

1. General Information

1a. Submitted by the College of: ENGINEERING

Date Submitted: 12/17/2015

1b. Department/Division: Engineering

1c. Contact Person

Name: Kimberly Anderson

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Phone: 859-257-1864

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 112

2c. Full Title: Engineering Exploration For Transfer Students

2d. Transcript Title: Engr. Exploration for Transfer Students

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

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

2h. Number of credit hours: 1

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 For Transfer Students introduces transfer students to the engineering and computer science professions using multidisciplinary and societally relevant content. Topics and assignments will focus on skills development for engineering academic success, team development, engineering ethics, problem solving and basic engineering tools for modeling, analysis and visualization. In addition, the students will be introduced to College of Engineering student services and will have opportunities for career path exploration. Open to transfer students enrolled in the College of Engineering. Students who received credit for EGR 101 are not eligible for EGR 112.

2k. Prerequisites, if any: Enrolled in the College of Engineering or MA ACT of at least 23 or equivalent. Students who received credit for EGR 101 are not eligible for EGR 112

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?: 60

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: The course will be required for all transfer students in all Engineering Programs who do not take EGR 101

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|BJSTOK0|Barbara J Brandenburg|EGR 112 NEW College Review|20151022

SIGNATURE|JMETT2|Joanie Ett-Mims|EGR 112 NEW Undergrad Council Review|20151216

SIGNATURE|JEL224|Janie S Ellis|EGR 112 NEW Senate Council Review|20151217

SIGNATURE|CHE202|Kimberly W Anderson|EGR 112 NEW Approval Returned to Dept|20160105



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December 17, 2015

Memorandum

To: Senate Council

From: Joanie Ett-Mims, UK Core Education Committee coordinator

Re: EGR 112 UKCEC approval

The UKCEC received a new course request for EGR 112 on October 26, 2015. The course erroneously bypassed the UKCEC level of review in eCATS, but the course was reviewed by the Arts & Creativity area expert and the full committee. The UKCEC voted to approve the course and sent it forward to the Undergraduate Council on December 10, 2015.

The Undergraduate Council voted to approve the new course and sent it forward to Senate Council on December 16, 2015.

Thank you for your consideration.

Course Review Form
Intellectual Inquiry in Arts & Creativity

Reviewer Recommendation

Accept Revisions Needed

Course: EGR 112

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: Identify personal skills that complement their career choice.

Assignments: Reflections	20%	10 assignments, 15 points each
Project Report	20%	8-10 page written report

The reflection writing assignments will culminate in the Design Your Process for becoming a World Class Engineering Student project report due finals week.

Brief Description:

The textbook and faculty at other engineering institutions have developed a multi-step design project which encourages students to reflect on their personal habits such as fixed vs. growth mindset, study skills, metacognition, time management, community building and goal setting. The sequence of design process steps is applicable to projects in all engineering disciplines. Students plan strategies to study in groups, take reading notes before class and attend co-curricular events aligned with their career goals; carry out their plan; evaluate how well the approach worked; and revise the strategy for the next week. In-class discussions on these topics provide some peer review and alternative perspectives that students can incorporate into their reflections. The project is a fulfillment-focused individual effort applying a creative design process to their own personal decisions and habits. The written artifact allows students to evaluate the results of their own creative endeavors, reassess their academic goals and refine their work habits at an early stage in their academic career.

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: Identify multidisciplinary aspects of engineering and computer science problem solving. Demonstrate an understanding of engineering ethics and its importance in the workplace. Apply problem-solving methods to define parameters, collect relevant information, compare options, use appropriate tools (such as, modeling, analysis and visualization) and explain a solution to a problem.

Assignments: Attendance	15%	Class meetings
Homework	25%	10 assignments, 20 points each
Quizzes	20%	14 quizzes, 10 points each

Attendance will be taken at all class meetings. Homework and course content will address the breadth of approaches to innovative problem solving across engineering disciplines. Weekly quizzes on the readings and lectures will reinforce key concepts and the importance of keeping up with the content as it builds through the semester.

Brief Description:

Unlike the EGR 101 Engineering Exploration I students, transfer students will already have selected a major. EGR 112 Engineering Exploration for Transfer Students will still present information about the similarities and differences among engineering disciplines to confirm or revise their choice of majors. Quiz questions will assess knowledge about different engineering disciplines to ensure that students are engaged with the content. Homework questions will ask students to compare and contrast the types of problems addressed by different types of engineers to illuminate the need for multidisciplinary teams to solve societal issues such as the Grand Challenges for Engineering.

