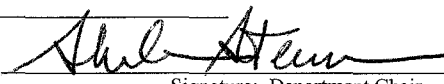


**UNIVERSITY OF KENTUCKY**  
**APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR**

1. Submitted by College of Medicine Date 5-20-06  
Department/Division offering course Microbiology, Immunology & Molecular Genetics
2. Changes proposed:  
(a) Present prefix & number MI 707 Proposed prefix & number n/a  
(b) Present Title Contemporary Topics in Immunology  
New Title n/a  
(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:  
n/a  
(d) Present credits: 2.0 Proposed credits: 3.0  
(e) Current lecture: laboratory ratio n/a Proposed: \_\_\_\_\_  
(f) Effective Date of Change: (Semester & Year) Spring, 2007
3. To be Cross-listed as: BIO 707   
Prefix and Number Signature: Department Chair
4. Proposed change in Bulletin description:  
(a) Present description (including prerequisite(s)):  
None  
\_\_\_\_\_  
\_\_\_\_\_  
(b) New description:  
n/a  
\_\_\_\_\_  
\_\_\_\_\_  
(c) Prerequisite(s) for course as changed: n/a
5. What has prompted this proposal?  
The work scope increased in order to achieve the goals. In addition to lectures, literature discussions are now included. Therefore, the class warrants three credits.
6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:  
See attached  
\_\_\_\_\_  
\_\_\_\_\_
7. What other departments could be affected by the proposed change?  
Biological Sciences
8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  Yes  No
9. Will changing this course change the degree requirements in one or more programs?  Yes  No  
If yes, please attach an explanation of the change.\*
10. Is this course currently included in the University Studies Program?  Yes  No  
If yes, please attach correspondence indicating concurrence of the University Studies Committee.
11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

\*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

Justification for changing MI707 course (Contemporary Topics in Immunology) credits from 2 to 3:

This course discusses current developments in a particular area of immunology. The theme of the course changes every time and is determined based on consultation with faculty and students. Currently this is a two credit course that is scheduled to meet once a week for two hours. In actuality, the course has been meeting an additional 4 to 5 times a semester to enable the students to meet with visiting Professors and also to allow them to take additional classes on NIH grant writing. Moreover, each student is required to prepare a two hour presentation on one of the topics related to the course theme. Every week the students are expected to study 4 to six papers which usually include one or two extensive reviews. All students are expected to actively participate in discussion. Both the presentation and participation are graded and count partly for the final grade. The final examination consists of students writing an NIH type grant proposal (shortened version of ~15 pages) on any topic related to the course theme. The students have provided in their feedback that the work load for this course is almost like a three credit course even though the expected class time is only two hours per week. Discussing this with the Chair of the Department, I have also concluded that this course should be a three credit course to better reflect the expectations, the extra time the students have to put in to meet with the Visiting Professors, NIH grant writing class, prepare for a two hour presentation and write a short NIH grant. I request the committee to change the course credit for MI707 from two to three.

Grading: The final grade will depend on the two hour presentation (35%), participation during the discussion in all class presentations (15%), mid term test (25%) and term paper (NIH grant format) (25%).



Amended

**MI 707 2006 Tentative Schedule**

**Role of Chemokines, Notch & transcription factors in lymphocyte development.**

**Time: 3:30 to 5:30 Mondays**

**Place: MN442**

<b>Date</b>	<b>Topic</b>
January 11	First day of classes for UK
January 16 Holiday	Martin Luther King Day
January 23	Introduction - PU1 and stem cells
January 30	Notch Overview from Non Lymphoid systems
February 6	Notch T vs B Commitment
February 13	CD4 vs CD8 lineage decision and Th Pok transcription factor
<b>February 14<sup>th</sup></b>	<b>Dr. Paul Kincade's departmental seminar on stem cells</b>
<b>February 20 &amp; 21</b>	<b>Dr. David Chaplin University of Alabama LT (Lymphotoxin) Peyers Patch/LN development</b>
February 27	Chemokines/Lymphoid Tissue development
March 6	LT - Peyers patch/LN development - alternate NfkB signaling
March 13	<b>Spring break no classes</b>
Mid term exam to be scheduled	
March 20	t-bet Th1 Gata-3 Th1/Th2 commitment & DNA methylation
To be scheduled	NIH grant writing I
To be scheduled	NIH grant writing II
March 27	EBF, Pax-5 B cell development
<b>April 3 &amp; 4</b>	<b>Dr. Harinder Singh, University of Chicago Transcription factors &amp; lineage commitment</b>
April 10	Chemokine, Notch GC, MZ, B-1
April 17	Micro RNA in immune cells development
April 24	Notch in leukemogenesis
May 1 <sup>st</sup>	Final Exam week Take home exam to be submitted in the form of an NIH grant

## MI707 - Contemporary Topics in Immunology - Spring 2006

### Autoimmunity

#### Course Organization

Course Director: Subbarao Bondada  
Room 329, Sanders Brown Building  
Phone: 323-8102 Ext. 266  
Email: [bondada@uky.edu](mailto:bondada@uky.edu)

This course is devoted to a discussion of major topics of current interest in the area of **Role of Chemokines, Cytokines, Notch & transcription factors in lymphocytes and lymphoid organ development**. It is intended to develop the following skills in the student. 1) Ability to research a scientific topic and select the core papers. 2) To present the important findings to the class in the form of a seminar. 3) To participate in informal discussions on the topics at the end of each presentation. 4) To prepare a research paper or a grant proposal. Students are expected to present a seminar, participate in discussions, take one test and write a term paper.

