UNIVERSITY OF KENTUCKY

New Course Report

12/17/2015 10:53:13 AM

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1. General Information

1a. Submitted by the College of: ENGINEERING

Date Submitted: 11/19/2015

1b. Department/Division: Engineering

1c. Contact Person

Name: Janet K. Lumpp

Email: jklumpp@uky.edu

Phone: 8592574985

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? Yes

Inquiry - Arts &Creativity

2. Designation and Description of Proposed Course

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

2b. Prefix and Number: EGR 103

2c. Full Title: Engineering Exploration II

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

LABORATORY: 2

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

2h. Number of credit hours: 2

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: Engineering Exploration II focuses on a semester long engineering design project with students working in teams to apply the skills and tools introduced in EGR 101 or EGR 112 for transfer students and EGR 102. Topics and assignments include more in depth exploration of engineering tools for modeling, analysis, visualization, programming, hardware interfacing, team development, documentation and communication. Students gain experience in project management, identifying constraints, iteration and technical report writing.

2k. Prerequisites, if any: Prereq: EGR 102 or equivalent; Prereq or concur: MA 113.

2l. Supplementary Teaching Component:

3. **Will this course taught off campus?** Yes

   If YES, enter the off campus address: Paducah Campus

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?:** 72

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:** Relatively New – Now Being Widely Established,

   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: First-Year Engineering Program

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

   If YES, list affected programs: Biosystems Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Materials Engineering, Mechanical Engineering, Mining Engineering

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: No

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|CHE202|Kimberly W Anderson|EGR 103 NEW Dept Review|20150929

SIGNATURE|BJSTOK0|Barbara J Brandenburg|EGR 103 NEW College Review|20151022

SIGNATURE|WST222|William H Stamps|EGR 103 NEW UKCEC Expert Review|20151210

SIGNATURE|JMETT2|Joanie Ett-Mims|EGR 103 NEW UKCEC Review|20151216

SIGNATURE|JMETT2|Joanie Ett-Mims|EGR 103 NEW Undergrad Council Review|20151216

New Course Form

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

Open in full window to print or save

Generate R

Attachments:

Browse... Upload File

	ID	Attachment
Delete	5608	ACR Course Review Form_EGR 103 v3.docx
Delete	5609	EGR 103 Syllabus v5.docx

First 1 Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: ENGINEERING Submission Date: 11/19/2015

b. * Department/Division: Engineering

c.

* Contact Person Name: Janet K. Lumpp Email: jklumpp@uky.edu Phone: 8592574985

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

d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year [1]

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 [4] ◉ No

b. * Prefix and Number: EGR 103

c. * Full Title: Engineering Exploration II

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 hours[3] for each meeting pattern type.

1	Lecture	2	Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other	If Other, Please explain:					

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: 2

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:

Engineering Exploration II focuses on a semester long engineering design project with students working in teams to apply the skills and tools introduced in EGR 101 or EGR 112 for transfer students and EGR 102. Topics and assignments include more in depth exploration of engineering tools for modeling, analysis, visualization, programming, hardware interfacing, team development, documentation and communication. Students gain experience in project management, identifying constraints, iteration and technical report writing.

k. Prerequisites, if any:

Prereq: EGR 102 or equivalent; Prereq or concur: MA 113.

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: Paducah Campus

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?** 72

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:

First-Year Engineering Program

b. * Will this course be a new requirement [5] for ANY program? ◉ Yes ○ No

If YES [5], list affected programs::

Biosystems Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Materials Engineering, Mechanical Engineering, Mining Engineering

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) ident 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 appl **10.a** above) are attached.

[4] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[5] 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, re 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.
[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Course Review Form
Intellectual Inquiry in Arts & Creativity

Reviewer Recommendation
Accept ☐ Revisions Needed ☐

Course: EGR 103

Using the course syllabus as reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

☒ An artifact (e.g. an object, product, installation, presentation, record of a performance etc.) that demonstrates personal engagement with the creative process either as an individual or as part of a collaborative.

