

Curriculum Submission Checklist  
College of Agriculture

Program: School of Human Environmental Sciences Date: 2/1/2011

Proposal Title: Course Change Proposal - HES 100 - Introduction to Human Environmental Sciences

All Proposals must include:

- This Curriculum Checklist
- Letter from Dept. Chair or designee, or Steering Committee Chair as appropriate, clearly outlining the proposal(s). This should include a brief rationale for the requested action(s).
- Senate Routing Log with proposal and contact information included.
- Minutes of department or steering committee meeting showing action of faculty to approve the proposal(s).
- Complete forms for each proposal.
- Signature of Chair or designee indicating THE DATE OF FACULTY APPROVAL on each form.
- 1 hardcopy to be sent to Lisa Harm, N6 Agricultural Science Bldg, 0091.
- Electronic copy of proposal, either Word or PDF, sent via email to Lisa Harm, [lharm@uky.edu](mailto:lharm@uky.edu).

New Course or Major Course Change Proposals must include:

- Complete syllabus for course that meets all University Senate guidelines.

New Program Proposals must include:

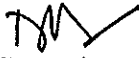
- Justification of program per CPE requirements (contact Dr. Mullen on this).



Department of Family Studies  
College of Agriculture  
315 Funkhouser Building  
Lexington, KY 40506-0054  
859 257-7750  
fax 859 257-3212  
www.uky.edu

January 11, 2011

To: Dr. Larry Jones, Associate Dean, College of Agriculture  
Dr. Larry Grabau, Chair, Agriculture Curriculum Committee  
Dr. Ron Werner-Wilson, Chair, Family Studies

From: Dr. Donna Smith   
Chair, Curriculum Committee

Re: HES 100 – Introduction to Human Environmental Sciences

Please accept the attached application for course change form for HES 100. We are primarily requesting approval for changing the course description. The rationale for the change is located on p2, #4, of the course change form. A copy of the updated syllabus is also attached.

We look forward to a favorable reply.

Thank You

**UNIVERSITY SENATE ROUTING LOG**

**Proposal Title:** Course Change in Human Environmental Sciences

**Contact Person (name, email & phone #):** Ann Vail  
 Ann.vail@uky.edu  
 257-3887

**Instruction:** To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc.)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
HES Faculty	Ann Vail <u>Ann.vail@uky.edu</u> 257-3887	Approved	1/7/11	Yes

**School of Human Environmental Sciences  
Spring Retreat 2011  
January 7, 2011**

**Business Meeting Minutes  
56 HES Faculty and Professional Staff in Attendance  
Dr. Ann Vail, Director of the School, Presiding**

- ①) HES 100 – “Introduction to Human Environmental Sciences” – course change form approved. The course description is being changed to update the concepts in the common body of knowledge, required by the redesigned accreditation standards for 2010 by the American Association of Family and Consumer Sciences. In addition to student learning outcomes, course requirements, topics to be discussed, and reference information has been updated to reflect these redesigned standards.

Dr. Maggie Cook-Newell made the motion to approve this course change proposal.  
Dr. Vanessa Jackson seconded.  
Vote was unanimous.

- 2) HES 400 – “Concepts in Human Environmental Sciences: Integration and Application” – HES 400, a junior/senior level core course in HES (meaning all students in the school take this common body of knowledge) will be dropped as a requirement and a redesigned FAM 252 – “Introduction to Family Science” – to include “family wellness, capacity building, resource sustainability, and integrative elements in life course human development” in its course description and student learning outcomes, will be developed. By doing so, this course, already taken by the majority of students in HES will reflect the required and redesigned accreditation standards for 2010 by the American Association of Family and Consumer Sciences.

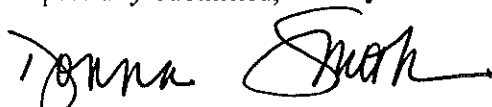
(See attached--FCS Core Requirements and FAM 252 Content and Learning Outcomes Comparison Table)

Dr. Kim Miller-Spillman made the motion to approve this curricular change.  
Dr. Kwaka Addo seconded the motion.  
Vote to approve this motion was unanimous.

- 3) A motion was made by Dr. Donna Smith to accept the merger proposed between Merchandising, Apparel, and Textiles (MAT) and Hospitality, Management, and Tourism (HMT) with an amendment to revisit the proposed name of the merged departments.

Steve Perry seconded the motion.  
Vote to approve the merger proposal was unanimous.

Respectfully Submitted,



Dr. Donna Smith---Family Studies

## APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

<b>1. General Information.</b>						
a. Submitted by the College of: <u>Agriculture</u>			Today's Date: <u>01/07/2011</u>			
b. Department/Division: <u>HES</u>						
c. Is there a change in "ownership" of the course? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>						
If YES, what college/department will offer the course instead? _____						
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor change definition)						
e. Contact Person Name: <u>Dr. Ann Vail</u>		Email: <u>avail2@email.uky.edu</u>		Phone: <u>7-3887</u>		
f. Requested Effective Date: <input type="checkbox"/> Semester Following Approval OR <input checked="" type="checkbox"/> Specific Term <sup>2</sup> : <u>Fall 2011</u>						
<b>2. Designation and Description of Proposed Course.</b>						
a. Current Prefix and Number: <u>HES 100</u>		Proposed Prefix & Number: <u>HES 100</u>				
b. Full Title: <u>An Introduction to Professions in Human Environmental Sciences</u>		Proposed Title: <u>An Introduction to Professions in Human Environmental Sciences</u>				
c. Current Transcript Title (if full title is more than 40 characters): <u>Intro to Profess in HES</u>						
Proposed Transcript Title (if full title is more than 40 characters): <u>Intro to Profess in HES</u>						
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____						
Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): _____						
Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): _____						
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.						
Current:		<u>1 hour</u> Lecture	____ Laboratory <sup>5</sup>	____ Recitation	____ Discussion	____ Indep. Study
		____ Clinical	____ Colloquium	____ Practicum	____ Research	____ Residency
		____ Seminar	____ Studio	____ Other – Please explain: _____		
Proposed:		<u>1 hour</u> Lecture	____ Laboratory	____ Recitation	____ Discussion	____ Indep. Study
		____ Clinical	____ Colloquium	____ Practicum	____ Research	____ Residency
		____ Seminar	____ Studio	____ Other – Please explain: _____		
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						
Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						

**Comment [OSC1]:** Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:  
a. change in number within the same hundred series<sup>3</sup>;  
b. editorial change in the course title or description which does not imply change in content or emphasis;  
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);  
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;  
e. correction of typographical errors.  
\*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

<sup>1</sup> See 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 sent to appropriate academic Council for normal processing and contact person is informed.  
<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.  
<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.  
<sup>5</sup> Generally, 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 represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

**APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)**

<b>g.</b>	Current number of credit hours: <u>1 credit hour</u>	Proposed number of credit hours: <u>1 credit</u>	
<b>h.</b>	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	Proposed to be repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES: Maximum number of credit hours: _____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>1.</b>	Current Course Description for Bulletin:	<u>An orientation to human environmental sciences, its contemporary issues, national development and philosophy, unifying concepts, areas of specialization, unique elements, leaders and professional organizations.</u>	
	Proposed Course Description for Bulletin:	<u>An orientation to human environmental sciences, its history, contemporary issues and philosophy, discussed through a common body of knowledge, utilizing family systems theory as the overarching conceptual model. Emphasis will be on the interactive, interrelatedness and capacity building opportunities of individuals, families, and communities, using a systemic life course approach.</u>	
<b>j.</b>	Current Prerequisites, if any:	<u>Declared majors in Human Environmental Sciences.</u>	
	Proposed Prerequisites, if any:	<u>Declared majors in Human Environmental Sciences.</u>	
<b>k.</b>	Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> 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 <input type="checkbox"/> ) that the proposed changes do not affect DL delivery.		
<b>l.</b>	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	Proposed Supplementary Teaching Component:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<b>3.</b>	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	Proposed to be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>4.</b>	Are significant changes in content/teaching objectives of the course being proposed?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain and offer brief rationale: <u>Update concepts in the common body of knowledge such as capacity building, interdependence of the global environment, resource development, technological inputs in family systems that are required by the redesigned accreditation standards for 2010 by the American Association of Family and Consumer Sciences. (see attached)</u>		
<b>5.</b>	Course Relationship to Program(s).		
<b>a.</b>	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____		
<b>b.</b>	Will modifying this course result in a new requirement <sup>7</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES <sup>7</sup> , list the program(s) here: _____		
<b>6.</b>	Information to be Placed on Syllabus.		
<b>a.</b>	<input type="checkbox"/> Check box if changed to	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments	

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

<sup>7</sup> In order to change a program, a program change form must also be submitted.

**APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)**

Signature Routing Log

**General Information:**


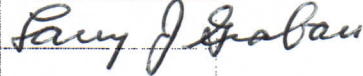
Course Prefix and Number: HES 100

Proposal Contact Person Name: Dr. Ann Vail Phone: 7-3887 Email: avail2@email.uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
School of Human Environmental Sciences	1/7/11	Dr. Ann Vail / 257-3887 / avail2@email.uky.edu	
College of Agriculture	1/28/11	Larry Grabau / 257-1885 / lgrabau@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>8</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>8</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## STANDARD 2: INSTRUCTIONAL PROGRAMS

### Introduction:

"The body of knowledge of family and consumer sciences is the subject matter that forms the basis of accreditation by the CFA. From the perspective of a holistic and synergistic focus, family and consumer sciences professionals relate to the interrelationships among individuals, families, and communities through (a) their study of human systems theory and life course development, (b) capacity building, (c) issues that foster wellness, (d) global interdependence, (e) appropriate use of technology, (f) resource development and sustainability, and (g) public policy development and analysis. An understanding of the complexity of the reciprocal relationships (interrelationships and interdependence) among individuals, families, communities, and the many environments in which they function throughout their life spans is the unifying focus of the family and consumer sciences knowledge base. An understanding of individual, family, and community needs, ecosystems, and life course development underpins the dynamic, holistic, and integrative nature of family and consumer sciences. A more in-depth discussion of the body of knowledge is found in Standard 2" [www.AAFCS.org](http://www.AAFCS.org)

**2.1 INTENT: FAMILY AND CONSUMER SCIENCES BODY OF KNOWLEDGE - All family and consumer sciences students are expected to understand and comprehend the family and consumer sciences body of knowledge. This body of knowledge consists of core concepts, integrative elements, and cross-cutting themes.**

**Interpretation:** The body of knowledge of family and consumer sciences includes unique concepts that integrate the study of individuals, families, and communities through human ecosystems theory and life course development. Family and consumer sciences professionals address adequate provision of basic human needs from holistic and synergistic perspectives. Comprehension of the complexity of the reciprocal relationships (interrelationships and interdependence) among individuals, families, communities, and the many environments in which they function throughout their life spans is critical to a full appreciation of the family and consumer sciences knowledge base. An understanding of individual, family, and community needs, ecosystems, and life course development undergirds the dynamic, holistic, and integrative nature of family and consumer sciences. Using knowledge of the core concepts and integrative elements, family and consumer sciences professionals address critical, pervasive, and emerging societal issues related to the interrelationships of individuals, families, communities, and the environments in which they function. The body of knowledge of family and consumer sciences encompasses three critical components: core concepts, integrative elements, and cross-cutting themes.



### 3. CROSS-CUTTING THEMES

The body of knowledge addresses five cross-cutting themes: capacity building, global interdependence, resource development and sustainability, appropriate use of technology, and wellness.

#### a. *Capacity building*

Capacity building means individuals, families, and communities acquiring knowledge, and skills, building on assets and strengths, respecting diversity, and responding effectively to change. The ability of humans to understand and solve complex problems, to preserve the knowledge of indigenous cultures in the context of rapid globalization, to appropriately use technology, and to strive for balance between change and continuity are some of the competencies needed in the modern world. Institutional capacity depends on the competencies of individuals and families and their commitment to building sustainable communities.

#### b. *Global interdependence*

Global interdependence means the impact of people—individually and collectively—on the world, and the effect of their actions on others. It encompasses interdependence in global production and consumption. Tangible connections with neighbors around the world are possible through migration, advanced communications, and travel technology. Decisions in one country directly affect what happens in all of the other countries of the world.

#### c. *Resource development and sustainability*

Resource development and sustainability involves managing resources wisely, protecting the environment, promoting sustainable practices, and creating public policy from generation to generation.

#### d. *Appropriate use of technology*

The appropriate use of technology involves understanding how advances in science and technology are shaped, manipulated, and used to affect the quality of life for individuals, families, and communities. Addressing scientific efforts in areas such as genetics and enhancement of human performance with knowledge of the benefits of these efforts must be balanced with thorough understanding of the ethical principles and moral issues involved and an awareness of the social, economic, and contextual implications.

#### e. *Wellness*

Wellness addresses health and well-being. It includes food security; adequate nutrition; reduced risk of chronic and communicable disease; access to forms of exercise; respectful, caring, and compassionate learning environments; healthcare availability, access, costs, and quality; psychological health; protection from abuse, exploitation, and violence; access to safe water and air and adequate sanitation facilities; control of healthcare costs so quality care is available; and spirituality. Contemporary society requires graduates of family and consumer sciences Units to function as generalists, necessitating an integrative focus, and as specialists who have considerable depth in one content area. Whether functioning with a more general perspective or as a specialist, the practices of family and consumer sciences graduates should

reflect an integrative, synergistic, holistic focus in addressing critical societal issues that are relevant to: (a) relationships among individuals, families, communities, and the environments in which they function; and (b) adequate provisions for food, clothing, shelter, emotional support, and nurturance for individuals and families. This synergistic, integrative focus on individuals, families, and communities is unique to this profession. This unifying focus is the very essence, strength, and uniqueness of the family and consumer sciences professional in addressing issues that affect the well-being of individuals, families, and communities

#### Criteria

2.1(1) Family and consumer sciences programs are grounded in the core concepts of basic human needs, individual well-being, family strengths, and community vitality.

2.1(2) Family and consumer sciences programs are grounded in the integrative elements of life course development and human ecosystems.

2.1(3) Family and consumer sciences programs address the cross-cutting themes of capacity building, global interdependence, resource development and sustainability, appropriate use of technology, and wellness.

a. Evidence of the infusion of the core concepts of the body of knowledge into program curricula.

1. Basic human needs
2. Community vitality
3. Family strengths
4. Individual well-being

b. Evidence of the infusion of the integrative elements of the body of knowledge into program curricula.

1. Life course development
2. Human ecosystems

c. Evidence of the infusion of the cross-cutting themes of the body of knowledge into program curricula..

1. Appropriate use of technology
2. Capacity building
3. Global interdependence
4. Resource development and sustainability
5. Wellness

d. Assessment of the extent to which criteria are met. Focus on the overarching effects on students' understanding of the common body of knowledge. For example, how successful is the Unit in embedding the common body of knowledge in the academic program(s)? How thoroughly do graduates embrace the holistic and synergistic nature of family and consumer sciences?

e. A curriculum plan/check sheet for each major/option/concentration in the Unit including the organization or sequencing of required courses by semester or quarter and the general education courses.

