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OCT 06 2015

OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 10/5/2015

Current Prefix and Number: FAM - Family Sciences, FAM 352 ISSUES IN FAMILY SCIENCES

Other Course:

Proposed Prefix and Number: FAM 352

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

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

b. Department/Division: Family Sciences

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

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

e. Contact Person

Name: Donna Smith

Email: hdf002@email.uky.edu

Phone: (859) 257-7733

Responsible Faculty ID (if different from Contact)

Name: Donna Smith

Email: hdf002@email.uky.edu

Phone: (859) 257-7733

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: 4/10/2015

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: ISSUES IN FAMILY SCIENCES

Proposed Title: ISSUES IN FAMILY SCIENCES

c. Current Transcript Title: ISSUES IN FAMILY SCIENCES

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 50 min M/W/F

Proposed Meeting Patterns

LECTURE: 3

OTHER: Internet/web based

f. Current Grading System: ABC Letter Grade Scale

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

g. Current number of credit hours: 3

Proposed number of credit hours: 3

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

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

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

2i. Current Course Description for Bulletin: The scientific study of the family. Topics covered will include the important theoretical frameworks in family sciences, historical trends in marriage and family life, gender role theory, family life cycle theory, parenthood, communication, economics of family life, family wellness, capacity building, resource sustainability, integrative elements in life course development, conflict, divorce, stepfamilies and stepparenting, and family strengths. Students will analyze contemporary family issues and take informed, written positions on these issues. This course is required for all Human Environmental Sciences students and Family Sciences minors, and meets American Association of Family and Consumer Sciences accreditation standards. Prereq: Restricted to majors in Human Environmental Sciences; and Family Sciences minors only. Junior or senior standing required.

Proposed Course Description for Bulletin: The scientific study of the family. Topics covered will include the important theoretical frameworks in family sciences, historical trends in marriage and family life, gender role theory, family life cycle theory, parenthood, communication, economics of family life, family wellness, capacity building, resource sustainability, integrative elements in life course development, conflict, divorce, stepfamilies and stepparenting, and family strengths. Students will analyze contemporary family issues and take informed, written positions on these issues. This course is required for all Human Environmental Sciences students and Family Sciences minors, and meets American Association of Family and Consumer Sciences accreditation standards. Prereq: Restricted to majors in Human Environmental Sciences; and Family Sciences minors only. Junior or senior standing required.

2j. Current Prerequisites, if any: Prereq: Restricted to majors in Human Environmental Sciences; and Family Sciences minors only. Junior or Senior standing required.

Proposed Prerequisites, if any: Prereq: Restricted to majors in Human Environmental Sciences; and Family Sciences minors only. Junior or Senior standing required.

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? No

If YES, enter the off campus address:

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

If YES, explain and offer brief rationale:

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

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

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

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No**Distance Learning Form**

Instructor Name: Donna Smith

Instructor Email: hdf002@email.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? This course will incorporate the use of discussion boards to facilitate discussion between faculty and students as well as between students. With each content section, discussion board topics will also be available for students and faculty to discuss the topics. Discussions will be prompted by questions that would be similarly asked in a classroom based course. Additionally, concepts throughout the course will be highlighted and illustrated through YouTube and TEDtalks, available online. The instructor is available through email and online office hours. The course syllabus is in the Ombud suggested format and all distance learning considerations/requirements are included.

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. The same course materials that are used in a classroom-based format will be used in the DL format. The primary difference will be the mode of communication. However, many students, even in a classroom-based format, rely on electronic communication to contact instructors. Exam materials will be posted online for the DL format, while the classroom based format uses paper and scantron. Students in both environments will have opportunities to discuss course material. Both classroom-based and DL courses will use powerpoint with instructor lectures, the use of media to demonstrate or highlight content, and the posting of grades. For students in both environments, the instructor is available by email with prompt replies. Currently, the classroom-based course also has students submitting completed assignments via Canvas, the same as the DL students.

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. The course will use Canvas, a password-protected learning system, for submission of assignments and taking exams. Exams are time-limited and can be adjusted for students with learning disabilities.

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? No

If yes, which percentage, and which program(s)? N/A

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? Classroom-based and DL based courses will use Canvas. They will rely on the IT Services Center for assistance for technology-related services.

6. How do course requirements ensure that students make appropriate use of learning resources? The course has the same learning resources such as textbook, the same learning outcomes, the same course content, and the same use of media to illustrate. Additionally, the course will use discussion boards to facilitate discussion.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. This course does not require access to University provided laboratories, facilities, or equipment unique to the course.