Example(s) from syllabus:
Course Outcomes: Implement a design cycle including requirements, problem statement, solution generation, evaluation and validation. Document the decision making process, selection of tools, test methods and results through oral, visual and written presentations.

Assignments:	Technical Documentation	20%	Design reviews and progress reports
	Final Report	10%	Demonstration and presentation

Brief Description:
Students will engage in the creative process beginning with the requirements and objectives of the project, through idea generation, establishing metrics, applying constraints, implementation, design reviews and final presentation. The artifacts will include documents and presentations about the project and process, as well as a working prototype to demonstrate. The semester-long product-focused team design project will utilize skills and technologies learned in EGR 102 Fundamentals of Engineering Computing (or equivalent AP or transfer credit) and EGR 101 or 112. Teams will have similar material resources such as micro-controllers, motors, sensors and actuators to incorporate into a prototype designed to meet the design criteria. The criteria will change from semester to semester. Example projects may be hovercraft, autonomous robots or process control systems. The team project scores are combined with their individual performance on homework and exams to determine their final grade.

☒ Evidence that students utilize readings, lectures, presentations or other resources to define and distinguish approaches (historical, theoretical, and methodological issues) to "creativity" as appropriate to the disciplinary practices specific to the subject, medium, or approach of this course.

Example(s) from syllabus:
Course Outcomes: Work effectively in teams to define and solve design problems. Document the decision making process, selection of tools, test methods and results through oral, visual and written presentations.

Assignments:	Homework	20%	10 assignments, 20 points each
	Quizzes	20%	10 quizzes, 10 points each
	Mid-term Exams	20%	2 exams, 50 points each

Brief Description:
Topics from the modular textbook describe various aspects of engineering design such as talking to the customer about the objectives, environmental sustainability, intellectual property and failure. Within these varied constraints, engineers innovate and create products to meet the needs of the situation, utilize available resources responsibly and verify that the product functions as intended. Historically, designs were rigorously tested using physical samples and standardized protocols whereas simulation and numerical analysis are more common modern methods. Weekly quizzes will assess understanding

of the material covered in class and assigned readings. Homework assignments will emphasize specific technical skills covered in class in support of the project, such as data analysis options in Excel versus Matlab. Homework, quizzes and mid-term exams will assess students' ability to define and distinguish aspects such as design for manufacturability, testability, safety and environmental impact.

☒ The processes and assignments where students apply the logic, laws, and/or constraints of the area of study, (e.g, "out of the box" thinking or application of given rules or forms).

Example(s) from syllabus:
Course Outcomes: Implement a design cycle including requirements, problem statement, solution generation, evaluation and validation. Document the decision making process, selection of tools, test methods and results through oral, visual and written presentations.
Assignments: Technical Documentation 20%
Design reviews and progress reports
Requirements, Objectives, Constraints Lab
Idea Generation, Metrics, Decision-making Lab
Requirements Review
Preliminary Design Review
Critical Design Review

Brief Description:
Engineers first define a problem based on the customer's needs before developing a solution to satisfy the customer's needs. All areas of study in engineering have similar constraints with regard to safety, environmental impact, manufacturability, etc and students will participate in the same type of design process used for capstone design projects and real world engineering work. The stages of solution generation and evaluation allow students to think outside the box and then apply realistic constraints to narrow the options to a few which are likely to succeed inside the given box. Engineers also operate within the boundaries of the laws of physics, chemistry and mathematics to create new uses for existing products, "improve" a product or increase energy efficiency. Consumer and environmental protection laws, as well as ethical standards hold engineers accountable for the quality of their work.

☒ Assignments or exercises that require students to demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools.

