

# EPE - 773 - Seminar in Educational Policy Studies & Evaluation

## Major Course Change Form

### Course Change

#### Turn on help text

To ensure that your course change proposal is launched correctly, please follow the steps below. Course change proposals that are not launched properly will be returned to the originator who will be asked to resubmit the proposal following the steps below.

[CLICK HERE FOR COMPLETE INSTRUCTIONS ON CREATING A COURSE CHANGE PROPOSAL.](#)

Turn on help text.

Click the import icon to import data from SAP. **THIS IS REQUIRED FOR ALL COURSE CHANGE PROPOSALS. DO NOT** change data that was imported from SAP.

Make sure all required fields have been completed. These fields are denoted with an (\*). **DO NOT** change data that was imported from SAP.

Launch the proposal by clicking the launch icon.

The proposal will return to the originators inbox under the 'My Tasks' tab.

At this time, you may make the proposed changes to the course change proposal.

Once you have made all of the changes click the launch button. *Please note, once you click the launch button on this step the proposal will move onto the next approval step in the workflow..*

\* denotes required fields

Current Prefix:\*

EPE

Current Number:\* 773

Proposed Prefix

Proposed Number

Check if same as current  Same as current

Is this course clinical? Also select "Yes" if the course is not clinical but you wish for the course to be reviewed by the HCCC\*  Yes  No

#### 1. General Information

a. Submitted by the  
College of:\*

College of Education (8G000)

b. Department/  
Division:\*

Educational Policy Studies and Evaluatio (8G060)

c. Is there a change  
in "ownership" of  
the course?\*

Yes  No

If YES, what  
college/ department  
will offer the course  
instead?

e. Contact Person  
Name:\*

Joseph Waddington

Email:\*

rjwaddington@uky.edu

Phone:\*

8592578666

f. Requested  
Effective Date:\*

Semester Following Approval  Specific Term

If specific term: Fall 2021

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

**What is the rationale  
for this proposal?\***

The purpose of this proposal is to acquire approval for EPE 773 to have an online (DL) delivery option.

EPE 773, the Seminar in Educational Policy Studies and Evaluation, serves multiple functions.

First, a section of the course is offered as a one-credit seminar each fall for students in the Masters with Initial Certification (MIC) program. This course serves as their "education policy primer" as part of their program plan. During the Fall 2020 semester, both in light of COVID and improving the content and design of this course, the instructor (Waddington) revamped the course. The course was re-structured as a blend between a synchronous online seminar with policy-expert guest speakers and an asynchronous group discussion surrounding course readings. The learning objectives of the course and many of the course readings from previous semesters remain unchanged.

As the course is usually offered on Friday afternoons from 1-4 p.m., students typically struggled to be engaged amidst their overflowing course load during the rest of the week. Within the new format, students reported being more engaged in the course and appreciated the added flexibility of the course structure. Based on the student feedback, the instructor sought and received support of the MIC program faculty to put forth this format change to be implemented starting in the Fall 2021 semester.

Outside of the one-credit MIC section, the EPE 773 course also serves as an umbrella for special topics three-credit seminars taught by EPE faculty. Previous course offerings include seminars on Campus Activism (Tice) and School Choice (Waddington). Courses such as these, or other special topics policy offerings, can fulfill requirements in our existing masters and doctoral programs, especially those in Educational Policy Studies and Research Methods in Education. The added DL flexibility of this course would further provide students wishing to complete their degrees entirely online with more course options

**2. Designation and Description of Proposed Course.**

- a. Distance Learning (DL) Status:** \*  N/A  
 Already approved for DL\*  
 Please Add  
 Please Drop

**Already approved for DL**  \*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ) that the proposed changes do not affect DL delivery.

The FULL title of the course needs to be written out in the first box and IF the title is more than 40 characters, THEN, the title needs to be shortened for the insertion on the transcript. The full title of the course is what is put in the bulletin and the second is what is inserted on the transcript.

