LIS 690
Special Libraries

Term: Fall 2022
Credit hours: 3
Meeting days/time/location: Asynchronous

Instructor Information
Name: Michael Steinmacher
Email: rmstei0@uky.edu (preferred method of communication)
Virtual office hours: Available by appointment
(502) 727-2714
Students should expect responses to communications within 24 hours.

Course Description
Special Libraries is a survey course in the LIS program that exposes students to a variety of special libraries and special librarians who serve or manage them.

Course Prerequisites
None

Required Text
Abram, S. (2018). *Succeeding in the World of Special Librarianship*. Lucidea Press.

Mon, L., & Koontz, C. (2021). *Marketing and Social Media (2nd ed.)*. Rowman & Littlefield.

Other chapters for required readings will be available via Canvas.

Basic citations are provided for required journal article readings. Students are expected to locate the articles. Unless otherwise noted, they are available through University databases.

Skill and Technology Requirements
Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to a computer with a reliable Internet connection and audio capabilities.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://download.uky.edu/

Information Technology Customer Service Center (UKIT) 859-218-4357 http://www.uky.edu/its/

Canvas

We will use the Canvas learning management system to perform some course management and administrative functions. Please visit https://uk.instructure.com/ to learn about this system and the login requirements. You should be automatically added to the Canvas roll; if this goes as expected, you will not have to sign up manually for the course.

Canvas help is available online through the Canvas Guides: https://community.canvaslms.com/community/answers/guides/

For technical assistance, contact ITS Customer Services 24/7 at 859-218-HELP (4357) for urgent needs. For non-urgent matters, choose the option that works best for you at https://techhelpcenter.uky.edu/gethelp

Student Learning Outcomes
After completing this course, the student will be able to:
• 	Demonstrate a clear understanding of the characteristics of special libraries and the many environments in which they are found
• 	Identify and articulate the unique characteristics of special libraries
• 	Become acquainted with approaches to building, maintaining, and managing in a special library environment
• 	Identify and be able to articulate the value of special libraries to stakeholders
• 	Demonstrate understanding of the role professional networking plays in the special library field

Course Details
The course is online and requires asynchronous participation. Canvas will be the platform where logistics are managed, discussions occur, assignments submitted, and grades posted. It is expected that students will participate at least twice per week in discussions, access course information and review course content.

Each week's materials may include live lectures, prerecorded lectures, PowerPoint slide decks and links to supplemental materials.

Assessment & Assignments
A student's final grade is determined by the summed participation on the following.

Your final grade is determined by your performance on the items listed below.

By the completion of week 8 of the semester, 50 of the available 105 points will have been completed. This includes ½ of the points for participation.

- **Introduction Video (5 points):** Students will create a 2-3 minute video introducing him/herself and post it to Canvas. Video should include but not necessarily be limited to who the student is and why special libraries are of interest. Videos need include captions for ADA compliance.
- **Reaction Papers (2 x 10 points each; 20 points total):** Students will respond to presentations made by practicing special librarians. Reaction papers should be 500-1,000 words in length and comment upon what aspects of the presenter's comments the student found enlightening or surprising about being a special librarian and/or said librarian's library environment.
- **Professional Event/Networking Paper (10 points):** Students participate in a physical or online professional event related to a special library type(s) of his or her interest. Student should identify the meeting, introduce themself to another professional, and write a 1,000 word summary paper about the experience.
- **Interview Paper (15 points):** Students will identify a special librarian in a field of interest and conduct an interview with the professional at their library (if possible). Discuss the major issues in our field with the professional and write a 1,000 – 1,500 word summary describing the interview and your lessons learned.
- **Stakeholder Persuasion Paper (10 points):** Students will create a persuasive argument to a principal library stakeholder as to why the library's budget should NOT be reduced 10%. Paper will include value arguments, hypothetical statement of the impact of reduction. Paper should be based on research of compelling arguments in a specialized library environment. Post it to Canvas.
- **Final Paper Topic Proposal (5 points) & Final Paper (20 points):** Students will select a topic of interest regarding special libraries and write an essay approximately 2,500 words in length. Topics must be approved by the instructor.
- **Participation (20 points):** Students will participate in weekly online discussions within Canvas. Each week will have a discussion forum where students can discuss issues related to each week's topic as well as any questions, ideas, or thoughts you have regarding the topic or content for the week. To get full credit for class participation, you will need to participate at least twice each week. The week starts on Monday and ends on Sunday at midnight.