Example(s) from syllabus:
Course Outcomes: Work effectively in teams to define and solve design problems.
Requirements Review
Preliminary Design Review
Critical Design Review

Brief Description:
The review processes involve presenting progress, providing critical feedback and receiving criticism in a professional manner. Students will be encouraged to become involved in engineering student organizations. The annual Engineering Open House in February is an opportunity for students to visit the departments they are are considering for their major. A Reflection assignment will ask students to compare and critique their experiences in the College outside of class. We will also be using a team development software package (CATME) that facilitates peer evaluation.

☒ The process whereby students evaluate the process and results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Example(s) from syllabus:

Course Outcomes: Implement a design cycle including requirements, problem statement, solution generation, evaluation and validation. Document the decision making process, selection of tools, test methods and results through oral, visual and written presentations.Requirements Review
Preliminary Design Review
Critical Design Review

Brief Description:
Students will receive feedback on their ideas and approaches which need to be addressed and incorporated into their final designs. Risk-taking, failure and iteration are normal phases of design projects and students need to become resilient rather than discouraged by these experiences. Students will also be asked to reassess their Design Your Process for Becoming a World Class Engineering Student project reports from EGR 101 or 112 before the registration window and change of major decision.

Describe how students demonstrate the use of information literacy resources:.
Students will be provided with the datasheets and specifications for the sensors and instruments available for the project, however, they will likely need additional information to complete the project. Instructors and teaching assistants will assist students in filtering information to determine whether or not it is relevant to task at hand. This process of learning to ask good critical questions will be demonstrated in their reports and reviews of other teams' progress. For example, reports should include proper citation of resources, inclusion of appropriate references but not excessive numbers of citations.

Reviewer's Comments:

EGR 103
Engineering Exploration II

Instructor: Dr. Janet K. Lumpp
Office Address: 697 F. Paul Anderson Tower
Email: jklumpp@uky.edu
Office Phone: 257-4985

Office hours: Monday and Wednesday, 2 to 3:30 PM

Course Description: Engineering Exploration II focuses on a semester long creative engineering design project with students working in teams to apply the skills and tools introduced in EGR 101 (or EGR 112) and EGR 102. Topics and assignments include more in depth engagement with engineering tools for modeling, analysis, visualization, programming, hardware interfacing, team development, documentation and communication. Students gain experience in project management, identifying constraints, accepting and providing critical analysis, iterating to refine their work, and technical report writing.

Prerequisites: Prereq: EGR 102 or equivalent; Prereq or concur: MA 113

Student Learning Outcomes:
Teams of students will produce, fabricate and generate artifacts that demonstrate their engagement with the creative process. As part of this process students will:
1. Define and distinguish different approaches to "creativity" in the engineering design process.
2. Apply the logic, laws, or constraints of the area of study.
3. Demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events.
4. Evaluate results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Course Outcomes:
After completing this course, the student will be able to:
1. Work effectively in teams to define and solve design problems.
2. Implement a design cycle including requirements, problem statement, solution generation, evaluation and validation.
3. Document the decision making process, selection of tools, test methods and results through oral, visual and written presentations.

Required Materials:

Designing Engineers An Introductory Text by McCahan, Anderson, Kortschot, Weiss and Woodhouse, John Wiley & Sons, Inc, 2015. ISBN 13 978-0-47093949-9

Personal computer capable of running software packages available through UK Downloads

and freeware versions specified by the instructor.

Description of Course Activities and Assignments

Course Assignments

Attendance will be taken each class meeting and Engineering Information Session. Homework, reflections, quizzes and the project report will be submitted and graded via Canvas. No final exam will be given.

Attendance	10%	Class meetings
Homework	20%	10 assignments, 20 points each
Quizzes	20%	10 quizzes, 10 points each
Midterm Exams	20%	2 exams, 50 points each
Technical Documentation	20%	Design reviews and progress reports
Final Report	10%	Demonstration and presentation

Summary Description of Course Assignments

Homework assignments will advance the application of tools such as programming, modeling, analysis and visualization tools which are transformation-focused because they allow students to take risks, make mistakes and undergo peer review without the expense or safety consequences of physical modeling. Quizzes over reading and lecture content will emphasize vocabulary and relationships among design process steps to assess engagement with the material. Midterm exams will cover content from homework and quizzes. Attendance will be taken at all class meetings to reinforce responsibility to teammates. 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.