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/>)? Students rely on the IT Service Center for assistance with Canvas. The syllabus highlights how to access assistance.

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. Course will be taught through Canvas, with PowerPoint Presentations, online submission of papers, discussion blogs, online quizzes and exams. In addition to asking the instructor, syllabus details how to access technological assistance for assignments.

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: Donna Smith

SIGNATURE|RJWERN2|Ronald J Werner-Wilson|FAM 352 CHANGE Dept Review|20150420

SIGNATURE|LGRABAU|Larry J Grabau|FAM 352 CHANGE College Review|20150428

SIGNATURE|JMETT2|Joanie Ett-Mims|FAM 352 CHANGE Undergrad Council Review|20151001

SIGNATURE|JMETT2|Joanie Ett-Mims|FAM 352 CHANGE Undergrad Council Review|20151006

SIGNATURE|RJWERN2|Ronald J Werner-Wilson|FAM 352 ZCOURSE_CHANGE Approval Returned to Dept|20151006

Course Change Form

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

Generate R

Open in full window to print or save

Attachments:

Browse...

Upload File

ID	Attachment
Delete 5495	FAM 352 DEL Syllabus Summer 2016 - UPDATED 10-5-15

First 1 Last

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

Current Prefix and Number: FAM - Family Sciences FAM 352 ISSUES IN FAMILY SCIENCES		Proposed Prefix & Number: (example: PHY 401G) FAM 352 <input checked="" type="checkbox"/> Check if same as current
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception to the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not fit in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or sig alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, check the areas that apply:		
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics		
1. General Information		
a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT		Submission Date: 10/5/2015
b. Department/Division: Family Sciences		
c.* Is there a change in "ownership" of the course?		
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...		
e.* Contact Person Name: Donna Smith		Email: hdf002@email.uky.edu Phone: (859) 257-7733
* Responsible Faculty ID (if different from Contact) Donna Smith		Email: hdf002@email.uky.edu Phone: (859) 257-7733
f.* Requested Effective Date:		<input type="checkbox"/> Semester Following Approval OR Specific Term: 4/10/2015
2. Designation and Description of Proposed Course.		
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" 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 proposed changes do not affect DL delivery.		
b. Full Title: ISSUES IN FAMILY SCIENCES		Proposed Title: * ISSUES IN FAMILY SCIENCES
c. Current Transcript Title (if full title is more than 40 characters):		ISSUES IN FAMILY SCIENCES
c. Proposed Transcript Title (if full title is more than 40 characters):		
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A		OR Currently ² Cross-listed with (Prefix & Number): none
Proposed - ADD ² Cross-listing (Prefix & Number):		

Proposed - REMOVE ² / ₂ Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ² for each meeting pattern type.					
Current:	Lecture 50 min M/W/F	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 3	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Internet/web based 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:		3	Proposed number of credit hours:*		3
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:					
The scientific study of the family. Topics covered will include the important theoretical frameworks in family sciences, historical trends in marriage and family life, gender role theory, family life cycle theory, parenthood, communication, economics of family life, family wellness, capacity building, resource sustainability, integrative elements in life course development, conflict, divorce, stepfamilies and stepparenting, and family strengths. Students will analyze contemporary family issues and take informed, written positions on these issues. This course is required for all Human Environmental Sciences students and Family Sciences minors, and meets American					
* Proposed Course Description for Bulletin:					
The scientific study of the family. Topics covered will include the important theoretical frameworks in family sciences, historical trends in marriage and family life, gender role theory, family life cycle theory, parenthood, communication, economics of family life, family wellness, capacity building, resource sustainability, integrative elements in life course development, conflict, divorce, stepfamilies and stepparenting, and family strengths. Students will analyze contemporary family issues and take informed, written positions on these issues. This course is required for all Human Environmental Sciences students and Family Sciences minors, and meets American					
j. Current Prerequisites, if any:					
Prereq: Restricted to majors in Human Environmental Sciences; and Family Sciences minors only. Junior or Senior standing required.					
* Proposed Prerequisites, if any:					
Prereq: Restricted to majors in Human Environmental Sciences; and Family Sciences minors only. Junior or Senior standing required.					
k. Current Supplementary Teaching Component, if any:					<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input 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 type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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
All 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 educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technic

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the require below 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 equi experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: FAM 352	Date: 2/2/2015
Instructor Name: Donna Smith	Instructor Email: hd002@email.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

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univers
 Syllabus Guidelines, specifically the Distance Learning Considerations?
 This course will incorporate the use of discussion boards to facilitate discussion between faculty and students as well as between students. With each content section, discussion board topics will also be available for

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 go
 assessment of student learning outcomes, etc.
 The same course materials that are used in a classroom-based format will be used in the DL format. The primary difference will be the mode of communication. However, many students, even in a classroom-based format, rely on

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.

