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/Year[1] : _____

2. Designation and Description of Proposed Course.

a. Prefix and Number: CLD 370

b. Full Title: Learning in Society

c. Transcript Title (if full title is more than 40 characters): _____

d. To be Cross-Listed[2] with (Prefix and Number): _____

e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

x (3 hrs) Lecture	_____ Laboratory[1]	_____ 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: Learning in Society is designed to assist students in identifying and evaluating human learning and development within various social contexts. This course focuses on the impact social interactions have on human cognition, emotion and identity. Theoretical foundations for this course include social learning, social integration, multiple intelligences, emotional intelligence, systems psychology, and identity development.

j. Prerequisites, if any: Major standing in CLD or CTE students admitted to TEP.

k. Will this course also be offered through Distance Learning?   YES[4] ☐   NO ☒

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

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[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.

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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

   b. Will the course be offered every year?   YES ☒   NO ☐

   If NO, explain: _____

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 requirement[5] for ANY program?   YES ☒   NO ☐

   If YES[5], list affected programs: CLD

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.

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

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Signature Routing Log

General Information:

Course Prefix and Number: CLD 370

Proposal Contact Person Name: Dr. Rick Maurer   Phone: richard.mauer@uky.edu   Email: 7-7582

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	Gary Hansen
UCC-COA	10/29/10	Larry J Grabau 7-1886 Larry.grabau @uky.edu	Larry J Grabau 11/27/10
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council	2/15/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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[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 370

LEARNING IN SOCIETY

Fall Semester 2012

INSTRUCTOR:
Dr. Bryan Hains   **Office:** 859-257-7578
507 Garrigus Building
E-Mail: bryan.hains@uky.edu
Office Hours: Wednesday 1:00 p.m. – 3:00 p.m.
http://www.uky.edu/Ag/CLD/AgEd/

Graduate Assistant
xxxxx   **Office:** xxxxx

TIME AND LOCATION:
M W F   xxxxx   xxxxxxxx

COURSE DESCRIPTION:
Learning in Society is designed to assist students in identifying and evaluating human learning and development within various social contexts. This course focuses on the impact social interactions have on human cognition, emotion and identity. Theoretical foundations for this course include social learning, social integration, multiple intelligences, emotional intelligence, systems psychology, and identity development.

STUDENT LEARNING OUTCOMES AND COURSE REQUIREMENTS:
Through critical discussion, experiential learning, group projects, assignments, and individual reflection, students will demonstrate the following:

1. Analyze personal values and beliefs and individual processes of learning.
2. Reflect how key personal interactions with social systems or individuals have influenced personal development (cognition, emotion, identity).
3. Synthesize how personal values and beliefs have been developed and continually influence one's learning process.
4. Explain and apply sociological and psychological theories associated with human learning and identity within various social contexts.
5. Identify and evaluate social educational venues and practices.
6. Explore how cultural context influences human learning, identity and emotional development.

COURSE MATERIALS:

Textbooks:

- Bandura, A. (1985). *Social Foundations of Thought and Action: A Social Cognitive Theory*

- Gardner, H. (2006). *Multiple Intelligences: New Horizons in Theory and Practice.*

- Evans, N., Forney, D. S., Guido, F. M. & Patton, L. D. (2009). *Student Development in College: Theory, Research, and Practice*

Personal Journal: Assists in organizing thoughts created during discussion, questions you may want to ask, and reflection.

ASSIGNMENTS:

Personal Ethics Paper	**100 pts.**
Social Learning Evaluation Project	**200 pts.**
Peer Interviews	**100 pts.**
Theoretical Application Project	**200 pts.**
Cultural Differences in Learning	**150 pts.**
Contemporary Emotional Development	**100 pts.**
Societal Apathy Project	**200 pts.**
Classroom Participation	**150 pts.**
Personal Journal	**200 pts.**
Total Points	**1400 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.

- 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 as outlined by university guidelines (http://www.uky.edu/Ombud/policies.php). Participation includes active discussion, upholding designated roles in group work, and classroom interaction.

- Additional readings will be assigned at the discretion of the instructor.

- Peer Review: As professionals, you should assist your peers in their development. This includes peer editing, support during class debates and discussions.

- Cultural Differences in Learning: It is crucial that as a professional, you have the ability to understand yourself as well as relate to and empathize with your audience. Throughout this semester you will be asked to uncover aspects of yourself that you may not have known. This project will allow you to experience cultural events that you may not regularly attend. It is expected that you will attend ***THREE*** events throughout the semester. Upon completion of each event you will write a reflective paper highlighting your initial impressions, thoughts, and reflections.

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. If you are ill or an emergency occurs, contact the instructor prior to the scheduled class time; otherwise, your attendance and participation are firm expectations.

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	Assignment Given/Due
Week 1	Introduction and course overview	
Week 2	Learning is all around us: Social learning theory	Personal Ethics Paper Due
Week 3	Social learning theory continued	
Week 4	Social Contexts and Social Integration	Social Learning Evaluation Due
Week 5	What is Intelligence? Is it innate?	
Week 6	Is intelligence culturally bound?	Theoretical Application Due
Week 7	Multiple intelligence theory and societal applications	Peer Interviews Due
Week 8	Evolutionary psychology and primal emotions	
Week 9	Identifying and recognizing emotions: Emotional intelligence	Contemporary Emotional Dev. Due
Week 10	Social behavior: evaluation within social systems	
Week 11	Social intelligence and systems psychology: What are the connections	
Week 12	Cultural influence on learning and identity development	Cultural Differences in Learning Due
Week 13	Generations and identity development	
Week 14	Personal development: a semester summary	
Week 15	Final presentations	Social Apathy Project Due

Course Outline is Subject To Change At the
Discretion Of The Instructor