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APR 15 2015

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: FINE ARTS

Date Submitted: 4/15/2015

1b. Department/Division: Arts Administration

1c. Contact Person

Name: Rachel Shane

Email: rachel.shane@uky.edu

Phone: 859-257-7717

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year ¹ Fall 2015

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: AAD 390

2c. Full Title: Programming and Event Planning

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

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

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Arts programming and events are at the core of all arts and cultural organizations. AAD 390: Programming and Event Planning will prepare students for planning and implementing arts programs and events by considering organizational mission and vision; planning processes and logistics; collaboration and individual responsibilities; marketing and fundraising strategies, budget management; and evaluation. Students will be introduced to relevant programming theory and research methodologies for planning and evaluating arts programs.

2k. Prerequisites, if any: AAD 310 and AAD 320, or consent of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

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?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

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?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: BA in Arts Administration

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|ABRZY2|Anna W Brzyski|AAD 390 NEW College Review|20141216

SIGNATURE|JMETT2|Joanie Eit-Mims|AAD 390 NEW Undergrad Council Review|20150415

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

Attachments:

Upload File

ID	Attachment
Delete 4062	AAD 390 Rationale for New Course.docx
Delete 4869	AAD 390 Programming and Event Planning Syllabus 4.

First 1 Last

(*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 checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> 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

AAD 390: Programming and Event Planning
Rationale for New Course

The primary function of an arts administrator is to connect art and artists to audiences. This is accomplished through a variety of administrative activities including marketing and fundraising. Yet, the most direct connection between art and audiences is through programming and events.

Currently, the BA in Arts Administration curriculum requires students to take courses on important functional areas of arts organizations (financial management, marketing, fundraising) and it requires students to minor in an arts discipline in order to understand the creative process and environments for artistic production and experience. Missing from the curriculum, however, is a course that teaches students how to disseminate creative product.

AAD 390: Programming and Event Planning will connect for students what they learn in their minors about the creative process and how to ultimately bring art to audiences. The course will examine the types of programs and events arts organizations produce (everything from season schedules to exhibitions to educational programs to special events); the ins-and-outs of planning (e.g. who is involved, logistics, contract negotiations, food and beverage, security, etc.); and will end with a discussion of evaluation and how programs can be assessed for success.

This will be a new required course in the BA in Arts Administration.

j. * Course Description for Bulletin:

Arts programming and events are at the core of all arts and cultural organizations. AAD 390: Programming and Event Planning will prepare students for planning and implementing arts programs and events by considering organizational mission and vision; planning processes and logistics; collaboration and individual responsibilities; marketing and fundraising strategies, budget management; and evaluation. Students will be introduced to relevant programming theory and research methodologies for planning and evaluating arts programs.

k. Prerequisites, if any:

AAD 310 and AAD 320, or consent of instructor.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * 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? 25

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:

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:

b. * Will this course be a new requirement ^sfor ANY program? Yes No

If YES ^s, list affected programs::

BA in Arts Administration

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.

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

- ▣ 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

AAD 390: Programming and Event Planning Course Syllabus

Course and Instructor Information

Credit Hours:	3	Instructor:	Rachel Shane, Ph.D.
Term:	Spring 2016	Office:	111 Fine Arts
Classroom:	Fine Arts Building, Room 106	Office Hours:	Mondays, 11am-12pm Thursdays, 2pm-3pm
Class Hours:	T/TH 11–12:15	Phone:	859. 257.7717
		Email:	rachel.shane@uky.edu

Schedule an appointment:



Course Description

Arts programming and events are at the core of all arts and cultural organizations. *AAD 390: Programming and Event Planning* will prepare students for planning and implementing arts programs and events by considering organizational mission and vision; planning processes and logistics; collaboration and individual responsibilities; marketing and fundraising strategies, budget management; and evaluation. Students will be introduced to relevant programming theory and research methodologies for planning and evaluating arts programs.

Prerequisites

AAD 310 and AAD 320, or consent of instructor.

Student Learning Outcomes

Upon completing this course, students will be able to:

- Articulate how mission, values, and vision of an arts organization applies to its programming
- Demonstrate the structural aspects of program planning including design, operations, and staffing
- Describe the role of budget management and the financial process in program planning
- Utilize marketing strategies in program and event promotions
- Enhance leadership and organizational skills by working collaboratively on the program planning process
- Develop evaluation strategies to assess effectiveness and efficiency of programs and events
- Enhance written and oral communication skills

Required Texts

The following texts are required reading for the course:

- Carpenter, Gaylene and Doug Blandy. *Arts and Cultural Programming*. Human Kinetics. March 2008.
- Kilkenny, Shannon. *The Complete Guide to Successful Event Planning*. Atlantic Publishing Group. 2006.
- Links to additional readings are in your syllabus and online in the Learning Management System

Course Schedule

The following schedule outlines the course topics, readings and assignments due for each class.

