

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: Health Sciences	Today's Date:	12/23/10	
b.	Department/Division: Rehabilitation Sciences			
c.	Contact person name: Esther Dupont-Versteegden	Email: eedupo2@uky.edu	Phone:	218 0592
d.	Requested Effective Date:	<input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year ¹ : Fall 2011
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: RHB/PGY 625			
b.	Full Title: Muscle Forum			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed ² with (Prefix and Number): PGY625			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	_____ Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ 16 Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	1		
h.	Is this course repeatable for additional credit?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES: Maximum number of credit hours:	6		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
i.	Course Description for Bulletin:	Muscle Forum is a course that will allow students to develop critical evaluatory skills for seminars and grant writing in the field of Muscle Biology.		
j.	Prerequisites, if any:	Students need to be enrolled in the Rehabilitation Sciences doctoral program, one of the graduate programs of the Intergrative Biomedical Sciences, or with permission of the course director.		
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
4. Frequency of Course Offering.				

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ 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, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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a. Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
b. Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If NO, explain:	_____		
5. Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If NO, explain:	_____		
6. What enrollment (per section per semester) may reasonably be expected?	10		
7. Anticipated Student Demand.			
a. Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
b. Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, explain:	_____		
8. Check the category most applicable to this course:			
<input checked="" type="checkbox"/>	Traditional – Offered in Corresponding Departments at Universities Elsewhere		
<input type="checkbox"/>	Relatively New – Now Being Widely Established		
<input type="checkbox"/>	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 <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, name the proposed new program:	_____		
b. Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES ⁵ , list affected programs:	_____		
10. Information to be Placed on Syllabus.			
a. Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b. <input checked="" type="checkbox"/>	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.		

⁵ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

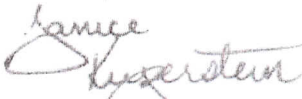
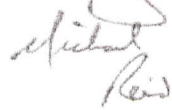
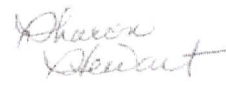
Course Prefix and Number: RHB/PGY 625

Proposal Contact Person Name: Esther Dupont-Versteegden Phone: 218 0592 Email: eedupo2@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
College of Health Sciences/Department of Rehabilitation Sciences	1/5/11	Janice Kuperstein / 218 0593 / jkupe0@uky.edu	
College of Medicine/Department of Physiology	1/5/11	Michael Reid / 323 6045 / michael.reid@uky.edu	
CHS Academic Affairs Comm	1/25/11	Sharon Stewart / 218-0570 / srstew01@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
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.

Please review the following comments/questions regarding the syllabus:

- 1) p. 4 of PDF: Under “Grading and Assignments” the following is noted:

C = 70 – 84%

E = Below 84%

Should “E” state “Below 70%?”

Yes, this was a mistake and has been corrected

- 2) p. 4 of PDF: It is stated that “Grades for enrolled students will be assigned based on: 1) participation during sessions...”

This accounts for 30% of the course grade but expectations to be met to receive credit for “participation” are not specified. Can the expectations for participation be clarified?

Underneath this statement it stated that participation will be judged by questions asked during seminars, but in the new version I have also added the following wording:”and taking part in discussions”.....

- 3) p. 5 of PDF: “Make-up opportunity”

Can it be clarified as to whether the make-up opportunity is only in the case of excused absences?

I have changed the wording to:...”students who have an excused absence”...

- 4) In the section on “Excused absences”, will verification of absences be required? No, the students will e-mail the course director about the absence and she will determine whether it is an excused absence.

- 5) A discrepancy was noted between information on p. 4 and p. 5 of the PDF regarding the submission of the written assignments. Please check this:

p. 4 of the PDF:

“The written summaries will be required to be submitted before the Tuesday following the Thursday session...”

p. 5 of PDF:

“The written summaries are to be submitted before the Monday following the Thursday session...”

The second statement has been changed to Tuesday

- 6) Expected classroom behavior (from minimum syllabus requirements) is not addressed.

