



Date: October 23, 2015

To: Therese Tillett, Director Curriculum Services
Educational Policies Council (EPC)

From: College of Public Health Curriculum Committee
Dr. Tara Smith
Dr. Sheryl Chattfield
Dr. Thomas Brewer
Ken Slenkovich
Dr. Sonia Alemagno

Re: Formal proposal for PH 10002, Introduction to Global Health Science (revised course) and 10003, Introduction to Global Health Science Lab (new course) to be considered for addition to the Kent Core Basic Science requirement and Ohio Transfer Module Status.

In 2003, the Institute of Medicine (IOM) of the National Academies concluded that to keep the public healthy, not only do we need a well-educated public health workforce, but also an educated citizenry. The IOM recommended that “all undergraduates should have access to education in public health.”¹

In response, The Council of Colleges of Arts and Sciences (AAC&U) and the Association for Prevention Teaching and Research (APTR) published in October, 2008, a report titled *Recommendations for Undergraduate Public Health Education*.² The report stated that the aim and rationale for undergraduate public health general and liberal education is to develop an educated citizenry, to fulfill the essential learning outcomes of the Liberal Education and America’s Promise (LEAP) and should be proposed to fulfill general education requirements. The recommendation was that Global Health 101 be made available as a general education requirement.

The *Introduction to Global Health Science* course is designed to offer excellent cross-cutting public health examples at the global level. As an example, the course examines communicable diseases (such as HIV) and non-communicable diseases (such as cardiovascular disease and cancer) globally, involving perspectives from biology, epidemiology, and environmental health, using current global health practices and policies. PH 10002 is designed to address the LEAP essential learning outcomes which include knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative learning.

College of Public Health

P. O. Box 5190 • Kent, Ohio 44242-0001

330-672-6500 • Fax: 330-672-6505 • publichealth@kent.edu • www.kent.edu/publichealth



¹Gebbie K, Rosenstock L, Hernandez LM. Who will keep the public healthy? Educating public health professionals for the 21st Century. Washington: National Academy Press, 2003: 144.

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KENT CORE COURSE PROPOSAL

Date: October 9, 2015

Department/School: College of Public Health

Course ID: PH 10002 Credit Hours: 3

Course Title: Introduction to Global Health Science

Kent Core Category: Natural Sciences

Prerequisites: None

1. Explain how the course addresses (a) concepts to the subject area; and (b) the specific Kent Core learning goals listed in the University Catalog.

Global health is defined by the Institute of Medicine as “health problems, issues and concerns that transcend national boundaries, may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions.”

Introduction to Global Health Science provides an overview of important concepts on the biological mechanisms of disease at the cellular, individual, and population/community levels in the global context. The role of the community in global health will be emphasized. This course is designed to provide a basic foundation in the mechanisms of health and disease in developed/developing countries. Each lecture on a specific disease or condition will address the following: global health impact; mechanisms of disease, e.g., life cycle/natural history, transmission, and epidemiology/etiology; current topics of special importance; and a scientific update on research in the field. *Global Health Science Laboratory* sessions (additional 1 credit; 2 hours each week) may include: hands-on experiences, demonstrations, group exercises/problem-solving, and reports of case studies.

As such, *Introduction to Global Health Science* [revision of *Introduction to Global Health* course to conform to the Natural Sciences category in the Ohio Transfer Module] specifically addresses the following Kent Core learning objectives for students:

- Acquire critical skills and problem solving skills by asking students to develop an understanding of the principles of disease prevention and control, including the role of immunization in preventing disease.
- Apply principles of effective written and oral communication by developing critical knowledge, skills and competencies in the controversial debates of contemporary global health problems and issues.
- Cultivate their natural curiosity and begin a lifelong pursuit of knowledge by discussing current research efforts and findings with respect to major infectious and chronic diseases of public health concern.
- Develop competencies and values vital to responsible uses of information and technology by describing how basic molecular approaches can be applied to pertinent global health problems and concerns.

