

RECEIVED

APR 1 2015

OFFICE OF THE
SENATE COUNCIL

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/1/2015

1b. Department/Division: Biology

1c. Contact Person

Name: Ruth E Beattie

Email: rebeat1@uky.edu

Phone: 257-7647

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

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

2. Designation and Description of Proposed Course

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

2b. Prefix and Number: BIO 427

2c. Full Title: Seminar in Microbiology: subtitle required

2d. Transcript Title: Seminar in Microbiology

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 1

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

2h. Number of credit hours: 1

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 2

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

2j. Course Description for Bulletin: This seminar course develops effective analysis, presentation, writing and discussion skills required of life science majors by exploring various microbiological topics.

2k. Prerequisites, if any: Senior standing recommended. BIO 308 and BIO 309 or equivalent. Additional prereq(s) may be identified by instructor when topic is selected

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

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?: 2 x 14 student sections

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course will serve students in the new microbiology minor and in life science majors (biology, animal sciences, etc)

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Microbiology minor - paperwork for this minor has been submitted.

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|VCASS2|Vincent Cassone|BIO 427 NEW Dept Review|20150205

SIGNATURE|ACSI222|Anna C Harmon|BIO 427 NEW College Review|20150312

SIGNATURE|JMETT2|Joanie Ett-Mims|BIO 427 NEW Undergrad Council Review|20150401

Courses	Request Tracking
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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

	ID	Attachment
Delete	4423	Dutch support letter for 427.pdf
Delete	4612	BIO 427 UGC Review Checklist.docx
Delete	4749	BIO 427 revised syllabus.doc

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

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:

c. * Full Title:

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

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text"/> Lecture	<input type="text"/> Laboratory ¹	<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" value="1"/> 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

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

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:

This seminar course develops effective analysis, presentation, writing and discussion skills required of life science majors by exploring various microbiological topics.

k. Prerequisites, if any:

Senior standing recommended. BIO 308 and BIO 309 or equivalent. Additional prereq(s) may be identified by instructor when topic is selected

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? : 2 x 14 student sections

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: _____

This course will serve students in the new microbiology minor and in life science majors (biology, animal sciences, etc)

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: _____

Microbiology minor - paperwork for this minor has been submitted.

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, 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.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ 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 Medicine

Rebecca Ellis Dutch, Ph.D.

*Department of Molecular and
Cellular Biochemistry*

BBSRB B177

Lexington, KY 40536-0509

Tel: (859) 323-1795

E-mail: rdutc2@uky.edu

Ruth,

The College of Medicine is completely supportive of the proposed cross-listing of MI 425/BIO427. This reading course is a critical part of the proposed Microbiology minor, and we look forward to working on it with you.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Rebecca Dutch".

Rebecca Dutch
Professor of Molecular and Cellular Biochemistry
Associate Dean for Biomedical Education

General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)
- Prerequisites, if any (should match on syllabus and eCATS form)
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:
 If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

<p>UGE Review ()</p> <p>Should use boilerplate Disability statement</p> <p>Provide boilerplate Excused Absence policy</p>
<p>Committee Review ()</p> <p>Comments</p>

SAMPLE SYLLABUS

BIO 427 -XXX Seminar in Microbiology – Subtitle Required (Emerging Infectious Diseases) **Semester Fall XXX**

1 CR HR

Instructor: Dr. Ruth E. Beattie
Office: 219 T. H. Morgan Building
Telephone: 257-7647
E-Mail: rebeat1@uky.edu
Office Hours: W, 10.00am – 11.30am; T, R, 8.00am - 9.30am
Any other time: By appointment

Class Time and Location: M 11.00am - 11.50am BS 205

Course Description: This seminar course develops effective analysis, presentation, writing and discussion skills required of life science majors by exploring various microbiological topics.

Prereq: Senior standing recommended. BIO 308 and BIO 309 or equivalent. Additional prereq(s) may be identified by instructor when topic is selected.

Student Learning Outcomes:

By the end of the course the students will be able to:

- Describe general concepts of existing and emerging infectious diseases,
- Describe natural and human-origin reasons of emerging infectious diseases,
- Outline the means and limits of controlling, managing emerging infectious diseases,
- Describe specific emerging bacterial, viral, and zoonotic animal and human diseases,
- Search the primary microbiological literature
- Explore a focused topic within the primary microbiological literature
- Write a clear, well organized research paper
- Develop and give a formal oral presentation about an article in the primary microbiological literature;
- Discuss, analyze and critique articles in the primary microbiological literature

Disabilities: If you have a disability or medical condition that requires special accommodations, please arrange to meet with me during the first week of the semester to discuss these accommodations.

Grading:

Short Presentation	20 points
Long Presentation	30 points
Peer Reviews	10 points
Attendance and Participation	10 points
Paper on Pathogen	30 points

100 points possible

Final grades will be based on total points earned and will be assigned as follows:

- A = 90 - 100 points
- B = 80 – 89 points
- C = 70 – 79 points
- D = 60 – 69 points
- E = less than 60 points

Midterm grades will be posted in the course Blackboard site before the end of the ninth week of the semester.

Oral Presentations (50% of grade):

You will be required to give two oral presentations during the semester.

- 1) Short (Ten Minute) Presentation (20%)**
- 2) Long (Twenty Minute) Presentation (30%)**

Information on how to prepare for your presentations will be given in class on date XXX. Each student will be provided with a copy of one edition of the journal *Emerging Infectious Diseases*. You will give a short presentation on one of the **Dispatch** articles in the journal and a long presentation from one of the **Research** papers in the journal. One week before each presentation you must provide the instructor with a copy of each article in electronic pdf format. This file will be posted in the course BlackBoard web pages. Each student must access, print out and bring to class the copies of the papers being presented on any given day. Points will be deducted from your presentation score for failure to provide the electronic copies of the papers to the Instructor by the deadline (one week before presenting).

Sign-up for presentation dates will occur the first day of class.

Presentations will be scored based on both content and delivery

Scoring rubrics for each presentation will be provided to each student during class on dateXXX

Peer reviews (10% of grade)

Each student will submit a peer-review of all presentations given on the days when they are not presenting. This amounts to submitting reviews at ten of the class meetings. Failure to submit or to fully complete a review will result in a one point reduction (up to a maximum of ten points) for **every missing / incomplete review** . This includes reviews not turned in because of unexcused absences. Peer review rubrics will be provided to each student during class on Date XXX

Attendance / Participation (10% of grade)

This class is discussion oriented. In order to learn, it is imperative that you attend class and read the assigned material, and fully participate in all class activities.

One point will be deducted for each unexcused class absence or for each class period that a student does not actively participate in the discussion. Active participation means contributing in a meaningful way to the discussion – asking questions pertinent to the topic being presented, being engaged in the classroom (asking questions)/ contributing to the discussion) paying attention, **bringing your copy of the papers to class.**

Excused absences from class will be given only for absences as defined by University Senate Rules V, 2.4.2.. Documentation regarding such an absence must be presented to the instructor in advance of the absence or within one week of the absence.

Paper on Pathogen (30% of grade)

The instructor will assign each student in the class a different pathogen that is responsible for an emerging or reemerging infection.

1. Write a paper on your pathogen that includes the following information:
 - Basic information about the nature the pathogen. Include its structure (shape, Gram reaction if bacterial).
 - Life cycle and replication. How does your pathogen replicate? Does it replicate only in the host? Are there any unusual or interesting features of its life style?
 - Mechanisms of pathogenesis. How does your pathogen cause disease? What is known about the molecular basis of pathogenesis?
 - Immune response to your pathogen. What are the major antigens? How does the immune system respond to the pathogen? Is there or is there a prospect of a vaccine? What type?
 - Epidemiology. What is the reservoir for your pathogen? What hosts can it infect? How is it transmitted? Is a vector involved?
 - Emergence or re-emergence. What caused this disease to emerge or re-emerge? Is it a new pathogen? Did the pathogen evolve to shift to a new host? Is it a pathogen that has been around but was only recently discovered? Did environmental or cultural factors cause the re-emergence?
 - Treatment and prevention. Is the disease amenable to chemotherapy? Is resistance a problem? How can the disease be controlled or prevented?
 - The future. What's forthcoming? What avenues of research are currently being pursued? What are the future prospects?

Locate the primary scientific references that document those findings. Include key experiments and their results in your paper.

Paper specifics

- Format and **length**. Papers are to be computer generated to conform to MLA format; The body of the text must be double-spaced. Figure and table legends and references may be single-spaced and in slightly smaller font. Each page except the first should be numbered. **The minimum length is 15 pages, including figures, tables, and references.**
- Sources. The information in your paper must come from appropriate sources. In general your sources will be the primary (original journal articles) and secondary (textbooks, review articles) scientific literature. The "Literature Cited" section must include at least ten sources, of which six must be original journal articles. In general web sites are acceptable only if they are from a scientific society, government agency, or other scientifically reputable source. It is fine if you occasionally cite news articles and non-scientific web sites to make a particular point, but don't use such sources for information that could be obtained from legitimate scientific sources.
- Literature citation and plagiarism. Proper citation of references is essential. Using others' information or ideas without proper credit is plagiarism, even if done unintentionally. Since you aren't doing your own experimental research, essentially everything should have a literature citation. Further specifics:
 - Use the "Name & Date" system to cite the references in the text.
 - List the references alphabetically by the first author's last name.
 - Journal article references are to include all authors last names and initials, the year of publication, the title of the article, the name of the journal (may be abbreviated), the volume number, and inclusive page numbers, as in this example:

Perna, N. T., G. Plunkett III, V. Burland, B. Mau, J. D. Glasner, et al. 2001. Genome sequence of enterohaemorrhagic Escherichia coli O157:H7. Nature 409: 529-533.
[Note that if there are more than six authors, you may list the first five and "et al."]

- Web site references should include the author, the date of posting, the title of the page or article, the organization, the URL, and the date accessed, as in this example:
The Institute for Genome Research. 1999-2002. "Escherichia coli O157:H7 VT2-Sakai."
<http://www.tigr.org/tigr-scripts/CMR2/GenomePage3.spl?database=ntec03> (7 February 2004). [Here no author was given, so the organization is listed in the author spot. If no date is given, list the date accessed in the date spot.]
- Audience. Write the article with your classmates in mind as the intended audience.
- Figures. Do include figures and tables as needed to illustrate concepts or validate statements. They may be your own or obtained from elsewhere so long as the source is properly cited.
- Sections. Label the sections of your paper with headings. Although each paper will generally include the topics on the first page of this handout, the section headings will vary a bit from paper to paper. Be sure to include an "Introduction" and a "Conclusion".

Due Dates:

1. The first draft of your paper is due at the beginning of class on date XXX
2. Graded drafts will be returned to students on date XXX
3. Final papers are due at the beginning of class on date XXX

Points for this activity will be assigned as follows:

Draft of paper is worth up to 10 points
Final paper is worth up to 20 points

Total possible = 30 points

Note: Failure to turn in draft of paper on the due date will result in a score of zero for that component of the assignment.

Problems associated with printers, computers, corrupted files, parking, traffic, library services, computer labs, procrastination, over-sleeping or forgetfulness are not acceptable excuses for late submission of this assignment. It is YOUR responsibility to make sure that assignments are submitted on time.

Late assignments will only be accepted for excused absences as defined by University Senate Rules V, 2.4.2.. Late assignments MUST be turned in within one week after the excused absence otherwise an automatic score of zero will be earned for the assignment. Make-up work will be determined by the course Instructor on a case-by-case basis. Make-up of oral presentations will take place at 8am in BS 205 on the Friday of finals week.

If a student has absences (excused and unexcused) in excess of one fifth of the class contact hours for that course (miss 3 or more class meetings), a student shall have the right to petition for a "W", **and the Instructor of Record will require the student to petition for a "W" or take an "I" in the course.**

Course Policy on Classroom Civility and Decorum:

The university, college and department all have a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

*** A Note Concerning Academic Offenses ***

PLAGIARISM and CHEATING are serious academic offenses.

The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding cheating.

"Cheating is defined by its general usage. It includes, but is not limited to, the wrongful giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade."

The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding plagiarism.

"All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work..... If the words of someone else are used, the student MUST put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic."

Charges of an academic offense will be made against any student that cheats or commits plagiarism. The MINIMUM penalty for such an offense is the assignment of a grade of E for the course in which the offense occurred. More severe penalties include suspension or dismissal from the University. I have a zero-tolerance policy regarding academic offenses.

BIO/MI 427-002 Class Schedule
Fall XXX

<u>WEEK OF:</u>	<u>TOPIC</u>	<u>Presenters</u>
Week 1	Introduction to Course	
Week 2	Introduction to topic, how to read a research paper, how to write an abstract.	
Week 3	How to prepare for an oral presentation, writing of scientific papers	
Week 4	Short Presentations #1, 2, 3	
Week 5	Short Presentations #4, 5, 6	
Week 6	Short Presentations # 7, 8, 9	
Week 7	Short Presentations # 10, 11, 12	
Week 8	Short Presentations 13, 14	

Week 9	Long Presentations #1 & 2. <u>MIDTERM GRADES POSTED</u>
Week 10	Long Presentations #3 & 4
Week 11	Long Presentations # 5 & 6
Week 12	Long Presentations #7 & 8
Week 13	Long Presentations #9 & 10
Week 14	Long Presentations # 11 & 12
Week 15	Long Presentations #13 & 14