Engineering design processes are sequences of steps applicable to a wide range of technical and personal decisions. The idea generation phase of the creative design process is transformation-focused phase where team members contribute possible methods, techniques and materials at the risk of rejection or exposing weaknesses in their knowledge, skills and abilities. TAs, Instructors and peers will conduct design reviews and evaluate progress reports. Preliminary and critical design reviews are common methods for engineers to enforce constraint-focused design where the product is evaluated against applicable laws and the specified requirements in order to be considered practical, effective, valuable, safe and satisfactory. Teams will have the opportunity to incorporate changes to refine and improve their artifacts after each design review. As a final project presentation, each team will prepare an oral presentation and demonstration of the working prototype. The prototype is the primary product-focused artifact for the semester.

Course Grading

Grading Scale
90 – 100% = A
80 – 89% = B

70 – 79% = C
60 – 69% = D
< 60% = E

Tentative Course Schedule

Q = weekly quiz on reading and/or technical content
HW = homework problems, drawings, calculations, etc
Italic = Lecture, reading, on-line content topics
Bold = Hands-on lab activities in-class

Week	Topics	Assignments
1	*Welcome, Review Syllabus* *How Engineers Design* **Introduction to CATME team software**	
2	*Working in Teams – Organization, Management* *CAD Lesson 1* (HW1) **Introduction of Teams and Project Assignments**	Q1 HW1
3	*Design Process – Requirements, Client Interaction, Idea Generation* *CAD Lesson 2* (HW2) **Requirements, Objectives, Constraints Lab**	Q2 HW2
4	*Design Process – Decision-making, Iterating* *CAD Lesson 3* (HW3) **Idea Generation, Metrics, Decision-making Lab**	Q3 HW3
5	*Design Review Process* *Matlab Lesson 1* (HW4) **Project Development Lab**	Q4 HW4
6	*Project Management – Project Planning, Cost Estimating* *Matlab Lesson 2* (HW5) **Requirements Review**	Q5 HW5
7	*Review for Midterm Exam #1* **Project Development Lab**	Midterm Exam #1
8	*Design for X* *Matlab Lesson 3* (HW6) **Design for Manufacturability Lab**	Q6 HW6
9	*Failure & Risk* *Excel Lesson 1* (HW7) **Preliminary Design Review**	Q7 HW7
10	*Intellectual Property* *Excel Lesson 2* (HW8) **Project Development Lab**	Q8 HW8
11	*Ethics, Safety, Environment* *Excel Lesson 3* (HW9) **Critical Design Review**	Q9 HW9
12	*Economics*	Q10

	Project Development Lab	
13	*Review for Midterm Exam #2* **Project Development Lab**	Midterm Exam#2
14	Reflection on degree program selection, summer plans, teamwork **Project Development Lab**	HW10
15	**Project Development Lab**	
16	**Final Project Report Due at Final Exam Time**	

Final Exam Information

No final exam will be given. The project report is due at the time and date specified for the final exam.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/registrar/content/academic-calendar)

Submission of Assignments:
Canvas (uk.instructure.com) will be used for posting class announcements and assignments. Use your Link Blue login and password to access Canvas based courses. Canvas is also accessible through a smartphone app. Students are responsible for regularly checking the class Canvas site and checking email.

Attendance Policy.

Attendance will be taken at all class meetings. 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.

Excused Absences (boilerplate)
Students need to notify the professor of absences prior to class when possible. *Senate Rules 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

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

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences (boilerplate)
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 when feasible and in no case more than one week after the absence.

Academic Integrity (boilerplate)
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.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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

Accommodations due to disability (boilerplate)
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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.