- Engage in independent thinking, developing their own voice and vision, and become informed, responsible citizens by describing the most prevalent global diseases that may disproportionately affect poorer, vulnerable, and underserved populations.
 - Improve their understanding of issues and behaviors concerning inclusion, community and tolerance by demonstrating the knowledge and understanding of biological, environmental, social, behavioral, and economic aspects of major current critical global health issues.
2. Not applicable- this is not a Category I or Category II submission
 3. State how the course is representative of a field that has attained maturity and substance with a critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.

Global Health has been recognized as its own subspecialty in the field of Public Health since the early 1970s. All public health professionals from accredited programs are required to have competencies in global health, and some choose to make this their chosen field. The American Public Health Association has a Global Health section comprised of academic researchers and practitioners from all over the world. <http://www.apha.org/programs/globalhealth/>

Perhaps the best known international organization dedicated to global health is the World Health Organization (WHO). WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries, and monitoring and assessing health trends. Students from the College of Public Health have the opportunity to visit the WHO when participating in our study-abroad program in Geneva. Information on the WHO can be found at:

<http://www.who.int/en/>

4. Are adequate resources available for this course (e.g. faculty, classroom space, equipment, library holdings)? If yes, explain.

As an interdisciplinary subspecialty, faculty throughout the College of Public Health from all three departments will participate in the teaching of *Introduction to Global Health Science*. The course is coordinated by Dr. Mark James, Chair of the Department of Biostatistics, Environmental Health Sciences, and Epidemiology. Dr. James is a distinguished professor with an extensive research background in tropical medicine, specifically malaria. He serves as chair of the Scientific Advisory Group for the NIH-supported Latin American Center of Excellence for Malaria Research. He also directs the College of Public Health global initiatives. The College of Public Health currently has six international partnerships with a global health focus [another with the Oswaldo Cruz Foundation (Rio de Janeiro, Brazil) is in process]. Dr. James convenes the

college's interdisciplinary global health committee. This faculty develops and reviews the global health courses on an annual basis. Students have also benefited from international doctoral students who have been assigned as teaching assistants for the global health courses. The following faculty and international doctoral students have experience and credentials to teach the *Introduction to Global Health Science* course:

Full-time Faculty (TT and NTT): Mark James, Christopher Woolverton, Tara Smith, Charles Hart, Madhav Bhatta

Adjunct Faculty: Koya Allen, Michael Smylie, John Spieler, Katelyn Guastafarro, Ronald Graham, Niketta Womack

Graduate Assistants: Amy Krystosik, Lorriane Odhiambo, Obianuju Genevieve Aguolu, Neda Kasim, Sunita Shakya, Peter Ossai

There are no specific classroom or equipment needs for the course. The library holdings in global health have been determined sufficient at the graduate level by the accrediting agency.

5. Has this course been offered previously?

The main *Introduction to Global Health* course has been popular on all campuses. Since the course was first offered in fall of 2010, 2670 students have enrolled in the course:

Fall 2010 through Fall 2015, Introduction to Global Health by Campus, 15-Day Report

Kent	1630
Ashtabula	144
East Liverpool	158
Geauga	101
Salem	148
Stark	292
Trumbull	167
Tuscarawas	<u>30</u>
<u>Total</u>	2670

6. Given the available Kent Core options, why is it important that this course be added as an option for students fulfilling their Kent Core?

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 <p>KENT STATE UNIVERSITY College of Public Health</p>	<p style="text-align: center;">Syllabus for Kent Core Proposal, Fall 2015 PH 10002 Introduction to Global Health Science 3 Credits PH 10003 Global Health Science Laboratory 1 credit</p>
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Instructor and Course Coordinator:**Name:** Mark A. James, Ph.D.

(Other Key Faculty: Dr. Chris Woolverton, Dr. Tara Smith, Dr. Charles Hart, Dr. Madhav Bhatta)

Email: mjames22@kent.edu**Office:** Lowry Hall 305A**Office Hours:** Tuesday, Thursday: 1:00-3:30 PM or by appointment

Please do not hesitate to contact me by email.

GENERAL COURSE INFORMATION**Course Prerequisite(s)**

None

Required MaterialsKrasner R.I., Shors T. *The Microbial Challenge: A Public Health Perspective*, 3rd ed. Burlington, MA: Jones & Bartlett Learning (2013).

Additional readings: As assigned, in addition to the textbook material. Web links and/or copies of the assigned readings and short video presentations will be posted on the Blackboard Learn that you can access via your flashline.kent.edu account.

PURPOSE OF THE COURSE**Course Description**

Global health is defined by the Institute of Medicine as “health problems, issues and concerns that transcend national boundaries, may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions”.

Introduction to Global Health Science provides an overview of important concepts on the biological mechanisms of disease at the cellular, individual, and population/community levels in the global context. The role of the community in global health will be emphasized. This course is designed to provide a basic foundation in the mechanisms of health and disease in developed/developing countries. Each lecture on a specific disease or condition will address the following: global health impact; mechanisms of disease, e.g., life cycle/natural history, transmission, and epidemiology/etiology; current topics of special importance; and a scientific update on research in the field. *Global Health Science Laboratory* sessions (1 credit; 2 hours each week) may include: hands-on experiences, demonstrations, group exercises/problem-solving, and reports of case studies.

BSPH Program Competencies

This course addresses the following BSPH Core Competencies:

C.1: Public Health Core Values, Concepts and Functions in Society

SSBAT describe the public health approach, identify the milestones in the field of public health and describe major local, national and global health challenges.

C.3: Population Health Challenges

SSBAT describe the history, population health perspective and methods used in public health to address population-wide concerns through the provision of essential services.

C.4: Human Health and Disease

SSBAT list the leading causes of mortality, morbidity and disparities among local communities and explain risk factors, modes of transmission, and health effects for communicable and non-communicable diseases.

C.5: Determinants of Health

SSBAT discuss the basic biological, environmental, socio-economic, behavioral and other factors that impact human health, and describe strategies for influencing these factors.

C.10: Community, Diversity and Advocacy

SSBAT describe the role of community engagement in promoting health and explain how the contexts of gender, race, poverty, history, migration and culture contribute to health disparities and are important in the design of interventions.

Course Learning Objectives

At the end of the course, participants should be able to:

- 1) Elucidate the principles and practical applications of basic biological mechanisms at the cellular and molecular level, e.g., structure and function of DNA, RNA, protein, and cell. (C.4, C.5)
- 2) Describe how basic molecular approaches can be applied to pertinent global health problems and concerns. (C.4, C.5)
- 3) Describe the basis of host-microbe interactions in health and disease. (C.4, C.5)
- 4) Understand the principles of disease prevention and control, including the role of immunization in preventing disease. (C.3, C.4, C.5)
- 5) Describe the most prevalent global diseases, e.g., cardiovascular, in terms of: epidemiology, risk factors, clinical manifestations, and global health control strategies. (C.3, C.4, C.5)
- 6) Demonstrate the knowledge and understanding of biological, environmental, social, behavioral, and economical aspects of major current critical global health issues, especially in the areas of infectious and chronic disease, nutrition, maternal and child health, and global environmental health. (C. 4, C.5)
- 7) Discuss current research efforts and findings with respect to major infectious and chronic diseases of public health concern. (C.4, C.10)
- 8) Develop critical knowledge, skills and competencies in the controversial debates of contemporary global health problems and issues. (C.1, C.3, C.10)

This course meets ASPPH Public Health Biology Sub-Competencies:

<http://www.asph.org/document.cfm?page=928>

COURSE ASSIGNMENTS

Discussion postings

Students are required to post a **minimum of three times** each week according to this schedule: The **initial posting**, a response to the discussion question, **MUST be submitted by Wednesday** at 11:59 PM. Two additional postings, responses to comments by other students, are due anytime **between Thursday and Sunday night** at 11:59 PM. Additional postings may be made at any time.

It is expected that ALL posting will be composed in a manner fitting an academic setting, and will contain references to course materials. In-text reference citations should be consistent with APA format. The student is expected to use this forum to display mastery of the material. General comments without references and personal anecdotes that do not substantively add to the discussion are to be avoided. Discussion comments will be graded according to a rubric posted in Learn. Maximum points will be earned by postings that are well-written, address the subject, and reference the readings. It is required that students draw commentary from ALL of the readings and web material.

Module Quizzes

Module fifteen-item, multiple-choice quizzes, based on all module materials including the Chapter reading assignment. There is a 25-minute time limit on quizzes.