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: Successfully work in teams to solve engineering/computer science problems.

Demonstrate an understanding of engineering ethics and its importance in the workplace. Apply problem solving methods to define parameters, collect relevant information, compare options, use appropriate tools (such as, modeling, analysis and visualization) and explain a solution to a problem.

Assignments: Homework 25% 10 assignments, 20 points each

Homework and course content will address the breadth of approaches to innovative problem solving across engineering disciplines and specific methodological problem solving tools such as modeling, analysis and visualization. The lesson on Ethics, Safety and Privacy introduces the legal and ethical responsibilities of engineering work.

Brief Description:

From an engineer's point of view the logic, laws and constraints are the laws of Physics, Chemistry and Mathematics, as well as legal statutes for consumer safety and ethical standards for professionals. Students will be introduced to creative problem solving methods and design process sequences applicable to a wide range of technical challenges and personal decisions. Design and problem solving can be constraint-focused (defining a multi-dimensional "box") where innovation occurs by thinking outside the box to re-purpose something inside the box to achieve the desired outcome. Students will learn to use software tools and to distinguish which tool is appropriate to satisfy the requirements defined in the problem and to generate output from various software applications in support of their conclusions. Modeling and simulation software tools can be transformation-focused allowing student to try, make mistakes, evaluate and iterate without risking injury or incurring expense. Ethical conflicts and case studies will be assigned and discussed along with information on becoming a licensed Professional Engineer.

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: Locate and use student services including developing a resume and attending career fairs, and joining a student organization. Apply problem solving methods to define parameters, collect relevant information, compare options, use appropriate tools (such as, modeling, analysis and visualization) and explain a solution to a problem.

Assignments: Attendance	15%	Class meetings and 4 Info Sessions
Reflections	20%	10 assignments, 15 points each
Homework	25%	10 assignments, 20 points each

Brief Description:

Because transfer students may not have participated in all of the typical freshmen orientation events, it will be important to make sure they are aware of all of the campus resources available to them. In addition to Team Development activities in class, students will present options and explain solutions to small groups in class with guidelines for critiquing and providing feedback. Students will be

encouraged to attend co-curricular technical professional student organization meetings. Reflection prompts will ask them to see themselves in those professions and imagine ways they will contribute to society and, more immediately, identify ways to contribute to student organization activities. Critical analysis also refers to ethical, safety and privacy implications. Additional design review and peer review are incorporated in EGR 103 Engineering Exploration II.

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: Identify personal skills that complement their career choice.

Assignments:	Reflections	20%	10 assignments, 15 points each
	Project Report	20%	8-10 page written report

The reflection writing assignments will culminate in the Design Your Process for becoming a World Class Engineering Student project report due finals week.

Brief Description:

Students will receive feedback on their Reflections throughout the semester before completing the final report. The course content also includes an engineering design process that will be applied to the Design Your Process fulfillment-focused project. Engineering design includes aspects such as requirements definition, brainstorming, evaluation of options, implementation and iteration. Problem solving lessons in the course outline will also address evaluation and reassessment as methods to make sure that a solution has actually addressed the needs stated in the problem. Students will revisit their individual plans in EGR 103 Engineering Exploration II as they approach the registration window and change of major opportunity.

Describe how students demonstrate the use of information literacy resources:

Information literacy is an important skill for becoming a successful student able to think critically and construct valid arguments. The assigned readings will be presented as credible sources and contrasted with "information" that is not research based. Quiz questions will be used to assess their understanding of reliable sources and the need to utilize multiple types of validated sources to support a point of view. The final project is a self evaluation and will not require significant research or references beyond the assigned readings. Practicing information literacy will also include introduction to engineering software tools; teaching themselves via tutorials and on-line course content; utilization of data sets available on the internet (weather, astronomical, images); fair use guidelines for images, assessment tests and documents; and properly citing resources. Professional engineers must be well versed in documenting claims and using data appropriately to justify decisions.

Reviewer's Comments:

EGR 112
Engineering Exploration For Transfer Students

Instructor: Dr. Kim Anderson
Office Address: 317 Ralph G Anderson
Email: Kimberly.anderson@uky.edu
Office Phone: 257-1864

Office hours: Monday and Wednesday, 4 – 4:50 PM

Course Description: Engineering Exploration for Transfer Students welcomes transfer students to the College of Engineering and introduces them to the creativity inherent in how engineers and computer scientists approach innovation, design and problem solving from blue sky brainstorming to implementing a solution. Students will work in teams, practice with tools of the trade (modeling, analysis and visualization), provide peer reviews and discuss ethical implications of creative endeavors. This class is also a process of personal discovery where students explore a variety of traditional and non-traditional study and learning methods, reflect on the results of using different methods and determine what work best for their individual learning styles and personality type. The final individual artifact is a Create Your Future project describing the student's exploration of their own talents and aptitudes, discovery process for identifying a specific discipline and a visual presentation of their career goals. Students who received credit for EGR 101 are not eligible for EGR 112.

Prerequisites: Enrolled in the College of Engineering or MA ACT of at least 23 or equivalent. Students who received credit for EGR 101 are not eligible for EGR 112.

Student Learning Outcomes:

Students will personally produce artifacts that demonstrate their engagement with the creative process. As part of this process students will:

- Define and distinguish different approaches to “creativity” as appropriate to the disciplinary practices of engineering and computer science.
- Apply the best practices (logic, laws, and constraints) of engineering and computer science.
- Demonstrate the ability to critically analyze work produced by other students in this course and co-curricular events using appropriate tools.
- Evaluate results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Required Materials:

Studying Engineering A Road Map to a Rewarding Career, 4th Edition, Raymond B. Landis, Discovery Press, 978-0-9793487-4-7.

Strategies for Creative Problem Solving, 3rd Edition, H. Scott Fogler, Steven E. LeBlanc; with Benjamin Rizzo, Pearson Education, Inc., 978-0-13-309166-3, (2014).

Personal computer capable of running software packages available through UK Downloads and freeware versions specified by the instructor.

You will also be required to read selections from the following texts and resources:

Follow Your Inner Hero to the Work You Love Match Your Personality to Your Career, Carolyn Kalil, (2013).

What Color Is Your Parachute? 2016: A Practical Manual for Job-Hunters and Career-Changers, Richard Bolles, (2016).

50 Best Jobs for Your Personality, Laurence Shatkin, (2012).

Career Match: Connecting Who You Are with What You'll Love to Do, Shoya Zichy and Ann Bidou, (2007).

Thinking in Pictures: My Life with Autism, Temple Grandin, (2006).

Drawing on the Right Side of the Brain, Betty Edwards, (2012).

Mindset: The New Psychology of Success, Carol Dweck, (2007).

Myers- Brigg Type Indicator <http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>

Do What You Are: Where Personalities Meet Professions, Stuckert Career Center Assessment

Skill Scan <http://www.uky.edu/hr/career-development/career-services-for-uk-employees/free-online-skill-assessment>

What the Music You Love Says About You. <http://time.com/16129/what-the-music-you-love-says-about-you-and-how-it-can-improve-your-life/>

Description of Course Activities and Assignments

Course Assignments

Attendance will be taken each class meeting. Homework, reflections, quizzes and the project will be submitted and graded via Canvas. No midterm exams or final exam will be given. Successful completion of the Create Your Future project is required for a passing grade.

Attendance	15%	Class meetings
Homework	25%	10 assignments, 20 points each
Reflections	20%	10 assignments, 15 points each

Quizzes	20%	14 quizzes, 10 points each
Project	20%	8-10 page written and visual project

Summary Description of Course Assignments

EGR 112 is intended to help transfer students make a smooth transition to the University of Kentucky and successfully integrate into the College of Engineering. Although the content is essentially the same as EE 101, the small sections will encourage community building among students with prior education, work and life experiences.

This is a transformative course in that it not only teaches you the process of becoming a good student, but about the creative and technical skills you will need to be an inspired and inspiring engineer. You will take career skills tests and personality tests and learn how research shows that your color preferences, favorite toys, and even musical tastes can aid you in better understanding your skills and aptitudes. You will learn about yourself and what will make you successful in your possible career options and will reflect on this in weekly responses.

You will also learn lots of new techniques for study and task management including very traditional strategies like note taking and priority assessment as well as about nontraditional processes like play therapy which are also necessary to success. We will explore how different what Temple Grandin calls different thinking styles (word, pattern or visual) make learning a distinctly creative and unique process for each student.

Homework assignments will practice different problem solving or learning theory methods. Each homework will require you to define the problem to be solved, examine available information, analyze possible approaches using appropriate tools as needed, and ultimately explain how and why you would solve this problem. Each class session will include an active learning exercise with a different brainstorming or mental block busting technique.

