APPLICATION FOR NEW COURSE

1. Submitted by College of Medicine ____________________________ Date May 26, 2005
Department/Division offering course Anatomy and Neurobiology ____________________________

2. Proposed designation and Bulletin description of this course

a. Prefix and Number ANA 609
b. Title* Educational Strategies in the Anatomical Sciences
   *NOTE: If the title is longer than 24 characters (including spaces), write Ed. in Anatomical Sci.

c. Lecture/Discussion hours per week 3
d. Laboratory hours per week 0

e. Studio hours per week 0
f. Credits 3

g. Course description

This course informs on and examines multiple aspects of teaching the Anatomical Sciences. Classroom and laboratory issues, teaching theory, portfolio development

h. Prerequisites (if any)

Admission to the graduate certificate program in the Anatomical Sciences or
the permission of the course director.

i. May be repeated to a maximum of ____________________________ (if applicable)

4. To be cross-listed as

Prefix and Number ____________________________ Signature, Chairman, cross-listing department

5. Effective Date Spring 2006 semester (semester and year)

6. Course to be offered ☑ Fall ☑ Spring ☐ Summer

7. Will the course be offered each year?
   (Explain if not annually) ☑ Yes ☐ No

8. Why is this course needed?

In order to satisfy certificate requirements and to provide discipline specific teaching information/background to our students.

9. a. By whom will the course be taught? Drs. Douglas Gould and Jennifer Brueckner

b. Are facilities for teaching the course now available?
   If not, what plans have been made for providing them? ☑ Yes ☐ No
2. g. continued:

and presentation strategies are among the topics covered.
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?  5-10 students per year

11. Will this course serve students in the Department primarily?  
   Will it be of service to a significant number of students outside the Department?  
   Residents, postdocs, and graduate students will take the course to improve job prospects in an area that desperately needs instructors.

12. Check the category most applicable to this course
   □ traditional; offered in corresponding departments elsewhere;
   ☒ relatively new, now being widely established
   □ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  
   ☒ Yes  □ No

14. Is this course part of a proposed new program:
   If yes, which?
   Graduate Certificate in the Anatomical Sciences
   ☒ Yes  □ No

15. Will adding this course change the degree requirements in one or more programs?*
   If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

18. Within the Department, who should be contacted for further information about the proposed course?
   Name  Douglas J. Gould, Ph.D.  Phone Extension  323-5484

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

[Signatures of relevant committee members and department chair]

May 24, 2005

Date

Date of Notice to the Faculty
8/23/05

Date

Date of Notice to University Senate
9/20/05

Date

Date

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Rev 3/04
Educational Strategies in the Anatomical Sciences

Instructors: Gould and Brueckner

Text: Workbook (Brueckner, Zwick, Gould) – in preparation

Contents

Preface and Disclaimer

Part I. Before you apply
1. understanding the realities of teaching at the college level
2. understanding the different types of college teaching jobs
3. reconciling your thesis work with your teaching aspirations

Part II. Acquiring the credentials to a college teaching job
4. early teaching experiences
   a. classroom observation
   b. teaching assistant experience
   c. guest lecturing
   d. participation in certificate programs
5. advanced teaching experiences
   a. shadowing
   b. adjunct positions
6. professional development in teaching
   a. preparing future faculty initiative
   b. participation in service and committee work
   c. teaching technology experience

Part III. Application process
7. timing of key events in the application process
8. finding and interpreting job ads
9. responding to ads
   a. letter of application
   b. curriculum vitae
   c. teaching portfolio
   d. statement of teaching
   e. statement of research
   f. transcripts
   g. letters of recommendation
   h. statement of faith

Part IV. Interview Process
10. the phone interview
11. the campus interview
12. questions they may ask you
13. question you should ask them
14. practical advice

**Part V. The Offer**
15. anatomy of an offer
16. evaluating an offer
17. accepting an offer
18. rejecting an offer

**Part VI. Negotiation**
19. overview
20. terms of appointment
21. resources for professional development
22. salary
23. moving expenses
24. housing
25. health benefits
26. appointment of significant others

**Part VII. Starting Your New Job**
27. when to move
28. how to prepare

**Part VIII. Dual Career Issues**
29. dual academic careers
30. mixed academic careers

**Part IX. What if the new job is not for you?**

*Appendix: Job Ads*
*Appendix: Mission Statements*
*Appendix: Interview Questions*

**Major Course Topics:**

- Understanding your students (learning styles inventories)
- Classroom and laboratory management
- Effective instructional techniques for anatomical science laboratories and lectures
- Effective handouts and copyright issues
- Technology in teaching (audience response system, Powerpoint™, animations, web-based instructional tools)
- Development of a full lecture (handout, learning objectives, multimedia enhancements, etc.)
- Outcome assessment methods (lecture vs. lab exams, question construction)
Gould and Brueckner, 2005

- Teaching evaluation methods (peer/student/self evaluation)
- CV development
- Teaching portfolio development
- Paper on teaching theory

**Evaluation**

Students will be evaluated based on their performance on three assignments. The first gradable assignment is the submission of the completed Brueckner, Zwick and Gould - Anatomy Teaching Workbook (50% of the final course grade). 25% of the final course grade will be based on the grade received on their Curriculum Vitae. The final 25% of the grade will come from the grade earned on the submission of their Teaching Portfolio.

**Workbook Assignment (50%)**
- Must be submitted at mid-semester for an evaluation of progress (25% of total).
- Due the final day of class (25% of total).
- All workbook assignments and tasks must be completed in a thoughtful and complete manner for full credit.
- Will be returned to the student after it is graded.
- May include additional supplementary, but related handout assignments, to augment or replace parts of the workbook as necessary.

**Curriculum Vitae (25%)**
- Due by mid-semester.
- Must be organized according to guidelines discussed in class.
- Must be complete, understandable, logically presented, visually appealing and accurate.
- Will be returned to the student after it is graded.

**Teaching Portfolio (25%)**
- Due the final day of class.
- Must be organized according to guidelines discussed in class.
- Must be complete, understandable, logically presented, visually appealing and accurate.
- Will be returned to the student after it is graded.

**Grading**

- 90-100% = A
- 80-89.9% = B
- 70-79.9% = C
- <69.9% = E
October 7, 2005

MEMORANDUM

TO: Deans, Department Chairs and Members of the University Senate

FROM: Jay A. Perman, M.D.  Dean and Vice President for Clinical Affairs

RE: New Course Application(s)

The Faculty Council of the College of Medicine has approved and submits for your consideration and approval the following new course application(s):

**ANA 780 — Special Topics in Neurobiology**
*Description:* A lecture/seminar course offered based on contemporary topics in neurobiology designed to offer different emphasis in a given year and covering timely topics.
*Justification:* Currently we have no mechanism to offer students education in the timeliest topics in the fast changing world of neurobiology – this course will address this issue.

**ANA 609 — Educational Strategies in the Anatomical Sciences**
*Description:* This course informs and examines multiple aspects of teaching the Anatomical Sciences.
*Justification:* Provides discipline specific teaching information/background to our students and satisfies a requirement of the Graduate Certificate in Anatomical Sciences.
October 7, 2005

MEMORANDUM

TO: David S. Watt, PhD
    Associate Provost for Academic Affairs
    Chair, Health Care Colleges Council

FROM: Jay A. Perman, M.D.  
    Dean and Vice President for Clinical Affairs

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