

1. General Information

1a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

Date Submitted: 4/17/2015

1b. Department/Division: Forestry

1c. Contact Person

Name: Laura R. Lhotka

Email: laura.lhotka@uky.edu

Phone: 859-257-8718

Responsible Faculty ID (if different from Contact)

Name: Steven J. Price

Email: steven.price@uky.edu

Phone: 859-257-7610

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

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

2b. Prefix and Number: FOR 530

2c. Full Title: Freshwater Ecology

2d. Transcript Title: Freshwater Ecology

2e. Cross-listing: none

2f. Meeting Patterns

LECTURE: 3

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

2h. Number of credit hours: 3

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

If Yes: Maximum number of credit hours:

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

2j. Course Description for Bulletin: Advanced biology and natural resources course about the ecology of freshwater environments. Course material covers 1) interactions among freshwater species and between the species and their aquatic environment, 2) how these interactions influence distribution and abundance of freshwater species, and 3) conservation and management of freshwater species and aquatic systems.

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SENATE COUNCIL

2k. Prerequisites, if any: Upper level course in biology, field ecology, wildlife management or consent of the instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: No

If No, explain: The course will be offered every other year.

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?: 15

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?: Yes

If Yes, explain: This course fulfills part of the requirements for the proposed Wildlife Biology and Management Minor. Students completing this minor may be interested in this course. The course may also be of interest to graduate students in the College of Agriculture, Food and Environment and College of Arts and Sciences.

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?: Yes

If YES, name the proposed new program: Wildlife Biology and Management Minor

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

If YES, list affected programs: An elective course in the proposed Wildlife Biology and Management Minor

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

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[TTBA225]Terrell T Baker[FOR 530 NEW Dept Review]20150302

SIGNATURE[LGRABAU]Larry J Grabau[FOR 530 NEW College Review]20150716

SIGNATURE[JMETT2]Joanie Ett-Mims[FOR 530 NEW Undergrad Council Review]20160408

SIGNATURE[ZNNIKO0]Roshan N Nikou[FOR 530 NEW Graduate Council Review]20160512

New Course Form

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

Generate F

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

Attachments:

Upload File

	ID	Attachment
Delete	5247	FOR 530 UGC Review Checklist.docx
Delete	6397	FOR530Syllabus021516_revised.pdf

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date: 4/17/2015
- b. * Department/Division:
- c.
 - * Contact Person Name: Email: Phone:
 - * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity
 - Inquiry - Humanities
 - Inquiry - Nat/Math/Phys Sci
 - Inquiry - Social Sciences
 - Composition & Communications - I
 - Composition & Communications - II
 - Quantitative Foundations
 - Statistical Inferential Reasoning
 - U.S. Citizenship, Community, Diversity
 - Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> 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:
- 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:

Advanced biology and natural resources course about the ecology of freshwater environments. Course material covers 1) interactions among freshwater species and between the species and their aquatic environment, 2) how these interactions influence distribution and abundance of freshwater species, and 3) conservation and management of freshwater species and aquatic systems.

k. Prerequisites, if any:

Upper level course in biology, field ecology, wildlife management or consent of the instructor

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: The course will be offered every other year.

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? 15

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:

This course fulfills part of the requirements for the proposed Wildlife Biology and Management Minor. Students completing this minor may be interested in this course. The course may also be of interest to graduate students

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:

Wildlife Biology and Management Minor

b. * Will this course be a new requirement² for ANY program? Yes No

If YES², list affected programs::

An elective course in the proposed Wildlife Biology and Management Minor

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR S 2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)
- Prerequisites, if any (should match on syllabus and eCATS form)
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:
 If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

UGE Review () Prerequisites should match on eCATS form and syllabus
Committee Review () Comments

**Course Syllabus
FOR 530
FRESHWATER ECOLOGY**

Class Period

Lecture: Room 212 T.P. Cooper Building; 2 meetings per week (TR 12:30-1:45)

Instructor

Dr. Steven J. Price
Office 208(A) T.P. Cooper Building
859-257-7610
steven.price@uky.edu

Office Hours

By appointment, or 1-2 on most Wednesdays or 2-3 on TR.

Important

I use e-mail as a regular form of communication and I will check e-mail several times during work hours (8:00 am to 5:00 pm) each day (M-F). **You should check your e-mail at least once daily, respond to e-mail inquiries within 24 hours of receiving the e-mail and feel free to e-mail me with questions.**

Readings

1. Dodds, W.K. and M.R. Whiles. 2010. Freshwater Ecology: Concepts and Environmental Applications of Limnology. Second Edition. Academic Press. (Recommended)
2. Assigned Papers (see below)

Prerequisites

All students enrolled in FOR 530 should have taken at least one upper level course in biology, field ecology, wildlife management or have the consent of the instructor. Students that have taken FOR 370, FOR 460 or FOR 510 will be best prepared for this course.

COURSE OVERVIEW

Course Description from Course Bulletin

Advanced biology and natural resources course about the ecology of freshwater environments. Course material covers 1) interactions among freshwater species and between the species and their aquatic environment, 2) how these interactions influence distribution and abundance of freshwater species, and 3) conservation and management of freshwater species and aquatic systems.

Student Learning Outcomes

After completing this course, the student will be able to:

1. Examine the major properties of aquatic systems including classifying freshwater systems and properties and behavior of water.
2. Determine how properties of freshwaters including physical and chemical properties contain biological and ecological processes.

3. Examine, analyze, and integrate freshwater organismal diversity and develop familiarity via surveying common taxa.
4. Evaluate the overall prognosis for freshwater systems worldwide and within the US. Explain the major conservation issues and proper management of freshwater systems.
5. Evaluate freshwater organisms in field situations using appropriate techniques and methods necessary to comprehensively study the organism.

Course Assignments - Undergraduates

Field Trip Participation	10 %
Popular News Summary	10 %
Paper Discussion/Presentation	15 %
Lecture Exams (2)	30 %
Cumulative Final Exam	25 %
Attendance/Discussion/Participation	10 %

Course Assignments - Graduates

Field Trip Participation	10 %
Popular News Summary	10 %
Paper Discussion/Presentation	15 %
Lecture Exams (2)	30 %
Cumulative Final Exam	25 %
1 lecture/discussion	5 %
Attendance/Discussion/Participation	5 %

Summary Description of Course Assignments

Field Trip: Students will participate in a weekend field trip to Eastern Kentucky/Robinson Forest. Purpose of the field trip is to examine lentic and lotic systems characteristic of Kentucky and teach field techniques used to sample and identify freshwater organisms. Additionally, we will set-up a group experiment (leaf litter). An alternative assignment will be given to students unable to participate in the field trip due to an excused absence.

Popular News Summary: Due to our reliance on freshwater, new information and discovery about the role that it plays in ecology and in our daily lives find their way into the popular media frequently. As news as reported, each student is required to present one 5-minute summary on the issue to class during the semester. This assignment may take place at any time throughout the semester although I encourage each student to strategically plan the timing of their summary (i.e., all summaries cannot take place during the final week of the semester).

Paper Discussion: Through the course of the semester, each student (or small groups of students, depending on enrollment) will lead one discussion centered on topics (see below) in freshwater ecology. Each paper discussion will be worth 15% of your grade. For each topic, I have selected papers that I think will provide for good discussion material; all papers should be available in the library/hyperlinked to this document. However, discussion leaders are expected to develop their discussion as they see fit. That is, they should provide additional papers or other resources for the class to read and can choose to eliminate some of the papers that I've suggested.

Students are required to talk to me about what they have planned for discussion **five business days** before their discussion date. This means that students should read the papers and have ideas for other resources to present to the class. **Three business days** prior to discussion the students will send out a resource packet to the entire class (i.e., discussion packets are due Wednesday mid-day for Monday discussions. This packet should include **8-10 quality** discussion questions and other resources (web sites, other papers, videos, etc.) to facilitate discussions. If needed, I can help you develop questions and aid in finding other resources. Failure to turn in your discussion questions on time will result in a 30% reduction of your discussion grade for that particular discussion.

Lecture Exams: Students will be tested on material covered during the lecture, paper discussions and field trip portion of the class. Exams consist primarily of short-answer and essay questions.

Cumulative Final Exam: The final exam will include material from lecture, paper discussions and field trip. Questions will test student knowledge on some of the "big picture" concepts discussed in class.

Attendance/Discussion/Participation: Everyone is expected to actively participate in class, both in lab and lecture. To actively participate, you must come to class on time and be prepared for class. Everyone is expected to be familiar and have read the material we are covering before class. Be ready and don't be shy - I will periodically call on you to answer questions during class.

Group Work and Student Collaboration: Students will collaborate on lab presentations (see above) and will work together in both lab and lecture settings. It is important that all students participate in these endeavors. Specifically, in relation to the lab presentations, students will be evaluated by Dr. Price and their group members. These evaluations will be incorporated into the overall grade for the presentation.

Additional Assignments for Graduate Students: Graduate students will be responsible for giving 1 lecture/discussion during the course of the semester on a topic of interest. The lecture will constitute 5% of their overall grade.

Course Grading

Undergraduate Grading Scale

- A: $\geq 89.46\%$
- B: $\geq 79.46\%$ and $< 89.45\%$
- C: $\geq 69.46\%$ and $< 79.45\%$
- D: $\geq 59.46\%$ and $< 69.45\%$
- E: $< 59.45\%$

Graduate Grading Scale

- A: $\geq 89.46\%$
- B: $\geq 79.46\%$ and $< 89.45\%$
- C: $\geq 69.46\%$ and $< 79.45\%$
- E: $< 69.45\%$

Final Exam Information

Date and time of the final exam is established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Mid-term Grade

Mid-term grades for undergraduates will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

COURSE OUTLINE

Week 1

Lecture: Course Introduction; Short history and importance of freshwater science
Readings: Chapter 1 in Dodds and Whiles
Discussion: Forbes 1887

