PLEASE NOTE: To ensure that a series of changes to an existing degree program does not essentially create a new program, the Southern Association for the Accreditation of Colleges and Schools (SACS) requires submission of its Substantive Change Checklist for every program change. Prior to college-level review, you must fill out and submit the [SACS Substantive Change Checklist](#) to the Office of Institutional Effectiveness. Contact Institutional Effectiveness ([institutionaleffectiveness@uky.edu](#)) for assistance.

Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review and then a 10-day posting online, during which senators review on their own and have an option to register an objection if they so desire. If no objection is raised to the Senate Council Office within ten days of the posting the proposal, then the program change is approved. The Senate Council Office will report approvals to the Provost, Registrar and other appropriate entities, including the contact person.

For every proposed change, you MUST also include the existing requirement.

SUMMARY OF CHANGES			
Check all that apply.			
☒ Courses	☐ Program name	☐ Total required credit hours	☐ Student learning outcomes
☐ Criteria for admissions/progression/termination		☐ Certificate assessment	☒ Other

1. General Information			
1a	Date of contact with Institutional Effectiveness (IE)[1] :		09/06/17
	☒ Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.		
1b	College[2]:	College of Agriculture, Food & Environment	Department[2]:	Community & Leadership Development
1c	CIP code[3]:	01.0899	Today's Date:	11/10/17
1d	Current major name: (Biology, Design, etc.)	Community & Leadership Development	*Proposed major name:*	*No change*
1e	Current Degree (BA, BFA, etc.):	BS	*Proposed degree:*	No change
1f	Will there be any changes regarding a track(s) for the program?		Yes ☐ No ☒
1g	Accrediting agency, if applicable:		
1h	Date of most recent periodic program review for this degree:		Spring 2014

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[1] Prior to college-level review, you must fill out and submit the SACS Substantive Change Checklist to the Office of Institutional Effectiveness. You can reach Institutional Effectiveness by phone or email (257-2873 or [institutionaleffectiveness@uky.edu](#)).

[2] It is not possible to change the home academic unit of a degree program via this form. To change the home unit, visit [http://www.uky.edu/faculty/senate](#) and search for forms related to academic organizational structure.

[3] The CIP code is provided by Institutional Effectiveness. If a different CIP code is necessary, the program may undergo a review similar to the new program approval process.

1i	Requested effective date:	☒ Fall semester following approval.	OR	☐ Specific Date[4]: *Fall 20*

1j	Contact person name:	Dr. Keiko Tanaka	Phone / Email:	7-7574 / ktanaka@uky.edu

2. Overview of Changes

2a	Describe the rationale for the changes, including results from the most recent program review if applicable. (*450 word limit*)

BS-CLD is one of the popular degree programs within CAFE. After the last round of revisions took effect in during Fall 2013, the number of our majors has been stable around 150. However, we continue to face challenges of offering courses with limited instructional resources available to the department. We propose to change major core courses by: (a) combining two existing courses into one, (b) replacing one core course with another existing elective course, and (c) merging pre-major requirements with major core requirements. These changes will enable us to rotate course offerings more effectively, and therefore more efficiently utilize the existing instructional resources. Our department has a small group of faculty members who are strong committed to advising undergraduate students. By increasing "Guided Electives" to 30, these faculty advisors will help students design their own undergraduate training within the CLD major.

2b	Use the fields below, as applicable, to identify the areas in which changes will be made.		
		Current	*Proposed*
i.	Credit Hours of Premajor Courses:	10	*0*
ii.	Credit Hours of Preprofessional Courses:	0	*0*
iii.	Credit Hours of Major Core Course Requirements	46	*36*
iv.	Minimum Credit Hours of Guided Electives:	18	*30*
v.	Minimum Credit Hours of Free Electives:	23+	*24*
vi.	Credit Hours for Track 1 (name): 0		
vii.	Credit Hours for Track 2 (name): 0		
viii.	Credit Hours for Track 3 (name): 0		
ix.	Credit Hours for Track 4 (name): 0		
x.	Credit Hours for Track 5 (name): 0		
xi.	Credit Hours for Required Minor:	0	*0*
xii.	Total Credit Hours Required by Level: 100-level:		
	200-level:		
	300-level:		
	400-level:		
	500-level:		
	TOTAL CREDIT HOURS REQUIRED FOR GRADUATION:	120	*120*

xv.	If the total hours required for graduation have changed, explain below. (*150 word limit*)
	No change.

2c	Will the requested change(s) result in the use of courses from another educational	Yes ☐	No ☒

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[4] No program change(s)will be effective until all approvals are received.

	unit?		
	If "Yes," describe generally the courses and how they will used.		
	If "Yes," two pieces of supporting documentation are required. ☐ Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director[5] of each unit from which individual courses will be used. ☐ Check to confirm that appended to the end of this form is verification that the chair/director of each affected unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.		
2d	Will the proposed change(s) affect an associated minor?	Yes ☒	No ☐
	If "Yes," the department must also submit a change form to change the minor.		

3. Course Sharing

3a.	Will the requested changes result in the use of courses from another unit?	Yes ☐	No ☒
	If "Yes," describe generally the courses and how they will used.		
	If "Yes," two pieces of supporting documentation are required. ☐ Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director[6] from which individual courses will be used. ☐ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.		