**b. Current Title:** \* Seminar in Educational Policy Studies & Evaluation

**Proposed Title** \* Seminar in Educational Policy Studies & Evaluation

**c. Transcript Title (if full title is more than 40 characters):** \* Seminar Educ Policy Stdy & Eval

**d. Current Cross-listing:** \*  N/A  Currently Cross-listed

**Currently Cross-listed with (Prefix & Number):**

**ADD Cross-listing (Prefix & Number):**

**REMOVE Cross-listing (Prefix & Number):**

Using the Files tab in the Proposal Toolbox, attach a letter of support from the chair of the cross-listing department.

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

For courses with variable credit, please use the following format (no spaces): #-##

**Lecture:**

**Laboratory:**

**Clinical:**

**Colloquium:**

**Seminar:** 1-3

**Studio:**

**Recitation:**

**Residency:**

**Discussion:**

**Indep. Study:**

**Practicum:**

**Research:**

**Other:**

- f. Grading System:\***
- Letter (A, B, C, etc.)
  - Pass/Fail
  - Medicine Numeric Grade
  - Graduate Level Grade Scale

**Please Explain:**

**g. Number of credit hours:\*** 1-3

**h. Is this course repeatable for additional credit?\***  Yes  No

**If YES, Maximum number of credit hours:** 9

**If YES, Will this course allow multiple registrations during the same semester?**  Yes  No

**i. Course Description** Examination of selected problems in educational policy studies and evaluation. May be

**for Bulletin:\*** repeated to nine credits but no more than three credits may be earned under the same title.

**j. Prerequisites, if any:**

**3. Is this course taught off campus?**

**a.\***  Yes  No

**If YES, enter the off campus address:**

**4. Are significant changes in content/ student learning outcomes of the course being proposed?**

**a.\***  Yes  No

**If YES, explain and offer brief rationale:**

**5. Course Relationship to Program(s).**

**a. Are there other depts and/or pgms that could be affected by the proposed change?\***  Yes  No

**If YES, identify the depts. and/or pgms:** Masters with Initial Certification (MIC) program in UK College of Education. The MIC program faculty support this change.

**b. Will modifying this course result in a new requirement for ANY program?\***  Yes  No

**If YES, list the program(s) here:**

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

**6. Information to be Placed on Syllabus.**

**a.**  Check box if changed to 400G or 500.

If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

**Distance Learning Form**

This form must accompany every submission of a new/change course form that requests a change in delivery mode. All fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

**Instructor Name:** Joseph Waddington

**Instructor Email:** rjwaddington@uky.edu

**Check the method below that best reflects how the majority of the course content will be delivered.**

- Internet/Web-based
- Interactive Video
- Hybrid

## **Curriculum and Instruction**

**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?**

The proposed DL designation of the course would allow for a blend of synchronous and asynchronous online interaction between students and faculty. Synchronous seminar meetings take place via Zoom (with flexibility to change providers as university-supported technology changes) and consist of whole group discussions, breakout room small group discussions, and conversations with guest experts. Asynchronous components of the course involve small group online discussions with instructor moderation and engagement.

The syllabus conforms to University Senate Syllabus Guidelines, including the Distance Learning Considerations.

**2. How do you ensure that the experience for 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.**

The course goals and student learning outcomes remain unchanged. The move to the online format provides an opportunity to improve student engagement within the course. First, synchronous whole-group and small-group discussions are facilitated in a similar way to face-to-face discussions. The online component allows for easier access and ability for outside guest speakers to participate. Second, the asynchronous discussion components allow students to engage with material in a more thoughtful manner than solely "on the spot" reflections.

In addition to the above reflections, the instructor proposing the course change (Waddington) has over five years of experience in offering courses via DL at UK.

**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.**

The synchronous class meetings are protected by the instructor enabling the waiting room and admitting students into the class session to avoid outside intrusions. Online submission of assignments can have the Turnitin feature enable to protect against plagiarism. Students are made aware of the academic offense policy and classroom/discussion behavior in the syllabus and during the first course meeting.

**4. Are you adding distance learning delivery to this course as part of an effort to offer a complete degree program 100% online?**

Yes  No

**If yes, which program(s)?**

M.S. in Educational Policy Studies  
M.S in Research Methods in Education

**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?**

Studies in an online setting have equivalent access to the instructor, course resources, and university resources. The syllabus makes note of the accessibility resources and this is also discussed during the first course meeting.

## **Library and Learning Resources**

**6. How do course requirements ensure that students make appropriate use of learning resources?**

The course resources, primarily peer-reviewed journal articles accessible by the eJournals subscriptions in UK library, are provided by the instructor online via Canvas. This was true prior to this proposed addition of a DL option. Students are made aware of the DL Library options on Canvas.

**7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.**

There are no laboratories, facilities, or other equipment required for the course as this is a seminar.

## **Student Services**

**8. How are students informed of procedures for resolving technical complaint? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Canvas Support Hotline/Chat or ITS Service Desk?**

The syllabus and Canvas "Getting Started with Course Technology" module, now a template across many department courses, provides information about technical help with links to various UK support facilities.

Canvas Support Hotline/Chat (<https://uk.instructure.com/>; Click Help Button for 24/7 service)

Information Technology Services (ITS) Service Desk (<http://www.uky.edu/UKIT/Help/>)

**9. Will the course be delivered via services available through UK Online?**  Yes  No

**If no, explain how students 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, below?**  Yes

Instructor's **virtual** office hours, if any.  
Technological requirements for the course.  
Procedure for resolving technical complaints.  
Preferred methods for reaching instructor, e.g. email, phone, or text message.  
Maximum timeframe for responding to student communications.  
Contact information for Information Technology Customer Service Center:

Web: <http://www.uky.edu/UKIT/>

Phone: 859-218-HELP

Contact information for Distance Learning services:

Email: [distancelearning@uky.edu](mailto:distancelearning@uky.edu)

Phone: 859-257-3377

Language pertaining academic accommodations (below):

*“If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. Please initiate the accommodation process by submitting an online Intake Form (found at <http://www.uky.edu/DisabilityResourceCenter/content/apply-services>) or by contacting the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. DRC staff will discuss possible accommodations with you and provide you with a Letter of Accommodation. Once you receive your Letter of Accommodation, please set up an appointment to see me or stop by during scheduled office hours to discuss how your accommodation will be addressed. The DRC 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](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.*

Information on Distance Learning Library services

Carla Cantagallo, DL librarian

Phone: (859) 218-1240

Email: [carla@uky.edu](mailto:carla@uky.edu)

Web: <http://libraries.uky.edu/DLLS>

DL Interlibrary Loan Service: <http://libraries.uky.edu/dlls>

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

**Instructor Name** Joseph Waddington

**Administration Use Only**

**OBJID**

## EPE 773-201

### Seminar in Educational Policy Studies & Evaluation Master's with Initial Certification (MIC) Program

Semester/Term:	Fall 2021
Credit Hours:	1
Meeting Days:	Fridays, August 27 – September 24, 2021
Time:	1:00 – 4:00 p.m.
Location:	Synchronous Meetings via Zoom ( <a href="https://uky.zoom.us/my/rjwa232">https://uky.zoom.us/my/rjwa232</a> )

### Instructor Information

Instructor:	Joseph Waddington, Ph.D., Associate Professor Department of Educational Policy Studies and Evaluation (EPE)
Office:	134A Taylor Education Building
Email:	<a href="mailto:rjwaddington@uky.edu">rjwaddington@uky.edu</a>
Office Phone:	(859) 257-8666
Office Hours:	By appointment only, due to short duration of course and rigorous MIC schedule
Location:	Zoom or in-person

Preferred Method of Communication: Email or Canvas message. Expect a response within 24 hours on weekdays; may be longer on weekends.