Global Health Disease Report

Students will select and describe one of the major global health communicable diseases such as (but not limited to): diarrheal disease, tuberculosis, HIV/AIDS, measles, Lyme disease, hookworm, polio, flu, cholera, hepatitis [at least 1000 words]. An outline of the paper will be due at mid-term and the final paper will be due at the last day of class. The paper will discuss the following: historical milestones, incidence, pathogenesis, clinical manifestations, etiology (associated behaviors, environment, genetic contribution), epidemiology, diagnosis, treatment, public health measures for prevention and control, such as WASH surveillance, isolation/quarantine.

Final Exam

Comprehensive, 60 item multiple-choice.

Form and Style of Submitted work: All work is to be submitted in Learn, as assigned.

Grading	Points	Percentage
15 Weekly Discussions @20 points	300 points	32% of overall grade
15 Weekly Quizzes @15 points	225 points	24% of overall grade
Global Health Disease Report	225 points	24% of overall grade
<u>Final Exam</u>	<u>180 points</u>	<u>20% of overall grade</u>
Total Points	930 points	100%

Extra Credit: An optional extra credit paper worth a maximum of 20 points will be available.

Letter grades will be assigned according to the following scale as a percentage of the total points possible.

92% to 100% A
90% to 91% A-
88% to 89% B+
82% to 87% B
80% to 81% B-
78% to 79% C+
72% to 77% C
70% to 71% C-
68% to 69% D+
60% to 67% D
Below 60% F

Midterm grades:

Kent State requires professors to submit midterm grades for all students with freshman standing. Midterm grades are based on the total of the students' work up to that point in the semester, and are provided to help first-year students gauge their academic progress.

Class Participation

Weekly course assignments are displayed on the student Blackboard LEARN page. All work must be submitted through the LEARN site. Students are required to keep current with weekly assignments, including readings, essays, discussions and quizzes. Attendance and participation in the laboratory sessions is expected and is essential for optimal performance in other parts of the course.

Attendance & Communication:

Approximately 30% of the total course grade is based upon student performance in the discussion modules. Student attendance grades are reflected in the discussion module scores.

Policy on Late Assignments and Missed Exams

Each of the weekly assignments MUST be completed during the time period allocated. Due dates are explicitly identified in the Blackboard LEARN course site and in the course schedule. Due to the nature of the course, no credit can be given for late assignments without substantial documentation. Exceptions to this policy may be made at the discretion of the instructor only in documented circumstances resulting from truly exigent circumstances. In the event there is a documented technical problem with the Kent State server, assignment deadlines will be equitably adjusted.

Course Registration and Withdrawal

University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

To determine the last dates to drop or withdraw from the course, follow the steps below:

1. Visit <http://www.kent.edu/registrar/index.cfm>
2. Click on the "Schedule of Classes Search" button
3. Search by Term
4. Select "Detailed Class Search" option
5. Find your course
6. Click on the "Registration Deadline" link to view drop and withdrawal dates

Withdrawal from any or all courses is permitted through the 10th week of the semester (or the prorated deadline for flexibly scheduled sections). After that time, students are considered to be committed to all remaining courses and must complete them. If students are unable to complete the semester because of extreme circumstances that first occur after the deadline, students should consult their college or campus dean's office. Any course withdrawal(s) processed after the second week of the full semester will appear on the students' academic record with a grade of "W". No approval is required to withdraw from a course during the withdrawal period. A "hold" on your record will prevent you from processing course withdrawal(s) until all holds are cleared. Course withdrawal may impact degree progress. Therefore, consult with your advisor prior to processing your course withdrawal.