**University of Kentucky**  
**School of Human Environmental Sciences**  
**HES 100-001**  
**Introduction to Professions in Human Environmental Sciences**  
**(1 hour credit)**  
**M/W 4-5 p.m. for 8 weeks**

**Instructor:** Donna Smith, PhD  
Office: 315 Funkhouser  
Office Hours: T/TH 11-1  
Phone: 257-7733  
Email: donnarsmith@uky.edu

**Course Description:**

An orientation to human environmental sciences, its history, contemporary issues and philosophy, discussed through a common body of knowledge, utilizing family systems theory as the overarching conceptual model. Emphasis will be on the interactive, interrelatedness and capacity building opportunities of individuals, families, and communities, using a systemic life course approach. (HES 100 is required for all majors in Human Environmental Sciences).

**Student Learning Outcomes:**


These outcomes are linked to the American Association of Family and Consumer Sciences standards for accreditation and the mission and strategic goals of the School of Human Environmental Sciences. Upon completion of HES 100, students should be able to:

1. Trace the historical and philosophical development and the unique elements of the profession right through to contemporary issues and public policy that affect the professional practice currently.
2. Describe the family as a system and the role of the profession in developing problem solving approaches for serving individuals and families across the life course, in their relevant environments
3. Communicate the uniqueness of each major and its interdependence with meeting the social and physical needs of family within its diverse culture, heritage, near environment and global environment.
4. Recognize and explain the integrative approaches utilized by the profession to promote understanding of family systems, life course human development, family resource management and decision-making, nutrition and health behaviors, aesthetic environments and the role of apparel and textiles in lifestyles; and how these interface with global interdependence, resources, and opportunities (e.g. Kentucky Academy).
5. Utilize the many educational opportunities and career planning resources at UK that support careers that respond to the mission of Human Environmental Sciences.

**Requirements:**

- Participation in lectures, debates, panel presentations, readings – 50 pts
- Cross-disciplinary team project/solving a case study of family and class presentation – 100 pts
- Career Development Plan - Creating a résumé – 50 pts
- Personality assessment /Identify your strengths paper – 50 pts
- Final Exam – 100 pts

**Grading Scale:** A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% E = Below 60%

Dates	Topics and Learning Outcomes	References
Week 1	<p>History and Philosophy of Family and Consumer Sciences:</p> <p>The unique elements of the profession contemporary issues and public policy that affect the professional practice currently.</p>	<p><a href="http://www.aafcs.org/resources/store">www.aafcs.org/resources/store</a></p> <p><b>The Life and Legacy of Ellen Swallow Richards DVD</b></p> <p>Written and produced by AAFCS member Joyce B. Miles, CFCS, Retired,</p>  <p><i>The Life and Legacy of Ellen Swallow Richards</i> tells the remarkable story of AAFCS founder Ellen Richards, the first woman to enter MIT as a student and become a professor at MIT. You will develop an appreciation for Richards' tireless efforts to improve our quality of life. She was a world-renowned expert in water quality testing and provided much of the early 20th century writing in nutrition.</p>
Week 2	<p>Family and Consumer Sciences – A Human Ecological Systems Theory:</p> <p>Explore how the Common Body of Knowledge in Family and Consumer Sciences brings families, individuals and communities together through the physical environment, human built environment, the social environment and global</p>	<p><b>Themes in Family and Consumer Sciences:</b></p> <p><b>A Book of Readings, Volume 2</b></p> <p><i>Themes in Family and Consumer Sciences: A Book of Readings</i> is for use in professional development courses in family and consumer sciences and other programs that have their roots in home economics</p>

	environment that regulate culture, religion, education, political structures legal and economic systems.	(human ecology, human sciences, human environmental sciences, human resources). This book features articles from issues of the Journal of Family & Consumer Sciences 1995-2004. In the revised edition, articles from the Journal of Family & Consumer Sciences have replaced the original content on pages 18 – 55.
Week 3	<p>Overview of the School of Human Environmental Sciences departments – integrative approaches and uniqueness of each:</p> <ul style="list-style-type: none"> <li>• Interdisciplinary research projects in the School of HES</li> <li>• Study Abroad - – The Kentucky Academy, China Tour, Hospitality Cruise Course, etc.</li> <li>• The role of the hospitality industry in the lives of individuals and families.</li> <li>• Dietetics and Human Nutrition concerns on family health and wellness.</li> <li>• Merchandizing, Apparel and Textiles and the application of technology to the materials from the environment.</li> </ul>	<p><b>Essence of Family &amp; Consumer Sciences CD-ROM</b></p> <p>This 30-minute slide presentation, in Microsoft PowerPoint® format, provides audiences with an excellent overview of the family and consumer sciences profession. Highlights include the origins of the profession as well as modern day examples of how family and consumer sciences professionals make a positive difference in individual, family, and community life through their roles in the public and private sectors. The slide presentation comes complete with script.</p>
Weeks 4, 5, & 6	<p>Case study analysis: A Family Systems approach. (specific instructions will be given out in class)</p> <p>Analyze the physical, social, technological and cultural inputs and outputs that help families and communities solve problems.</p> <p><i>“Military Families: War, family relationships, and economics”.</i></p>	<p><b>FCS Credentialing Center</b>  <a href="http://www.aafcs.org/CredentialingCenter">www.aafcs.org/CredentialingCenter</a></p> <p>Families are affected by their micro and macro environment. Thus the series of interactions that influence their closest physical and social relationships impact the broad elements of the social, economic, technological macro environment.</p>
Weeks 7 & 8	<p>Career planning and resume writing</p> <p>Personality Assessment of Individual Strengths</p> <p>What contributions do your individual strengths bring to the profession?</p>	<p>Educational opportunities and career planning resources at UK - The Stuckert Center, student services advising, and faculty advisors.</p>
	Final Exam	

### **Classroom conduct:**

Respectful and non-disruptive behavior is expected of all students. Please arrive on-time and stay until the end of class. Work related responsibilities are not considered excused absences, nor valid reason for arriving late or leaving early. Please make sure cell phones are turned off.

“The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions, or dismissal from a class due to disruptive behavior, must be preceded by a disciplinary hearing as set forth in Article II, Section 24 of this Code.”

<http://www.uky.edu/StudentAffairs/Code/>.

### **6.3.1 PLAGIARISM**

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 anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. 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. Simple changes that leave 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.

### **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

### **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. Any question of definition shall be referred to the University Appeals Board.

University policy concerning plagiarism or cheating will be upheld if such activity is discovered. See the University policy on plagiarism can be found at <http://www.uky.edu/StudentAffairs/Code/>.

**Attendance is required! Acceptable reasons for excused absences may be found at the Academic Ombud's website: <http://www.uky.edu/Ombud/policies.php>**

## HES 100 Course Requirements

Assignments	Guidelines	Due Date	Points
1) Attendance and participation in lectures, panel presentations, readings.	Attendance in this class is required.	Acceptable reasons for absence may be found at the Academic Ombud's website: <a href="http://www.uky.edu/Ombud/policies.php">http://www.uky.edu/Ombud/policies.php</a>	50 points
2) Cross-disciplinary team project/solving a case study of family.	Work with members of a team to integrate information from lectures, research, and coursework in your respective major to complete and present assigned case study. Details will be given out in class.	Week 4	100 points
3) Career development plan/creating a résumé.	Develop a personal professional career plan, including your goals and plan of action. Create a résumé template. Details will be given in class.	Week 7	50 points
4) Personality assessment/identify your strengths paper	Develop a written assessment of your unique strengths/qualities based on a personality assessment.	Week 7	50 points
5) Final Exam	A comprehensive final will include all readings and in-class information.	Week 8	100 points