3. UK Core Courses

3a	Are there any proposed changes to the UK Core requirements for the program? (If "Yes," indicate and proceed to next question. If "No," indicate and proceed to 4a.)	Yes ☐	No ☒
	If "Yes," note the specific changes in the grid below.		

UK Core Area	Current Course	Current Credits	*Proposed Course*	*Proposed Credits*
I. Intellectual Inquiry				
Arts and Creativity				
Humanities				
Social Sciences				
Natural/Physical/Mathematical				
II. Composition and Communication				
Composition and Communication I	CIS/WRD 110	3	*CIS/WRD 110*	*3*
Composition and Communication II	CIS/WRD 111	3	*CIS/WRD 111*	*3*
III. Quantitative Reasoning				
Quantitative Foundations				

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[5] A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.
[6] A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

	Statistical Inferential Reasoning				
IV. Citizenship (one course in each area)					
	Community, Culture & Citizenship in USA				
	Global Dynamics				
	Total UK Core Hours		____		____

3b	Provide the Bulletin language about UK Core.

4. Graduation Composition and Communication Requirement

4a	Will the Graduation Composition and Communication requirement be changed? (If "Yes," indicate and proceed to next question. If "No," indicate and proceed to 5a.)	Yes ☐	No ☒

If "Yes," note the specific changes below, including changes to credit hours.

If the course(s) used are from outside the home unit, one piece of supporting documentation is required.

☐ Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director[7] from which individual courses will be used.

	Current	Proposed
i.	☐ Single course in home unit:	☐ *Single course in home unit:*
ii.	☐ Multiple courses in home unit.	☐ *Multiple courses in home unit.*
iii.	☐ Single course outside home unit.	☐ *Single course outside home unit.*
iv.	☐ Multiple courses outside home unit.	☐ *Multiple courses outside home unit.*
v.	☐ Course(s) inside & outside home unit.	☐ *Course(s) inside & outside home unit.*

4b	Provide the Bulletin language about GCCR below.

5. Other Course Changes

5a	Will the college-level requirements change? (If "Yes," indicate and note the specific changes in the grid below. If "No," indicate and proceed to question 5c.)	Yes ☐	No ☒

Current			Proposed			
☐ Standard college requirement			☐ *Standard college requirement*			
☐ Specific course			☐ *Specific course*			
Prefix & Nmbr	Credit Hrs	Title	*Prefix & Nmbr*	*Credit Hrs*	*Title*	*Course Status[8]*
						Select one....
						Select one....
						Select one....

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[7] A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.
[8] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

5b	Will the existing language in the Bulletin about college-level requirements change?	Yes ☐	No ☒
	If "Yes," provide the new language below.		

5c	Will the pre-major or pre-professional course requirements change? (If "Yes," indicate and note the specific changes in the grid below. If "No," indicate and proceed to question 5e.)	Yes ☒	No ☐

Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status[9]
CLD100	1	Introduction to Community & Leadership Development				Change
CLD 225	3	Community & Communication: Exploring Their Intersection				Change
CLD 230	3	Intrapersonal Leadership				Change
CLD 260	3	Community Portraits				Change
						Select one….

5d	Provide the Bulletin language about pre-major or pre-professional courses below.
	There is no pre-major requirement for this degree.

5e	Will the major's core course requirements change? (If "Yes," indicate and note the specific changes in the grid below. If "No," indicate and proceed to question 5g.)	Yes ☒	No ☐
	If "Yes," note the specific changes in the grid below.		

Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status[10]
CLD 300	3	Foundational Theories in Community & Leadership Development				Change
CLD 305	3	Research Methods in Community & Leadership Development	CLD 305	3	Research Methods in Community & Leadership Development	No Change
CLD 362	3	Field Experience in CLD	CLD 362	3	Field Experience in Commuity & Leadership Development	No Change
CLD 370	3	Learning in Society	CLD 370	3	Learning in Society	No Change
CLD 490	3	Seminar in Community Communications & Leadership Development	CLD 490	3	Senior Capstone Seminar in Community & Leadership Development	Change

[9] Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.
[10] Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

CLD 497	3	Professional Practicum in Community & Leadership Development	CLD 497	3	Senior Capstone Practicum in Community & Leadership Development	No Change
			CLD 320	3	Community Communication: Exploring their Intersection	Change
			CLD 430	3	Leading in Communities: Vision, Action, and Change	Change
			CLD 260	3	Community Portraits	Change
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

5f	Provide the Bulletin language for major core course requirements.
	Most courses are offered once a year. CLD 305 and CLD 497 together meet the Graduation Composition and Communication Requirement (GCCR). CLD 490 and 497 must be taken simultenously in the last spring semester of the senior year. Students must select an additional 12 credit hours in CLD in consultation with their advisor. Up to 3 credits as CLD 395 (Independent Research) or CLD 399 (Field based Learning Experience) may be counted as part of these 12 credits.

