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OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 12/17/2015

Current Prefix and Number: EGR - Engineering , EGR 101 INTRO TO ENGINEERING

Other Course:

Proposed Prefix and Number: EGR 101

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Arts & Creativity

1. General Information

a. Submitted by the College of: ENGINEERING

b. Department/Division: Engineering

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: Janet K. Lumpp

Email: jklumpp@uky.edu

Phone: 8592574985

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: INTRODUCTION TO ENGINEERING

Proposed Title: Engineering Exploration I

c. Current Transcript Title: INTRO TO ENGINEERING

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

LECTURE: 2

f. Current Grading System: ABC Letter Grade Scale

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

g. Current number of credit hours: 4

Proposed number of credit hours: 1

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:** This course introduces the engineering profession and the skills and expectations required for success. Engineering applications of calculus are also presented. Lecture, three hours; laboratory, two hours per week.

Proposed Course Description for Bulletin: Engineering Exploration I introduces students to the engineering and computer science professions, College of Engineering degree programs, and opportunities for career path exploration. Topics and assignments include study skills, team development, ethics, problem solving and basic engineering tools for modeling, analysis and visualization. Open to students enrolled in the College of Engineering. Students who received credit for EGR 112 are not eligible for EGR 101.

2j. **Current Prerequisites, if any:**

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

2k. **Current Supplementary Teaching Component:**

Proposed Supplementary Teaching Component: No Change

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

Proposed to be taught off campus? Yes

If YES, enter the off campus address: Paducah Campus

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

If YES, explain and offer brief rationale: The new First-Year Engineering Program proposal includes a three course sequence for new and transfer students. The calculus content in the previous version is being removed and the laboratory activities are being moved to the proposed EGR 102 Fundamentals of Engineering Computing course. The new EGR 101 content emphasizes student success, exposure to all disciplines of engineering and introduction of basic computer skills. All incoming engineering freshmen will be required to take EGR 101 per the simultaneous Curriculum Change Forms submitted by each engineering degree program.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: Biosystems Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Materials Engineering, Mechanical Engineering, Mining Engineering

5b. Will modifying this course result in a new requirement of ANY program? Yes

If YES, list the program(s) here: Biosystems Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Materials Engineering, Mechanical Engineering, Mining Engineering

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|CHE202|Kimberly W Anderson|EGR 101 CHANGE Dept Review|20150929

SIGNATURE|BJSTOK0|Barbara J Brandenburg|EGR 101 CHANGE College Review|20151022

SIGNATURE|WST222|William H Stamps|EGR 101 CHANGE UKCEC Expert Review|20151210

SIGNATURE|JMETT2|Joanie Ett-Mims|EGR 101 CHANGE UKCEC Review|20151216

SIGNATURE|JMETT2|Joanie Ett-Mims|EGR 101 CHANGE Undergrad Council Review|20151216

SIGNATURE|JEL224|Janie S Ellis|EGR 101 CHANGE Senate Council Review|20151217

SIGNATURE|CHE202|Kimberly W Anderson|EGR 101 CHANGE Approval Returned to Dept|20160104

Course Change Form

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

Open in full window to print or save

Generate R

Attachments:

Upload File

Browse...

ID	Attachment
Delete: 5940	ACR course review form (revised 12-2-15).docx
Delete: 5974	EGR 101 Syllabus 12-10-15.pdf

First 1 Last

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

Current Prefix and Number:	EGR - Engineering EGR 101 INTRO TO ENGINEERING	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	EGR 101
* 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, e.g. 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which d change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a cl 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 checked="" type="radio"/> Yes <input type="radio"/> No If YES, check the areas that apply: <input checked="" 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: ENGINEERING	Submission Date:	12/17/2015
b.	Department/Division:	Engineering	
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? Select...		
e.*	* Contact Person Name:	Janet K. Lump	Email: jklump@uky.edu Phone: 8592574985
	* 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 <u>unless</u> the department affirms (by checking this box) that the proposed change DL delivery.			
b.	Full Title:	INTRODUCTION TO ENGINEERING	Proposed Title: * Engineering Exploration
c.	Current Transcript Title (if full title is more than 40 characters):	INTRO TO ENGINEERING	
c.	Proposed Transcript Title (if full title is more than 40 characters):		
d.	Current Cross-listing:	OR	