Week 2

Lecture: Properties of Water
Readings: Chapters 2 and 3 in Dodds and Whiles
Discussion: Riccardi and Rasmussen 1999; Dudgeon et al. 2006

Week 3

Lecture: Hydrologic Cycle/Classification and definition of freshwater systems (groundwater/wetlands)
Readings: Chapter 4, 5 in Dodds and Whiles
Discussion: Abell et al. 2008

Saturday: Field Trip (weather permitting); set up leaf litter experiment

Week 4

Lecture: Classification and definition of freshwater systems (lentic systems)
Readings: Chapter 7 in Dodds and Whiles
Discussion: Carpenter 2005

Saturday: Alternative date for field trip

Week 5

Lecture: Classification and definition of freshwater systems (lotic systems)
Readings: Chapter 6 in Dodds and Whiles;
Discussion: Poff et al. 2010; Lowe et al. 2006

Week 6

Lecture: Riparian Zones
Readings: None
Discussion: Wallace et al. 1997

Exam 1: Materials up to and including Week 6

Week 7

Lecture: Aquatic Organisms/Microbes
Readings: Chapters 8 and 9 in Dodds and Whiles
Discussion: Davis et al. 2010

Week 8

Lecture: Plants
Readings: Chapters 9 and 18 in Dodds and Whiles
Discussion: Rahel and Olden 2008

Midterm grades available by October 8th

Week 9

Lecture: Invertebrates

Readings: Chapter 10 and 19 in Dodds and Whiles

Discussion: Pond 2010; Strayer et al. 2004

Week 10

Lecture: Invertebrates

Readings: Chapter 10 and 19 in Dodds and Whiles

Analyze results from leaf-litter experiment

Week 11

Lecture: Vertebrates (non-fish)

Readings: Chapter 10 in Dodds and Whiles

Discussion: Price et al. 2014; Grant et al. 2007

Week 12

Lecture: Vertebrates (non-fish)

Readings: Chapter 10 in Dodds and Whiles

Discussion: Muncy et al. 2014

Exam 2: Materials from Week 7 up to and including Week 12**Week 13**

Lecture: Fish ecology and fisheries

Readings: Chapter 23 in Dodds and Whiles

Discussion: McIntyre et al. 2007

Week 14

Lecture: Community Ecology

Chapters Chapter 21 and 22 in Dodds and Whiles

Discussion: Welbourn et al. 1996

Week 15

Lecture: Conservation, Restoration and Management

Readings: None

Discussion: Bernhardt et al. 2005; Palaniappan and Gleick 2011; Lake et al. 2007

Final Exam - Cumulative

COURSE POLICIES

Animal Use

This class requires the use of preserved and possibly live animals. We may also handle or examine live animals, although this is not required. If you have a problem with the use of animals in research or teaching, **you should talk to me immediately**. Do not wait until the laboratory when we use the animals – that will be too late.

Classroom behavior, decorum, and civility

All cell phones must be turned off before lecture begins. Because we will be working both in the lab with preserved specimens and in the field with live animals, I expect you to dress appropriately for this work. Please wear close-toed shoes in the lab and in the field. Pants (i.e., jeans, field pants, sweat pants) should be worn in the field and long-sleeve shirts are also recommended. Some field sites that we travel to will be buggy and long-sleeve shirts and pants will help. It goes without saying that everyone should treat each other (including the preserved and live specimens) with respect during lecture and lab portions of the class. Failure to adhere to these standards will result in a reduction of the Attendance/Discussion/Participation portion of the grade.

Professional Preparation

This course helps prepare you for your professional career. Students are expected to attend class and be on time to both lecture and laboratory sections of the class. Excessive (>2) tardiness will result in a reduction of the Attendance/Discussion/Participation (see above) portion of the grade. Additionally, students will be prepared to participate in class discussion. Please be professional at all times.

Attendance Policy

You must initial the roll sheet each day you are here. Excessive unexcused absences (3 or more) during lecture will result in a reduction of your grade. For each unexcused absence after the permitted 2 days, your final lecture grade will be reduced by 5% for each day missed. You cannot miss any labs without a legitimate, excused reason.

Make-up exams and assignments will be given only to students who miss an exam as a result of excused absences. In all other circumstances, a grade of 0 (zero) will result for the missed exam.

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/>.

Emergency Situations

If an emergency arises in this classroom, building or vicinity, your instructor will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e., during a severe weather event), the nearest shelter location is the basement. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble on the sidewalk outside the front of the building so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during an emergency, notify the instructor at the beginning of the semester. In order to prepare for emergencies while on campus please continue to the below links for detailed emergency response guidelines: the UK Division of Crisis Management & Preparedness website (<http://www.uky.edu/EM/emergency-response-guide.htm>) and the College of Agriculture, Food and Environment (<http://www.ca.uky.edu/>). To receive emergency messages, sign up for UK Alert (<http://www.uky.edu/EM/UKAlert>). Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor.