

REQUEST FOR NEW COURSE

1. General Information.			
a. Submitted by the College of:	Education	Today's Date:	11/09/09
b. Department/Division:	Education Policy Studies and Evaluation		
c. Contact person name:	Alan DeYoung	Email:	ajdey@uky.edu Phone: 257-3846
d. Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____
2. Designation and Description of Proposed Course.			
a. Prefix and Number:	EPE 600		
b. Full Title:	Social Foundations Topics for Secondary Education		
c. Transcript Title (if full title is more than 40 characters):	same		
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.			
1 Lecture	____ Laboratory ¹	____ Recitation	____ Discussion
____ Clinical	____ Colloquium	____ Practicum	____ Residency
____ Seminar	____ Studio	____ Other – Please explain: _____	
f. Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail			
g. Number of credits: 1			
h. Is this course 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"/>			
i. Course Description for Bulletin:		<p>This course is constructed to link reflective practitioner objectives of the MIC program to scholarly interests of "social foundations" faculty in the UK College of Education. The implicit objective of social foundations courses (e.g., Philosophy of Education, History of Education, Politics of Education, etc.) is to assist students in understanding the social nature of education in our society; to think critically and reflectively about education; and to recognize education as an area of inquiry in which systematic study can benefit practice. In the MIC version of this very abbreviated course, we will attempt to more explicitly link ideas and perspectives in course materials to the aims and interests of future reflective practitioners (you are they). Substantive origins and methodologies found in the "social foundations" course typically come from outside academic specialities like those enumerated above. That is, there are many academic historians and sociologists and political scientists and anthropologists etc. who are quite interested in formal schooling as a social and cultural enterprise even though</p>	

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)

REQUEST FOR NEW COURSE

	they do not work in schools themselves, nor are they interest in "improving" them.
j. Prerequisites, if any:	Admission to the M.A. in Education - Secondary with Initial Certification Option
k. Will this course also be offered through Distance Learning?	YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l. Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both
3. Will this course be taught off campus?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Frequency of Course Offering.	
a. Course will be offered (check all that apply):	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer
b. Will the course be offered every year?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If NO, explain:	_____
5. Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If NO, explain:	_____
6. What enrollment (per section per semester) may reasonably be expected?	25 per section - 3 sections
7. Anticipated Student Demand.	
a. Will this course serve students primarily within the degree program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
b. Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If YES, explain:	M.A. in Education - Secondary with Initial Certification Option
8. Check the category most applicable to this course:	
<input checked="" type="checkbox"/>	Traditional – Offered in Corresponding Departments at Universities Elsewhere
<input type="checkbox"/>	Relatively New -- Now Being Widely Established
<input type="checkbox"/>	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 <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, name the proposed new program:	_____
b. Will this course be a new requirement⁵ for ANY program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If YES ⁵ , list affected programs:	M.A. in Education - Secondary with Initial Certification Option
10. Information to be Placed on Syllabus.	
a. Is the course 400G or 500?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, the <i>differentiation for undergraduate and graduate students must be included</i> 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.)	

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.

REQUEST FOR NEW COURSE

b.	<input type="checkbox"/>	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.
----	--------------------------	---

REQUEST FOR NEW COURSE

Signature Routing Log

General Information:



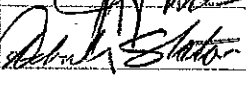
Course Prefix and Number: EPE 600

Proposal Contact Person Name: Dr. Alan DeYoung Phone: 257-3846 Email: ajdey@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
Ed. Poly St. & Eval	11/12/09	ALAN DEYOUNG 18592573846 ajdey@uky.edu	
Courses + Curricula	12/03/09	Jeff Reese 7-4909 jeff.reese@uky.edu	
College of Education	12/8/09	Deborah Slaton 7-9775 dslaton@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council	2/4/2010	<i>Roshan Nikou</i>	
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.

General Course Information

Course Department and Number EPE 600 (1 credit)
Course Title: "Social Foundations" Topics for MIC Programs
Course Meeting Dates:

Instructor Contact Information:

Professor: Alan J. DeYoung
144 Taylor Education Bldg.
257-3846; Fax: 257-4243; E-mail AJDEY@UKY.EDU
Office Hours: M and T 10:00-11:00 and by appointment
Preferred method of reaching instructor: via e-mail

Course Description:

This course is constructed to link reflective practitioner objectives of the MIC program to scholarly interests of "social foundations" faculty in the UK College of Education. The *implicit* objective of social foundations courses (e.g., Philosophy of Education; History of Education, Politics of Education, etc.) is to assist students in understanding the social nature of education in our society; to think critically and reflectively about education; and to recognize education as an area of inquiry in which systematic study can benefit practice. In the MIC version of this very abbreviated course, we will attempt to more explicitly link ideas and perspectives in course materials to the aims and interests of future reflective practitioners (you are they). Substantive origins and methodologies found in "social foundations" courses typically come from outside academic specialties like those enumerated above. That is, there are many academic historians and sociologists and political scientists and anthropologists etc. who are quite interested in formal schooling as a social and cultural enterprise even though they do not work in schools themselves, nor are they all interested in "improving" them.

MIC Caveats:

Two quick caveats: #1 - this course and how it meshes with the rest of the MIC sequence is a work in progress. The organizations history of schools and education colleges has historically fostered departmentalization. Trying to refocus departments on a unified, practical objective is more complicated than some might imagine. And, #2 - Much of the work in "social foundations" argues/suggests/finds that value disputes and problems in the larger culture affect/determine schooling objectives and purposes. Since many of these disputes surrounding school go unresolved, it seems likely that many of the issues and policies within schools, too, cannot be resolved solely by reforms in educational practice. These tensions related to public education surround the school and the training of teachers. They are thus a focus of inquiry, as well as a reason no teacher training program can be as seamless as we might like. Welcome to the fray!

Student Learning Outcomes: students will be able to recognize, discuss and present issues and problems in the history and philosophy of American education since the early nineteenth century and up until the present time.

Course Goals and Objectives: see above

Required Materials: view PBS series School in-class

Content Outline: This class is organized around the PBS series: School: The Story of American Public Education, which first aired in the Fall of 2001. The attendant reader of the same title by Sarah Mondale (Beacon Press, 2001), is also recommended. There are four parts to this documentary and commentary, which matches up pretty well with the time slots available for our course. Links to related themes in educational psychology and special education topics in the MIC will be attempted in these discussions, as well as connections to the EDC core aims. Every student should complete assigned readings in advance of class, come to class, pay attention to class discussion, and raise questions and concerns over class proceedings as interests arise. Class always works best when students come in prepared to ask questions and debate the issues.

Course Evaluation and Assignment Due Dates: There are three written components involved in evaluating student performance. These include observation and description of a school board or other public meeting where education policy in the local district or state has occurred during the semester; collection and analysis of five current policy issues found in local or national media; and a historical landscape of one or more particular schools where education policy and practice during at least one decade in the past 100 years is described and analyzed. Further details are provided below. Assignments will be equally weighted, and worth 33 points each, for a total of 100 possible points. Students who earn 90% of points possible will receive an A in EPE 501; 80% will yield a B; etc. **All three assignments must be completed, put together in a notebook, and submitted in hard copy to me on or before November 13 at our last class.** I am available during office hours or virtually for conversation on these assignments at any time. There is no final examination for this course, nor is there a midterm examination.

Policy on academic accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Tentative Topic and Reading Outline

<u>Session:</u>	<u>TOPIC</u>
1	The Common School: 1770-1890
2	As American as Public School: 1900-1950
3	The Struggle for Educational Equality: 1950-1980
4	The Bottom Line in Education: 1980 to the Present
5	FCSB "Action" Meeting Fayette County School board website: http://www.fcps.net/

ASSIGNMENTS**Assignment #1: Contemporary issue identification and discussion.**

Sociologist C. Wright Mills argued that modern American life is beset with both social problems and social issues. Social problems, he suggests, are more amenable to remediation and reform as there is usually consensus on root causes and improvement strategies. Social issues, on the other hand, usually involve deeply held but often contradictory personal and social values. They are thus much more difficult to "solve." In public education, we can clearly observe both social problems and social issues. The posting of the Ten Commandments in many schools illustrates the point: some say they represent pillars of the American republic and since the goal of the school is to socialize children into society, these moral admonitions are imperative. Others disagree, suggesting the importance of the school as a site to sustain and promote diversity in the culture. Who is right? How would you know? Since the answer to this typically involves "values" rather than "facts," it likely represents a social issue rather than a social problem in the lexicon of academics like Mills.

From local media or web sources, students will identify and articulate five contentious issues involving public and/or private schools. In addition to locating and abstracting (or attaching) the five issues in question, students are required to write a brief précis on each issue. I suggest a one-page synopsis for each of these. For each issue analysis, try to objectively describe what the argument is about and who it is between. Also, where possible, I would like some mention of interested stakeholders in policy disputes/directions involved in the issue. Your opinions about who is "correct" (based upon your own values) are also welcome if you care to comment.

Assignment #2: Historical School Landscaping

Sitting here in Lexington watching the *School* documentary makes it appear that all of our educational history and reform happened mostly in other places. It seems not real. This is, of course, not the case. In a five page data-informed paper, please pick an educational institution or district and describe the landscape of education there during one or two decades prior to the 1980s. Who went? Who taught? What did they study? What were the pressing local issues surrounding the school? How did any of what we are seeing in the videos (if anything) relate to the local landscape?

Assignment #3: School Board Meeting Attendance and Minutes

Some argue that the American public school board is the best remaining vestige of direct democracy in American life. It is here where values and value conflicts are directly debated by citizens, and citizens themselves must wrestle with creating educational policy on a monthly basis as they direct the educational enterprise. Such are also the folk for whom you hopefully will one day be working. Your assignment is to attend a school board meeting here or in your home county or district (or a SBDM meeting), and describe what happened there in a 3-4 page outline or narrative. Please locate the Fayette County Schools web site and find

their meeting dates for the semester (if you choose to visit the local board meeting). Attend, take notes, and get this assignment done asap.

References

- Anderson, J. D. (1988). *The education of blacks in the south, 1860-1935*. University of North Carolina Press, Chapel Hill, NC.
- Chubb, J. E. and Moe, M. M (1990). *Politics, markets, and america's schools*. Hoover Institute Press.
- Coleman, J. S. (1994). *Equality of educational opportunity, part 2*. Office of Education, *National Center for Education Statistics*.
- Dewey, J. (1997, reprint). *Experience and education*. Touchstone, NY, NY.
- Kantor, H. (1974). *In retrospect: The one best system: A history of American urban education*. Harvard University Press, Cambridge, MA.
- Kliebart, H. M. (2000). *Curriculum and consequence: The promise of schooling*. Teachers College Press, NY, NY.
- Kozol, J. (1995). *Amazing grace: The lives of children and conscience of a nation*. Crown.
- Perkinson, H. J. (1995) *The imperfect panacea: American faith in education*. McGraw-Hill.
- Spring, J. (1988). *The sorting machine revisited: National educational policy since 1945*. Longman, White Plains.