5g	Will the guided electives change? (If "Yes," indicate and note the specific changes in the grid below. If "No," indicate and proceed to question 5i.)	Yes ☒	No ☐

Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status[11]
		Major Electives: Students must choose 18 hours of additional CLD courses from the following list...plus other CLD courses such as CLD 360, CLD 401, CLD 517, CLD 534.			Major Electives: Students must choose 12 hours of additional CLD courses in consultation with their advisor. Up to 3 credits as CLD 395 (Special Problems in Community Communications & Leadership Development) or CLD 399 (Experiential Learning in CLD) may	Change

[11] Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

					be counted as part of these 12 credits.		
		Specialty Support: Depending on the student's area of interest and subject to his/her academic advisor's approval, he/she will complete an additional 6 hours of courses in the College of Agriculture, Food and Environment and 12 hours in related areas at the 200 level or higher.			Depending on the student's area of interest and subject to his/her academic advisor's approval, he/she will complete 30 hours in related areas at the 200 level or higher.		Change
							Select one....
							Select one....
							Select one....
							Select one....

5h	Provide the Bulletin language for guided electives.
	Major Electives: Students must choose 12 hours of additional CLD courses in consultation with their advisor. Up to 3 credits as CLD 395 (Special Problems in Community Communications & Leadership Development) or CLD 399 (Experiential Learning in CLD) may be counted as part of these 12 credits. Specialty Support: Depending on the student's area of interest and subject to his/her academic advisor's approval, student will complete 30 hours in related areas at the 200 level or higher.

5i	Will the free electives change? (If "Yes," indicate and note the specific changes in the space below. If "No," indicate and proceed to question 5j.)	Yes ☒ No ☐
	The number of hours required for the free electives will increase from 23 hours to 24 hours.	

5j	Does the proposed change affect any track(s)? (If "Yes," note the specific changes using the grid below. If "No," proceed to question 6.)	Yes ☐ No ☒
	If more than one track is affected, click HERE for a template. Append a PDF for each affected track to the end of this form.	

Track Name:			☐ New Track		☐ Changed Track		☐ Deleted Track
Current			Proposed				
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title		Course Status[12]
							Select one....
							Select one....
							Select one....
							Select one....
							Select one....
							Select one....

[12] Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

5k	Provide the Bulletin language for the track.

6. Semester by Semester Program

List below the typical semester-by-semester program for the major. If multiple tracks are available, click HERE for a template for additional tracks and append a PDF of each track's courses to the end of this form.

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	CIS/WRD 100 (3 crs); UK Core (6 crs); GEN 100 (3 crs); CLD 260 (3 crs)	**YEAR 1 – SPRING:**	*CIS/WRD 111 (3 crs); UK Core (9 crs); CLD Elective (3 crs)*
YEAR 2 - FALL :	UK Core (6 crs); CLD 305 (3 crs); CLD Elective (3 crs); Specialty Support (3 crs)	**YEAR 2 – SPRING:**	*CLD 370 (3 crs); CLD Electives (3 crs); Specialty Support (6 crs); Elective (3 crs)*
YEAR 3 - FALL:	CLD 320 (3 crs); CLD Elective (3 crs); Specialty Support (6 crs); Electives (3 crs)	**YEAR 3 - SPRING:**	*CLD 362 (3 crs); Specialty Support (6 crs); Electives (6 crs)*
YEAR 4 - FALL:	CLD 430 (3 crs); Specialty Support (9 crs); Electives (3 crs)	**YEAR 4 - SPRING:**	*CLD 490 (3 crs); CLD 497 (3 crs); Electives (9 crs)*

7. Approvals/Reviews

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.

		Reviewing Group Name	**Date Approved**	**Contact Person Name/Phone/Email**
7a	(Within College)			
		Department of Community & Leadership Development	**12/13/16**	**Keiko Tanaka / 7-7574 / ktanaka@uky.edu**
		Undergraduate Curriculum Committee, CAFE	**11/16/17**	**Larry J Grabau / 7-3469 / lgrabau@uky.edu**
				/ /
				/ /
7b	(Collaborating and/or Affected Units)			
				/ /
				/ /
				/ /
				/ /
				/ /

			Date Approved	**Contact Person Name**
7c	(Senate Academic Council)			
		Health Care Colleges Council (if applicable)		
		Undergraduate Council	1/30/18	Joanie Ett-Mims

Proposal to Revise the CLD Undergraduate Curriculum

Submitted by Keiko Tanaka   ***Fall 2017***

Introduction

In response to the External Committee's Report for the 2014 Five Year Departmental Review, the Faculty of Community & Leadership Development (CLD) propose to revise the current undergraduate CLD curriculum. Under the leadership of Dr. Kristina Ricketts (since then, Kristina Hains), through a series of meetings, CLD Undergraduate Committee solicited inputs from both faculty instructors and community members on expected skills and knowledge to be acquired by CLD graduates and necessary course changes to facilitate desired student learning experiences.

On June 15 and 16, 2016, a two-day retreat was held among instructional faculty members. During the retreat, pre-major and major core courses were reviewed to determine which courses to be included and excluded from the new curriculum. Based on the outcomes of the retreat, CLD Undergraduate Committee developed a draft proposal for curriculum revisions, which was discussed at the Department Meeting held on November 18 and December 13, 2016. The curriculum revision proposal was approved by majority vote on December 13, 2016.

Several pragmatic factors were also considered by both CLD Undergraduate Committee, and later by CLD Department which includes several faculty members without any instructional appointment in this curriculum, such as the current and expected future DOEs in undergraduate instruction, and University's strategic goals for improved freshmen retention and 6-year graduation rates with increased experience with community engagement and service learning.

