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OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 4/16/2014

Current Prefix and Number: PLS - Plant and Soil Science , PLS 455G WETLAND DELINEATION

Other Course:

Proposed Prefix and Number: PLS 455G

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

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

b. Department/Division: Plant and Soil Sciences

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Anastasios

Email: akaratha@uky.edu

Phone: 7-5925

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: WETLAND DELINEATION

Proposed Title: Wetland Delineation

c. Current Transcript Title: WETLAND DELINEATION

Proposed Transcript Title: Wetland Delineation

d. Current Cross-listing: Same as NRE 455G

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 2

LABORATORY: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Basic concepts of natural wetland ecosystems, their importance, functions, and major features used for their identification and classification. Application of basic hydrology, hydrophytic vegetation and hydric soil indicators for identification of jurisdictional wetlands utilizing documentation and analysis of field collected data. Three laboratory exercises and four short field trips required.

Proposed Course Description for Bulletin: Basic concepts of natural wetland ecosystems, their importance, functions, and major features used for their identification and classification. Application of basic hydrology, hydrophytic vegetation and hydric soil indicators for identification of jurisdictional wetlands utilizing documentation and analysis of field collected data. Three laboratory exercises and four short field trips required.

2j. Current Prerequisites, if any: Prereq: PLS 366 or consent of instructor.

Proposed Prerequisites, if any: Prereq: PLS 366 or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale: This course is mistakenly listed as 3 credits of lecture; however, it has been offered for many years with two hours of lecture contact time per week plus 3 hours of laboratory contact time per week. Thus, the instructor is simply asking that we make instructional practice and the bulletin listing consistent with each other.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

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

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

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

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

Instructor Name:

SIGNATURE|TPFEIFFE|T W Pfeiffer|PLS 455G CHANGE Dept Review (MINOR CHANGE)|20140120

SIGNATURE|LGRABAU|Larry J Grabau|PLS 455G CHANGE College Review (MINOR CHANGE)|20140407

SIGNATURE|JEL224|Janie S Ellis|PLS 455G CHANGE Senate Council Review (MINOR CHANGE)|20140408

SIGNATURE|TPFEIFFE|T W Pfeiffer|PLS 455G CHANGE Approval Returned to Dept (MINOR CHANGE)|20140410

SIGNATURE|JEL224|Janie S Ellis|PLS 455G CHANGE Senate Council Review (MINOR CHANGE)|20140415

SIGNATURE|TPFEIFFE|T W Pfeiffer|PLS 455G CHANGE Approval Returned to Dept (MINOR CHANGE)|20140416

SIGNATURE|JEL224|Janie S Ellis|PLS 455G CHANGE Senate Council Review (MINOR CHANGE)|20140417

SIGNATURE|TPFEIFFE|T W Pfeiffer|PLS 455G CHANGE Approval Returned to Dept (MINOR CHANGE)|20140417

SIGNATURE|LGRABAU|Larry J Grabau|PLS 455G CHANGE College Review|20140417

SIGNATURE|TPFEIFFE|T W Pfeiffer|PLS 455G CHANGE Dept Review|20140417

SIGNATURE|ZNNIKO0|Roshan Nikou|PLS 455G CHANGE Graduate Council Review|20140502

SIGNATURE|JMETT2|Joanie Eit-Mims|PLS 455G CHANGE Undergrad Council Review|20150501

SIGNATURE|JMETT2|Joanie Eit-Mims|PLS 455G CHANGE Undergrad Council Review|20150506

SIGNATURE|TPFEIFFE|T W Pfeiffer|PLS 455G ZCOURSE_CHANGE Approval Returned to Dept|20150506

Course Change Form

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

Open in full window to print or save

Generate F

Attachments: Upload File

	ID	Attachment
Delete	3594	PLS 455 G UGC Review Checklist.docx
Delete	4970	PLS-NRC455G(2016).doc

1

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:		PLS - Plant and Soil Science PLS 455G WETLAND DELINEATION	Proposed Prefix & Number: (example: PHY 401G) <input type="checkbox"/> Check if same as current	PLS 455G
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, ex 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which do change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a ch course content or emphasis, or which is made necessary by the significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
IF YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		AGRICULTURE, FOOD AND ENVIRONMENT		Submission Date: 4/16/2014
b. Department/Division:		Plant and Soil Sciences		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="button" value="Select..."/>				
e.* Contact Person Name:		Anastasios	Email: akaraltha@uky.edu	Phone: 7-5925
* Responsible Faculty ID (if different from Contact):			Email:	Phone:
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: ²
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change affect DL delivery.				
b. Full Title:		WETLAND DELINEATION	Proposed Title: *	Wetland Delineation
c. Current Transcript Title (if full title is more than 40 characters):			WETLAND DELINEATION	
c. Proposed Transcript Title (if full title is more than 40 characters):			Wetland Delineation	
d. Current Cross-listing:			OR	

