

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 460
- b. Full Title: Community Development and Change
- c. Transcript Title (if full title is more than 40 characters): _____
- 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 _____ Laboratory¹ _____ 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 change and change management within communities and organizations. This includes looking at the change process through the eyes of innovation, opinion leader and community member. In addition to individual skill development, this course will introduce a vision of an ideal organization/community, one that supports innovation and creativity, knowledge exchange and application and collaboration; a culture that makes productive change a part of the everyday work, encouraging initiative and promoting viability in today's society. This course weaves together theoretical and experiential threads using insights gained from readings, industry-based examples, case studies, class assignments and experiential activities.

j. Prerequisites, if any: Major standing in CLD.

k. Will this course also be offered through Distance Learning? YES⁴ NO

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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- 1.** Supplementary teaching component, if any: Community-Based Experience Service Learning Both
- 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 460

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	Rory Hansen 7-7586 rhanse@uky.edu	<i>[Signature]</i>
UCC-COA	10/29/10	Larry Grabau 71555 @uky.edu	<i>[Signature]</i> 11/27/10
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		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	2/23/2011		
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 460: Community Development & Change

Fall 2013

Tuesdays/Thursdays

Instructor: Kristina G. Ricketts, Ph. D.

Office: 713 Garrigus Bldg.

Office Hours: TBD

Phone: (859) 257-3767

E-mail: k.ricketts@uky.edu

Prerequisite: Entrance into the major.

Required Textbooks:

Rodgers, E. (2003). Diffusion of innovations (5th ed). Free Press: New York, NY. ISBN: 0743222091

Nature and Purpose of Course:

The primary focus of this course is to examine change and change management within communities and organizations. This includes looking at the change process through the eyes of innovation, opinion leader and community member. In addition to individual skill development, this course will introduce a vision of an ideal organization/community, one that supports innovation and creativity, knowledge exchange and application and collaboration; a culture that makes productive change a part of the everyday work, encouraging initiative and promoting viability in today's society. Operationally, this course is designed to weave together theoretical and experiential threads using insights gained from readings, industry-based examples, case studies, class assignments and experiential activities.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Characterize change and the importance the leader plays in the change process; (K)
2. Define diffusion and how it affects communities and organization; (K)
3. Explain the factors involved in diffusion of innovation processes; (C)
4. Develop effective change processes within various community situations; (S)
5. Discriminate between effective and ineffective factors in the innovation-development process; (An)
6. Demonstrate the role a change agent plays in the adoption process; (App)
7. Infer how to effectively lead within the change process; and (E)
8. Demonstrate improved writing, speaking, and listening skills from the synthesis of information provided in readings, lectures, class discussions and in- or out-of-class assignments. (App)

Course Requirements:

This course will incorporate a mixture of lectures, discussion, case study and analysis, small group work, and role-play presentations. 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. 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 2006-2007* www.uky.edu/Registrar/Bulletin.htm.

- 2) **Electronic Communication Devices:** All electronic communications devices (cell phones, pagers, Blackberries, etc.) must be turned off during lecture and lab sessions. Visible presence of electronic communication devices during exams will be considered evidence of cheating.
- 3) Submit assignments to the instructor at 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:

Class attendance and participation are keys to learning. Class attendance is taken very seriously, as is attendance in the workplace. I expect you to be here for class because we have in-class discussions and activities.

Course Requirements and Grading:

Examinations: 400 pts. (2 @ 200 pts. each)

Exams (2) will be based upon assigned text readings, and will include a mid-term and final examination. Exam questions will be based on class notes, discussion, and assigned readings. Students demonstrating exemplary work in this exercise will be able to answer questions thoroughly, apply class concepts and integrate these concepts holistically.

Article Reflection: 200 pts. (4 @ 50 pts. each)

You will be assigned 4 reflections throughout the semester. These reflections are linked directly to articles given in class. The four article reflections will be due:

	Due Date
Article #1	Week 3
Article #2	Week 6
Article #3	Week 9
Article #4	Week 12

As you reflect please focus on the three major learning modes: *Cognitive*, *Behavioral/Psychomotor*, and *Affective*.

Cognitive: Incorporate elements of knowledge provided in the article, what new knowledge did it provide, how did it expand knowledge you already had, what changed in terms of what you know about leadership?

Behavioral/Psychomotor: Include a summary of how you might utilize the information in the article, what skills or techniques did it present that are relevant to leaders?

Affective: Provide a brief description of your reaction to the article, what attitudes, opinions, beliefs, or changes were reinforced from reading the article?

Each section will be worth 20 points, including 20 points for how well the three areas were synthesized together, and 20 points for overall paper quality.

Topic Matrix: 100 pts.

Used to help students internalize and keep track of major class topics and concepts, students will list topics, definitions, and details within a table format. This matrix can be used for quiz review, class discussions, and other activities. The completed matrix will be turned in at the end of the semester.

Final Project: 300 pts.

Group analysis of change through a community lens. Student groups will choose a local community going through change (or recently having gone through a notable change) and will do a community analysis. Various types of aspects to be studied (can include, but are not limited to) – how the community dealt with change, how it could have more effectively dealt with change, what processes did it use, implications and results. Final deliverables will include a paper, presentation and evidence of interaction with chosen community. Supplementary details will be provided in class.

Total points available: 1000 points

Grading Scale:

Points Required for a Specific Grade

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

Course Outline

Week	Day/Date	Topic/Due Dates	Readings
1	Thursday	Introduction & review of syllabus Discussion of the importance of leadership, change and communities	
2	Tuesday Thursday	Introduction to diffusion Elements of diffusion	Chapter 1
3	Tuesday Thursday	History of diffusion research Group activity	Chapter 2
4	Tuesday Thursday	Contributions & Criticisms of diffusion research Tracing the innovation-development process	Chapter 3 Chapter 4
5	Tuesday Thursday	The innovation-decision process Communication channels	Chapter 5
6	Tuesday Thursday	Attributes of innovations & their rate of adoption Compatibility & complexity of innovations	Chapter 6
7	Tuesday Thursday	Innovativeness and adopter categories Characteristics of adopter categories	Chapter 7
8	Tuesday Thursday	Diffusion networks & Opinion leaders The change agent and community processes/relationships	Chapter 8 Chapter 9
9	Tuesday Thursday	Review Midterm	
Spring Break			
10	Tuesday Thursday	Innovations in Organizations	Chapter 10
11	Tuesday Thursday	Consequences of innovations Basics of community development	Chapter 11 Handouts (Chpt. 1 – Christenson & Robinson)

Week	Day/Date	Topic/Due Dates	Readings
12	Tuesday Thursday	Community capitals Social Capital – A Bridge within Communities	Handouts - Chpt. 5 (Flora & Flora)
13	Tuesday Thursday	Community Power – Bringing the Right People to the Table (Community Action) Social action process	
14	Tuesday Thursday	Change management Leadership for change	Handouts
15	Tuesday Thursday	Final presentations Final presentations	

Note: This course outline represents an approximation of the topics to be covered, on the respective dates. Actual coverage will depend on the pace of discussion, the collective needs of students and the professor, along with the demands of time. You are expected, nonetheless, to keep pace with the calendar of assigned readings.

Excerpts to be taken from:

Flora, C. B. and Flora, J. L. (2008). Rural communities: Legacy and change. Westview Press.

Christenson, J. A and Robinson, J. W. (1989). Community development in perspective. Iowa State University Press: Ames, IA.