The course will use Canvas, a password-protected learning system, for submission of assignments and taking exams. Exams are time-limited and can be adjusted for students with learning disabilities.

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 a DL, as defined above?

No

Which percentage, and which program(s)?

N/A

*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 will be six months from the date of approval.

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? Classroom-based and DL based courses will use Canvas. They will rely on the IT Services Center for assistance for technology-related services.

Library and Learning Resources

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

The course has the same learning resources such as textbook, the same learning outcomes, the same course content, and the same use of media to illustrate. Additionally, the course will use discussion boards to

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

This course does not require access to University provided laboratories, facilities, or equipment unique to the course.

Student Services

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 of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Students rely on the IT Service Center for assistance with Canvas. The syllabus highlights how to access assistance.

9. 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.

Course will be taught through Canvas, with PowerPoint Presentations, online submission of papers, discussion blogs, online quizzes and exams. In addition to asking the instructor, syllabus details how to access

10. 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 which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or 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: dlservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/libraries/libpage.php?web_id=2538&lib_id=16

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

Instructor Name:

Donna Smith

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

Revised 8/00

¹⁴See 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 "n form will be sent to appropriate academic Council for normal processing and contact person is informed.

¹⁵Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹⁶Signature of the chair of the cross-listing department is required on the Signature Routing Log.

¹⁷Removing a cross-listing does not drop the other course - it merely unlinks the two courses.

¹⁸Generally, 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 generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

¹⁹You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

²⁰In order to change a program, a program change form must also be submitted.

FAM 352
Issues in Family Sciences
Summer School Session 1
May 12 – June 9, 2016

Instructor: Dr. Donna Smith

Email: donnarsmith@uky.edu
Telephone: 859.257.7733

During Summer School Session 1, Dr. Smith can be reached by email at any time. Emails will be responded to within 24 hours during weekdays.

TECHNICAL REQUIREMENTS AND SERVICES

This course is being offered through web based distance learning and exams will be proctored through ProctorU; therefore, to be advised of technical requirements for the course, please see the University of Kentucky's recommendations for equipment and software at <http://www.uky.edu/DistanceLearning/current/technology/techRegs.html> and ProctorU's technical requirements at <http://www.proctoru.com/tech.php>

ProctorU: Timed Quizzes and Exams will be completed online in Canvas and will be monitored by Proctor U for a fee (e.g., \$ 8.50 for 30 minutes: <http://www.proctoru.com/higheredportal.php>). ProctorU provides a service where students "will be connected to a live person during their exam that will be there to guide them through the process, answer any questions not related to exam material, and assist with any technical problems."

UKIT Service Desk is available to help with computer or technical issues or complaints regarding the distance learning components of the course.

UKIT Service Desk Contact:
<http://www.uky.edu/ukit/Help/>

Phone: 859-218-HELP(4357) or Toll-Free: 1-877-481-UKIT(8548)
Email: helpdesk@uky.edu

Canvas is the learning system through which you will access course content, post to course discussions, and submit tests and assignments. If you have problems with Canvas or have other technology complaints, you are to contact the UKIT Service Desk.

Distance Learning Library information can be found at

<http://www.uky.edu/DistanceLearning/current/DLLS/overview.html>

For assistance with DL Library Services, contact the Distance Learning Librarian at:

Carla Cantagallo, DL Librarian
(859) 257-0500, ext. 2171
Email: dllservice@email.uky.edu

DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

- I. **COURSE DESCRIPTION:** The scientific study of the family. Topics covered will include the important theoretical frameworks in family sciences, historical trends in marriage and family life, gender role theory, family life cycle theory, parenthood, communication, economics of family life, family wellness, capacity building, resource sustainability, integrative elements in life course development, conflict, divorce, stepfamilies and stepparenting, and family strengths. Students will analyze contemporary family issues and take informed, written positions on these issues. This course is required for all Human Environmental Sciences students and Family Sciences minors, and meets American Association of Family and Consumer Sciences accreditation standards. Prereq: Restricted to majors in Human Environmental Sciences; and Family Sciences minors only. Junior or senior standing required.