~~6)7)~~ A paragraph addressing expected classroom behavior is added.

- 7)8) The following typo on p. 6 of the syllabus under “Grading Rubric” was noted:

“Clear but may sometimes digresses digress in the paper.”

This has been corrected

- 8)9) On the **New Course Form**, please respond to item “e” describing the meeting pattern.

I had filled out 16 hours under seminar as a meeting pattern. I am not sure what else is requested here.

Muscle Forum
RHB/PGY 625, Section 001
RHB (Rehabilitation Sciences, College of Health Sciences) and PGY
(Physiology, College of Medicine)
1 Credit Hour
Thursday 11am-12pm
MS505/Physiology Conference room

Instructor Contact Information:

Instructor Name: Esther Dupont-Versteegden, Ph.D.
Preferred method for reaching instructor: e-mail
Office phone number: 218-0592
Office address: CTW 402L
UK email address: eedupo2@uky.edu
Regularly scheduled office hours: by appointment
Is prior appointment required? Yes

Course Description

Bulletin description and Course Overview:

RHB/PGY 625 (Muscle Forum) is a course designed to develop students' critical evaluation skills so that they can fully participate in and contribute to research seminars and grant reviews in the field of Muscle Biology. Prerequisites: Students need to be enrolled in the Rehabilitation Sciences Doctoral Program, one of the graduate programs of the Integrative Biomedical Sciences, or receive permission of the Course Director.

The one-credit hour course, which meets weekly, is intended for graduate students whose general research area is in Muscle Biology. In addition to students who are enrolled in the course, other (graduate) students, fellows, faculty, postdoctoral students, and staff regularly attend the sessions. Students are expected to attend and participate in all sessions. The sessions are either: 1) data presentation style seminars by students, postdoctoral fellows, faculty from University of Kentucky, or visiting speakers or 2) mock study sections in which one or two muscle-related grants are reviewed and critiqued by faculty who are experienced in grant review.

Student learning outcomes:

As a result of participation in this course, students will be able to:

- Generate questions for seminar speakers
- Summarize a research presentation
- Become familiar with study section style grant reviews
- Differentiate between the expectations for various types of grants

General course goals/objectives:

The goal of the course is for students to achieve the student learning outcomes through ongoing faculty guidance and support. Students will be able to:

- Understand and summarize scientific presentations
- Become familiar with study section style grant review, develop an understanding of grantmanship, and participate in the review process

- Use critical thinking skills requisite to evaluate research presentations and grant proposals

Required materials (textbook, lab materials, etc.): No text is required.

Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s):

At the beginning of each semester the students will be provided a detailed schedule with the exact meeting dates and the presenters and titles. The course schedule will alternate between research presentations and grant review study sections as follows:

Research presentation: First and third Thursdays of the month
Grant review sessions: Second and fourth Thursdays of the month

Final examination information: There are no examinations.

Grading and Assignments:

Grading will be based upon the following:

A = 92 -100%

B = 85 - 91%

C = 70 - 84%

E = Below 70%

Students are required to write a ½ to 1 page critical summary of each weekly session and submit it to the instructor for a grade. Grades for enrolled students will be assigned based on: 1) participation during sessions and 2) quality of the written summaries. The written summaries will be required to be submitted before the Tuesday following the Thursday session to the course director by e-mail in Word or pdf format.

The relative value for these activities is as follows:

Attendance and participation during sessions - 30%

Weekly written summaries- 70%

Participation will be judged upon questions asked during seminars and grant review sessions and taking part in discussions, as appropriate. The Instructor will assign a grade between 0 -100 for participation and attendance at each session (total possible points 16 sessions x 100). Unexcused absences will result in a grade of zero for that session.

Written summaries will be graded according to the grading rubric attached at the end of the syllabus. The total amount of possible points earned per written assignment will be 24 and the total possible points for the class is therefore the number of assignments (usually 16) x 24 points. Late submission of a written assignment will result in a subtraction of 12 points for that assignment.