As explained in detail below, proposed curriculum changes enable us to utilize Department's existing and expected future instructional resources more effectively by: (a) reducing the total number of required credit hours for **majors** from 46 to 36 hours and **minors** from 22 to 15 hours; (b) allowing students more flexibility to take required courses; and (c) controlling the frequency of course offerings to match with the available instructional DOEs. Besides added flexibility in the curriculum, the elimination of pre-major requirements will enable our majors and minors to complete these requirements in a timelier fashion. Furthermore, the proposed total required credit hours for majors and minors will become more in line with other CAFE programs.

BS-CLD curriculum has four thematic areas in correspondence with faculty's expertise and scholarship: (a) community communication, (b) community development, (c) community education, and (d) leadership studies. In the revised curriculum, our students will be required to take four introductory thematic courses and four common core courses as described below:

Thematic Cores
- Community Development - CLD 260: Community Portraits
- Community Communication - CLD 320: Community & Communication: Exploring their Intersection
- Community Education - CLD 370: Learning in Society
- Leadership Studies - CLD 430: Leading in Communities: Vision, Action & Change

Common Cores
- CLD 305: Research Methods in CLD (GCCR-Composition)
- CLD 362: Field Experience in CLD
- CLD 490: Senior Capstone Seminar in CLD
- CLD 497: Senior Capstone Practicum in CLD (GCCR-Communication)

Proposed Curriculum Changes & Rationales

1. ***Collapse Pre-Major and Core Requirements into 24 Hours of Core Requirements (see above).***
   Rational. When the CLD program first implemented the pre-major requirements four years ago, the intent was to make students' entry into the program more purposeful and structure their advancement as they acquire expected skills and knowledge in the curriculum. However, we discovered that pre-major requirements have not been very effective, largely because the department offers pre-major courses once a year. In reality, students end up *simultaneously* taking pre-major *and* core courses, thus undermining the purpose of having pre-major courses.

2. ***Combine CLD 100 and CLD 260 into a <u>Revised</u> CLD 260***
   Rationale. In our review of the existing curriculum, we realized that the one-credit hour CLD 100 was complementary to CLD 260 and that the quality of CLD 260 would be enhanced when the content of CLD 100 were integrated with CLD 260. The revised CLD 260 will cover foundational perspectives, concepts, and approaches in CLD and facilitate students to acquire skills to apply them to examining community issues.

3. ***Move CLD 225 Back to a "300-level" Number***
   Rationale. Pedagogically, the content of this course is more appropriate at a 300-level designation. Many students enrolled in the course are sophomores or above who are intellectually capable of producing course work at a higher level than in a 200-level course.

4. ***Remove CLD 230 from the CLD Pre-Major and Add it as a Major Elective Course***
   Rationale. We recognize the value of CLD 230 in the CLD program. After the review of this course, we have concluded that the skills and knowledge presented in CLD 430 fit better in meeting Student Learning Outcomes of the curriculum than CLD 230. This course will be regularly offered as a guided elective course.

5. ***Add CLD 430 as a Core Course from a List of Major Elective Courses.***
   Rationale. During the retreat, we identified CLD 430 as a key course in guiding students to acquire the skills/knowledge we wished from CLD graduates. In particular, this course emphasizes community engagement, community power and leadership structures, and mobilizing community resources, therefore helping upper-class students prepare for their senior capstone (CLD 490) and practicum (CLD 497) courses to be taken during the last spring semester.

6. ***Remove CLD 300 from the Curriculum and Integrate the Contents into a <u>Revised</u> CLD 490 with name change.***
   Rationale. Many core courses cover theories and concepts from community communications, community development and leadership studies, and therefore making CLD 300 redundant. We determined that CLD 490 (senior capstone) would make a better course for students to integrate both the knowledge and skills to apply theories into designing and implementing an applied research and outreach project.

7. ***Reduce the Total Required Hours of Major Electives from 18 to 12 Hours***
   Rationale. Compared with other majors in the college, the number of required major hours in the CLD undergraduate curriculum was too many. With the above revisions in the core requirements, we believe that the curriculum can achieve our Student Leaning Outcomes with additional 12 hours of Guided Elective courses. This number also reflects the capacity of instructional faculty members to offer CLD courses in a regular basis that is consistent with their DOEs.

8. ***Increase the Total Required Hours of Specialty Support from 18 to 30 Hours***
   Rationale. Since we removed pre-major requirements and reduced the required hours of major elective, we can either increase the number of required hours in Specialty Support or Free Electives. Our department has a strong capacity for undergraduate advising where we can guide students to select courses based on their interests and career aspirations as well as changes in course offerings in other undergraduate programs. At this moment, our department does not have an adequate instructional capacity to increase the number of required major elective hours beyond the proposed 12 hours.

9. ***Reduce the Total Required Hours of the CLD Minor from 22 to 15 Hours***
   Rationale. Compared with other minors in the college and university, the number of credit hours required for CLD minors are high. This tends to unnecessarily increase the number of enrolled students in CLD courses as well as the demand for these courses. We propose to reduce the number of minor requirements to 15 hours. The students would be required to choose three of CLD 260 (Revised), CLD 325 (Number change), CLD 370, and CLD 430. In addition to these core requirements, students would select six additional hours of CLD courses at 300-level or above.

Course Proposals to be Submitted with the Curriculum Revision Proposal

CLD 100: Removal from the curriculum (see No. 1 above)
CLD 225: Major course revision → Course number change to CLD 320 (see No. 3 above)
CLD 260: Major course revision → Change in the content (see No. 1 above)
CLD 300: Removal from the curriculum (see No. 6 above)
CLD 395: Name change
CLD 399: Name change
CLD 490: Major course revision (see No. 6 above) with name change
CLD 495: Name change
CLD 497: Name change
CLD 478: New course → Becomes a guided elective course
CLD 479: New course → Becomes a guided elective course

Transition to the New Requirements

- We propose the following strategies during the transition from the current to proposed curriculum: Continue teaching courses in old core until the current cohort of majors graduates.
- Use CLD 395 (Special Problems in Community Communications & Leadership Development) to address the urgent graduation needs of individual students as needed.
- Accept substitute courses from other departments as needed.

Comparison of Current and Proposed Curriculum: Majors

CURRENT				PROPOSED		
Pre-Major[1]				**Pre-Major**		
CLD 100	Introduction to CLD	1		No pre-major requirements.		
CLD 225	Community & Communication: Exploring Their Intersection	3				
CLD 230	Intrapersonal Leadership	3				
CLD 260	Community Portraits	3				
	Total Credit Hours	10			*Total Credit Hours*	0
Major Core				**Major Core**		
CLD 300	Foundational Theories in CLD	3		CLD 260	Community Portraits	3
CLD 305	Research Methods in CLD	3		CLD 305	Research Methods in CLD	3
CLD 362	Field Experience in CLD	3		CLD 320	Community & Communication: Exploring Their Intersection	3
CLD 370	Learning in Society	3		CLD 362	Field Experience in CLD	3
CLD 490	Seminar in Community Communications & Leadership Development	3		CLD 370	Learning in Society	3
CLD 497	Professional Practicum in CLD	3		CLD 430	Leading in Communities: Vision, Action & Change.	3
	Total Credit Hours	18		CLD 490	Senior Capstone Seminar in CLD	3
				CLD 497	Senior Capstone Practicum in CLD	3
					Total Credit Hours	24
Major Electives				**Major Electives**		
Students must choose 18 hours of additional CLD courses from the following list...plus other CLD courses such as CLD 360, CLD 401, CLD 517, CLD 534.[2]				Students must choose 12 hours of additional CLD courses in consultation with their advisor. Up to 3 credits as CLD 395 (Special Problems in Community Communications & Leadership Development) or CLD 399 (Experiential Learning in CLD) may be counted as part of these 12 credits.		
	Total Credit Hours	18			*Total Credit Hours*	12
SUB-TOTAL: MAJOR REQUIREMENTS		*46*		**SUB-TOTAL: MAJOR REQUIREMENTS**		*36*
Specialty Support Requirements				**Specialty Support**		
Depending on the student's area of interest and subject to his/her academic advisor's approval, he/she will complete an additional 6 hours of courses in the College of Agriculture, Food and Environment and 12 hours in related areas at the 200 level or higher.				Depending on the student's area of interest and subject to his/her academic advisor's approval, he/she will complete 30 hours in related areas at the 200 level or higher.		
	Total Credit Hours	18			*Total Credit Hours*	30
Free Electives				**Free Electives**		
Electives should be selected by the student to lead to the minimum total of 120 hours required for graduation				Electives should be selected by the student to lead to the minimum total of 120 hours required for graduation		
	Total Credit Hours	23+			*Total Credit Hours*	24
TOTAL REQUIRED HOURS		**120**		**TOTAL REQUIRED HOURS**		**120**

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[1] Students must earn at least a C in these four courses below before they will be admitted to any upper-division courses in the program.

[2] Only in the CLD Plan of Study form, a note is added as follows: "Students will select an additional 18 hours of CLD courses at the 300 level or higher in consultation with their advisor. Note: CLD 399 does not count as CLD major elective credit or toward Specialty Support requirements."

Comparison of Current and Proposed Curriculum: Minors

CURRENT				PROPOSED		
Pre-Minor³				***Pre-Minor***		
	CLD 100	Introduction to CLD	1		No pre-minor requirements.	
	CLD 225	Community & Communication: Exploring Their Intersection	3			
	CLD 230	Intrapersonal Leadership	3			
	CLD 260	Community Portraits	3			
		Total Credit Hours	10		*Total Credit Hours*	0
Minor Core				***Minor Core***		
	CLD 300	Foundational Theories in CLD	3		Select three out of the following four courses.	
	CLD 370	Learning in Society	3	CLD 260	Community Portraits	3
				CLD 320	Community & Communication: Exploring Their Intersection	3
		Total Credit Hours	6	CLD 370	Learning in Society	3
				CLD 430	Leading in Communities	3
					Total Credit Hours	9
Minor Electives				***Minor Electives***		
	Select two additional CLD courses at the 300 level and above, with advisor's approval.				Students must choose 6 hours of additional CLD courses at the 300 level and above, in consultation with their advisor.	
		Total Credit Hours	6		*Total Credit Hours*	6
TOTAL REQUIRED HOURS			22	***TOTAL REQUIRED HOURS***		15

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³ Students must earn at least a C in the four courses below before they will be admitted to any upper-division courses in the program.

Appendix A. 2017-18 UK Bulletin: Course Names & Descriptions (Credit Hours)

Note: This appendix is attached only for your information. <u>Proposed course changes are annotated.</u>

No Change

- ***CLD 230 INTRAPERSONAL LEADERSHIP. (3)*** This course is designed to provide a foundation for individuals "to get to know themselves better" in the context of leadership. Examination of effective leader characteristics, personality traits, motivation, personal leadership vision and other concepts will encourage students to develop a better understanding of their own leadership skills and perspectives. In addition, students will determine their own personality style, and learn how to best use this style when leading others. Ultimately, this type of intrapersonal knowledge will serve as the building block for deeper exploration into the field of leadership.

- ***CLD 362 FIELD EXPERIENCE IN CLD. (3)*** Supervised experiences in businesses, agencies or government. Required of all Community Communications and Leadership Development majors. Includes observation, participation, experience, field trips, inspection of programs, and professional organizations. **Prereq:** Junior standing, majors only.

- ***CLD 370 LEARNING IN SOCIETY. (3)*** 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. **Prereq:** Major standing in CLD or CTE students admitted to TEP.

- ***CLD 430 LEADING IN COMMUNITIES: VISION, ACTION, AND CHANGE. (3)*** This course examines the nuances of leadership within communities. To learn what makes an effective community leader and the role a leader plays in community action, students will explore the importance of framing ideas, mobilizing resources, and developing social capital. This course expands on theories to highlight correlations with servant leadership, community behavior, and collaborative leadership styles. Finally, working with community visioning, change and ambiguity will reinforce the need for flexibility within the community leader's toolkit. **Prereq:** Major standing in CLD.

Courses to be Removed from the Curriculum

- ***CLD 100 INTRODUCTION TO COMMUNITY AND LEADERSHIP DEVELOPMENT. (1)*** The course explores how communities of place and interest influence our lives and how these different types of communities are related to the media and leadership. Introduces the intellectual frameworks underlying this field as well as the types of research and outreach done by faculty.

- ***CLD 300 FOUNDATIONAL THEORIES IN COMMUNITY AND LEADERSHIP DEVELOPMENT. (3)*** This course illustrates the role of social theories and research. More importantly, it addresses the question, "How do we apply theory to guide our understanding of the world around us?" Students will study theories common to multiple social science contexts (communications, leadership, community and education) and, following critical analysis, describe how they are applied within various situations. Students will be expected to integrate the theories into a personal holistic viewpoint that affects their lives. **Prereq:** Major standing in CLD.

Courses with Major Changes

- ***CLD 225 COMMUNITY AND COMMUNICATION: EXPLORING THEIR INTERSECTIONS. (3)*** This course will explore the inextricable link between community and communication by examining the social structure of communities and the media residing within them. Particular emphasis will be placed on the availability of information to citizens and in turn how this information environment facilitates/thwarts social interaction.

  → Course to be Renumbered to "CLD 320".

- ***CLD 260 COMMUNITY PORTRAITS. (3)*** This course introduces the social science concept of community. The focus will be on definitions of community, and the different types of communities that exist in society. Students will gather and analyze information about real communities that represent different types of community.

  → Course to be Revised.

- ***CLD 490 SEMINAR IN COMMUNITY COMMUNICATIONS AND LEADERSHIP DEVELOPMENT. (3)*** A capstone course for seniors in community communications and leadership development. Presentations, research papers, outside speakers and career guidance will be significant course components. **Prereq:** Senior standing in the major, or consent of instructor.

  → Course to be Renamed to "SENIOR CAPSTONE SEMINAR IN COMMUNITY AND LEADERSHIP DEVELOPMENT" and Revised.

Courses with Minor Changes

- ***CLD 305 RESEARCH METHODS IN COMMUNITY AND LEADERSHIP DEVELOPMENT. (3)*** This course will familiarize students with research concepts, methods, and skills used in community and organizational development and communication. The course focuses on applied research topics such as secondary data analysis, survey design, focus groups, key informant interviews and content analysis. In addition, the course considers the politics of information and ethical concerns in social research. **Prereq:** Major standing and CLD 300 (may be taken concurrently).

  → Prereq to be Revised to "Major standing in CLD".

- ***CLD 395 SPECIAL PROBLEMS IN COMMUNITY COMMUNICATIONS AND LEADERSHIP DEVELOPMENT. (1-3)*** Directed independent study of a selected problem in the field of community communications and leadership development. May be repeated to a maximum of six credits. **Prereq:** Consent of instructor.

  → Course to be Renamed to "SPECIAL PROBLEMS IN COMMUNITY AND LEADERSHIP DEVELOPMENT".

- ***CLD 399 EXPERIENTIAL LEARNING IN COMMUNITY COMMUNICATIONS AND LEADERSHIP DEVELOPMENT. (1-3)*** A field-based learning experience, under faculty supervision, in the application of community communications and leadership techniques in agricultural/public issues. May be repeated to a maximum of six credits. Offered on a pass/fail basis only. **Prereq:** Consent of instructor and completion of learning contract.

  → Course to be Renamed "EXPERIENTIAL LEARNING IN COMMUNITY AND LEADERSHIP DEVELOPMENT"

- ***CLD 495 TOPICAL SEMINAR IN COMMUNITY COMMUNICATIONS AND LEADERSHIP DEVELOPMENT (Subtitle required). (1-3)*** Topical seminar using readings, discussions, and papers to focus on current issues of significance to community communications and leadership development. May be repeated to a maximum of twelve credits under different subtitles. **Prereq:** Consent of instructor. Primary registration access limited to majors and remaining seats open during secondary registration.
  - → Course to be Renamed to "TOPICAL SEMINAR IN COMMUNITY AND LEADERSHIP DEVELOPMENT (SR)".

- ***CLD 497 PROFESSIONAL PRACTICUM IN COMMUNITY AND LEADERSHIP DEVELOPMENT. (3)*** This is a cooperative educational program between the Community and Leadership Development majors at the University of Kentucky and approved employers who furnish facilities and instruction that help students acquire the skills and knowledge required in their chosen field. Ultimately, this is a dually beneficial relationship; stakeholder relations are improved while students have an opportunity to build relationships/networks that could encourage future career development. **Prereq:** Major standing in CLD; senior standing.
  - → Course to be Renamed to "SENIOR CAPSTONE PRACTICUM IN COMMUNITY AND LEADERSHIP DEVELOPMENT".

Subject: RE: Questions for Annie Weber

Date: Thursday, November 2, 2017 at 1:07:04 PM Eastern Daylight Time

From: Mathews, Alice

To: Tanaka, Keiko

Keiko,

Thank you for your emails regarding the proposed program change(s) to the **Bachelor of Science in Community and Leadership Development (01.0899.01).**

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted the Office of Strategic Planning and Institutional Effectiveness (OSPIE)—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the proposal documentation presented and Substantive Change Checklist, the proposed program changes (refer to list below) are not substantive changes as defined by University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program change(s) may move forward in accordance with college and university-level approval processes.

   List of Proposed Change(s):
    (a) combining two existing courses into one
   (b) replacing one core course with another existing elective course
   (c) merging pre-major requirements with major core requirements.

   These changes will enable us to rotate course offerings more effectively, and therefore more efficiently utilize the existing instructional resources. Our department has a small group of faculty members who are strong committed to advising undergraduate students. By increasing "Guided Electives" to 30, these faculty advisors will help students design their own undergraduate training within the CLD major. This is intended to alleviate problems with offering courses with limited instructional resources available to the department.

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate contacting me.

Alice Mathews

From: Tanaka, Keiko
Sent: Wednesday, November 1, 2017 1:47 PM
To: Mathews, Alice <Alice.Mathews@uky.edu>
Subject: Re: Questions for Annie Weber

Here are the requested documents. I still do not know how to count the number of credit hours required for different categories. My narrative explains differences in the different categories. But, when asked: "Total Hours for Major", I am not sure which categories to be included. Am I supposed to include specialty support ("guided electives")? How about "free electives"?

Please let me know if you encounter problems with the documents submitted.

K

--
Keiko Tanaka (田中敬子)
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From: "Mathews, Alice" <Alice.Mathews@uky.edu>
Date: Wednesday, November 1, 2017 at 12:57 PM
To: Keiko Tanaka <ktanaka@email.uky.edu>
Subject: RE: Questions for Annie Weber

Hello Keiko,

Did you get your question answered concerning the curriculum change?

You will need to submit the substantive change checklist and the senate's change form to us to review before going to the committee.

Thanks,

Alice

From: Tanaka, Keiko
Sent: Wednesday, October 25, 2017 11:54 AM
To: Mathews, Alice <Alice.Mathews@uky.edu>
Subject: Re: Questions for Annie Weber

I thought that a letter from her office is required for this curriculum change proposal to move through the system. I do not have any particular questions per se, other than I need to make sure that I have everything in order to leave the College curriculum committee and move up to the university level.

K

--
Keiko Tanaka (田中敬子)
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From: "Mathews, Alice" <Alice.Mathews@uky.edu>
Date: Wednesday, October 25, 2017 at 11:51 AM
To: Keiko Tanaka <ktanaka@email.uky.edu>
Subject: Questions for Annie Weber

Hello Keiko,

I believe you have some questions for Annie Weber regarding curriculum changes for the BS in CLD. Would you be able to have a phone conversation with her or would you rather meet with her in person? Please let me know so I can set something up.

Thanks,

Alice Mathews
Administrative Assistant
Office of Strategic Planning and Institutional Effectiveness
Patterson Office Tower, 551
859-218-3481

Undergraduate Curriculum Committee (UCC) Meeting Minutes, November 10, 2017, <mark>updated November 16, 2017 (see yellow highlighted portions)</mark>.

Recorded by Larry J. Grabau.

Members Present: Aaron, Dwyer, Haleman, Jacobsen, Lee, Lhotka, Swanson, Tanaka, Urschel, and Grabau (non-voting)

Guests Present: Wilson.

Announcements:

Grabau indicated that our Dec 1 meeting will include major course changes for SAG 101 and SAG 201 (along with a new program proposal from SAG, first reading); two new NRE courses (along with a program change proposal from NRE, first reading); and likely a program change proposal from LA (first reading). That will be the last UCC meeting of the calendar year.

Agenda Item #1: CLD BS program change (second reading); CLD minor program change (first reading); and CLD 490 (major course change, second reading).

Tanaka presented the CLD BS program change, focusing on the updates she and the CLD faculty had made since the first reading before the UCC. A considerable number of questions were raised and comments were made regarding this revised version; many of them were technical in nature. The UCC wanted to make sure that the document is clear about which course numbers (current or proposed) are being used in given sections of the overall proposal. Secondly, since the specialty support does not include specified hours, and since the number of hours included in this category is substantial, the UCC was interested in the program's mechanisms for ensuring that students enrolled in truly valuable courses for this area of their requirements. Another concern was whether or not the department has enough CLD courses to satisfy the additional major course requirement; Tanaka affirmed that they do. Lee moved to approve the CLD BS program change (with the various technical enhancements and clarifications suggested by the UCC), Urschel seconded, and the motion carried by a 9-0 vote.

Tanaka presented the CLD minor program change. A language question came up regarding the advisor who would help with the selection of the two additional CLD courses required (beyond the first three CLD courses). Tanaka indicated that this would be a CLD representative (perhaps either DUS or Academic Coordinator). The UCC asked that the language be made clear at this point. There was also concern about the relatively low total credit hour requirement for the revised minor (15). Since University rules regarding minors are sparse, and since other minors do indeed have as few as 15 hours, this appears to be an acceptable minimum number of credits for a minor. Lee moved to accept the changes in this minor (with the adjusted language regarding advisor), Urschel seconded, and the motion carried by a 9-0 vote.

Tanaka then presented CLD 490, focusing on the changes made after the initial UCC review (primarily in student learning outcomes--SLOs). She also noted that this course

is covering some theory which CLD 300 (a dropped course) previously covered. The SLOs were updated, according to Bloom's taxonomy. On the course change form, the weekly hours of seminar will need to be changed from 45 to 3. The UCC urged that the course title and description be changed to reflect the new program name. Further, the course form and syllabus should both indicate consistently that CLD 497 is a co-requisite (and a minor change for CLD 497 should be submitted to make CLD 490 a co-requisite for CLD 497). Lee moved to approve (with changes), and Swanson seconded. Dwyer provided several additional items of input, namely: i) the timing of the submission of the take-home final will need to be more specific, ii) the penalty for late work is not clearly defined in the syllabus, iii) excused absences for graduate/professional/work interviews were not included, and iv) cell phone confiscation until the end of the course is not workable. The UCC voted 6-0 in favor of the motion. Since this no longer constituted a quorum, Grabau will circulate these minutes and the pertinent materials for review and consideration by the remaining UCC members. ==By the stated closing time for electronic voting, two additional UCC members, had registered their votes, thus the motion carried by an 8-0 vote.==

Agenda Item #2: Equine Science and Management (ESMA) BS Program Change, first reading, presented by Wilson.

Wilson noted that this curriculum change is the culmination of an extensive process undertaken by the ESMA faculty. The five key changes, as highlighted in their cover letter, are as follows:

- MA 109 as a new UK Core Quantitative Foundations option.
- EQM 305 becomes their GCCR course.
- The major requirements will now become 29 credits (old level was 25 hours). This is related to the change of EQM 101 from 2 to 3 credits and the inclusion of EQM 305 as a core requirement.
- EA 396 (Education Abroad course) will become a new Academic Enrichment Experience option.
- Emphasis areas will be reduced from four to three (will keep Equine Science; Equine Business; and Community and Leadership). Students will be required to take 12 rather than 9 hours in their primary emphasis area, plus nine hours from any of the three emphasis areas.

Discussion started around the last bullet; the UCC wanted to make sure that students and advisors understood that students could select some/all of their additional nine emphasis area credits from their primary emphasis area (this should be clear in the letter and in the program change proposal as well). The UCC also wondered if any CLD course changes would impact the ESMA course line-up (especially in its CLD emphasis area); the key course impacted is CLD 225, with its proposed number change. The group also wondered about whether ESMA wished to continue to list MA 137 as a quantitative foundations option for UK Core; they do not, and will clarify their language

accordingly. One UCC member noted that the cover letter refers to Appendix B but does not mention Appendix A. After a discussion initiated by Grabau regarding whether or not the UCC members present were okay to move forward on a program proposal without a quorum, the group decided to do just that. The group was encouraged by the fact that both Urschel and Newman had reviewed the package previously (even though neither were able to be present at the time of this particular discussion). Dwyer moved to approve with the noted modest changes, and Swanson seconded. A friendly amendment (proposed by Lee and accepted by Dwyer) was that the above context about the propriety of considered a program change (versus a course change) without a face-to-face quorum be included. The UCC approved by a 6-0 vote. Since this no longer constituted a quorum, Grabau will circulate these minutes and the pertinent materials for review and consideration by the remaining UCC members. **By the stated closing time for electronic voting, two additional UCC members, had registered their votes, thus the motion carried by an 8-0 vote.**