p> <p style="padding-left: 40px;">If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director, at 859-257-2754 or jkarnes@email.uky.edu.</p> <p>Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)</p> <ul style="list-style-type: none"> • Carla Cantagallo, DL Library • Local phone: 859-257-0500 ext 2171; Long distance phone: 800-828-0439, option #6 • Email: dllservice@email.uky.edu • DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&llib_id=16
11.	<p>As the instructor of record, I have read and understood all of the university-level statements regarding Distance Learning.</p> <p>Instructor Name: Evelyn A. Knight Instructor Signature:</p>

CPH 663-- Introduction to Public Health Practice and Administration
Distance Learning Option

Instructor: Evelyn A. Knight, PhD

Instructor Contact Information:

E-Mail: eknight@uky.edu

Phone: 859-323-0860

Instructor's Virtual Office Hours: Thursdays, 1400 Hrs-1700 Hrs, Eastern Time

Instructor's Office: 111B College of Public Health

This course is offered on Blackboard, which is accessed via your LinkBlue account. The instructor will be on-line each week during her virtual office hours and can be reached by e-mail at eknight@uky.edu through the message center on the Blackboard course site. The instructor will respond to all messages within 36 hours, except during official university breaks. You may reach the instructor by phone between 9 am and 4 pm Thursdays at 859-323-0860. E-mail is the preferred method of contacting the instructor.

Please sign on to Blackboard for the virtual course orientation with the instructor at 1830 Hrs EDT, Thursday, August 23, 2012.

Course overview:

This course introduces the field of public health. It prepares students from diverse disciplines and professions to assimilate and integrate the five basic discipline-specific courses required in the Masters of Public Health Core. It is taken at the beginning of the program, preferably as a first or pre-requisite course.

The course takes a systems approach to analyzing and generating solutions for various public health issues such as chronic disease, infectious disease, unintentional injury and environmental quality. Working in inter-professional teams, students complete specific learning tasks to understand the issues and apply public health competencies. Students contribute to a course wiki, produce team reports on the selected issues, and participate in discussion of reports from other teams.

MPH Competencies addressed in this course:

Students completing CPH 663 will be able to

1. Assess population-based health problems from the perspective of multiple public health science disciplines.
2. Interpret the 10 Essential Public Health Services from a systems perspective.
3. Propose potential solutions to public health problems based on an understanding of systems theory and social, behavioral, environmental and biological factors that contribute to the problem, within the context of the 10 Essential Public Health Services.

Course objectives:

By the end of this course students will

1. Embrace a definition of public health that captures the unique characteristics of the field (e.g. population-focused, community-oriented, prevention-motivated and rooted in social justice).
2. Explain why public health practice is important to society and how it directly impacts the lives of people.
3. Explain how social, behavioral, environmental and biological factors contribute to specific individual and community health outcomes. Identify the causes of the social and behavioral factors that affect health of individuals and populations.
4. Assess the health status of populations and their related determinants of health and illness. Analyze determinants of health and disease using an ecological framework.
5. Describe the characteristics of a community health problem.
6. Identify the characteristics of a system; incorporate systems thinking into public health practice.
7. Distinguish the role of governmental and non-governmental organizations in the delivery of community health services [public health services].
8. Analyze the role of public health systems in preventing or addressing chronic disease, infectious disease, and unintentional injury.
9. Apply the Core Public Health Functions of assessment, policy development, and assurance (and the related Ten Essential Services) in the analysis of public health problems and their solutions.
10. Explain the range of possible intervention points in public health practice and identify strengths and limitations of each.
11. Write effectively when communicating with different audiences about public health activities.
12. Use evidence-based principles and scientific knowledge effectively when involved in evaluation and decision-making in public health.
13. Collaborate in inter-professional partnerships to implement organizational initiatives at the individual, organizational, and community level.
14. Apply ethical principles to public health program planning, implementation and evaluation.
15. Assess public health programs for their cultural competence.

Course outline & requirements:

Textbook and readings: The course does not use one assigned textbook. Rather, required and suggested readings, video links and other resources are posted for each module.

The Course is divided into five learning modules on Blackboard:

Module 1 (Weeks 1-3): Introduction to the public health delivery system.

Module 2 (Weeks 4-6): Public health assessment and health promotion/disease prevention responses to chronic health conditions

Module 3 (Weeks 7-9): Public health science and history of response to infectious disease epidemics, including an exploration of ethical issues in public health practice.

Module 4 (Weeks 10-12): Public health systems, best practices, and policy formation in response to unintentional injury and environmental threats.

Module 5 (Weeks 13-15): Integration of the 10 Essential Public Health Services in promoting health, preventing disease and protecting the public's health.

Overview of Module assignments:

Module 1:

- a. Required synchronous class discussion with instructor—all students will join a discussion with the instructor to go over course requirements and consider together the scope and intent of the course—See Bb course announcements for time.
- b. Selected readings on public health and PH delivery systems
- c. Based on readings and internet research, you will create an annotated organizational chart for public health service delivery at the global, national, regional, state, local levels, with a focus on Kentucky (or home state or nation)—In addition to creating the chart you will write a short narrative answering the posted questions about the organizations on your chart. Post your assignment on the Bb site by the end of the third week of classes (date).
- d. Course wiki. In Week One you will begin contributions to a course wiki, which the whole class will continue to develop throughout the semester. The first wiki topics will be determined by the instructor. They are available on-line. Choose one topic from the list on Blackboard and begin populating the wiki topic based on guidelines provided on-line. Also, read, reflect and comment on a minimum of two wiki entries developed by other students.

Module 2:

- a. Selected readings on public health and PH delivery systems
- b. The first case study focuses on health promotion and/or prevention of chronic disease. The class is divided into teams of three to five students following the protocol presented on Bb. Your team will choose a topic from a list provided by the instructor. Working together from the perspective of various public health professionals, your team will answer the posted questions regarding the topic and develop a report which you will post on-line by the end of the second week of the module. Each student will then have one week to read a minimum of two other reports and post comments based on guidelines posted on Bb.

For the report your team will:

- Assess the scope of the problem--use descriptive epidemiological thinking.
- Assess the impact of the problem on various systems, e.g.,
 - the human body as a system--the problem as risk factor with biological/disease implications/limitations
 - the individual within personal social system--family, peers, etc.
 - the community consequences of the problem--a social system view
- Research/explain possible causes of the problem from a social/cultural/ecological perspective--use analytic epidemiological thinking.

- Propose what accounts for trends in the problem-why have rates been changing?
- Describe the organizations or agencies addressing the problem. What are the key strategies currently being used to address it?
- Identify the relationship between the causes of the problem and the strategies currently being used to address it. Why are these strategies being used?

Team members assume the roles of epidemiologist, health behavior specialist, biostatistician and public health administrator.

Consult the course Bb site for more detailed guidance.

- c. Each team adds two new terms or concepts to the course wiki which they determine to be of importance to the understanding of the module topic and for the benefit of the other teams. Each student will comment on a minimum of two new wiki entries using the guidelines posted on Bb.
- d. On-line discussion with instructor. Students may opt to join the instructor and other classmates in a synchronous discussion of assignments and course concepts weekly at [assigned time].

Module 3:

- a. Selected readings on public health and PH delivery systems.
- b. View video of Rick Crosby interview with Beth Meyerson.
- c. The second case study focuses on public health responses to infectious disease. The class is divided new teams of three to five students following the protocol presented on Bb. Your team will choose a topic from a list provided by the instructor. Working together from the perspective of various public health professionals, your team will answer the posted questions regarding the topic and develop a report which you will post on-line by the end of the second week of the module. Each student will then have one week to read a minimum of two other reports and post comments based on guidelines posted on Bb.

The second team report will answer the following questions:

- How is this disease, parasite or pathogen classified in public health models of infectious disease? What biological models are used to explain the transmission of the disease?
- What role has public health played in addressing this disease over the course of public health history? How has the PH approach changed over time? What is best practice today?
- How do public health and medicine intersect to address this infectious disease?
- What ethical issues are raised in the (existing and potential) public health responses to this problem? Who is debating these issues and where do they stand? Why?

Team members take the roles of epidemiologist, health behavior/community health specialist, public health nurse, environmental health specialist. Consult the course Bb site for more detailed guidance.

- d. Each team adds two new terms or concepts to the course wiki which they determine to be of importance to the understanding of the module topic and for the benefit of the other teams. Each student will comment on a minimum of two new wiki entries using the guidelines posted on Bb.
- e. On-line discussion with instructor. Students may opt to join the instructor and other classmates in a synchronous discussion of assignments and course concepts weekly at [assigned time].

Module 4:

- a. Selected readings on public health and PH delivery systems.
- b. Students form new teams to address a new public health issue. The third case study focuses on unintentional injury and environmental health/hazards (including bioterrorism). Your team will choose a topic from a list provided by the instructor. Working together from the perspective of various public health professionals, your team will answer the posted questions regarding the topic and develop a report which you will post on-line by the end of the second week of the module. Each student will then have one week to read a minimum of two other reports and post comments based on guidelines posted on Bb. The team report will address the following:

- Describe the scope of the problem nationally and at the state level.
- What organizations/agencies/non-profits work on the problem at the national and state levels? What aspects of the problem do they focus on? In what ways are they a "system?"
- What are currently considered best practices for addressing the problem? What organizations or agencies use these approaches?
- How does public health influence policy development in the arena of this issue?
- What ethical and community issues must Public Health advocates attend to when developing policy to address this issue in a free and democratic society?

Team members are encouraged to take the roles of health behavior/community health specialist, public health administrator, environmental health specialist, academic researcher or biostatistician.

Consult the course Bb site for detailed guidance.

- c. Each team adds two new terms or concepts to the course wiki which they determine to be of importance to the understanding of the module topic and for the benefit of the other teams. Each student will comment on a minimum of two new wiki entries using the guidelines posted on Bb.
- d. On-line discussion with instructor. Students may opt to join the instructor and other classmates in a synchronous discussion of assignments and course concepts weekly at [assigned time].

Module 5:

- a. Selected readings on public health and PH delivery systems.
- b. Each student chooses one of the case studies available on the course site from all the case assignments posted. Assess how the 10 Essential Public Health Services are integrated in the case study. If any of the EPHS are missing in the report, seek additional information to complement the case study. The report will be in the form of 1) a concept map or chart that includes brief sub-statements about key actions taken under each essential service to address the problem and maps connections or interactions between the actions by the 10 services and 2) a reflection on what was learned while creating the concept map or chart.
- c. Make one last wiki entry based on the paper assignment.
- d. A final reflection on the experience of contributing to and commenting on the course wiki. See Bb for detailed guidance.
- e. Log-on to and contribute to synchronous on-line discussion with instructor and class.

Summary of Course Requirements:

1. Log-on and participate in first and last week synchronous discussions with instructor and other class members.
2. Weekly readings and viewings as posted
3. Public Health organizational chart
4. Three team public health issue reports
5. Evaluation of team and team member performance to instructor for each team experience
6. Comments on total of six other team reports
7. Two individual wiki entries
8. Six team wiki entries
9. Comments on eight wiki entries
10. Final wiki reflection paper
11. Ten Essential Public Health Services Integration Map/Chart with reflections.

Assignment Due Dates:

The dates listed below are the last dates on which the assignments will be accepted. You may upload your assignments to suit you and your team's schedules.

Final Date Due	Eastern Time	Required Assignment
		Synchronous Class
Thursday, Aug 23	1830	Orientation
Friday, Aug 24		Begin Module 1
Saturday, Sept 1	2400	Individual Wiki#1 uploaded
Wednesday, Sept 5	2400	Wiki Comment #1 uploaded
Wednesday, Sept 12	2400	Wiki Comment #2 uploaded
Saturday, Sept 15	2400	Org Chart & Narrative uploaded

Sunday, Sept 16		Begin Module 2
Wednesday, Sept 26	2400	Team wiki #1 uploaded
Saturday, Sept 29	2400	Team Report #1 uploaded
Monday, Oct 1	2400	Wiki comment #3 uploaded
Wednesday, Oct 3	2400	Wiki comment #4 uploaded
		Report comment # 1
Saturday, Oct 6	2400	uploaded
Sunday, Oct 7		Begin Module 3
Wednesday, Oct 17	2400	Team wiki #2 uploaded
Saturday, Oct 20	2400	Team Report #2 uploaded
Monday, Oct 22	2400	Wiki comment #5 uploaded
Wednesday, Oct 24	2400	Wiki comment #6 uploaded
		Report comment # 2
Saturday, Oct 27	2400	uploaded
Sunday, Oct 28		Begin Module 4
Wednesday, Nov 7	2400	Team wiki #3 uploaded
Saturday, Nov 10	2400	Team Report #3 uploaded
Monday, Nov 12	2400	Wiki comment #7 uploaded
Wednesday, Nov 14	2400	Wiki comment # 8 uploaded
		Report comment #3
Saturday, Nov 17	2400	uploaded
Sunday, Nov 18		Begin Module 5
Wednesday, Nov 28	2400	Individual Wiki #2 uploaded
		Wiki reflection paper
Wednesday, Dec 5	2400	uploaded
Monday, Dec 10	2400	Concept Map (CM) uploaded
Monday, Dec 10	2400	CM reflection paper uploaded
Thursday, Dec 13	1830	Synchronous Class Discussion

Grading:

There is no final exam in this course. The assignments constitute the key learning and assessment activities for the course. ALL the assignments are required. The grade for the course will be based on the following percentage distribution:

Synchronous discussion (2)	4
PH Org Chart	5
Org Chart Narrative	3
Team Report #1	15
Team Report #2	15
Team Report #3	15
Team evaluation (3)	3
Report Comments (6)	6
Student Wiki entries (2)	4
Team wiki entries (6)	6

Wiki comments (8)	8
Wiki reflection paper	6
10 EPHS Integration paper	10
TOTAL POINTS	100%

Grading scale:

A=90-100%

B=80-89%

C=70-79%

E=<70%

Technical requirements:

Check your computer's software and hardware compatibility with Blackboard here: <http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>

For this course you will need the following hardware and software:

- Software:
 - Internet Browser: Firefox 3.5 (Cookies must be enabled; Pop-Blocker must be disabled) or other Blackboard compatible browser.
 - PDF reader such as Adobe Acrobat Reader
 - Selected apps:
 - Java
 - Flash

To check your computer for these requirements, go to <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Eye%20Chart.aspx>

- Video-camera, such as an “eyeball” camera or computer’s built-in camera
- Headset/microphone
- High speed internet connection (e.g., DSL, cable or other). You can check the speed of your connection here: <http://speakeasy.net/speedtest/>

Distance Learning Resources:

The library has resources dedicated to helping you access materials you will need to complete this course: For information on Distance Learning Library Services go to: <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Library
- Local phone: 859-257-0500 ext 2171; Long distance phone: 800-828-0439, option #6
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan
Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&llib_id=16

For technical support, contact the university's Information Technology Service Center: (<http://www.uky.edu/UKIT/>; 859-218-HELP). They can help you resolve technical issues that might arise.

For help using Bb, contact the Teaching and Academic Support Center: (<http://www.uky.edu/TASC/index.php> where you will find useful links and discussion about making the best use of Bb.

Policy on Academic Accommodations:

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director, at 859-257-2754 or jkarnes@email.uky.edu .

Academic Integrity

This course conforms to the same expectations for academic integrity found in all your university classes. 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. Please see the University's policies concerning the consequences for plagiarism. Source: www.uky.edu/ombud/plagerism.pdf
Policy: www.uky.edu/usc/new/rulesandregulationsmark.htm

Attendance & Group Work

This course is mostly "asynchronous," meaning that you are not required to be on-line with the instructor except for the required first and last synchronous, on-line sessions. Only absences meeting the "late work policy" guidelines (see below) will be excused. You must attend those two on-line sessions. Attendance will be taken through Bb log on. The group work you do for your papers will be set up by the group at times convenient to all member of the team. Your contribution to the group effort will be evaluated by your team members.

Policy on On-line/Class Behavior, Decorum & Civility

It is hoped that your interactions in class teams and on-line discussion forums will create a community that supports you in your learning. Learning communities are characterized by respect for diverse points of view and the unique contributions of community members. We are learning to discuss difficult public health issues and it is expected that there will be a variety of perspectives. Please convey your respect to your classmates and their learning efforts in all your communications. Refer to the "How to give appreciative feedback" guidelines on the Bb site.

On-line communications should be limited to content that relates to the course. Use of obscenity, personal attacks and other uncivil behavior will not be tolerated. Posts that the instructor considers inappropriate will be removed and the instructor will contact you to discuss your behavior and determine whether you will be allowed to continue in the course.

Religious Observances

In the unlikely event that a course requirement falls on the date of a religious observance, you will be given the opportunity to make up work (for example, a synchronous discussion) if you notify the instructor that religious observances prevent the you from doing the work at its scheduled time. You must notify the course instructor at least two weeks prior to such an absence and propose how to make up the missed academic work. Project teams are urged to be cognizant of the needs of their team members and to schedule their meetings and discussions so that all may participant equally.

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.

If inclement weather causes a power outage in your area that impacts your ability to complete your assignments, please call the instructor to work out a solution.

Late work policy

All course requirements are to be completed by the dates posted on-line. If you anticipate a problem with these requirements, please contact the instructor in advance of the due date. Work submitted late will conform to the excused absence and make-up opportunities policies established by the Office of Academic Ombud Services as found at www.uky.edu/Ombud/policies.php