	<input type="checkbox"/> N/A	Currently ² Cross-listed with (Prefix & Number):	Same as f
Proposed – ADD ³ Cross-listing (Prefix & Number):			
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):			
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern			
Current:	Lecture 3	Laboratory ⁵	Recitation
	Clinical	Colloquium	Discussion
	Seminar	Studio	Other Please explain:
			Indep. Stu
Proposed: *	Lecture 2	Laboratory ⁵ 3	Recitation
	Clinical	Colloquium	Discussion
	Seminar	Studio	Other Please explain:
			Indep. Stu
			Research
			Residency
f. Current Grading System: ABC Letter Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
g. Current number of credit hours:	3	Proposed number of credit hours:*	3
h.* Currently, is this course repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/>
* Proposed to be repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/>
If YES:	Maximum number of credit hours:		
If YES:	Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/>
i. Current Course Description for Bulletin:			
Basic concepts of natural wetland ecosystems, their importance, functions, and major features used for their identification and classification. Application of basic hydrology, hydrophytic vegetation and hydric soil indicators for identification of jurisdictional wetlands utilizing documentation and analysis of field collected data. Three laboratory exercises and four short field trips required.			
* Proposed Course Description for Bulletin:			
Basic concepts of natural wetland ecosystems, their importance, functions, and major features used for their identification and classification. Application of basic hydrology, hydrophytic vegetation and hydric soil indicators for identification of jurisdictional wetlands utilizing documentation and analysis of field collected data. Three laboratory exercises and four short field trips required.			
j. Current Prerequisites, if any:			
Prereq: PLS 366 or consent of instructor.			
* Proposed Prerequisites, if any:			
Prereq: PLS 366 or consent of instructor.			
*			
k. Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience

		<input type="radio"/> Service Learning <input type="radio"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input checked="" type="radio"/> Yes <input type="radio"/>
*	Proposed to be taught off campus?	<input checked="" type="radio"/> Yes <input type="radio"/>
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/>
	If YES, explain and offer brief rationale:	
	This course is mistakenly listed as 3 credits of lecture; however, it has been offered for many years with two hours of lecture contact time per week plus 3 hours of laboratory contact time per week. Thus, the instructor is simply asking that we make instructional practice and the bulletin listing consistent with each other.	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input checked="" type="radio"/> Yes <input type="radio"/>
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement ² for ANY program?	<input checked="" type="radio"/> Yes <input type="radio"/>
	If YES ² , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> 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 under graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.*

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, 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 two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

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
- 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.

UGE Review (5/19/14)

- Should include slot for section number, 'XXX'.
- Should include 'Student Learning Outcomes' section.
- Should include tentative due dates for assignments.
- Should revise grading scale to not include 'D'.
- Should revise plagiarism policy (boilerplate).
- Should include attendance policies since field work is required.
- Should include 'Course Description' section.

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

<p>Committee Review ()</p> <p>Comments</p>

WETLAND DELINEATION
(PLS/NRC 455G)

COURSE OUTLINE (Fall 2016)

Credit hours: 3

Instructor: Dr. (K) A. D. Karathanasis

Office Address: Ag. Sci. N-122K

e-mail: akaratha@uky.edu

Office Phone: 257-5925

Office Hours: T, R (10-12 AM)

Course Description: Basic concepts of natural wetland ecosystems, their importance, functions, and major features used for their identification and classification. Application of basic hydrology, hydrophytic vegetation and hydric soil indicators for identification of jurisdictional wetlands utilizing documentation and analysis of field collected data. Three laboratory exercises and four short field trips required. Prereq: PLS 366 or consent of instructor.

Student Learning Outcomes: After completing this course the students will be able to:

- (1) Obtain knowledge of the technical criteria and field indicators used for identification of hydrophytic vegetation, hydric soils, and wetland hydrology (CE 1987 Manual).
- (2) Understand methods (with examples) used for wetland identification and delineation.
- (3) Receive and apply field training in wetland identification and delineation utilizing documentation and analysis of field collected data, and
- (4) Discuss current wetland issues related to their functional assessment, management and restoration.

Teaching Materials: Class handouts and designated references.

References:

- (1)* Department of the Army: U.S. Army Corps of Engineers. 1987. Corps of Engineers Wetlands Delineation Manual. Technical Report Y-87-1. Washington, D.C.
- (2)* Cowardin, L.M., V. Carter, F.C. Colet, and E.T. LaRoe. 1979. Classification of Wetlands and Deepwater Habitats of the United States. FWS/DBS-79/31. U.S. Fish and Wildlife Service, Washington, D.C.
- (3)* Tiner, R.W. Jr. 1988. Field Guide to Nontidal Wetland Identification. Maryland Dept. of Natural Resources. Annapolis, MD.
- (4)* Reed, P.B. Jr. 1988. National List of Plant Species that Occur in Wetlands: Kentucky. NERC-88/18.17, U.S. Fish and Wildlife Service, Washington, D.C.
- (5)* U.S. Dept. of Agriculture. 1993. Soil Survey Manual. Soil Survey Division Staff, Handbook No. 18, Washington, D.C.
- (6)* U.S. Dept. of Agriculture. 1991. Hydric Soils of the United States. Soil Conservation Service. Misc. Publ. 1491, Washington, D.C.
- (7) Lyon, J.G. 1993. Practical Handbook for Wetland Identification and Delineation. 157 p. Lewis Publishers, Boca Raton, FL.
- (8) Mitsch, W.J. and J.G. Gosselink. 1993. Wetlands. Van Nostrand Reinhold, New York City, N.Y. 722 p.
- (9)* Tiner, R.W. 1999. Wetland Indicators. A guide to wetland identification, delineation, classification, and mapping. Lewis Publ., Boca Raton, FL, 392 p.
- (10) Richardson, J.L. and M.J. Vepraskas. 2001. Wetland Soils: Genesis, Hydrology, Landscapes, and Classification. Lewis Publ. Boca Raton, FL, 417 p.

Other References: Field Guides and Designated Articles from Scientific Journals, Book Chapters, and Technical Reports.

Lecture/discussion Periods: T, R 1:00-1:50 P.M. (Room A6)

Laboratory and Field Exercises: R 2:00-5:00 PM (Room A6, Field sites)

Course Contents:

- I. Wetland Concepts and Definitions
- II. Major Types, Functions, and Values
- III. Technical Criteria for Wetland Identification and Delineation
 - A. Hydrophytic Vegetation
 - (1) Plant Adaptations for Wetlands
 - (2) Plant Indicator Status Categories
 - (3) Indicators of Hydrophytic Vegetation
 - (4) Vegetation Strata
 - (5) Selection of Dominant Species
 - B. Hydric Soils
 - (1) Soil Characteristics
 - (2) Soil Horizon Terminology
 - (3) Particle Size Distribution
 - (4) Drainage Classes
 - (5) Criteria for Hydric Soils
 - (6) Indicators of Hydric Soils
 - (7) Soil Surveys and Mapping Units
 - (8) Soil Taxonomy
 - C. Wetland Hydrology
 - (1) Definitions
 - (2) Criteria for Wetland Hydrology
 - (3) Primary and Secondary Indicators
 - (4) Oxidation/Reduction Sequence
- IV. Wetland Delineation Methods
 - A. Offsite Determinations
 - B. Onsite Determinations
 - (1) Routine Method (≤ 5 acres)
 - (2) Routine Method (≥ 5 acres)
 - (3) Comprehensive Method
- V. Disturbed and Problem Area Wetlands
- VI. Wetland Functional Assessment Methods
- VII. Wetland Restoration and Mitigation Approaches

Course Assignments:

- (1) Participation in 2 laboratory exercises involving plant and soil identification and classification, 5-6 field trips involving wetland identification and delineation, and a final comprehensive field exercise on wetland identification and delineation accounting for 20% of the course grade.
- (2) A technical report (typed according to specific guidelines) on the final comprehensive field exercise on wetland identification and delineation of a designated area accounting for 20% of the course grade (the report is due the last day of class before the final exam).
- (3) Four quizzes (pre-announced) and 6 homework assignments (typed) will be given during the semester addressing important aspects of wetland identification and delineation (20% of the course grade).
- (4) A midterm exam and a final exam at predetermined dates, each accounting for 20% of the course grade.

Grading Scale:

Undergraduate Students: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; < 60% = E

Graduate Students: 92-100% = A; 82-91% = B; 72-81% = C; < 72% = E

Final and Mid-term Exam Dates: TBD

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

Course Policies: Unless otherwise indicated, all homework/field exercise assignments should be typed. Assignments and reports not turned in on due date will be penalized 10% for each day elapsed before grading. After grading no credit will be given.

Attendance Policy: With the exception of excused absences, attendance is mandatory for all class activities. Each non-excused absence will be penalized as one missing homework.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for non-attendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

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

Verification of Absences:

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

Academic Integrity:

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

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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

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 (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior Policies: The use of cell-phones, i-phones, i-pads or other similar electronic devices is not allowed during class activities.

Emergency Conditions:

"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 <insert location here>. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble at <insert the evacuation location> 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.html>) 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."