Dates	Topic	Assignments Due
Jan. 14	Introduction and Expectations	
Jan. 19	Arts Programming: What do arts organizations do <i>exactly</i> ?	
Jan. 21	Arts Programming: Planning a Performing Arts Season	Readings Due: <input type="checkbox"/> Kaiser, Michael and Brett Egan. <i>The Cycle: Planning for Success in the Arts</i> . DeVos Institute of Arts Management. 2011.
Jan. 26	Arts Programming: Planning a Performing Arts Season	Readings Due: <input type="checkbox"/> <i>Program Planning in the Arts</i> . 2014. Assignment Due: <input type="checkbox"/> Organizational Profile
Feb. 28	Arts Programming: Planning a Performing Arts Season	Readings Due: <input type="checkbox"/> Kendt, Rob. <i>Bill Rauch's Oregon Trail</i> . Theatre Communications Group. October 2006. <input type="checkbox"/> Alsop, Marion. <i>Music Director</i> . Baltimore Symphony Orchestra.
Feb. 2	Arts Programming: Planning a Visual Arts Exhibition Schedule	Readings Due: <input type="checkbox"/> <i>The Making of Exhibitions: Purpose, Structure, Roles and Process</i> . Smithsonian Institution. 2002.
Feb. 4	Arts Programming: Planning a Visual Arts Exhibition Schedule	Readings Due: <input type="checkbox"/> TBA
Feb. 9	Arts Programming: Planning a Visual Arts Exhibition Schedule	Readings Due: <input type="checkbox"/> TBA
Feb. 12	Arts Programming: Educational Programs	Readings Due: <input type="checkbox"/> TBA
Feb. 16	Arts Programming: Educational Programs	Readings Due: <input type="checkbox"/> Explore the website ArtsEdge . Bring in a lesson, idea or program that resonates with you to share with the class. Assignment Due: <input type="checkbox"/> Season Schedule / Exhibition Calendar with Descriptions
Feb. 18	Arts Programming: Special Events	Readings Due: <input type="checkbox"/> <i>How to Plan an Event</i> . Wild Apricot.

Feb. 23	Arts Programming: How to Plan for Controversial Programs	Readings Due: <ul style="list-style-type: none"> <input type="checkbox"/> TBA Assignment Due: <ul style="list-style-type: none"> <input type="checkbox"/> Educational Programs Plan
Feb. 25	Event Management: The Anatomy of an Event	Readings Due: <ul style="list-style-type: none"> <input type="checkbox"/> Kilkenny, Shannon. <i>The Complete Guide to Successful Event Planning</i>. Atlantic Publishing Group. 2006. Pages 29-40.
Mar. 2	Event Management: Defining Your Vision	Readings Due: <ul style="list-style-type: none"> <input type="checkbox"/> Kilkenny, Shannon. <i>The Complete Guide to Successful Event Planning</i>. Atlantic Publishing Group. 2006. Pages 41-46. Assignment Due: <ul style="list-style-type: none"> <input type="checkbox"/> Special Events Plan
Mar. 3	Event Management: Planning Processes	Readings Due: <ul style="list-style-type: none"> <input type="checkbox"/> Kilkenny, Shannon. <i>The Complete Guide to Successful Event Planning</i>. Atlantic Publishing Group. 2006. Pages 47-60. Assignment Due: <ul style="list-style-type: none"> <input type="checkbox"/>
Mar. 8	Event Management: Resource Management	Readings Due: <ul style="list-style-type: none"> <input type="checkbox"/> Kilkenny, Shannon. <i>The Complete Guide to Successful Event Planning</i>. Atlantic Publishing Group. 2006. Pages 61-74.
Mar. 10	Event Management: Logistics	Readings Due: <ul style="list-style-type: none"> <input type="checkbox"/> Kilkenny, Shannon. <i>The Complete Guide to Successful Event Planning</i>. Atlantic Publishing Group. 2006. Pages 99-126.
Mar. 15	Spring Break	
Mar. 17	Spring Break	
Mar. 22	Event Management: Contracts and Insurance	Readings Due: <ul style="list-style-type: none"> <input type="checkbox"/> Kilkenny, Shannon. <i>The Complete Guide to Successful Event Planning</i>. Atlantic Publishing Group. 2006. Pages 183-196.

Mar. 24	Event Management: Creating the Atmosphere	<p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kilkenney, Shannon. <i>The Complete Guide to Successful Event Planning</i>. Atlantic Publishing Group. 2006. Pages 127-138. <p>Assignment Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Event Critique
Mar. 29	Event Management: Food and Beverage	<p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kilkenney, Shannon. <i>The Complete Guide to Successful Event Planning</i>. Atlantic Publishing Group. 2006. Pages 139-152.
Mar. 31	Event Management: Marketing Considerations	<p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kilkenney, Shannon. <i>The Complete Guide to Successful Event Planning</i>. Atlantic Publishing Group. 2006. Pages 153-170.
Apr. 5	Event Management: Security Issues	<p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kilkenney, Shannon. <i>The Complete Guide to Successful Event Planning</i>. Atlantic Publishing Group. 2006. Pages 197-204.
Apr. 7	Event Management: After the Show/Exhibition/Event	<p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kilkenney, Shannon. <i>The Complete Guide to Successful Event Planning</i>. Atlantic Publishing Group. 2006. Pages 233-236. <p>Assignment Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full Program and Events Timeline with Internal Deadlines and Marketing and Fundraising Communications
Apr. 12	Evaluation	<p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>A Framework for Evaluation</i>. Community Toolbox. Chapter 36, Sections 1-2.
Apr. 14	Evaluation	<p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>A Framework for Evaluation</i>. Community Toolbox. Chapter 36, Sections 3-4.
Apr. 19	Evaluation	<p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>A Framework for Evaluation</i>. Community Toolbox. Chapter 36, Sections 5-6. <p>Assignment Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full Event Plan
Apr. 21	Presentation Workgroups	<p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> TBA
Apr. 26	Board Presentations / Group A	

Apr. 28 Board Presentations / Group B

Finals Week Board Presentations / Group C

Course Policies

Attendance

Attendance and promptness for the course is mandatory. Unexcused absences will impact a student's attendance grade (5% of final grade) according to the following criteria:

Number of Unexcused Absences	Grade
0-1	100
2	90
3	80
4	70
5	60
6	50
7	0

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (**excused or unexcused**) per university policy.

Arriving to class on time and being prepared to begin on time is expected. Arriving to class late (after role has been taken) is equivalent to an absence.

Excused Absences

Students need to notify the professor of absences prior to class when possible. 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, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

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 in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of

absences due to university-related trips is required prior to the absence.

Assignment Submissions

Assignments should be submitted via Learning Management System under the Assignment Submissions tab. All assignments must be submitted **before the start of class on the due date** in order for it to be considered on time.

Late Submissions

Assignments that are submitted anytime after class starts on the due date are considered late. There is a 10-point deduction for each day an assignment is late. Assignments that are seven or more days late will receive a grade of "0."

Number of Days Late	Late Penalty	Highest Grade Possible
1	-10	90%
2	-20	80%
3	-30	70%
4	-40	60%
5	-50	50%
6	-60	40%
7 or more days late	0	0%

Students must contact the instructor within one full week after an **excused absence** regarding the make-up of missed work.

There are no late grades for tests or quizzes. If a student misses a test or quiz (except for a qualifying excused absence), he or she will receive a grade of "0" for the test/quiz.

Grading

Each student's overall course grade will be computed according to the following breakdown:

Assignment	Weight
Attendance	5
Participation	5
Event Critique (individual)	10
Organizational Profile (individual)	10
Season Schedule / Exhibition Calendar with Descriptions (team)	10
Educational Programs Schedule (team)	5
Special Events Schedule (team)	5
Full Program and Events Timeline with Internal Deadlines and Marketing and Fundraising Communications (team)	15
Full Event Plan (individual)	25

Board Presentation (team)	10
TOTAL	100%

Student grades, including midterm grades, may be viewed at anytime within the learning management system. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar: <http://www.uky.edu/Registrar/AcademicCalendar.htm>

Grading Scale

Letter Grade:	A
Characterization:	Excellent
Explanation:	The student's work is of outstanding quality according to the criteria established for evaluation. The work is professional, executed at the highest level, and is fully finished while demonstrating a full understanding and command of Web design concepts. The student regularly engages in discussions by bringing ideas and questions to the table, as well as adding to the established conversation.
Range:	90 to 100 percent
Letter Grade:	B
Characterization:	Good
Explanation:	The student's work is of above average quality according to evaluation criteria. The work is professional, executed at an above average level, and is fully finished while demonstrating knowledge and a good understanding of Web design concepts. The student engages in discussions by adding thoughtful commentary to the established conversation.
Range:	80 to 89 percent
Letter Grade:	C
Characterization:	Average
Explanation:	The student's work is of satisfactory or adequate quality according to evaluation criteria. The work meets the requirements, but demonstrates little effort, skill, or understanding of Web design concepts. The student engages in most discussions, but not adding new or different commentary to the established conversation.
Range:	70 to 79 percent
Letter Grade:	D
Characterization:	Poor
Explanation:	The student's work barely meets requirements, demonstrates little effort, skill, or understanding of Web design concepts. The student engages in some discussions, but does not add anything new or different commentary to the established conversation.
Range:	60 to 69 percent
Letter Grade:	E
Characterization:	Falling
Explanation:	The student does not complete the work and does not engage in discussions. The work is clearly of unacceptable quality according to the evaluation criteria.
Range:	0 to 59 percent

Assignment Guidelines

Guidelines for each assignment will be distributed in class. These guidelines can also be found in Learning Management System under the Assignment Guidelines tab.

Assessment Criteria

The assessment criteria for each assignment can be found in the form of a rubric in Learning Management System under the Course Content tab. Students are encouraged to review and utilize the grading rubric to guide their completion of the assignments.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that 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. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. 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. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Classroom Behavior, Decorum and Civility

Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from

the instruction is not acceptable. Examples may include routinely entering class late or departing early; not silencing of cell phones and/or texting in class; repeatedly talking in class without being recognized; talking while others are speaking; or disparaging another person's opinion.

Accommodations

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.