### Course Description

This course is an examination of selected problems in educational policy studies and evaluation.

For this specific sub-section, geared towards students in the Masters' with Initial Certification (MIC) Program, the primary objectives of this one-credit "education policy primer" course are: (1) to think relationally about schools and the process of schooling in the United States and (2) to develop the ability to engage in productive conversations and debates about K-12 education policy. To think relationally about schools and schooling means that we will be concerned with how educational policies and practices shape and are shaped by the legal, economic, political, and cultural contexts of society. Thus, a recurring question we will ask is, "How might our knowledge of the relationship between school and society influence the ways we organize K-12 schooling practices and make decisions about education policy?" With this broad focus in mind the course will center on the following themes:

1. The role(s) of schooling in society
2. Issues involving race/ethnicity, socioeconomic status, gender, and other cultural forms
3. The legal, economic, sociological, and political contexts of the K-12 education system
4. Education policy and reform

These themes are not mutually exclusive and do not constitute a sequential order. Rather, they represent a sample of the many points of reference from which we will situate schools in relation to other societal institutions. We will engage with these themes through a series of conversations with experts in K-12 education policy and practice, whose expertise spans the legal, economic, sociological, and political dimensions.

## Student Learning Outcomes

Students who successfully complete the requirements of this course should expect to:

1. Understand how educational practices and trajectories differentially impact students based upon race, gender, class, ability, language, and other cultural/social identities.
2. Understand the dominant education policies and reforms aimed at (re)shaping the practices and trajectories outlined in Objective 1.
3. Develop the skill of engaging in conversations and debates about education policy through the synthesis of writing, discussion, and engagement with experts.

## Required Materials

I will provide all readings, articles, and other materials electronically via Canvas or occasionally via e-mail. There are no textbooks for the course.

## Technology Information and Requirements

### Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

### Technical Support

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

## Activities and Assignments

### Assigned Readings, Class Meetings, and Class Participation

The primary format for our class meetings will be a mixture of general and focused discussions, most of which will occur with outside experts. During the discussions, you will raise critical questions and formulate connections across the assigned readings. We want our time together, especially with the outside experts, to be productive and engaging. Leading into each class, you will engage in assigned readings and participate in discussion posts to prepare for these conversations. In the section below, I provide detail about the format and expectations for the discussion posts and engagement with experts.

I expect you to be prepared for each class, having read all required readings, have prepared notes, and ready to engage in discussion. As such, attendance and participation in general class discussion will count for 20% of your overall grade. For more information on class discussions, please refer to the "Statement of Diversity and Anti-Discrimination; Classroom Behavior and Civility" section of the Course Policies and Procedures.

### Discussion Posts and Engagement with Guest Experts

Your main work in this course will be evaluated through four discussion posts, structured as a series of exchanges within groups of four (note: groups of three will have revised guidelines). These exchanges will be based on the assigned readings before each class (Classes 2-5), discussion amongst part of the group, preparation for and discussion with the outside expert, and a wrap-up/reflection on the discussion. The roles for each assignment are as follows:

### ***Initial Post***

- Describe at least three findings in the readings you found particularly compelling.
- Discuss how you believe the issue is being addressed (either in full or in part) by current policies and/or practices. Provide evidence to support your argument.
- Describe how the issue and associated policies/practices could impact you as a teacher.

### ***Response/Extension Post***

- Describe at least two additional findings in the readings (different from those mentioned in the initial post) you found particularly compelling.
- Discuss how you believe the issue is not being addressed (either in full or in part) by current policies and/or practices. Provide evidence to support your argument.
- Describe why we as citizens should be concerned about the issue.

### ***Synthesis/Questions Post***

- Synthesize the themes in the two posts, including both similarities and differences.
- Discuss any “middle ground” that may resolve any “conflict” between the two posts.
- Develop one question for the guest expert. You should develop this question in consultation with your entire group. You are responsible for asking this question for the group during the discussion with the guest expert.

