

**1. General Information**

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

Date Submitted: 1/28/2014

1b. Department/Division: Plant Pathology

1c. Contact Person

Name: Paul Vincelli

Email: pvincell@uky.edu

Phone: 859-218-0722

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year<sup>1</sup> Spring, 2016

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

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FEB 21 2014

OFFICE OF THE  
SENATE COUNCIL**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: Yes<sup>4</sup>

2b. Prefix and Number: PPA 620

2c. Full Title: Fungicides, Advanced Concepts

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

DISCUSSION: 3

2g. Grading System: Graduate School Grade Scale

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: An in-depth exploration of diverse factors that affect field performance of fungicides, as well as environmental and toxicological dimensions of these disease-control chemicals

2k. Prerequisites, if any: Principles of Plant Pathology (PPA 400G) or the equivalent, or permission of the instructor

2. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: No

If No, explain: Offered alternate years

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: Course can be offered using routine distance-learning technologies already in place.

6. What enrollment (per section per semester) may reasonably be expected?: 8-10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain: Course can be offered using routine distance-learning technologies already in place.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

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

## Distance Learning Form

Instructor Name: Paul Vincelli

Instructor Email: pvincell@uky.edu

Internet/Web-based: Yes

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? Each class period will be comprised of synchronous discussion sessions, so interaction is extensive. Syllabus conforms as noted.
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. First, I am working closely with staff from the Office of Academic Planning, Analytics and Technologies. As noted in the syllabus, students will be required to come to class prepared and to engage in all discussions. I plan to monitor and score student contributions to all discussion sessions. The exams will be individual, oral exams.
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. All graded work is live, synchronous whole-class discussion or individual oral exams. As reflected in the syllabus, students will be accountable for quality of preparation and participation, as well as of performance on the exams.
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? None
- If yes, which percentage, and which program(s)? Not applicable
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? Students will be directed to appropriate UK offices as needed, with the advice and consultation of staff in the Office of Academic Planning, Analytics and Technologies. Students will be encouraged to consult with a UK librarian if they have difficulty finding appropriate literature for class topics.
6. How do course requirements ensure that students make appropriate use of learning resources? As a 600-level course, students will be expected to do quite a bit of independent searching for appropriate information, though the instructor will also provide some pre-recorded mini-lectures and written materials. As needed, students will be encouraged to contact UK librarians if assistance is needed in literature searches.
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. None is necessary.
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/>)? The current draft does list the ITC Service Center. In addition, the advice and consultation of Academic Planning, Analytics and Technologies will be sought.
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES
- 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. To be guided by advice from staff in the Office of Academic Planning, Analytics and Technologies
10. Does the syllabus contain all the required components? YES
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Paul Vincelli

SIGNATURE|SCHARDL|Christopher L Schardl|PPA 620 NEW Dept Review|20140107

SIGNATURE|LGRABAU|Larry J Grabau|PPA 620 NEW College Review|20140128

SIGNATURE|ZNNIKO0|Roshan N Nikou|PPA 620 NEW Graduate Council Review|20140221

Courses	Request Tracking
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New Course Form

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

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

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
<a href="#">Delete</a> 2951	PPA_620_syllabus.pdf

First 1 Last

Select saved project to retrieve...

Get New

(\*denotes required fields)

1. General Information

- a. \* Submitted by the College of:  Submission Date:
- 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/Year
- e.
  - Should this course be a UK Core Course?  Yes  No
  - If YES, check the areas that apply:
    - Inquiry - Arts & Creativity  Composition & Communications - II
    - Inquiry - Humanities  Quantitative Foundations
    - Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
    - Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
    - Composition & Communications - I  Global Dynamics

2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>2</sup> for each meeting pattern type.
 

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="text" value="3"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		
- g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail  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:

An in-depth exploration of diverse factors that affect field performance of fungicides, as well as environmental and toxicological dimensions of these disease-control chemicals

## k. Prerequisites, if any:

Principles of Plant Pathology (PPA 400G) or the equivalent, or permission 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: Offered alternate years

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

Course can be offered using routine distance-learning technologies already in place.

## 6. \* What enrollment (per section per semester) may reasonably be expected? 8-10

## 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:

UK Extension agents have a significant interest in taking this course. It can also be advertised to other universities, since it will be entirely distance learning-based.

## 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:

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

If YES, list affected programs:

## 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) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

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

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL 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 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 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>).

Course Number and Prefix:	PPA 620	Date:	12/31/2013
Instructor Name:	Paul Vincelli	Instructor Email:	pvincelli@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

### Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?  
Each class period will be comprised of synchronous discussion sessions, so interaction is extensive. Syllabus conforms as noted.
- 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, and student learning outcomes, etc.  
First, I am working closely with staff from the Office of Academic Planning, Analytics and Technologies. As noted in the syllabus, students will be required to come to class prepared and to engage in all discussions. I plan to
- 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 policy; etc.  
All graded work is live, synchronous whole-class discussion or individual oral exams. As reflected in the syllabus, students will be accountable for quality of preparation and participation, as well as of performance on
- 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 of as defined above?  
None  
Which percentage, and which program(s)?  
Not applicable  
  
\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.
- 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?  
Students will be directed to appropriate UK offices as needed, with the advice and consultation of staff in the Office of Academic Planning, Analytics and Technologies. Students will be encouraged to consult with a UK

### Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?  
As a 600-level course, students will be expected to do quite a bit of independent searching for appropriate information, though the instructor will also provide some pre-recorded mini-lectures and written materials. As
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  
None is necessary.

### Student Services

- 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 the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?  
The current draft does list the ITC Service Center. In addition, the advice and consultation of Academic Planning, Analytics and Technologies will be sought.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?  
 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.  
To be guided by advice from staff in the Office of Academic Planning, Analytics and Technologies
- Does the syllabus contain all the required components, below?  Yes
  - Instructor's *virtual* office hours, if any.
  - The technological requirements for the course.
  - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
  - Procedure for resolving technical complaints.
  - Preferred method for reaching instructor, e.g. email, phone, text message.
  - Maximum timeframe for responding to student communications.

- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/libraries/llbpage.php?lweb\\_id=253&lib\\_id=16](http://www.uky.edu/libraries/llbpage.php?lweb_id=253&lib_id=16)

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

Instructor Name:

Paul Vincelli

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

<sup>111</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>112</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>113</sup> 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. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>114</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>115</sup> In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes



## **Fungicides, Advanced Concepts**

PPA 620, three credits

Draft 2 Jan 2014

### **Teacher**

Paul Vincelli, Ph.D.

Dept. of Plant Pathology

207 Plant Science Building

Office phone: (859) 218-0722

Fax: (859) 323-1961

[pvincell@uky.edu](mailto:pvincell@uky.edu)

No formal office hours are required. I try to be fully available to all students in the class. I can be contacted via email and phone as my schedule permits. Responses will generally be within four hours, though in some cases, response overnight may occur (for example, when I am travelling).

### **Course Description**

An in-depth exploration of diverse factors that affect field performance of fungicides, as well as environmental and toxicological dimensions of these disease-control chemicals

### **Prerequisites**

Principles of Plant Pathology (PPA 400G) or the equivalent, or permission of instructor

### **Principal Student Learning Outcomes**

1. Explore varied topics relating to fungicide performance in crop production
2. Compare and contrast functional properties of fungicides
3. Quantitatively estimate the environmental impact of fungicides
4. Identify management approaches for reducing the risk of fungicide resistance

### **Learning approach**

- Students will lead synchronous online discussion of topics listed in schedule. All students must come to each class prepared to serve as a Discussion Leader, three of whom will be chosen randomly at start of the class. Discussion Leaders are responsible for promoting discussion and exploration of the topic. All students should prepare, in advance, thought-provoking questions (and visual materials, as appropriate) with the intention of promoting thoughtful exploration of the topic at hand by fellow students.
- Scheduled discussions will sometimes be preceded by an instructor-delivered, prerecorded, asynchronous mini-lecture, in order to provide context for the reading and the upcoming discussion session.
- Student preparation for selected topics will require conducting mathematical calculations or computer simulations in advance; instructions and software will be provided by the instructor.
- Students and the instructor will collectively create a pool of open-book exam questions.

- Prior to the first session of each week, students will post at least one potential exam question to a common online pool of potential exam questions.
- Potential exam questions may be discussed during scheduled synchronous online discussion periods, as time permits, or they may be discussed online asynchronously.

Class period	Topics
1	Introduction to course Leading online discussions Identifying credible information
2	Biological vs. chemical fungicides
3	Epidemiological effects of fungicides
4	Preventive vs. curative use
5	Compare/contrast properties, mode of action (MOA), spectrum of activity of assigned fungicides
6	Surface redistribution, uptake, systemicity, and translocation
7	Surface redistribution, uptake, systemicity, and translocation
8	Degradation
9	Compare/contrast properties, MOA, spectrum of activity of assigned fungicides
10	Intrinsic toxicity
11	Efficacy testing
12	Compare/contrast properties, MOA, spectrum of activity of assigned fungicides
13	Spray deposition and coverage
14	Compare/contrast properties, MOA, spectrum of activity of assigned fungicides
15	Compare/contrast properties, MOA, spectrum of activity of assigned fungicides
16	Resistance inducers (ASM, glutathione+oligosaccharines)
17	Human exposure, toxicology, and other health risks of fungicide use
18	Human exposure, toxicology, and other health risks of fungicide use
19	Environmental fate and impact
20	Environmental fate and impact
21	<b>Midterm exams</b>
22	Environmental Impact Quotient (EIQ) calculations
23	Environmental impact: EIQ calculations
24	Environmental impact: EIQ calculations
25	Risk assessment
27	Risk assessment
28	Synergism and other interactions
29	Synergism and other interactions
30	Qualitative and quantitative fungicide resistance
31	Qualitative and quantitative fungicide resistance
32	Biochemistry of fungicide resistance
33	Biochemistry of fungicide resistance
34	FRAC resources
35	Methods of resistance detection
36	Managing fungicide resistance risk
37	Managing fungicide resistance risk
38	Managing fungicide resistance risk

39	Managing fungicide resistance risk
40	Discriminating practical resistance
41	Managing fungicide resistance risk
42	Population biology and fungicide resistance
43	Open

### Assessment and Grade Apportionment

- Preparation and participation (80%)
  - Attendance is required for all online discussion sessions. Each unexcused absence results in a loss of 2.5 percentage points off the final grade. With the exception of university trips as noted below, ***only two absences relating to professional conflicts will be excused for each student.*** Students must notify the instructor of absences prior to class whenever possible. Exceptions to the requirement for attendance will be based on UK University Senate Regulation 5.2.4.2. This regulation 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. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754). In accordance with university policy, students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused).
  - The credit value of each class period will be calculated as total number of percentage points assigned in the syllabus to Preparation/Participation, divided by the total number of classes for the course (excluding the introductory class and the open period for the midterm exam). Preparation and participation will contribute equally to the score achieved per day, and these will be scored separately after each class on a 1-5 scale based on:
    - Quality of preparation to lead/participate in discussion of the topic at hand
    - Quality of participation (attentiveness, quality of contributions)
- Midterm oral exam, via Lync or Adobe Connect (10%)
- Final oral exam, via Lync or Adobe Connect (10%)

### Required Materials

Certain readings will be provided by the instructors. In many cases, students will be expected to independently find credible information relevant to the topic.

### Grade Determination

A = 90 – 100%

B = 80-89.9%  
C = 70 –79.9%  
E = 69.9 or below

### Helpful UK Resources

To resolve technical IT issues, contact UK's Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>, or call at 859-218-HELP). UK's Distance Learning programs (<http://www.uky.edu/DistanceLearning>) can also be helpful for students with limited experience with online learning.

See also Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan Service:  
[http://www.uky.edu/Libraries/libpage.php?web\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?web_id=253&llib_id=16)

### Verification of Absences

Students may be asked to verify their absences from class 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 for professional reasons is required prior to the absence. ***Only two absences relating to professional conflicts will be excused for each student.***

### 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 (<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**

Students with a documented disability that requires academic accommodations should consult as soon as possible with the instructor. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.