**Time and place:** 3:30 - 5:30 p.m. Mondays in MN 442 (Medical Center)

#### **Faculty Advisors:**

Dr. S. Bondada	38102 Ext. 266	<a href="mailto:bondada@uky.edu">bondada@uky.edu</a>
Dr. Jerald G. Woodward	35538	<a href="mailto:jwood1@pop.uky.edu">jwood1@pop.uky.edu</a>
Dr. E. Charles Snow	38953	<a href="mailto:Esnow01@pop.uky.edu">Esnow01@pop.uky.edu</a>
Dr. Charlotte Kaetzel	257-6573	<a href="mailto:cskaet@uky.edu">cskaet@uky.edu</a>
Dr. Beth Garvy	323-5043	<a href="mailto:bgarv0@uky.edu">bgarv0@uky.edu</a>
Dr. Joseph McGillis	323-6721	<a href="mailto:jpmcgi01@pop.uky.edu">jpmcgi01@pop.uky.edu</a>
Dr. Sarah D'Orazio	323-8701	<a href="mailto:sarah.dorazio@uky.edu">sarah.dorazio@uky.edu</a>

#### **A. Format of student presentation:**

1. On the first day of class the students will select one of the available topics for their presentation. Presenters (student volunteers) for first four sessions were already selected by the course director to allow a smooth beginning of the course.
2. It is the **responsibility of the student** to make contact with the mentor well in advance of his/her presentation (**at least one month**) and get suggested reading. Students will be provided a review or two core papers by the faculty advisor. Based on this information, students will study the developments in this area and prepare a presentation

that would last an hour and fifteen minutes. Then they are expected to lead a discussion focusing on controversial data or issues or unsolved aspects of the subject.

4. Students should select four to five papers (one of which should be a review) relevant to their presentation and distribute copies (or send PDF versions over Email) to the class at least **one week in advance**. These papers will also be posted on MI Website link to courses. If they need the MI office to help with copying, then the papers have to be given to Ms. Judy Chism at least **ten days** in advance.

5. **A final outline of the seminar should be provided to the course director and mentor at least seven days** before the presentation date. It is highly recommended that the students have at least one pre-seminar with the faculty mentor and the course director. Such a pre-seminar is helpful only if there is adequate preparation. A good pre-seminar can help your presentation and thus enhance your grade whereas a bad one can give a bad impression to the mentor.

6. **Use of chalk board is highly recommended.** If necessary, transparencies can be used. Xerox copies of important figures, tables or outlines may be distributed on the day of presentation. If Power point is used keep it to minimum needed for special pictures. Use chalk board wherever possible.

7. A written assessment of the presentation will be provided to each student after his/her presentation.

**B. Format of Term paper:**

At the end of the course each student will have to submit a term paper. The term papers are due before **4:00 p.m. on May 5, 2006**. The term paper will not exceed ten typewritten (required to be typed) pages. Other instructions about the format and the topic will be provided about two weeks before the date of submission.

**C. Discussion:**

The students are expected to participate actively in the class by asking questions or providing answers during discussion periods after every presentation. **During the course of any presentation any student may be asked to critique a figure or table from the papers given.** The discussion periods are expected to last for half an hour or as long as necessary. A record of student participation will be kept by the course director. Questions concerning technical details or clarification will not be credited. At the half way point of the course students will be provided with a summary of their participation up to that point.

**D. Grades:**

**The final grade will depend on the seminar (35%), participation during the discussion in all class presentations (15%), mid term test (25%) and term paper (25%).** Keeping up with the deadlines to distribute papers to students, submission of term paper according to the guidelines, active participation in discussion etc. can affect the grades favorably.

**E. Invited speakers:**

We have invited three renowned scientists from outside the university to lecture in the class and give departmental seminars on the following Tuesdays. It is mandatory to attend both the talks by the speaker and to participate in an informal lunch meeting (usually on the following Tuesday) with the speaker. Guest Lecturers are:

**Dr. Paul Kincade, Oklahoma Medical Research Foundation, Oklahoma city, Feb 14<sup>th</sup>, 2006**

**Dr. David Chaplin, University of Alabama, Birmingham, February 20<sup>th</sup>, and 21<sup>st</sup>, 2006**

**Dr. Harinder Singh, University of Chicago, Chicago, April 3<sup>rd</sup> & 4<sup>th</sup>, 2006.**

**F. Absences:**

Attendance is required. Students should have prior permission for absences except in cases of emergency. Unexcused absences will result in subtraction of 10% from the final grade calculation for each occurrence.

**G. Communications:** I will be communicating with you all via Email. Please look up your mail for announcements regarding the class.

**H. Suggested Reading:**

1. Current Opinion in Immunology, Nature Reviews in Immunology, Annual Review of Immunology, Immunological Reviews, and Trends in Immunology (formerly known as Immunology Today) have several Reviews on the topics of the course.

Other references will be provided by the speakers.

**Note:**

1. I also want to have an additional meeting in April to give a lecture on how to write a small grant proposal.

## Evaluation of Student presentation

Student's Name:

Date:

Topic:

Please rate the student presentation on the following categories and the overall performance on a scale of 1 to 5 with **1** being **outstanding** and **5** being poor.

1. Adequate Preparation:	1	2	3	4	5
2. Choice of papers:	1	2	3	4	5
3. Critical Analysis of the subject:	1	2	3	4	5
4. Clarity of presentation:	1	2	3	4	5
5. Ability to answer questions:	1	2	3	4	5

Other Positive Aspects:

Suggestions for improvement:

Overall Performance:                      1       2       3       4       5

Faculty Member's name: \_\_\_\_\_