

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Agriculture Today's Date: 9/17/2010
- b. Department/Division: Community & Leadership Development
- c. Contact person name: Dr. Bryan Hains Email: bryan.hains@uky.edu Phone: 7-7578
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CLD 575
- b. Full Title: Schools, Community and Society
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

x (3 hrs) Lecture _____ Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study _____

_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____

_____ Seminar _____ Studio _____ Other – Please explain: _____

f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail

g. Number of credits: 3

h. Is this course repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin: This course highlights the integral relationships between contemporary and historical societal norms, distinctive communities and educational systems.

j. Prerequisites, if any: Major standing in CLD; CTE students admitted TEP; or graduate student status.

k. Will this course also be offered through Distance Learning? YES⁴ NO

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

- b. Will the course be offered every year? YES NO
- If NO, explain: This course will be offered every other year as part of the "additional courses" that CLD students will select from for a total of 18 hours in the program.
5. Are facilities and personnel necessary for the proposed new course available? YES NO
- If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 35
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
- If YES, explain: _____
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
- If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
- If YES⁵, list affected programs: _____
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
- If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: CLD 575

Proposal Contact Person Name: Dr. Rick Maurer

Phone: 7-7582

Email:

richard.maurer@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
Dept. Faculty	8/20/10	Gary Hansen 7-7586 ghansen@uky.edu	<i>[Signature]</i>
LCC-COA	10/29/10	Larry Guoban 171586 Larry.Guoban@uky.edu	<i>[Signature]</i>
GCC-COA	10/29/10	" " " "	<i>[Signature]</i>
		" "	
		" "	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	2/23/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

CLD 575
**Schools, Community
& Society**
Spring Semester 2014



INSTRUCTOR:

Bryan Hains, Assistant Professor
507 Garrigus Building
E-Mail: bryan.hains@uky.edu
Office Hours: By Appointment
<http://www.uky.edu/Ag/CLD/AgEd/>

Office: 859-257-7578

TIME AND LOCATION:

Wednesday 5:00 p.m. – 7:30 p.m. 108 Garrigus Building
* Course will be facilitated through classroom instruction and Blackboard.

COURSE DESCRIPTION:

This course highlights the integral relationships between contemporary and historical societal norms, distinctive communities and educational systems.

LEARNING OBJECTIVES:

Through experiential learning, research papers, and student developed projects, students will demonstrate the following:

1. Examine historical events which influenced current educational systems.
 - a. Identify the impact of religious sects on public education.
 - b. Create an individual understanding regarding the saying “separation of church and state.”
 - c. Explain how the “industrialized era” influenced educational practice.
 - d. Examine the impact of gender on the teaching profession.
 - e. Compare and contrast modern K-12 educational formats.
2. Examine societal influence and expectations within the current educational system.
 - a. Identify whether society emphasizes life-long learning or terminal education.
 - b. Analyze the United States’ media perspective regarding the education system.
 - c. Evaluate the impact capitalism has had on the public education system.
 - d. Examine the phenomenon of standardized testing.
 - e. Examine the phenomenon of immigration and its impact on public and private educational systems.
3. Describe the difference between societal influence and community impact on educational systems.
 - a. Explain how communities are a vessel of education.

- b. Explain how schools are a center for community.
 - c. Describe urban vs. rural career bias.
 - d. Evaluate local control and community bias specifically moral, ethical, and educational focus associated as such.
4. Identify sources of educational funding and the impact of legislation.
- a. No Child Left Behind
 - b. Corporal Punishment & Discipline
5. Examine the impact of society and community on student and teacher behavior.
- a. Student motivation.
 - b. Teacher's creativity and professionalism.
 - c. Student collectivism vs. individuality.
 - d. Bullying.
 - e. Values, morals, and ethics as students and as teachers.

COURSE GRADING POLICY AND ASSIGNMENTS:

Historical Influence on Public/Private Education Paper	100 pts.
Social Needs and Education Paper	100 pts.
Community Analysis Presentation	200 pts.
Popular Press Analysis of Bullying	100 pts.
Media's influence on Society and Education Presentation	200 pts.
Social Identity and School Importance Debate	200 pts.
School and Community Relationship Map	200 pts.
Total Points	1100 pts.

Grading Scale (Percent)*

A = 90.0 – 100.0 B = 80.0 – 89.9 C = 70.0 -79.9 D = 60.0-69.9 E = below 59.9

* The percents are assigned so there are no rounding discrepancies in terms of the whole number.

Graduate Student Grading Scale (Percent)* ^a

A = 93.0 – 100.0 B = 83.00 – 92.9 C = 73.0 - 82.9 E = below 69.9

* The percents are assigned so there are no rounding discrepancies in terms of the whole number.

^a Students receiving graduate credit for this course must complete an annotated bibliography on 5 research journal articles relating to teaching and learning.

- Assignments will be reduced by 20% for each day they are late. You are preparing to be a professional. Professionals are expected to meet deadlines.
- Attendance is mandatory for all class sessions. Failure to attend and participate in class will result in a loss of **20 points per class meeting** unless a reasonable excuse is given and accepted by the instructor prior to the scheduled class meeting. Participation includes active discussion, upholding designated roles in group work, and classroom interaction.
- There will be no make-up grades on missed assignments unless notification is given by the student in advance of the class being missed. In this case, make-up grades will be at the discretion of the instructor.
- Additional readings will be assigned at the discretion of the instructor.

ATTENDANCE:

Attendance is mandatory. This class meets very few times throughout the semester; attendance is expected. If you feel that there is no other option than to miss class, please discuss the matter with your instructor. **If you miss a class unexcused you will be deducted 5% of your total grade** unless a reasonable excuse is given as outlined by university guidelines (<http://www.uky.edu/Ombud/policies.php>).

Academic Honesty

Academic honesty is fundamental to the activities and principles of any university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain advantage not given to all students is dishonest whether or not the gain is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

For an online version of the official rules and regulations relating to academic offenses and procedures at the University of Kentucky, refer to the Senate Rule 6.3.0, which can be accessed at: <http://www.uky.edu/USC/New/Rules/Section%20VI.pdf>.

Professionalism Statement

Professionals are guided by certain values and characteristics. Professional characteristics on which you will be judged in this course include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success and that of your classmates. This course is designed around topics which evoke emotion, therefore, it is expected that you and your peers will be passionate yet professional regarding classroom interaction.

Professionals must also manage their time and expectations. Assignments are due in class the day they are to be turned in to the instructor. Late assignments will be deducted by 20% of the assignment's score, per day the assignment is late (unless otherwise noted).

Accessibility Statement

If you have a documented disability which requires academic accommodations, please see the instructor. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center. If you have not already done so, please register with the Disability Resource Center (Room 2 Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.

Equal Opportunity Statement

The University of Kentucky is committed to a policy of providing opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability.

Course Outline

Date	Topic(s) Covered	Assignments Given/Due
Week 1	Overview and Discussion	
Week 2	History of American schools and their role within society (Religious Influence)	
Week 3	School/community interaction individualism vs. collectivism	Historical Influence on Public/Private Education Paper
Week 4	School variance and types, meeting social demands	
Week 5	Does teaching in school mirror social learning and community survival?	Social Needs and Education Paper
Week 6	Adult informal learning in communities	
Week 7	Are schools a center for community?	Community Analysis
Week 8	Corporal punishment and social identity	
Week 9	Bullying in formal and non-formal settings Violence in Schools: Does it replicate society?	Popular Press Analysis of Bullying
Week 10	Media's impact on schools and society	
Week 11	Adolescent Dev. Media	Media's influence on Society and Education

Week 12	Gender bias within communities of interest and place	
Week 13	Cultural differences regarding the importance of schools	Social Identity and School Importance
Week 14	Student Presentations	School and Community Relationship Map
Week 15	Student Presentations	