II. **LEARNING OUTCOMES:**

Students who successfully complete the course will be able to:

- Describe and analyze the institutions of marriage and family from a historical perspective
- Demonstrate an awareness of family variations based on race, ethnicity and socioeconomic differences and articulate how these factors affect family experiences and outcomes
- Explain and demonstrate roles and issues related to contemporary marriages and families
- Describe and explain the dominant theories utilized in the discipline of family science
- Articulate and evaluate personal values related to marriage and family
- Evaluate personal readiness for marriage based on course readings and materials
- Outline the family life cycle and discuss the typical stages of family development
- Describe and explain the major characteristics of the discipline of family science and their relationship to responsible citizenship in a diverse world
- Discuss the role of sexual intimacy in relationships and marriage
- Identify and describe unhealthy relationships, marriages, and family processes
- Describe and analyze parental roles in childrearing with special attention to variations
- Describe and critique the strengths and challenges facing various family forms including single parent families, blended families, intergenerational families, and adoptive and foster families
- Summarize and critique the process of relationship, marriage and family dissolution and their effects on family members, including an understanding of the impact of diversity on divorce
- Apply family principles as related to civic engagement in personal decisions-making and roles
- Discuss the interaction, interrelatedness, and capacity building opportunities of individuals, families, consumers, and communities using a systematic, lifespan approach
- Recognize and describe the concepts of global interdependence and cultural diversity of individuals, families, consumers, and communities

III. TEXTBOOK REQUIRED:

Seccombe, K. (2015). *Exploring Marriages & Families* (2nd Edition). Upper Saddle Ridge, NJ: Pearson. ISBN 9780133807776

IV. METHODS OF EVALUATION:

1. Exams—(4 X 100 points each = 400 points)

- a. Exams will consist of multiple choice questions
- b. Make-up exams will only be given for University approved excused absences. It is the student's responsibility to inform me of the absence, preferably in advance.
- c. Exams will be taken using the Canvas Learning system.
- d. Exams will be monitored by ProctorU. Students are required to make payment by credit card and make arrangements to have their exam proctored through the following portal <https://go.proctoru.com/login.asp?cookiecheck=cookies>

Exam 1 – May 18—(100 points)—Chapters 1 - 4

Exam 2 – May 26—(100 points)—Chapters 5 - 9

Exam 3 – June 2—(100 points)—Chapters 10-13

Exam 4 – June 5—(100 points)—(Comprehensive Exam including Chapters 14 &15)

2. Discussion Blog Participation (10 points each = 50 points total)

You will be required to participate in 5 discussion blogs over the course of the semester through Canvas (topic focused) and make a meaningful contribution. A meaningful contribution means making a comment, statement, or observation that is related to the topic or focus of the online discussion.

Additional Expectations Regarding Online Interactions

- **Participate in all Canvas discussion and participation activities.** Your final grade is contingent upon completion of all activities. Your activities are due every Monday and Wednesday so please be aware that technical issues do arise and it may take a period of hours for me to reset a test or reset an upload attempt.
- **Be respectful of other students and reflect this in your online postings.** As a student, you have the right to voice opinions that differ from those of the instructor and other students. In fact, diverse and opposing views are encouraged. However, as your instructor, I have the right and responsibility to ensure that all online, academic interactions remain on a professional level and that these interactions respect the dignity and diversity of the class as a whole.
- **Give your best effort and display a positive attitude to the course content and process.**

3. Current Issues Article (50 points total)

Due June 8th at noon: Each student will select two current news articles that demonstrate opposing viewpoints related to a specific aspect of family diversity addressed in this course. **Please identify the specific source of your articles.** Both articles should be briefly summarized, related to course readings, and compared. Students will indicate which perspective they most closely agree with and indicate WHY this is the case. Students should also identify specific opportunities for civic engagement related to the issue. This paper should be at least two pages, no more than three, in length, double-spaced, with 1 inch margins all around. All citations should be in APA format.

GRADING SCALE:

450-500 = A
400-449 = B
350-399 = C
300-349 = D
Less than 300 = E

To receive credit for an assignment that has been made-up due to an excused absence, a copy of documentation for the excused absence must be attached to the assignment. Documentation is the student's responsibility. Because the course is only four weeks in length, make-up assignments resulting from an excused absence should be completed within one week—sooner, if possible. Make-up exams will only be given for excused absences. It is the student's responsibility to inform me of the absence, preferable in advance.