Course Grading

Assignment	Points	Due by 11:59 PM
Introduction Video	5 points	September 4
Reaction Papers	20 (2X10 pts each) points	#1 Sept. 25 #2 Oct. 9
Professional event/networking paper	10 points	November 13
Interview Paper	15 points	October 16
Stakeholder Persuasion Paper	10 points	October 30
Final Paper Topic Proposal	5 points	November 13
Final Paper	20 points	December 11
Participation	20 points	weekly
Total Points	105	

Grades are based on a percentage scale. There are 105 points available. Grading will not be done on a curve, but on a strict points basis. You can check your grade at any time or email me with any questions regarding grading. At the end of the course, I will convert the points earned into a percentage:

Grading Scale
Grading scale for graduate students:
90 – 100% = A
80 – 89% = B
70 – 79% = C
Below 70% = E

Topic by Semester Week

Week 1 (August 22)
Topic: Course Overview
1) Review the Syllabus
2) Familiarize yourself with Canvas and Course Site
3) Discussion Post
4) Required Readings:
   - Abram, Chapter 1, "Introduction – Framework and Philosophy"
   - Hales, S. (2020). The Evolution of Research: Special librarians have redefined research and, in the process, become more integral to the success of their organizations. *Information Outlook*. https://scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=1001&context=sla_io_2020

Week 2 (August 29)
Topic: Special Libraries and Their Characteristics
(Special Libraries definition, types of special libraries, thinking outside the library label, examples of special libraries, physical characteristics, staffing, size, collection, budget, funding sources, customers, technology & tools)
1) Discussion Post
2) Introduction Video due
Required Reading:
   - Wallace, R. E. (2015). Special Libraries. In J. A. Moorman (Ed.), *Running a Small Library* (pp. 21–32). Neal Schuman.

Week 3 (September 5)
Topic: What's it Take to be a Special Librarian?
1) Discussion Post

Required Readings:
- Matarazzo, J. M., & Pearlstein, T. (2013). Educating Special Librarians: The Past is Prologue. In J. M. Matarazzo & T. Pearlstein (Eds.), *Special Libraries: A Survival Guide* (pp. 93–102). Libraries Unlimited.
- Matarazzo, J. M., & Pearlstein, T. (2013). Educating Special Librarians: In Search of a Model. In J. M. Matarazzo & T. Pearlstein (Eds.), *Special Libraries: A Survival Guide* (pp. 103–112). Libraries Unlimited.
- Shumaker, D. (2021). What's in a Name? *Information Today.*

Week 4 (September 12)
Topic: Making the Case for Your Special Library
1) Guest Lecture: Linette Neal, Supervisor, Library Systems & Services, CNA Corporation
2) Discussion Post

Required Readings:
- Mon, L., & Koontz, C. (2021). *Marketing and Social Media (2nd ed.)*. Rowman & Littlefield. "Stakeholders," pp. 61–74.
- Pickelhaupt, Chuck. (2013). What the Library Has to Do to Be Successful. In J. M. Matarazzo & T. Pearlstein (Eds.), *Special Libraries: A Survival Guide* (pp. 155–156). Libraries Unlimited.

Week 5 (September 19)
Topic: Special Libraries and Their Strengths and Weaknesses
1) Discussion Post
2) Reaction Paper: Neal

Required Readings:
- Mon, L., & Koontz, C. (2021). *Marketing and Social Media (2nd ed.)*. Rowman & Littlefield. "SWOT," pp. 49–60.
- O'Connor, Martin. (2016, November 1). "SWOT Analysis for Libraries – A Compilation Piece." *Libfocus*, 1 Nov. 2016, https://www.libfocus.com/2016/11/swot-analysis-for-libraries-compilation.html

Week 6 (September 26)
Topic: Customer? Patron? Client? Managing the User in Special Libraries
(Knowing your user, thinking about and understanding your specific clientele)
1) Guest Lecture: Becky Ryder, Library Director, Keeneland Library
2) Discussion Post

Required Readings:
- Abram, Chapter 10, "Client Engagement in Special Libraries"
- Elliott, C. (2013). Developing and establishing a good rapport." *Information Outlook*.