CLASS ETIQUETTE AND EXPECTATIONS

Technological Competencies

Students must be proficient with basic computer operations including, but not limited to: copying and printing files, accessing files in directories and subdirectories, logging onto all KSU Internet systems (e.g., Flash Line, Gmail, LEARN), accessing the Internet, using a word processor (e.g., Microsoft Word), spreadsheet program (e.g., Microsoft Excel), and presentation program (e.g., Microsoft PowerPoint). Students lacking these skills must contact the KSU Helpdesk for assistance (helpdesk@kent.edu or 330-672-4357). It is the students' responsibility to acquire these computer skills. **Participation in this course requires that the student be able to competently navigate the Blackboard LEARN environment.**

Use of E-mail

E-mail is an official means of communication between Kent State University and students. Students should check their Kent State e-mail account regularly. It is also important to use your Kent State e-mail account when corresponding with your instructor. E-mail services such as Gmail, Hotmail, and Yahoo can be blocked by the university and should not be used to correspond with your instructors. You may email instructors within LEARN at email addresses listed above. Due to FERPA regulations, grades and course related materials cannot be communicated to non-KSU email addresses.

Students are responsible for all information sent to them via their university-assigned e-mail account. If a student chooses to forward information in their university e-mail account, he or she is responsible for all information, including attachments, sent to any other e-mail account. To stay current with university information, students are expected to check their official university e-mail account and other electronic communications on a frequent and consistent basis. Recognizing that some communications may be time-critical, the university recommends

that electronic communications be checked minimally twice a week.

For a complete listing of university communication policies, please refer to the [Administrative policy regarding electronic communication for students](#) on the KSU Policy Register.

Technological Problems

In the unlikely event that a documented problem with the KSU server precludes access to Blackboard, the deadline for submission will be equitable adjusted. In such an instance, a late assignment will only be accepted if technical problems can be verified by the Helpdesk. Students experiencing difficulties accessing Blackboard should contact their professor and the HelpDesk immediately to document the problem. However, simply calling the Helpdesk without providing evidence of a verifiable technical problem will not result in a late assignment, quiz, or exam being accepted.

Online Etiquette / Netiquette

Taking an online course and corresponding via email and discussion board presents communicators with the task of overcoming the lack of non-verbal in communication. When taking a course online, it is important to remember several points of etiquette that will smooth communication between the students and faculty.

- 1. Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
- 2. Keep writing to a point and stay on topic.** Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Also, do not introduce new topics; it may just confuse the readers.
- 3. Read first, write later.** It is important to read all posts or comments of students and instructors within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.
- 4. Review, review, then send.** There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
- 5. An online classroom is still a classroom.** Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the faculty is as important as ever.
- 6. The language of the Internet.** Though still a young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-)) or :(), but avoid overusing them.
- 7. Consider the privacy of others.** Ask permission before sharing a classmate's email address or other information.
- 8. If possible, keep attachments small.** If it is necessary to send pictures, change the size to an acceptable 100k.
- 9. No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or Faculty members. The sharing of pornographic material is forbidden.

Adapted from Source: <http://www.kent.edu/dl/Technology/Etiquette.cfm>

Fair Use and Copyright

You are responsible for identifying and obeying any and all copyrights defined by digital-media authors. In terms of fair use, you are adequately protected to submit materials within LEARN, our educational environment with restricted classroom access. If you publish works to public domains and/or distribute materials outside LEARN, you are no longer protected by academic fair use.

Keep in mind, just because a website advertises freedom to remix or redistribute a work does not guarantee transfer to copyright free materials. Perhaps the website and/or distributor of the work do not own the original copyright itself.

As a rule of thumb, be cautious, cite original authors, keep materials in LEARN and ask permission not forgiveness from digital-media owners. When in doubt, produce original work!

University Policies

Students are required to be aware of and follow all general and academic policies established by Kent State University. A list of the general academic policies is listed on the online version of the [Kent State University Catalog](#).

Incomplete Grades

The administrative mark of IN (Incomplete) may be given to students who are unable to complete the work due to extenuating circumstances. To be eligible, undergraduate students must be currently passing and have completed at least 12 weeks of the semester. Graduate students must be currently earning a C or better grade and are unable to complete the required work between the course withdrawal deadline and the end of classes. The time line shall be adjusted appropriate for summer sessions and flexibly scheduled courses.

Appropriate documentation is generally required to support the extenuating circumstance. The student must initiate the request for the Incomplete Mark from the instructor, and it is the responsibility of the student to arrange to make up the incomplete work. Incomplete grades must be made up within one semester (not including summer sessions) for undergraduate students and one calendar year for graduate students. Unless the course is completed or an extension is granted, incomplete grades will automatically lapse to the grade designated on the Incomplete Mark Form at the end of one semester for undergraduate students and at the end of one year for graduate students.

