1. General Information

1a. Submitted by the College of: AGRICULTURE

   Date Submitted: 5/6/2013

1b. Department/Division: Community &Leadership Development

1c. Contact Person

>   Name: Dr. Rosalind Harris

>   Email: rharris@uky.edu

>   Phone: 859-257-7584

>   Responsible Faculty ID (if different from Contact)

>   Name:

>   Email:

>   Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CLD 670

2c. Full Title: Community Engagement

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

>   SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3.0

2i. Is this course repeatable for additional credit? No

>   If Yes: Maximum number of credit hours:

>   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is designed as a service-learning/community engagement experience. It is organized with a field component related to the student's area of interest and an in-class experience that provides students with the opportunity to share and process their field experiences and to learn and grow from them through a variety of interactive exercises, readings, films and guest presentations.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component: Both

3. Will this course taught off campus?   No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?:   Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?:   Yes

Will it be of interest to a significant number of students outside the degree pgm?:   No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?:   No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?:   Yes

If YES, list affected programs: Community &Leadership Development

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?:   No

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: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

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?

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.

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.

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?

If yes, which percentage, and which program(s)?

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?

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

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

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/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

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.

10.Does the syllabus contain all the required components?   NO

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

Instructor Name:

SIGNATURE|GHANSEN|Gary L Hansen|Dept approval for ZCOURSE_NEW CLD 670|20130221

SIGNATURE|GHANSEN|Gary L Hansen|CLD 670 NEW Dept Review|20130409

SIGNATURE|LGRABAU|Larry J Grabau|CLD 670 NEW College Review|20130410

SIGNATURE|ZNNIKO0|Roshan N Nikou|CLD 670 NEW Graduate Council Review|20130410

e

Courses	Request Tracking

New Course Form

Open in full window to print or save

Generate F

Attachments:

[Browse...] **Upload File**

	ID	Attachment
Delete	1681	CLD 670 Com. Engage.doc

First   1   Last

Select saved project to retrieve...   [ ]   Get   New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: AGRICULTURE   Today's Date: 5/6/2013

b. * Department/Division: Community & Leadership Development

c.
   * Contact Person Name: Dr. Rosalind Harris   Email: rharris@uky.edu   Phone: 859-257-7584
   * Responsible Faculty ID (if different from Contact)   Email: Phone:

d. * Requested Effective Date: ⊙ Semester following approval OR ○ Specific Term/Year [1]

e.
   Should this course be a UK Core Course?   ○ Yes ⊙ No
   If YES, check the areas that apply:

   ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

   ☐ Inquiry - Humanities   ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

   ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

   ☐ Composition & Communications - I   ☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning?   ○ Yes [4] ⊙ No

b. * Prefix and Number: CLD 670

c. * Full Title: Community Engagement

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

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

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

Lecture	Laboratory[1]	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	3 Seminar	Studio
Other	If Other, Please explain:		

g. * Identify a grading system: ⊙ Letter (A, B, C, etc.) ○ Pass/Fail

h. * Number of credits: 3.0

i. * 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

j. * Course Description for Bulletin:

This course is designed as a service-learning/community engagement experience. It is organized with a field component related to the student's area of interest and an in-class experience that provides students with the opportunity to share and process their field experiences and to learn and grow from them through a variety of interactive exercises, readings, films and guest presentations.

k. Prerequisites, if any:

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

3. * Will this course be taught off campus? ○ Yes ⊚ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

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

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? 15

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 $\frac{5}{2}$ for ANY program? ⊚ Yes ○ No

If YES$\frac{5}{2}$, list affected programs::

Community & Leadership Development

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) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl

10.a above) are attached.

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

Rev 8/09

Submit as New Proposal   Save Current Changes   Delete Form Data and Attachments

Community and Leadership Development 670-001
Community Engagement
Monday: 7:00 – 9:30 p.m.
(Every Monday Weeks 1-4 – Every Other Monday - Remainder of the Semester)
701 Garrigus
Spring 2014

Facilitator: Rosalind Harris   **Office Hours: By Appointment**
Office: 705 Garrigus
Phone: 859-257-7584
E-mail: rharris@uky.edu and rosalind.harris@gmail.com

Texts:

> *Writing and Community Engagement: A Critical Sourcebook* by Thomas Deans,
> Barbara Roswell and Adrian Wurr. St. Martin's, 2010

Additional Readings will be sent by email as PDF files or distributed in class

Course Overview

> This course is designed as a service-learning/community engagement experience. It is
> organized with a field component related to the student's area of interest and an in-class
> experience that provides students with the opportunity to share and process their field
> experiences and to learn and grow from them through a variety of interactive exercises,
> readings, films and guest presentations. At the heart of the seminar is the requirement for in-
> depth journaling and the recording of field experiences through fieldnotes.

Course Objectives

- To critically examine key examine works on community engagement
- To examine historical and current trends regarding community engagement
- To assess the significance of frameworks provided in the literature to fieldwork
  experiences

Student Learning Objectives

- To observe and analyze the culture and dynamics at the field site drawing on the
  interdisciplinary conceptual frames from previous courses and the literatures from the
  course
- To process experiences through journaling, fieldnotes and in-depth discussions in class
- To comprehend the complex dynamics at play intra-personally, interpersonally and
  culturally while working within a community or organization

Course Requirements

(1)   Class Participation (25% of Grade)

The seminar format provides the opportunity for everyone to participate in discussing the substance of the material in the readings and in threading their reflections on the readings through reflections of their own personal experiences (through 2-3 page assessment/critical assessments).

Each student is expected to complete the assigned readings for the week and prepare a 2-3 page assessment/critical assessment of the readings.

You may use the following questions as general guidelines, but also feel free to follow your own unique flow and process. I am particularly interested in your discussing personal experiences, burning questions and ideas in relationship to something that particularly resonates or does not.

- What are the overall themes, arguments presented by the authors? (1 paragraph)
- What are the most striking strengths and weaknesses of the perspectives and arguments? If relevant include discussions of theoretical and methodological perspectives and approaches. (1 or 2 pages)
- How does the reading build upon, re-shape or critique topics and ideas explored earlier in the seminar? (1 paragraph)
- How do the ideas, arguments, perspectives presented fit in with your own scholarly work and or community and or activist experiences? (1 or 2 paragraphs)
- **Prepare at least one question that the readings brought up for you and discuss how the question was generated (e.g., from other readings, films, your own experiences, a gut response, class discussions – a combination) (1 paragraph)**

(2)   In the Field (50% of Grade)

Over the semester you need to complete a minimum of 200 hours at your field site. Your field site mentor and anyone coordinating volunteer services will play a role in providing ongoing feedback that you will need to record and process through your journal and in-class discussions. They will also play a role in evaluating your on-site participation at the end of the semester. Detailed guidelines are provided on the green sheet in your course packet

(2)   On-Site Presentation (25% of Grade)

A key tenet of community-engagement is that you work in partnership with community/organizational members and that your focus in your work is what you will be contributing to help address key needs and concerns longer term. Through your experiences and the processing of those experiences throughout the semester you will be asked to organize a forum of your choosing (I'd suggest in consultation with your community/organizational partners) to share what you have learned and what you would like to offer and to also receive feedback and guidance. Detailed guidelines are provided on the purple sheet in your packet.

Grading: A: 92-100%; B: 84-91%; C: 76-83%; E: < 76%

<u>Disability Accommodations</u>

The University of Kentucky will meet the needs of students with disabilities to the fullest extent possible. If you have needs to be accommodated please provide me with a letter from the UK Disability Resource Center (DRC) at the beginning of the semester. The letter needs to certify the need for exam, classroom or other accommodations. It is your responsibility to register with the DRC. This is the contact information:

http:www.uky.edu/StudentAffairs/DisabilityResourceCenter

<u>Policy on Academic Dishonesty</u>

Fraud: deceit, trickery, sharp practice or breach of confidence by which it is sought to gain some unfair or dishonest advantage

(American College Dictionary, Random House, 1964)

The Colleges of Arts and Sciences and Agriculture will not accept or tolerate instances of academic dishonesty or plagiarism among its students or faculty. Falsifying data, sources or experimental results, submitting others' work as if it was yours, presenting words or ideas of others without full or appropriate citation, and cheating on examinations are all instances of academic fraud. Students who knowingly commit any of these offenses will be brought before the Academic Ombud who will resolve these cases.

Such resolutions could result in a student receiving a failing grade in the course and or a letter of reprimand from the professor to be placed in his or her file. A repeated instance of academic fraud could result in a petition to have the student permanently expelled from the university.

Students who may be unsure as to whether or not their writing or other work may constitute academic fraud should seek the advice of their professor prior to formal submission or presentation. Plagiarism and academic fraud are serious offenses, but can be avoided with care and forethought.

Please note that more than one absence will result in a lowered letter grade

Organization of Readings and Seminar Activities (subject to change with notice)

Week 1. – Introductions and Course Overview

Week 2. – Community Engagement – History and Philosophies

   Readings: Sourcebook Ch. 1.

Week 3. – Preparation for the Field – Discussion of Field Sites

   Readings: Sourcebook Ch. 2.

Week 4. – Preparation for the Field – Discussion of Field Sites

   Readings: Sourcebook Ch. 3

   PLEASE NOTE AFTER THIS WEEK WE WILL BE MEETING EVERY OTHER WEEK

Week 5. – Debriefing – Discussing Tales of the Field

   Readings: Sourcebook Ch. 4

Week 6. – Debriefing – Discussing Tales of the Field

   Readings: Sourcebook Ch. 5

Week 7. – Preparing to Give Back – The Community Forum

   Readings: Sourcebook Ch. 6

Week 8. – Deep Processing and Sharing: Lessons From the Field

   Readings: Sourcebook Ch. 7

Week 9 .– Deep Processing and Sharing: Lessons From the Field

   Readings: Sourcebook Ch. 8

Week 10 – Final Processing and Debriefing