Week 7 (October 3)
Topic: Marketing and Measuring in Special Libraries
(Spreading the word, communication channels, targeting your message, measuring impact)
1) Discussion Post

2) Reaction paper: Ryder

Required Readings:
- Dubicki, E. (2007). Basic Marketing and Promotion Concepts. *The Serials Librarian*.
- Abram, Chapter 6, "Marketing and Selling are Not Dirty Words"

Week 8 (October 10)
Topic: Marketing and Measuring in Special Libraries
1) Discussion Post
2) Interview Paper due

Required readings:
- Killen, A. and Golding, D. (2021). You Can't See It! – It's Electronic! A Fictional Marketing Plan for a Public Library's Unseen Resource. The Serials Librarian.
- Mon, L. & Koontz, C. (2021). *Marketing and Social Media (2nd ed.)*. Rowan & Littlefield. "Place: Channels of Distribution," pp. 145–160.
- Mon, L. & Koontz, C. (2021). *Marketing and Social Media (2nd ed.)*. Rowan & Littlefield. "Marketing Evaluation," pp. 261.

Week 9 (October 17)
Topic: Innovation & Risk Management
(Taking calculated risks, knowing scope of authority, implementing new ideas and evaluation)
1) Guest Lecture: Rachel Arizaga, Supervisory Librarian, USAG Baumholder (Germany)
2) Discussion Post

Required Readings:
- Abram, Chapter 4, "Strategy: Knowing Where You Want to Be"
- Abram, Chapter 7, "Innovation and Managing Risk"

Week 10 (October 24)
Topic: Engaging the User in Special Libraries
1) Discussion Post
2) Stakeholder Persuasion Paper due

Required readings:
- Abram, Chapter 5, "Execution: Just Do It!"
- Fraser-Arnott, M. (2020). Orientations in Special Libraries. *Information Outlook*

Week 11 (October 31)
Topic: Networking and Building Relationships
(Importance of professional relationships, how to get to know colleagues, building a professional image)
1) Panel – Tuesday, November 1, 6:00 PM EST
   a. Michael J. McNulty, Librarian of the Army
   b. Michele M. Hayslett, Librarian for Numeric Data Services & Data Management, University of North Carolina at Chapel Hill

   c. Lisa Lintner, Director, Johnson County (IN) Public Library
  2) Discussion Post

Required Readings:

- Abram, Chapter 2, "Relationships: The Foundation of Everything"
- Schachter, D. (2008). Launching your info pro career? Self-promotion is key. *Information Outlook*.

Week 12 (November 7)
Topic: Networking and Building Relationships
  1) Professional event/networking paper due
  2) Final Paper Topic Proposal due

Required readings:

- Matarazzo, J. M. & Pearlstein, T. (2013). Corporate Libraries: A Soft Analysis and a Warning. In J. M. Matarazzo & T. Pearlstein (Eds.), Special Libraries: A Survival Guide (pp. 67–74). Libraries Unlimited.
- Abram, Chapter 8, "Managing Internal Communication for Impact and Value"
- Abram, Chapter 9, "Describing Yourself – NOT the Library"

Week 13 (November 14)
Topic: Adapting and Changing in Special Libraries
(Keeping up on trends, avoiding "the way it's always been done," keeping programs and services fresh)
  1) Discussion Post

Required Readings:

- Matarazzo, J. M. & Pearlstein, T. (2013). Scenario Planning as Preventive Medicine. In J. M. Matarazzo & T. Pearlstein (Eds.), Special Libraries: A Survival Guide (pp. 113–120). Libraries Unlimited.
- Huwe, T. (2020). Special Libraries and the Information Services Lifecycle. *Computers in Libraries*.

THANKSGIVING BREAK – ENJOY YOUR TIME WITH FAMILY!

Week 14 (November 28)
Topic: Looking for Your Special Library
(Looking for positions, reviewing job postings, search strategies)
  1) Discussion Post

Required Readings:

- James, S. (2013). Professional Association Membership as a Survival Tool. In J. M. Matarazzo & T. Pearlstein (Eds.), Special Libraries: A Survival Guide (pp. 122–128). Libraries Unlimited.
- Guevara, S. & Guevara S. (2018). Improving Your Professional Image Online. *Information Outlook*.

<u>Week 15 (December 5)</u>
Topic: Looking for Your Special Library
1. Guest lectures:
    a. Catherine Lavallée-Welch, President, Special Library Association & University Librarian, Bishop's University (Sherbrooke, QC Canada)
    b. Jordan Burghardt, Director of Engagement, Special Libraries Association
2. Final Paper due
3. Discussion Post

<u>Week 16 (December 12)</u>
　　Course Wrap-Up

Assignment Policies
Style
Please use APA style for citations and references.

Submission of Assignments
Assignments are to be submitted in Canvas in the assignment folder. Acceptable formats are doc, docx, pdf, ppt, xls, xlsx, txt, odt, ott, ods, ots, odf, rtf unless otherwise specified. If you must submit an assignment after their published due dates, contact the instructor.

Penalties for late submissions entail 10% of the possible points being lost each day that the assignment is late. If you have technical difficulties that preclude submitting your assignment on time, please contact the instructor immediately.

Late Assignments
Should a student have difficulty meeting an assignment due date, he/she should contact the instructor in advance of deadline.   Exceptions will be considered on a case-by-case basis.

Library Services & Distance Learning Services
If you have any questions or need assistance with Distance Learning Library Services, please contact the Distance Learning Librarian.

Carla Cantagallo carla@uky.edu 2-2, North Wing, 2nd floor, Young Library Lexington, KY 40506-0456 (859) 218-1240 http://libraries.uky.edu/DLLS

The School of Information Science has a page with a comprehensive list of technology resources here: http://ci.uky.edu/sis/students/techtips

For more resources about online classes and student resources, visit http://www.uky.edu/ukonline/

Writing Center
UK Writing Center offer both face-to-face and online consultation. They also provide e- Tutoring consultation, via which you can send your work as an attachment. I highly encourage use of the Writing Center, even if you are an excellent writer. Details can be found here: http://ukwrite.wordpress.com/

Academic Policy Statements
Absences
In an online course, there can still be excused absences. If you are ill or have an otherwise excusable absence, I will not deduct points for failure to participate in a given week and/or can extend deadlines for projects and assignments.

Students need to notify the instructor 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 instructor.

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.

Ombud contact information: 859-257-3737
http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php

Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of Student Rights and Responsibilities or on the web at: http://www.uky.edu/deanofstudents/student-rights-and-responsibilities

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 instructor 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.

Withdrawal Policy

It is your responsibility to drop a course. Failure to do so will result in receiving an "E". See the Academic Calendar for important dates: http://www.uky.edu/registrar/fall-2018- semester

Religious Observances: 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. Senate Rules 5.2.5.2.1(4) requires faculty to include any notification requirements within the syllabus. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through the Ombud's website or calling 859-257-3737.

Make-Up Work: 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 instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing. According to SR 5.2.5.2.2, if a student adds a class after the first day of classes and misses graded work, the instructor must provide the student with an opportunity to make up any graded work.

Excused Absences for Military Duties: If a student is required to be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure (per SR 5.2.5.2.3.2) shall apply:
1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of his/her courses and instructors.
2. The Director will verify the orders with the appropriate military authority, and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student's absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

Unexcused Absences: If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the instructor cannot penalize a student for any unexcused absences. (SR 5.2.5.2.3.3)

Prep Week and Reading Days: Per Senate Rules 5.2.5.6, the last week of instruction of a regular semester is termed "Prep Week." This phrase also refers to the last three days of instruction of

the summer session and winter intersession. The Prep Week rule applies to ALL courses taught in the fall semester, spring semester, and summer session, including those taught by distance learning or in a format that has been compressed into less than one semester or session. This rule does not apply to courses in professional programs in colleges that have University Senate approval to have their own calendar.

Make-up exams and quizzes are allowed during Prep Week. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period for that course. No written examinations, including final examinations, may be scheduled during the Prep Week. No quizzes may be given during Prep Week. No project/lab practicals/paper/presentation deadlines or oral/listening examinations may fall during the Prep Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week. (A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a Final Examination during finals week.) Class participation and attendance grades are permitted during Prep Week. The Senate Rules permit continuing into Prep Week regularly assigned graded homework that was announced in the class syllabus.

For fall and spring semester, the Thursday and Friday of Prep Week are study days (i.e., "Reading Days"). There cannot be any required "interactions" on a Reading Day. "Interactions" include participation in an in-class or online discussion, attendance at a guest lecture, or uploading an assignment. See Senate Rules 9.1 for a more complete description of required interactions.

Accommodations Due to Disability: In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor 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, via email (drc@uky.edu) or visit their website (uky.edu/DisabilityResourceCenter). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

Non-discrimination and Title IX policy: In accordance with federal law, UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see the electronic version of UK's Administrative Regulation 6:1 ("Policy on Discrimination and Harassment") [(https://www.uky.edu/regs/ar6-1](https://www.uky.edu/regs/ar6-1)). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of

sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see the electronic version of Administrative Regulations 6:2 ("Policy and Procedures for Addressing and Resolving Allegations of Sexual Harassment Under Title IX and Other Forms of Sexual Misconduct") (https://www.uky.edu/regs/sites/www.uky.edu.regs/files/files/ar/ar_6.2-in...). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (Institutional Equity), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit Institutional Equity's website (https://www.uky.edu/eeo).

Faculty members are obligated to forward any report made by a student related to discrimination, harassment, and sexual misconduct to the Office of Institutional Equity. Students can confidentially report alleged incidences through the Violence Intervention and Prevention Center (https://www.uky.edu/vipcenter), Counseling Center (https://www.uky.edu/counselingcenter), or University Health Service (https://ukhealthcare.uky.edu/university-health-service/student-health).

Reports of discrimination, harassment, or sexual misconduct may be made via the Institutional Equity's website (https://www.uky.edu/eeo); at that site, click on "Make a Report" on the left-hand side of the page.

Regular and Substantive Interaction: All credit-bearing courses must support regular and substantive interaction (RSI) between the students and the instructor, regardless of the course's delivery mode (e.g., in-person, hybrid, or online). Courses satisfy this requirement when course participants meet regularly as prescribed in SR 10.6, and the Instructor of Record substantively interacts with students in at least two of the following ways: provides direct instruction; assesses students' learning; provides information or responds to students' questions; and facilitates student discussions. Some exceptions allowed as per SACSCOC. For further information about the RSI requirement, see the Compliance Resources link on the Teaching, Learning and Academic Innovation Compliance page.

Academic Offenses (Cheating, Plagiarism, and Falsification or Misuse of Academic Records)
Students shall not plagiarize, cheat, or falsify or misuse academic records.
Senate Rules 6.3.1 ("Plagiarism")
Plagiarism: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. 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. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

Senate Rule 6.3.1 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 their own, whoever that other person may be, except under specific circumstances (e.g., Writing Center review, peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor. Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g., individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g., group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

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

Senate Rules 6.3.2 ("Cheating")
Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Senate Rules 6.3.3 ("Misuse of Academic Records")
Misuse of academic records: Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted

falsification or other misuse of academic records as described in this section is suspension for one semester.

Diversity, Equity, and Inclusion

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (https://www.uky.edu/regs/gr14). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.
We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the Office of Institutional Equity and Equal Opportunity. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

Course Recordings

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

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

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

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

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific

recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

Course Copyright

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