For complete information regarding incomplete grades, please visit the [Grading Policies and Procedures](#) page of the KSU website.

Academic Dishonesty

The University Policy Register defines academic dishonesty, potential sanctions, and the administrative process of imposing and reviewing those sanctions. It is the student's responsibility to thoroughly familiarize themselves with this policy. The full text can be found here:

http://www.kent.edu/publichealth/programs/academic_dishonesty.cfm

Section 3-01.8(B) of the policy states: (B) Definitions. As used in this rule:

(1) "Cheat" means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. As defined, cheating includes, but is not limited to:

- (a) Obtaining or retaining partial or whole copies of examination, tests or quizzes before these are distributed for student use;
- (b) Using notes, textbooks or other information in examinations, tests and quizzes, except as expressly permitted;
- (c) Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor;
- (d) Securing, giving or exchanging information during examinations;
- (e) Presenting data or other material gathered by another person or group as one's own;
- (f) Falsifying experimental data or information;
- (g) Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor;
- (h) Cooperating with another to do one or more of the above; and
- (i) Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
- (j) Presenting falsified information in order to postpone or avoid examinations, tests, quizzes, or other academic work.

(2) "Plagiarize" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. As defined, plagiarize includes, but is not limited to:

- (a) The copying of words, sentences and paragraphs directly from the work of another without proper credit;
- (b) The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings, of another without proper credit; and
- (c) The presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers.

Instructors are REQUIRED to report all instances of student plagiarism. The formal flowchart for addressing plagiarism is found here:

[http://library.constantcontact.com/download/get/file/1103773562926-37/Plagiarism+Letter Attachment 2012 09 24.pdf](http://library.constantcontact.com/download/get/file/1103773562926-37/Plagiarism+Letter+Attachment+2012+09+24.pdf)

Additional resources regarding plagiarism can be found on the Kent State Library website at:

<http://www.kent.edu/library/about/depts/instruction/index.cfm>

Regarding Students with Disabilities

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391

or visit www.kent.edu/sas for more information on registration procedures).

Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. After your eligibility is determined, you will be given a letter, which when presented to your instructors, will help us know best how to assist you. For regional campus students, please contact the Student Accessibility Services at your home campus.

For **Kent State Ashtabula** students, please contact the disability coordinator on campus, Carol Jones Dolan, (440) 964-4232 or cjone154@kent.edu

For **Kent State East Liverpool**, please contact the disability coordinator on campus, Danielle Baker-Rose, (330) 337-4214 or by e-mail dbaker13@kent.edu

For **Kent State Geauga** students, please contact the disability coordinator on campus, Ben Morrison, (440) 434-4187 or bmorri11@kent.edu

For **Kent State Stark** students, please contact the disability coordinator on campus, Amanda Weyant, (330) 244-5047 or aweyan1@kent.edu or starksas@kent.edu

For **Kent State Salem**, please contact the disability coordinator on campus, Danielle Baker-Rose, (330) 337-4214 or by e-mail dbaker13@kent.edu

For **Kent State Trumbull** students, please contact the disability coordinator on campus, Elaine Shively, (330) 675-8932 or eshively@kent.edu.

Student Survey of Instruction Evaluation (SSID)

It is a standard practice of Kent State University to distribute and administer to the learners a confidential and anonymous questionnaire at the completion of the course. The results will be forwarded to the instructor only at the completion of the class and the submission of all grades. The instructor will then incorporate the feedback received in future course offerings and in his continual improvement of the course. Please candidly and honestly describe your professional opinions of the strengths and weakness you experienced as a learner in the course.

Subject to Change

The syllabus and course schedule may be subject to change. Changes will be communicated via email or Blackboard Learn announcement tool. It is the responsibility of students to check email messages and course announcements to stay current their online course.