Please note: All assignments must be word processed.
Assignments are to be submitted through Canvas. Assignments emailed to the professor will not be accepted.

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

In order to cover the amount of material needed to achieve the above outcomes, students are expected to: **Complete the readings and any outside assignments in a timely manner that prepares the student regarding course content relevant for the exam.** Powerpoint slides are available to supplement the textbook, not replace it, and you are expected to know the material from both. Links to videos and other supplemental material such as discussion board content regarding issues in family sciences are valid course content for exam purposes!

You will need to use your UK e-mail account for ALL class communications and discussions. I will use Canvas and, therefore UK e-mail accounts, to send out important class announcements and other information.

V. COURSE POLICIES:

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.

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.

Accommodations due to disability:

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 which details the recommended accommodations. Office is located in Suite 407 Multidisciplinary Science Bldg., 725 Rose Street. 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/>.

May 12	Introduction to Class Why Study Families and Other Close Relationships	Chapter 1
May 13	Social Status: Sex, Gender, Race Ethnicity and Social Class	Chapter 2
May 14	Building Relationships	Chapter 3
May 15	Love and Loving Relationships	Chapter 4
May 18	EXAM #1	(Chapters 1-4)
May 19	Sexual Identity, Behavior, and Relationships	Chapter 5
May 20	Communication, Conflict and Power in Our Relationships	Chapter 6
May 21	Marriage	Chapter 7
May 22	Thinking About Parenting	Chapters 8 & 9
May 25	Memorial Day	
May 26	EXAM #2	(Chapters 5-9)
May 27	Families and The Work They Do	Chapter 10
May 28	Family Stress & Crisis	Chapter 11
May 29	The Process of Divorce	Chapter 12
June 1	Remarriage After Divorce	Chapter 13
June 2	EXAM #3	(Chapters 10-13)

June 3	Families in Middle & Later Life	Chapter 14
June 4	Helping Families Flourish	Chapter 15
June 5		
June 8	Current Issue Assignment	Due by Noon
June 9	EXAM #4	Comprehensive Exam Including Chapters 14 &15

**CURRENT ISSUES ARTICLES
SCORING RUBRIC
DUE June 8th at Noon
(50 points possible)**

	Unacceptable	Meets minimum Expectations	Exceeds Minimum Expectations	Outstanding!
<p>Content: Does your paper include and summarize two current news articles that demonstrate family diversity issues? Do you compare and contrast the articles with specific references to course readings? Do you clearly indicate which perspective is closest to your own & why? Does your paper specifically identify opportunities for civic engagement related to the chosen articles/issues? (15 points possible)</p>	<p>Paper is incomplete—it does not include all required components of the assignment: articles are inappropriate or do not provide opposing views; comparison is inadequate and lacks references to course readings</p>	<p>Paper includes two articles that provide opposing viewpoints on a specific aspect of family diversity but your discussion lacks sufficient details and specific references to course readings; your perspective (and justification) is not adequately articulated</p>	<p>You have selected appropriate articles that provide opposing viewpoints and compare and contrast them on some aspects. Although you have included a few references to course readings, your paper would be stronger with more specific examples and more clearly articulated views. Room for improvement</p>	<p>You did a good job of selecting articles that discuss opposing views on a relevant aspect of family diversity. Your comparison includes clear examples from the course readings. You clearly articulated which position most adequately reflects your views and why. Way to go!</p>
<p>Note: If your articles are not attached to your paper it cannot be graded!</p>	<p>SCORE: (0-10)</p>	<p>SCORE: (11-21)</p>	<p>SCORE: (22-32)</p>	<p>SCORE: (33-40)</p>
<p>Mechanics: Is your paper organized and well written. Does your paper adhere to the stated 3 page limit? (5 points possible)</p>	<p>Paper contains numerous grammar and/or spelling errors</p>	<p>Paper is typed, somewhat well written with minimal errors.</p>	<p>Paper is typed, well written with very few errors.</p>	<p>Top notch! Paper is typed, well written without errors!!</p>
	<p>SCORE: (0-1)</p>	<p>SCORE: (2-4)</p>	<p>SCORE: (5-7)</p>	<p>SCORE: (8-10)</p>
<p>TOTAL SCORE:</p>				

COMMENTS: