

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. Kris Ricketts Email: k.ricketts@uky.edu Phone: 7-3767
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CLD 430
- b. Full Title: Leading in Communities: Vision, Action, and Change
- c. Transcript Title (if full title is more than 40 characters): Leading in Communities
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | | |
|-------------------|-------------------------------|-------------------------------------|------------------|--------------------|
| x (3 hrs) Lecture | _____ 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:

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.

- j. Prerequisites, if any: Major standing in CLD.
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

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: This course will be offered every other year as part of the "additional courses" that CLD students will select from for a total of 18 hours in the program.

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 35

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: _____

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: _____

b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

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

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Signature Routing Log

General Information:

Course Prefix and Number: CLD 430

Proposal Contact Person Name: Dr. Rick Maurer

Phone: 7-7582

Email:

richard.maurer@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept Faculty	8/20/10	Cory Hansen 17-7580	<i>[Signature]</i>
UCC-CO4	10/29/10	Larry Coakley 17-1885	<i>[Signature]</i>
		/ /	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:

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 430 – Leading in Communities: Vision, Action & Change

Spring 2012

Course Instructor

Kristina G. Ricketts, Assistant Professor
Community & Leadership Development
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University of Kentucky
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Class Meetings

TBD

Office Hours

TBD

Course Description¹:

Some say that leadership should be considered both an art and a science. Community leadership could be just that – the *art* of building working relationships with community members while employing the *science* to effectively influence these members toward a shared vision (ideally). Communities make up our lives; due to the unique venue, leadership within communities has always been considered distinctive. Elements such as power, motivation, and leadership structure interact differently within communities, when compared with other groups or organizations. The primary focus of this course is to examine 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.

Student Learning Outcomes:

Having successfully completed this course, you will be able to:

- Illustrate how community factors affect leadership making it unique (i.e. power, relationships, community leadership structures, etc.).
- Identify, define, and develop community vision, mission, and goals.
- Examine the advantages and disadvantages of working with others.
- Successfully employ elements of collaboration within and across communities.
- Effectively mobilize community resources, regardless of setting.
- Recognize and be able to successfully deal with change and ambiguity.
- Integrate main leadership concepts within case study situations.
- Employ a variety of tools to effectively frame ideas and move a community forward.
- Utilize various techniques to correctly evaluate and follow through towards community action.

Required Textbooks:

- Krile, J. F. (2007). *Community leadership handbook: Framing ideas, building relationships, and mobilizing resources*. St. Paul, MN: Fieldstone Alliance. ISBN: 0940069547
- Brown, M. J. (2008). *Building powerful community organizations: A personal guide to creating groups that can solve problems and change the world*. Arlington, MA: Long Haul Press. ISBN: 0977151808

Course Policies:

The instructor will impart respect, as well as encouraging mutual respect among students. In addition, it is the expectation of the instructor that each student will come to class prepared to learn, discuss, interact, and at times, teach.

¹The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced during class and on Blackboard.

My expectations for you are:

- 1) **Academic integrity:** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. Academic dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Cheating and Plagiarism: Such behavior is intolerable. Students found guilty of these offenses will be punished to the fullest extent, given the penalties outlined in *Student Rights and Responsibilities* §6.4.0.

Additional Information related to policies for excused absences, cheating, plagiarism, withdrawal, incompletes, exams, and grading can be found in *Student Rights and Responsibilities* www.uky.edu/StudentAffairs/Code/ and *University of Kentucky Bulletin 2009-2010* www.uky.edu/Registrar/Bulletin.htm.

- 2) **Electronic Communication Devices:** All electronic communications devices (cell phones, pagers, Blackberries, etc.) should be turned off during lecture and lab sessions. Visible presence of electronic communication devices during exams will be considered evidence of cheating. Computers (laptops, i-phones, i-pads, etc.) are not allowed to be in use during the class session.
- 3) Submit assignments to the instructor by the end of class, on the date due.
- 4) Come to class prepared and ready to contribute, with readings and assignments completed.
- 5) Be willing to ask and answer questions, and contribute to the overall learning of the entire class.

Note to students with disabilities

The University of Kentucky welcomes students with disabilities into the University's educational programs. Early in the semester, students with disabilities should provide the instructor with a letter from the UK Disability Resource Center that certifies the need for exam or classroom accommodations. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Statement of Nondiscrimination

The University of Kentucky is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The University of Kentucky does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Attendance Policy

Class attendance and participation are keys to learning. Class attendance and participation are keys to learning. Class attendance is taken very seriously, as is attendance in the workplace. Although I will not take attendance, I expect you to be here for class because we have in-class discussions and activities.

Summary of Expectations:

Show up on time. Be prepared. Listen. Participate. Think. Challenge. Submit your best work. Grow.

Assignments:

All assignments are based upon a percentage of the overall course grade. Below is the breakdown:

Attendance/Participation: 25%

Group observation project: 25%

Tests: 35%

Annotated Bibliography: 15%

More specific details about the primary assignments are described below:

Course Attendance & Participation – 25% (250 points)

Students will receive points for showing up to class prepared to discuss core concepts, by participating and providing examples that illustrate original and critical thought. Throughout the course, regular attendance will not be taken; however, there will be in-class and take-home assignments given on a regular basis. These assignments may or may not be announced, and they will all contribute towards the final grade. All assignments will be graded based on a percentage of earned versus possible points. Some of the assignments are detailed below:

- **Case Studies** – Throughout the course of the class, different case studies will be provided. These studies are designed to assist students in synthesizing the leadership concepts and theories into real life situations. Case study application may include: reading and discussing within groups, analyzing and answering basic questions independently, researching and developing one's own case study on a specific topic, etc.
- **One-Minute Quiz** – At the end of class, a "one-minute quiz" may be given. This is to determine what concepts, ideas and issues are retained by students at the end of class. Students will be graded on participation, not accuracy of the answer.

Group Observation of Community Leaders in Action – 25% (250 points total)

One way to better grasp what effective community leaders act like is to see them in action. This is the basis for this group activity. Students will form groups, select their community group of choice, and then attend their chosen group's meetings in order to see the "big" picture of community leadership in action.

Assignment Information: During the second class meeting, students will be assigned a group (3-4 members each). Each group will be responsible for attending a minimum of three local community group meetings throughout the semester. Teams will choose one of the following:

- City council
- Planning/zoning commission
- School board
- County fiscal courts

Groups may not duplicate an organization. The goal of this assignment is to allow you to observe the core concepts of community/leadership behavior you are learning about in the classroom in a “real life” situation.

Directions:

1. As a group, determine what group you want to observe. Let the instructors know the group you’ve selected by **XX/XX/2011**.
2. Contact the organization you wish to observe to determine when meetings are held and if you are allowed to attend. (Remember, group members must attend a minimum of two meetings and take their own notes.)
3. Dates and details of site visits are to be noted in a small notebook/journal. Information gathered will become the basis of the final project paper and presentation. Collect minutes, agendas and other material relevant to the meetings for your journals and presentations. For each entry, describe what was on the agenda for that particular meeting, what happened, your evaluation of key leaders and the actions of others in attendance, plus ideas that your group believes would improve future meetings. (Note: Your final paper will be easier to write if group members discuss their observations immediately following each meeting-**USE** the provided observation sheet to keep track of group, leader, individual behaviors, verbal and nonverbal behaviors, climate, group processes, etc).
4. Each group member must participate in the final project presentation and must find an interesting and stimulating way to present their information. Group presentations will be peer reviewed.
5. Immediately following your group presentation, a paper (up to 8-12 double-spaced, typed pages in length) is to be submitted for a group grade. Also, please submit individually, a one page paper noting your individual contribution to the group project.

Grading of Final Project:

Each group member will receive an individual score for their project notebook and a group score for the final paper submitted based upon the following criterion:

Project notebook: 50 points possible
Final project paper: 100 points possible

There will also be individual scores received as follows:

Peer reviewed individual presentation by your group members: 25 points possible
Instructor reviewed individual presentation: 50 points possible
Individual contribution to final project paper self-assessment: 25 points possible

Specific grading criteria, as well as additional details will be provided later in the course

Tests (Dates) – 35%

Three tests throughout the semester will be administered to examine overall retention and application of the leadership theories and concepts taught within the course. There will be no midterm exam; however the final test will be given during week 13, and will be cumulative. (100, 100, 150 points)

Annotated Bibliography – 15% (150 points)

Because leadership within communities can interact significantly differently than much of mainstream leadership, it is useful to get more than a superficial overview of the concept. In order to get a more thorough understanding of one aspect within community leadership, each student will develop an annotated bibliography of 6 related articles. There needs to be a common thread of the articles you choose. Review the course syllabus for some potential areas in *Community Leadership* where you may focus your search. All of the articles must be from reliable, peer-reviewed journals; no popular press (i.e. Time, Newsweek, newspapers, etc.). Students will need to obtain instructor approval for their focus area prior to XXX (date).

Assignment Information: For this assignment, you will develop a summary of related articles. Choose and read 6 articles (with at least 4 written during the last 10 years). For each article, include the following elements:

1. Complete bibliographic information (APA style).
2. The type of article (research, theory, description, commentary, etc.).
3. The population discussed.
4. A half-page descriptive summary of the article (the “Reader’s Digest version”).
5. Your synopsis of the article. This could include strengths, weaknesses, practical applications, and particularly, what you learned and could apply from the article within your own life.
6. Use single-spaced 12 pt font for this assignment (double-space between elements).

Effectively addressing and including each of these elements should give you about a page for each article.

Total points available: 1000 points

Grading Scale

Grade	Points Required
A	940-1000
B	850-939
C	750-849
D	650-749
E	Below 649

Course Outline:

You will want to have all reading assignments complete before the date listed to fully participate in class activities. “CLH” is the abbreviation for the *Community Leadership Handbook*; “BP” is the abbreviation for *Building Powerful Community Organizations*. Additional readings and resources will be posted in *Blackboard*.

Week	Day/Date	Topic/Due Dates	Readings
1	TH	Introduction; Defining leadership within the context of community	
2	T	Community leadership – power, self-interest, relationships	Ch. 1 BP
	TH	Community leadership structures	
3	T	Community relationships – social capital	handout
	TH	Power within communities	

4	T TH	Core competencies for successful community leadership – framing ideas, mobilizing resources, social capital TEST #1	Ch. 1 CLH
Week	Day/Date	Topic/Due Dates	Readings
5	T TH	Tools for framing ideas	Ch. 2 CLH
6	T TH	Building a community organization Community vision, mission, goals	Ch. 2 BP Ch. 3 BP
7	T TH	Community structure Developing power - why recruit	Ch. 4 BP Ch. 5 BP
8	T TH	Tools for mobilizing resources TEST #2	Ch. 4 CLH
9	T TH	Developing power through developing leaders Tools for building and using social capital	Ch. 7 BP Ch. 3 CLH
10	T TH	Collaborating within and across communities	
11	T TH	Organizing: Pathway to change Taking action, solving problems, getting results	Ch. 10 BP Ch. 11 BP
12	T TH	Community viability, Evaluation Where do we go from here?	Ch. 13 BP
13	T TH	Leadership for the social good TEST #3	handout
14	T TH	Presentations/ FINAL PROJECT DUE Presentations	
15	T TH	Presentations Presentations – last day of class!	