Course Schedule

Module/Date	Topic(s)	Assignments/Due Dates
Module 1 August 31- September 6 Learning Objective(s): 1, 2 C.4, C.5	Chapters 2, 3, 7 Introduction to Microbiology (Dr. James) Lab: Lab Safety	<ul style="list-style-type: none"> • <u>Discussion 1</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 1</u> -Due Sunday at 11:59 PM
Module 2 September 7-13 Learning Objective(s): 1, 2 C.4, C.5	Chapters 4, 5 Classification of Microbes (Dr. Woolverton) Lab: Diagnosis of Bacteria, Viruses & Parasites	<ul style="list-style-type: none"> • <u>Discussion 2</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 2</u> -Due Sunday at 11:59 PM
Module 3 September 14- 20 Learning Objective(s): 1, 2, 3 C.4, C. 5 C.	Chapters 7, 8 Host-Microbe Interactions (Dr. Woolverton) Lab: Diagnosis of Bacteria, Viruses & Parasites (cont.)	<ul style="list-style-type: none"> • <u>Discussion 3</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 3</u> -Due Sunday at 11:59 PM
Module 4 September 21-27 Learning Objective(s): 3, 4 C.3, C.4, C.5	Chapter 12 Immune System/ Immunity to Infectious Diseases (Dr. James) Lab: Serology & Vaccination	<ul style="list-style-type: none"> • <u>Discussion 4</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 4</u> -Due Sunday at 11:59 PM
Module 5 September 28- October 4 Learning Objective(s): 5, 6, 8 C.1,C. 3,C.4,C.5, C.10	Chapter 11 Neglected Tropical Diseases (NTD) (Dr. James) Lab: Group Discussion- "Which NTD is Most Neglected? Why?"; Elimination Success Stories	<ul style="list-style-type: none"> • <u>Discussion 5</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 5</u> -Due Sunday at 11:59 PM

<p>Module 6 October 5-11 Learning Objective(s): 4, 5, 6 C.3, C.4, C.5</p>	<p>Chapters 9, 10, 11 Vector-Borne Diseases (Dr. James) Lab: Principles of Vector Control (Dr. Woolverton, Dr. Hart)</p>	<ul style="list-style-type: none"> • <u>Discussion 6</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 6</u> -Due Sunday at 11:59 PM
<p>Module 7 October 12-18 Learning Objective(s): 4, 5, 6, 7 C. 3, C.4, C.5, C.10</p>	<p>Chapter 11 The Big 3: Malaria (Dr. James) Lab: Group Discussion- Malaria Control in Africa; Elimination of Malaria in Mesoamerica</p>	<ul style="list-style-type: none"> • <u>Discussion 7</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 7</u> -Due Sunday at 11:59 PM • Global Health Disease Report topic due.
<p>Module 8 October 19-25 Learning Objective(s): 4, 5, 6, 7, 8 C. 1, C. 3, C.4, C.5, C.10</p>	<p>Chapters 9, 10, 16 The Big 3: HIV/AIDS; Tuberculosis (Dr. James) Lab: Group Discussion- Major Challenges for the Control of HIV/AIDS and TB</p>	<ul style="list-style-type: none"> • <u>Discussion 8</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 8</u> -Due Sunday at 11:59 PM
<p>Module 9 October 26- November 1 Learning Objective(s): 4, 5, 6, 8 C.1, C.3, C.4, C.5, C.10</p>	<p>Chapter 9, 16 Avian and Seasonal Influenza (Dr. Woolverton, Dr. Smith) Lab: Group Discussion- Vaccination Controversies</p>	<ul style="list-style-type: none"> • <u>Discussion 9</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 9</u> -Due Sunday at 11:59 PM
<p>Module 10 November 2-8 Learning Objective(s): 4, 5, 6, 8 C.1, C.3, C.4, C.5, C.10</p>	<p>Chapters 9, 10, 11 Water-Borne Diseases: Water, Sanitation & Hygiene (Dr. James, Dr. Hart) Lab: Group Discussion- Cryptococcosis in AIDS Patients</p>	<ul style="list-style-type: none"> • <u>Discussion 10</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 10</u> -Due Sunday at 11:59 PM