	<input type="checkbox"/> N/A	Currently ³ Cross-listed with (Prefix & Number):	none
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	Laboratory ⁵	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other: _____ Please explain: _____
Proposed: *	Lecture 2	Laboratory ⁵	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other: _____ Please explain: _____
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:	4	Proposed number of credit hours:*	1
h.* Currently, is this course repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
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"/> No
i. Current Course Description for Bulletin:			
This course introduces the engineering profession and the skills and expectations required for success. Engineering applications of calculus are also presented. Lecture, three hours; laboratory, two hours per week.			
* Proposed Course Description for Bulletin:			
Engineering Exploration I introduces students to the engineering and computer science professions, College of Engineering degree programs, and opportunities for career path exploration. Topics and assignments include study skills, team development, ethics, problem solving and basic engineering tools for modeling, analysis and visualization. Open to students enrolled in the College of Engineering. Students who received credit for EGR 112 are not eligible for EGR 101.			
j. Current Prerequisites, if any:			
* Proposed Prerequisites, if any:			
Enrolled in the College of Engineering or MA ACT of at least 23 or equivalent. Students who received credit for EGR 112 are not eligible for EGR 101.			
k. Current Supplementary Teaching Component, if any:			<input checked="" type="radio"/> Community-Based Experience

		<input type="radio"/> Service Learning <input checked="" type="radio"/> Both
	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, enter the off campus address: Paducah Campus	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, explain and offer brief rationale:	
	<p>The new First-Year Engineering Program proposal includes a three course sequence for new and transfer students. The calculus content in the previous version is being removed and the laboratory activities are being moved to the proposed EGR 102 Fundamentals of Engineering Computing course. The new EGR 101 content emphasizes student success, exposure to all disciplines of engineering and introduction of basic computer skills. All incoming engineering freshmen will be required to take EGR 101 per the simultaneous Curriculum Change Forms submitted by each engineering degree program.</p>	
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"/> No
	If YES, identify the depts. and/or pgms:	
	Biosystems Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Materials Engineering, Mechanical Engineering, Mining Engineering	
b.*	Will modifying this course result in a new requirement ² for ANY program?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES ² , list the program(s) here:	
	Biosystems Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Materials Engineering, Mechanical Engineering, Mining Engineering	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	<input type="checkbox"/> If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate 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 least 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.

EGR 101
Engineering Exploration I

Instructor: Dr. Janet K. Lumpp
Office Address: 697 F. Paul Anderson Tower
Email: ijklumpp@uky.edu
Office Phone: 257-4985

Office hours: Monday and Wednesday, 2 to 3:30 PM

Course Description: Engineering Exploration I introduces students to the creativity inherent in how engineers and computer scientists approach innovation, design and problem solving from blue sky brainstorming to implementing a solution. Students will work in teams, practice with tools of the trade (modeling, analysis and visualization), provide peer reviews and discuss ethical implications of creative endeavors. This class is also a process of personal discovery where students explore a variety of traditional and non-traditional study and learning methods, reflect on the results of using different methods and determine what work best for their individual learning styles and personality type. The final individual artifact is a Create Your Future project describing the student's exploration of their own talents and aptitudes, discovery process for identifying a specific discipline and a visual presentation of their career goals. Open to students enrolled in the College of Engineering.

Prerequisites: Enrolled in the College of Engineering or MA ACT of at least 23 or equivalent.

Student Learning Outcomes:

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

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

Required Materials:

Studying Engineering A Road Map to a Rewarding Career, 4th Edition, Raymond B. Landis, Discovery Press, 978-0-9793487-4-7, (2013).

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

Personal computer capable of running software packages available through UK Downloads

and freeware versions specified by the instructor.

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

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

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

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

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

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

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

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

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

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

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

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

Description of Course Activities and Assignments

Course Assignments

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

Attendance	15%	Class meetings and 4 Info Sessions
Homework	25%	10 assignments, 20 points each
Reflections	20%	10 assignments, 15 points each
Quizzes	20%	14 quizzes, 10 points each
Project	20%	8-10 page written and visual project

Summary Description of Course Assignments

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

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

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

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

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

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

In addition to regular class meetings, students are expected to attend four of nine co-curricular Engineering Information Sessions held in the evenings. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are

missed (excused or unexcused) per university policy.

Course Grading

Grading Scale

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

< 60% = E

Tentative Course Schedule

Q = weekly quiz on reading and in-class content

R = reflection writing on readings and activities

HW = homework assignments

Italic = reading, lecture, discussion topics

Week	Topics	Assignments
1	Welcome, Review Syllabus, Introduction to Canvas <i>Keys to Success</i> <i>Drawing on the Right Side of the Brain: What side are you on?</i>	Q1 R1
2	<i>The Engineering Profession, Degree Program Introductions</i> <i>Time Management</i> <i>Thinking in Pictures: How do you think? Visually, words, patterns?</i>	Q2 R2 HW1
3	<i>Career Development Center, Degree Program Introductions</i> <i>2D/3D Visualization: CAD Lesson 1</i> <i>Skill Scan: What are your skills today?</i>	Q3 HW2
4	<i>Fall Career Fair, Degree Program Introductions</i> <i>Creative Problem Solving Lesson 1</i> <i>Working Together in Teams: Giving and Receiving Criticism</i>	Q4 HW3
5	<i>2D/3D Visualization: CAD Lesson 2</i> <i>Creative Problem Solving Lesson 2</i> <i>Career Match: What is your personality type?</i>	Q5 HW4
6	<i>Understanding the Teaching/Learning Process</i> <i>2D/3D Visualization: CAD Lesson 3</i> <i>Mind Mapping, Brainstorming and Coloring: Tapping Your Creativity</i>	Q6 R3 HW5
7	<i>Making the Most of How You Are Taught</i> <i>Critical Thinking: Matlab Lesson 1</i> <i>The Marshmallow Challenge: Why Creative Kindergarteners are Smarter than Engineers</i>	Q7 R4
8	<i>Making the Learning Process Work for You</i> <i>Critical Thinking: Matlab Lesson 2</i> <i>What Color is Your Parachute: Flower Exercise for Self-Assessment</i>	Q8 R5 HW6
9	<i>Team Development: Pandemic Game</i>	Q9

	<i>Fixed vs. Growth Mindset</i>	R6
10	<i>Student Panel</i> <i>Critical Thinking: Matlab Lesson 3</i> <i>Music You Love Test</i>	Q10 HW7
11	<i>Ethics, Safety and Privacy</i> <i>Graphical Thinking: Excel Lesson 1</i> <i>TRIZ Features: Imagining Ideal Solutions, Resolving Contradictions</i>	Q11 R7
12	<i>Personal Growth and Student Development</i> <i>Graphical Thinking: Excel Lesson 2</i> <i>Risk Taking and Fear of Failure</i>	Q12 R8 HW8
13	<i>Broadening Your Education</i> <i>Creative Problem Solving Lesson 3</i> <i>Follow Your Inner Hero: Who Do You Want to Be?</i>	Q13 R9 HW9
14	<i>Undergraduate Opportunities in Engineering</i> <i>Graphical Thinking: Excel Lesson 3</i> <i>Design Heuristics: 77 Cards</i>	Q14 R10 HW10
15	<i>Orientation to Engineering Education</i> <i>Putting it All Together: Creating Your Future</i>	
16	Create Your Future Project Due: Gallery Walk	

Final Exam Information

No final exam will be given. The project is due at the time and date specified for the final exam.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/content/academic-calendar>)

Submission of Assignments:

Canvas (uk.instructure.com) will be used for posting class announcements and assignments. Use your Link Blue login and password to access Canvas based courses. Canvas is also accessible through a smartphone app. Students are responsible for regularly checking the class Canvas site and checking email.

Attendance Policy.

Attendance will be taken at all class meetings and Engineering Information Sessions. In addition to regular class meetings, students are expected to attend four of nine Engineering Information Sessions held in the evenings. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

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/>.