### ***Wrap-Up/Reflection Post***

- Discuss and extend the guest experts’ response to your groups’ question from the discussion. You are responsible for taking notes during the discussion.
- What further research on the issue is needed? Consider your role as a citizen.
- What policies or practices need to remain or change? Consider your role as a teacher.

Each post should be approximately 500 words in length (roughly two double-spaced pages). Each post should also reference the assigned readings for the week and at least one outside reference. You will post within the Discussions on Canvas, which will be structured so you are able to engage with group member’s responses. For each week/discussion, the roles will shift such that each person will take on each role once by the final assignment. Below is a calendar showing the roles for each week:

--- INSERT SEMESTER SPECIFIC CALENDAR ONCE GUEST EXPERTS ARE CONFIRMED ---

For all discussion posts, please use appropriate grammar and punctuation as well as APA format for citations. Please include all parenthetical citations for all references and a reference list at the end of your posts. I expect all posts to be well written. All posts will be evaluated based on the quality of content, argument, and quality of writing. There are four classic writing rules to keep in mind as you construct your arguments:

1. Every paragraph must start with a topic sentence.
2. Every sentence must express a complete thought.
3. Paragraphs should be written such that thoughts and ideas are sufficiently and succinctly described within the paragraph.
4. Paragraphs should be structured such that thoughts and ideas flow logically from one paragraph to the next.

## Course Grading

Your grade for the course will be based upon the following activities (100 total points):

- Attendance and General Class Participation 20 pts.
- Class 2 Readings/Discussion Post 20 pts.
- Class 3 Readings/Discussion Post 20 pts.
- Class 4 Readings/Discussion Post 20 pts.
- Class 5 Readings/Discussion Post 20 pts.

A: 90-100 points    B: 80-89 points    C: 70-79 points    E: 0-69 points

All discussion posts will be graded, and feedback returned to students via Canvas. All feedback and grades will be posted on Canvas. Canvas grades are NOT the final course grade.

Incomplete grades for this course are issued only under the UK guidelines. The university permits students one calendar year—unless a shorter time frame is determined mutually by the student and instructor—to remove an “I” grade. If the contracted work is not completed satisfactorily, the “I” grade converts automatically to an “E”. UK rules require students requesting an “I” grade to complete a contract specifying how and when the “I” will be removed. The contract must be submitted to the course instructor before an “I” grade can be issued. Incomplete work and missing assessments will be assigned “E” grades if the student does not submit a completed Incomplete Grade Contract by the time the course ends.

## Resources

[Distance Learning Library Services](#)

[Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

## Tentative Course Schedule

**Class 1: Friday, August 27, 1:00 – 4:00 p.m.**

***Welcome, class overview, contemporary K-12 policy issues***

Galey, S. (2015). Education politics and policy: Emerging institutions, interests, and ideas. *Policy Studies Journal*, 43(S1), S12-S39. (*read pages S12 – S30 closely*)

**Class 2: Friday, September 3, 1:00 – 4:00 p.m.**

***Diversity, equity, and inclusion considerations for districts***

*Guest expert to be confirmed*

Egalite, A. (2019). *Teacher diversity in North Carolina: Sector differences in exposure and impact raise questions about how benefits are felt*. Washington, DC: Fordham Institute. Retrieved 8/20/20 from: <https://fordhaminstitute.org/national/commentary/teacher-diversity-north-carolina-sector-differences-exposure-and-impact-raise>.

Spears, V. H. (2020, August 19 online, August 20 print). Caulk: Hiring leaders of color only one aspect of equity initiatives. *Lexington Herald-Leader*.

<https://www.kentucky.com/news/local/education/article244845927.html>.

**Class 3: Friday, September 10, 1:00 - 4:00 p.m.**

***Public funding inequities within and between districts***

*Guest expert to be confirmed*

*Everyone should read all four articles. Notice focus areas for discussion in specific groups.*

**National Context of Funding Inequities (Groups 1-4 -- focus on these readings)**

Biddle, B. J. & Berliner, D. C. (2002). *What research says about unequal funding for schools in America*. Tempe, AZ: Arizona State University.

Samuels (2016, August 25). Good school, rich school; bad school, poor school: The inequality at the heart of America's education system. *The Atlantic*.

<https://www.theatlantic.com/business/archive/2016/08/property-taxes-and-unequal-schools/497333/>.

**Kentucky Context of Funding Inequities (Groups 5-8 -- focus on these readings)**

Rose v. Council for Better Ed., Inc., 790 S.W.2d 186 (Ky. 1989).

Krauth, O. (2020, April 11). On shaky ground: How did Kentucky's watershed education reform act hold up after 30 years? Louisville Courier-Journal. <https://www.courier-journal.com/story/news/2020/04/11/ker-a-30-how-did-kentucky-education-reform-act-hold-up/4870847002/>.

**Class 4: Friday, September 17, 1:00 - 4:00 p.m.**

***Legal and policy issues concerning segregation post-Brown***

*Guest expert to be confirmed*

*Everyone should read all four resources. Notice focus areas for discussion in specific groups.*

**Desegregation and Affirmative Action in Higher Education (Groups 1-4 -- focus on these resources)**

Sweatt v. Painter. (2020, May 27). The Papers of Justice Tom C. Clark: Civil Liberties and Civil Rights Cases of the US Supreme Court. Retrieved September 2, 2020, from <https://tarlton.law.utexas.edu/clark/sweatt-v-painter>.

Fisher v. University of Texas. (n.d.). Oyez. Retrieved September 2, 2020, from <https://www.oyez.org/cases/2015/14-981>.

**Desegregation in K-12 Schools (Groups 5-8 -- focus on these resources)**

Brown v. Board of Education. (2020, April 8). History.com. Retrieved September 2, 2020, from <https://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka>. (Note: You should also watch the video at the top of the page and the two other embedded videos. Each are only 1-2 minutes.)

Zmalia, Y. (2005, March 9). Review of Richard Kluger's "Simple Justice." (The history of Brown v. Board of Education). In Motion Magazine. Retrieved September 2, 2020, from [https://inmotionmagazine.com/er/y\\_zmaila1.html](https://inmotionmagazine.com/er/y_zmaila1.html).

**Class 5: Friday, September 24, 1:00 - 4:00 p.m.**  
***Social and cultural reproduction in education contexts***  
*Guest expert to be confirmed*

Lareau, A. (2002). Invisible inequality: Social class and childrearing in Black families and White families. *American Sociological Review*, 67(5), 747-776.

Sattin-Bajaj, C. & Roda, A. (In Press). Opportunity hoarding in school choice contexts: The role of policy design in promoting middle-class parents' exclusionary behaviors. *Educational Policy*, online first.

### **Attendance Policy**

Attendance is taken in this course for student accountability. Attendance is counted in conjunction with general class participation, accounting for 20% of the final grade. Failure to participate during a class will be considered an unexcused absence.

The University Senate Rule 5.2.5.2.1 defines expectations regarding excused absences. I have the right to request verification regarding excused absences. Students with excused absences will have a week to complete any missed assignments from the week they return to class. See below for more information on excused absences.

### **Classroom Behavior Policies**

The course will be conducted with openness and respect to all individuals' points of view and experiences. Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives.

### **Midterm Grades for Undergraduate Students (Senate Rules 6.1.3.1)**

Midterm grades will be posted in myUK by the deadline established by the University Senate and published in the [Academic Calendar](#).

### **Excused Absences (Senate Rules 5.2.5.2.1)**

Senate Rules 5.2.5.2.1 defines the following as acceptable reasons for excused absences: 1. significant illness; 2. death of a family member; 3. trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events; 4. major religious holidays; 5. interviews for graduate/professional school or full-time employment post-graduation; and 6. other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.5.2.3.1)

If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences. (Senate Rules 5.2.5.2.3.3)

### **Verification of Absences (Senate Rules 5.2.5.2.1)**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.5.2.1* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (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.)

Programs with learning activities mandated by accreditation or licensure agencies may establish, as a matter of policy, educational consequences for students who have so many excused absences that they cannot complete the mandated learning activities. Pursuant to Senate Rules 6.1.1, the published program policies and individual course syllabi must describe these consequences, which may include the student being moved to a different graduation cohort.

### **Religious Observances (Senate Rules 5.2.5.2.1(4))**

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. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

### **Make-Up Work (Senate Rule 5.2.5.2.2)**

Except where prior notification is required, 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; and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

For students who add a class after the first day of classes and miss graded work, the instructor shall provide the student with an opportunity to make up the graded work (quiz, exam, homework, etc.). The instructor may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

### **Excused Absences and W/I, All Students (Senate Rule 5.2.5.2.3.1)**

If a student has excused absences for more than one-fifth of the required interactions for a course, the student can request a "W." If the student declines a "W," the Instructor of Record may award an "I" for the course.

### Excused Absences Due to Military Duties (Senate Rule 5.2.5.2.3.2)

If a student must be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of her/his courses and instructors.
2. The Director will verify the orders with the appropriate military authority and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student's absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

### 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. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

### Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#).

In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

### **Academic Integrity- Prohibition on Plagiarism (Senate Rules 6.3.1)**

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 on the [Academic Ombud](#) page. 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 Rule 6.3.1* (see current [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, except under specific circumstances (e.g. Writing Center review or peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

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.

### **Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)**

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

### **Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)**

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

### **Diversity, Equity, and Inclusion**

*The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community. These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.*

*We strive to rectify and change behavior that is inconsistent with our principles and commitment to creating a safe, equitable, and anti-racist environment. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record or the [college's diversity officer](#), who is charged with addressing concerns about diversity, equity, and inclusiveness. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, or the dean. To submit an official report of bias, hatred, racism, or identity-based violence, visit the [Bias Incident Support Services website](#).*

### **Course Recordings**

*The University of Kentucky [Code of Student Conduct](#) defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.*

*Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are*

*available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.*

*As addressed in the Code of Student Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.*

*If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.*

*Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.*

### **Course Copyright**

*All original instructor-provided content for this course, which may include handouts, assignments, and lectures, is the intellectual property of the instructor(s). Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship; other uses of original instructor-provided content require written permission from the instructor(s) in advance.*

### **Bias Incident Support Services**

*Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University’s official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).*

### **Counseling Center**

*The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.*

### **Martin Luther King Center**

*The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).*

### **Office of LGBTQ\* Resources**

*UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ\\*'s website](#).) Otherwise, students can provide this information to faculty members directly.*

*Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ\\* Resources](#).*

### **Veteran's Resource Center & Protocol for Short-Term Military Absences**

*Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Let me know if you experience complications and I will do my best to work with you.*

*The Veteran's Resource Center (VRC) is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the VRC](#), visit them in the basement of Erikson Hall, or call the director, Colonel Tony Dotson, at (859) 257-1148.*

*If you are a military student serving in the National Guard or Reserve, it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule.*

*If you are a military student who is a member of the National Guard or Military Reserve and are called to duty for one-fifth or less of this semester, please help me help you! Once you become aware of the call to duty, provide a copy of your military orders to the Director of the Veterans Resource Center (contact information above). (Please also provide the Director with a list of all your current*

*courses and instructors.) The Director will verify the orders with the appropriate military authority and on your behalf will notify me and your other instructors as to the known extent of the absence.*

*I will not penalize your absence in any way and will work with you to create reasonable accommodations for making up missed assignments, quizzes, and tests.*

### ***Violence Intervention and Prevention (VIP) Center***

*If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals **MUST** report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859) ), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts walk-in appointments.***