1. General Information

1a. Submitted by the College of: AGRICULTURE

   Date Submitted: 5/6/2013

1b. Department/Division: Community &Leadership Development

1c. Contact Person

   Name: Dr. Rosalind Harris

   Email: rharris@uky.edu

   Phone: 257-7584

   Responsible Faculty ID (if different from Contact)

   Name:

   Email:

   Phone:

1d. Requested Effective Date: Semester following approval

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

2. Designation and Description of Proposed Course

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

2b. Prefix and Number: CLD 620

2c. Full Title: Graduate Study in Community and Leadership Development

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

   SEMINAR: 3 per week for half of the semester; ends in October

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

2h. Number of credit hours: 1.0

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

   If Yes: Maximum number of credit hours:

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

2j. Course Description for Bulletin: This course is an introduction to the interdisciplinary field of Community and Leadership Development (CLD). CLD reflects the multidisciplinary fields of faculty in the department: Rural Sociology, Community Development, Community Communications, Leadership Development and Agricultural Education.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

   Will the course be offered every year?:   Yes

   If No, explain:

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

   If No, explain:

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

7. Anticipated Student Demand

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

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

   If Yes, explain: [var7InterestExplain]

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

   If No, explain:

9. Course Relationship to Program(s).

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

   If YES, name the proposed new program:

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

   If YES, list affected programs: Masters in Community and Leadership Development

10. Information to be Placed on Syllabus.

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

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

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

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

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

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

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

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

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

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

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

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

    Instructor Name:

      SIGNATURE|GHANSEN|Gary L Hansen|Dept approval for ZCOURSE_NEW CLD 620|20130221

      SIGNATURE|GHANSEN|Gary L Hansen|Dept approval for ZCOURSE_NEW CLD 620|20130228

      SIGNATURE|GHANSEN|Gary L Hansen|Dept approval for ZCOURSE_NEW CLD 620|20130301

      SIGNATURE|LGRABAU|Larry J Grabau|College approval for ZCOURSE_NEW CLD 620|20130301

      SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW CLD 620|20130416

e

Courses	Request Tracking

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate F

Attachments:

[Browse...] Upload File

	ID	Attachment
Delete	1445	CLD 620 Syllabus.doc

First 1 Last

Select saved project to retrieve... |__| Get   New

(*denotes required fields)

1. **General Information**

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

   b. * Department/Division: Community & Leadership Development

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

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

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

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

      ☐ Inquiry - Humanities   ☐ Quantitative Foundations

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

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

      ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

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

   b. * Prefix and Number: CLD 620

   c. * Full Title: Graduate Study in Community and Leadership Development

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

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

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

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

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

   h. * Number of credits: 1.0

   i. * Is this course repeatable for additional credit?   ○ Yes ⊙ No
      If YES: Maximum number of credit hours:
      If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

This course is an introduction to the interdisciplinary field of Community and Leadership Development (CLD). CLD reflects the multidisciplinary fields of faculty in the department: Rural Sociology, Community Development, Community Communications, Leadership Development and Agricultural Education.

k. Prerequisites, if any:

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

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

If YES, enter the off campus address:

4. Frequency of Course Offering.

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

    b. * Will the course be offered every year?   ⊙ Yes ○ No

    If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available?   ⊙ Yes ○ No

If No, explain:

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

7. Anticipated Student Demand.

    a. * Will this course serve students primarily within the degree program?   ⊙ Yes ○ No

    b. * Will it be of interest to a significant number of students outside the degree pgm?   ○ Yes ⊙ No

    If YES, explain:

8. * Check the category most applicable to this course:

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☑ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

    a. * Is this course part of a proposed new program?   ○ Yes ⊙ No

    If YES, name the proposed new program:

    b. * Will this course be a new requirement [5] for ANY program?   ⊙ Yes ○ No

    If YES [5], list affected programs::

    Masters in Community and Leadership Development

10. Information to be Placed on Syllabus.

    a. * Is the course 400G or 500?   ○ Yes ⊙ No
    If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

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

    10.a above) are attached.

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received
[2] The chair of the cross-listing department must sign off on the Signature Routing Log
[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[5] In order to change a program, a program change form must also be submitted

Rev 8/09

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

CLD 620-001 – 1 Credit Hour
Introduction to Graduate Study
In Community and Leadership Development
Wednesday: 7:00 – 9:30 p.m. – August 28 – October 16
701 Garrigus Building
Fall 2013

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

Texts:

Synchronicity: The Inner Path of Leadership by Joseph Jaworski. Berrett-Koehler
Publishers, 1998.

Tobacco Town Futures: Global Encounters in Rural Kentucky by Ann E.
Kingsolver. Waveland Press, 2011.

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

Course Overview

This course is an introduction to the interdisciplinary field of Community and Leadership
Development (CLD). CLD reflects the multidisciplinary fields of our faculty:
Rural Sociology, Community Development, Community Communications, Leadership
Development and Agricultural Education. While providing an introduction to the respective
fields this course will focus on how these fields intersect to provide viable
integral/interdisciplinary frameworks for building leadership capabilities that can be applied in
communities of place, of interest (e.g., non-profit organizations) and of practice (e.g., schools
and advocacy organizations).

Course Objectives

- To introduce the basic foundations of the respective disciplines comprising CLD
- To examine the intersecting frameworks that are shaping the interdisciplinary field of CLD
- To assess the viability of the interdisciplinary frameworks for guiding leadership practice
  within respective communities

Student Learning Objectives

- To identify the conceptual and practical foundations of respective CLD disciplines

- To comprehend the complex intersections that are shaping the interdisciplinary field of CLD
- To apply the interdisciplinary frameworks to leadership practice within respective communities

Course Requirements

(1) Class Participation (25% of Grade) and Response Papers (Critical Assessment; 25% of Grade)

The seminar format provides the opportunity for everyone to participate in discussing the substance of the material in the readings and in threading their reflections on the readings through reflections of their own personal experiences (through 2-3 page assessment/critical assessments). The readings will also prepare you for developing your Collaborative Community Group Projects discussed below.

Each student is expected to complete the assigned readings for the week and prepare a 2-3 page assessment/critical assessment of the readings. You may use the following questions as general guidelines, but also feel free to follow your own unique flow and process. I am particularly interested in your discussing personal experiences, burning questions and ideas in relationship to something that particularly resonates or does not.

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

(2) Collaborative Learning Community (Group Project) (50% of Grade)

Overview

This project will involve working in pairs or in a group to identify a popular film that focuses on the dynamics of leadership in engaging a particular issue, within a particular community, within the U.S. or another country. For instance, an older film **Norma Ray** focuses on how an unlikely leader helps to mobilize for change within her workplace. A more recent film **Milagro Beanfield War** focuses on how community leaders in a Latina/Latino community mobilize to preserve the sustainability of their community.

Project Flow and Requirements

- Identify a partner/group with an interest in a particular community or issue
- Identify a film that captures the story related to community/issue
- View and discuss the film together using the integrative frameworks from the class as tools for analysis
- Decide how you will organize a seminar for the course that highlights the film in relation to the theme; employs frameworks from class for analysis; and brings in other readings from journals, popular media, youtube, excerpts from documentaries etc.
- Present the seminar on the designated day
- Provide the other class members with a written summary of the film – a week prior to your seminar
- Provide the other class members with a journal or popular article that provides a discussion on an aspect related to your project
- Provide a list of the resources used to organize the seminar to the instructor

The idea is to bring the particular issue within community/leadership dynamics to life by linking it to the lifeworlds of actual people and communities and then deepening your analyses by drawing on other resources. **Detailed guidelines for the project are provided on the green sheet in your packet.**

Final course grades will be assigned using the following scale:

A (High Achievement)	90% - 100%
B (Satisfactory Achievement)	80% - 89%
C (Minimum Passing Grade)	70% - 79%
E (Failure)	0% - 69%

PLEASE NOTE THAT MORE THAN ONE ABSCENCE WILL RESULT IN A LOWERED LETTER GRADE

Disability Accommodations

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

http:www.uky.edu/StudentAffairs/DisabilityResourceCenter

Policy on Academic Dishonesty

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

(American College Dictionary, Random House, 1964)

The Colleges of Arts and Sciences and Agriculture will not accept or tolerate instances of academic dishonesty or plagiarism among its students or faculty. Falsifying data, sources or experimental results, submitting others' work as if it was yours, presenting words or ideas of others without full or appropriate citation, and cheating on examinations are all instances of academic fraud.
Students who knowingly commit any of these offenses will be brought before the Academic Ombud who will resolve these cases. Such resolutions could result in a student receiving a failing grade in the course and or a letter of reprimand from the professor to be placed in his or her file. A repeated instance of academic fraud could result in a petition to have the student permanently expelled from the university.

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

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

Aug. 28 – Introductions and Course Overview

Sep. 4 – Contemplating Leadership

Readings: *Synchronicity: The Inner Path of Leadership*
Guest: Lissa Pohl – Center for Leadership Development

Sep. 11 – Contemplating Community

Readings: *Tobacco Town Futures: Global Encounters in Rural Kentucky*
Guest: Ron Hustedde – CLD – Rural Sociology/Community Development

Sep. 18 – Community Communications

Readings: McLeod, J. M., Dietram, A. S., & Moy, P. (1999). Community, communication, and participation: The role of mass media and interpersonal discussion in local political participation. *Political Communication, 16* (3), 315-336.
Guest: Kang Namkoong – CLD – Community Communications

Sep. 25 – Agricultural Education – Formal and Non-Formal Contexts

Readings: "A critical look: The philosophical foundations of experiential education."

in Warren et al.
Guest: Bryan Hains – CLD – Formal and Non-Formal Education

<u>Oct. 2</u> – Collaborative Learning Presentations

Readings: TBD

<u>Oct. 9</u> – Collaborative Learning Presentations

Readings: TBD

<u>Oct. 16</u> - Collaborative Learning Presentations

Readings: TBD