<p>Module 11 November 9-15 Learning Objective(s): 4, 6, 8 C.1, C.3, C.4, C.5, C.10</p>	<p>Chapters 8, 10 Diseases in the News: MRSA, Ebola, Flesh-Eating Bacteria (Dr. Smith) Lab: Diagnosis of MRSA</p>	<ul style="list-style-type: none"> • <u>Discussion 11</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 11</u> -Due Sunday at 11:59 PM
<p>Module 12 November 16-22 Learning Objective(s): 4, 6, 8 C.1, C.3, C.4, C.5, C.10</p>	<p>Chapter 10 Sexually-transmitted Infections (STIs) (Dr. Bhatta) Lab: Case Study – HPV in Nepal</p>	<ul style="list-style-type: none"> • <u>Discussion 12</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 12</u> -Due Sunday at 11:59 PM
<p>Module 13 November 23-29 Learning Objective(s): 5, 6 C.3, C.4, C.5</p>	<p>Chapter 10 Cancers caused by Microbes/Cancers and Behavioral Risk Factors (Dr. Smith, Dr. James) Lab: Group Discussion- Viruses, Bacteria & Cancer</p>	<ul style="list-style-type: none"> • <u>Discussion 13</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 13</u> -Due Sunday at 11:59 PM <p>No Class—Nov. 26: Thanksgiving Day</p>
<p>Module 14 November 30-December 6 Learning Objective(s): 5, 6, 7 C.3, C.4, C.5, C.10</p>	<p>Chapter 10 Chronic Diseases and Behavioral Risk Factors: Cardiovascular Disease/Diabetes Lab: Group Discussion- Global Burden of Obesity</p>	<ul style="list-style-type: none"> • <u>Discussion 14</u> - Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 14</u> - Due Sunday at 11:59 PM
<p>Module 15 December 7-13 Learning Objective(s): 4, 6, 8 C.1, C.3, C.4, C.5, C.10</p>	<p>Chapters 1, 15, 17 Emerging/Re-emerging Infectious Diseases and Bioterrorism (Dr. Smith, Dr. Woolverton, Dr. James) Lab: Biopreparedness</p>	<ul style="list-style-type: none"> • <u>Discussion 15</u> -Your response to discussion questions are due Wednesday night (11:59 PM). Two or more replies to other student comments, per questions are due Sunday night at 11:59 PM. • <u>Quiz 15</u> -Due Sunday at 11:59 PM • Global Health Disease Report due.

<p>Final Exam December 14-18</p> <p>Learning Objective(s): ALL</p>	<p>Introduction to Global Health Science Final Examination</p>	<ul style="list-style-type: none">• <u>Final Exam</u> - The Introduction to Global Health Science Final Exam will open on MONDAY, December 14 and remain open until FRIDAY, December 18 at 11:59 PM. No extensions and/or make-up attempts will be provided.
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Kent Core Learning Outcomes Assessment Plan

Course Number: PH 10002 Introduction to Global Health Science
 Department/School: College of Public Health Proposed Kent Core Category: Natural Sciences
A sample syllabus must accompany the plan

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives (Natural Sciences)	III. What corresponding learning outcomes are included in this course?*	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument	Understand the principles of disease prevention and control, including the role of immunization in preventing disease.	Group work; graded discussions/group problem-solving sessions; graded written global health disease report & laboratory reports; comprehensive final.	Grades achieved by course and semester; Comparison of in-class sections on graded performance for specific assignments, exams and final grades; for BSPH majors, knowledge of global health will be assessed in the capstone class.
Apply principles of effective written and oral communication	Communicate effectively	Develop critical knowledge, skills and competencies in the controversial debates of contemporary global health problems and issues.		
Broaden the imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge		Discuss current research efforts and findings with respect to major infectious and chronic diseases of public health concern.		
Develop competencies and values vital to responsible uses of information and technology	Employ the methods of inquiry characteristic of natural sciences.	Describe how basic molecular approaches can be applied to pertinent global health problems and concerns.		
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens	Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy	Describe the most prevalent global diseases that may disproportionately affect poorer, vulnerable, and underserved populations.		
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	Acquire and understanding of our global and diverse culture and society	Demonstrate the knowledge and understanding of biological, environmental, social, behavioral, and economic aspects of major current critical global health issues.		
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills				

*This course implement the B.S.P.H. Program Competencies required for Council on Education for Public Health Accreditation (CEPH). Please see attached syllabus for the core competencies that link to the learning outcomes.