The formula for calculating the final grade therefore is:

- (points received for all written assignments/total possible points) x100% = final grade for written assignments

- (points received for attendance and participation per session/total possible points) x 100% = final grade for attendance and participation

- (final grade for written assignments x 0.7) + (final grade for attendance and participation x 0.3) = final grade for class.

- Letter grade will be assigned according to the grading scale printed above.

Policy on academic accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see the course director as soon as possible. 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:

Absences for any class due to sickness or other legitimate reason should be reported to the instructor prior to the class if possible. Attendance during all sessions is expected. Any departure from this expectation will be brought to the attention of the instructor and appropriate action will be initiated. Unexcused absences will result in a grade of zero for that session. In addition, for the second and each subsequent unexcused absence, the final average grade will be lowered by 5 points.

Excused Absences:

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- a) serious illness;
- b) illness or death of family member;
- c) University-related trips;
- d) major religious holidays;
- e) other circumstances deemed "reasonable cause for nonattendance" as determined by course director.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Make-up opportunity:

Students who have an excused absence during one the sessions are expected to read an article by the presenting researcher and write a critical summary about the article.

Submission of Assignments:

The written summaries are to be submitted before the Tuesday following the Thursday session to the course director by e-mail in Word or pdf format.

Academic Integrity, Cheating and Plagiarism:

Plagiarism and other forms of cheating will not be tolerated. The University policy on Academic Honesty will be followed and strictly enforced. 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.

Information may be found at <http://www.uky.edu/USC/New/SenateRulesMain.htm> or the Ombud web site, <http://www.uky.edu/Ombud>

Classroom Behavior, Decorum and Civility:

Students are expected to behave in a respectful and civil manner towards classmates, faculty and guest speakers. Debate and discussion in a respectful manner is encouraged in this course, however attacks of a personal nature or statements denigrating another person on the basis of race, sex, religion, sexual orientation, age, national/regional origin will not be tolerated.

Grading Rubric RHB/PGY 625 Written summaries				
points	4	3	2	0
Total possible points: 24 A: 20 or more points B: 14-19 points C: 9-13 points F: less than 9				
Statement of Purpose/goal/hypothesis	Readily apparent to the reader; concisely stated in an engaging sentence.	Clear, but may sometimes digress in the paper ; stated in a single sentence.	Not consistently clear; stated in a single sentence.	Generally unclear; Incomplete, unfocused, or absent.
Relevance	Relevance of topic is apparent.	A good attempt is made as to why the topic is pertinent but may be slightly unclear.	The topic is stated but is unclear or inaccurate.	No reference to the topic or relevance.
Content	Clear examples to support specific topic sentences and to support the overall purpose; clear summary of presentation.	Examples support most topic sentences and support general purpose; summary is clear in most points, but not all.	Examples support some topic sentences; reader gains little insight.	The essay relies on stringing together quotes or close paraphrasing. No clear summary of presentation.
Tone for summary statement.	Consistently professional and appropriate.	Generally professional and appropriate.	Not consistently professional or appropriate.	Not professional or appropriate.
Sentence Structure	Sentences are well-phrased and varied in length and type. They flow smoothly from one to another with no run on sentences or comma splices.	Sentences are correct with minor variety in length and structure. The flow is generally smooth although some run on sentences are present.	Some sentences are awkwardly constructed. Run on sentences are present or short, simple and compound sentences prevail.	Errors in sentence structure are frequent enough to be a major distraction to the reader. Run on sentences and fragments are common.
Grammar, Spelling, Writing Mechanics	Essentially free of grammatical errors. The writing is free or almost free of errors.	A few grammatical errors. There are occasional errors, but they don't represent a major distraction or obscure meaning.	Several grammatical errors. The writing has many errors, and the reader is distracted by them.	Pattern of ungrammatical writing. There are so many errors that meaning is obscured.