Reflection assignments require you to consider your individual study habits, set personal goals and evaluate opportunities. They ask you to think not just practically, but imaginatively. These reflections are your opportunity to explore your right and left brain and the possibilities that await you in engineering.

The reflection writing assignments will culminate in the “Create Your Future” project in which you map out a path of both scientific and imaginative skills and accomplishments necessary to becoming a world class engineering student. This assignment asks you to reflect on the skills and strategies we have discussed throughout the semester and create a unique guide for yourself that honestly assesses and acknowledges your skills, anticipates and creatively solves future challenges, and dares to imagine yourself as the kind of inspired and inspiring engineering your university would celebrate. This is a creative writing exercise as much as it is a practical plan for future success. The project will also include a visual component where you present a collage of images representing your career goals and how you plan to achieve them. Students will present and critique their visual

pieces in a Gallery Walk during the final class meeting.

Weekly quizzes will also be given to make sure you keep up with readings.

In addition to regular class meetings, students are expected to attend four of nine co-curricular Engineering Information Sessions held in the evenings. 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.

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 in-class content

R = reflection writing on readings and activities

HW = homework assignments

Italic = reading, lecture, discussion topics

Week	Topics	Assignments
1	Welcome, Review Syllabus, Introduction to Canvas <i>Keys to Success</i> <i>Drawing on the Right Side of the Brain: What side are you on?</i>	Q1 R1
2	<i>The Engineering Profession, Degree Program Introductions</i> <i>Time Management</i> <i>Thinking in Pictures: How do you think? Visually, words, patterns?</i>	Q2 R2 HW1
3	<i>Career Development Center, Degree Program Introductions</i> <i>2D/3D Visualization: CAD Lesson 1</i> <i>Skill Scan: What are your skills today?</i>	Q3 HW2
4	<i>Fall Career Fair, Degree Program Introductions</i> <i>Creative Problem Solving Lesson 1</i> <i>Working Together in Teams: Giving and Receiving Criticism</i>	Q4 HW3
5	<i>2D/3D Visualization: CAD Lesson 2</i> <i>Creative Problem Solving Lesson 2</i> <i>Career Match: What is your personality type?</i>	Q5 HW4
6	<i>Understanding the Teaching/Learning Process</i> <i>2D/3D Visualization: CAD Lesson 3</i> <i>Mind Mapping, Brainstorming and Coloring: Tapping Your Creativity</i>	Q6 R3 HW5

7	<i>Making the Most of How You Are Taught</i> <i>Critical Thinking: Matlab Lesson 1</i> <i>The Marshmallow Challenge: Why Creative Kindergarteners are Smarter than Engineers</i>	Q7 R4
8	<i>Making the Learning Process Work for You</i> <i>Critical Thinking: Matlab Lesson 2</i> <i>What Color is Your Parachute: Flower Exercise for Self-Assessment</i>	Q8 R5 HW6
9	<i>Team Development: Pandemic Game</i> <i>Fixed vs. Growth Mindset</i>	Q9 R6
10	<i>Student Panel</i> <i>Critical Thinking: Matlab Lesson 3</i> <i>Music You Love Test</i>	Q10 HW7
11	<i>Ethics, Safety and Privacy</i> <i>Graphical Thinking: Excel Lesson 1</i> <i>TRIZ Features: Imagining Ideal Solutions, Resolving Contradictions</i>	Q11 R7
12	<i>Personal Growth and Student Development</i> <i>Graphical Thinking: Excel Lesson 2</i> <i>Risk Taking and Fear of Failure</i>	Q12 R8 HW8
13	<i>Broadening Your Education</i> <i>Creative Problem Solving Lesson 3</i> <i>Follow Your Inner Hero: Who Do You Want to Be?</i>	Q13 R9 HW9
14	<i>Undergraduate Opportunities in Engineering</i> <i>Graphical Thinking: Excel Lesson 3</i> <i>Design Heuristics: 77 Cards</i>	Q14 R10 HW10
15	<i>Orientation to Engineering Education</i> <i>Putting it All Together: Creating Your Future</i>	
16	Create Your Future Project Due: Gallery Walk	

Final Exam Information

No final exam will be given. The project 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 and Engineering Information Sessions. In addition to regular class meetings, students are encouraged to attend Engineering

Information Sessions and student organization 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

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

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

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

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/>.