COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1.	**General Information.**

a.	Submitted by the College of: Agriculture		Today's Date: 02-12-2012

b.	Department/Division: MAT

c.	Is there a change in "ownership" of the course?	YES ☐	NO ☒
	If YES, what college/department will offer the course instead? _____		

d.	What type of change is being proposed?	☒ Major	☐ Minor[1] (place cursor here for minor change definition)

e.	Contact Person Name: Vanessa P. JAckson	Email: vpwick0@uky.edu	Phone: 257-7776

f.	Requested Effective Date: ☐ Semester Following Approval OR ☒ Specific Term[2]: fall 2012

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

a.	**Current Prefix and Number:** MAT 759	*Proposed Prefix & Number*: MAT 759

b.	**Full Title:**	SPECIAL TOPICS IN MERCHANDISING, APPAREL AND TEXTILES: Rural Retail Development	*Proposed Title*:	*SPECIAL TOPICS IN MERCHANDISING, APPAREL AND TEXTILES: Rural Retail Development*

c.	**Current Transcript Title** (if full title is more than 40 characters): N/A

c.	*Proposed Transcript Title (if full title is more than 40 characters)*: _____

d.	**Current Cross-listing:** ☒ N/A OR Currently[3] Cross-listed with (Prefix & Number): _____
	Proposed – ☐ *ADD[3] Cross-listing (Prefix & Number)*: _____
	Proposed – ☐ *REMOVE[3, 4] Cross-listing (Prefix & Number)*: _____

e.	**Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[5] for each meeting pattern type.**

Current:	_____ Lecture	_____ Laboratory[5]	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

Proposed:	_____ *Lecture*	_____ *Laboratory*	_____ *Recitation*	_____ *Discussion*	_____ *Indep. Study*
	_____ *Clinical*	_____ *Colloquium*	_____ *Practicum*	_____ *Research*	_____ *Residency*
	_____ *Seminar*	_____ *Studio*	_____ *Other – Please explain:* _____		

f.	**Current Grading System:**	☐ Letter (A, B, C, etc.)	☐ Pass/Fail
	Proposed Grading System:	☒ *Letter (A, B, C, etc.)*	☐ *Pass/Fail*

[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair*. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1*.)

COURSE CHANGE FORM

g.	**Current number of credit hours:**	_____	*Proposed number of credit hours:*	_____

h.	**Currently, is this course repeatable for additional credit?**		YES ☐	NO ☐
	Proposed to be 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.	**Current Course Description for Bulletin:** _____
	Proposed Course Description for Bulletin: _____

j.	**Current Prerequisites, if any:** _____
	Proposed Prerequisites, if any: _____

k.	Current Distance Learning(DL) Status:	☐ N/A	☐ Already approved for DL*	☒ *Please Add*[6]	☐ *Please Drop*

*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ☐) that the proposed changes do not affect DL delivery.

l.	*Current Supplementary Teaching Component, if any:*	☐ Community-Based Experience	☐ Service Learning	☐ Both
	Proposed Supplementary Teaching Component:	☒ *Community-Based Experience*	☐ *Service Learning*	☐ *Both*

3.	**Currently, is this course taught off campus?**	YES ☐	NO ☐
	Proposed to be taught off campus?	YES ☐	NO ☐

4.	**Are significant changes in content/teaching objectives of the course being proposed?**	YES ☐	NO ☐
	If YES, explain and offer brief rationale:		
	_____		

5. **Course Relationship to Program(s).**

a.	**Are there other depts and/or pgms that could be affected by the proposed change?**	YES ☐	NO ☐
	If YES, identify the depts. and/or pgms: _____		

b.	**Will modifying this course result in a new requirement[7] for ANY program?**	YES ☐	NO ☐
	If YES[7], list the program(s) here: _____		

6. **Information to be Placed on Syllabus.**

a.	☐	Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

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[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
[7] In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: <u>MAT 759</u>

Proposal Contact Person Name: <u>Vanessa P. Jackson</u>   Phone: <u>257-7776</u>   Email: <u>vpwick0@uky.edu</u>

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
MAT Department	2-12-2012	Kwaku Addo / 257-4917 / kaddo01@email.uky.edu	
GCC, COA	2-17-2012	Larry Grabau / 7-3469 / larry.grabau@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[8]
Undergraduate Council			
Graduate Council	5/3/12	Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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[8] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

RURAL RETAIL DEVELOPMENT

MAT 759: Special Topics in Merchandising Apparel & Textiles

Instructor: Vanessa P. Jackson, Ph.D.
Address: 315C Erikson Hall
E-mail: vpwick0@uky.edu (preferred)
Telephone: (859) 257-7776
Office Hours: By Appointment only; Reponse to e-mails within 24 hours.
Technical Customer Service Center (http://www.uky.edu/UKIT
Information on Distance Learning Library Services: (http://www.uky.edu/Libraries/DLLS)
Library Services: Carla Cantagallodllservice@email.uky.edu

Technical Problems and Complaints: Technical support is available by phone at 859-218-HELP (4357) or Email them at helpdesk@uky.edu. The Technical Customer Service Center can also be reached at (http://www.uky.edu/UKIT

Technical Requirements: This course requires the student to have access to a computer that has blackboard accessibility along with Microsoft office accessibility.

Course Description: Characteristics of rural retail development; analysis of economic and related problems and potential for development.

Required Readings: A collection of readings and handouts will also be used for reading material for the class.

Course Objectives:

1. Increased students understanding and awareness of economic conditions for rural areas and communities in the United States and in Kentucky.
2. Introduce students to rural retail development, concepts, trends, and changes in the composition of rural population and rural workforce.
3. Introduce student to factors that influence firm location decisions as related to rural areas and communities.
4. Provide students with practical experience with resilient and non-resilient rural communities who have experienced changes in the retail environment.
5. Develop student familiarity with computer based analytical techniques and software.

Course Outcomes:

1. Assess and demonstrate an understanding of the economic conditions of the rural communities in the United States and Kentucky through research methodology.
2. Demonstrate an understanding of the rural retail development, concepts, trends, and changes in the composition of rural populations and rural workforce through research methodology.
3. Ability to formulate strategies for firm location decisions in rural communities.

4. The ability to construct an assessment of resilient and non-resilient retail communities who have experienced changes in the retail environment using qualitative data.

Course Policies:

MAKE-UP of Work Policies:

Assignments are due at noon on the due date. Your grade will drop by 10% for every day late. If you are unable to complete an assignment, notify the instructor prior to the time due for the assignment. You may notify me via e-mail at vpwick0@uky.edu. **NO** makeup or time extensions will be allowed unless this policy is followed and the excuse for not turning in the assignment is acceptable (according to UK policy). The following are university approved excuses: (1) serious illness (verifiable documentation must be submitted); (2) illness or death of family member (copy of obituary must be submitted); (3) University-related trips; (documentation required) and (4) major religious holidays (email me your requests).

Scholastic dishonesty:

Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own – intellectual theft), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty.

Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course. For more information, see Part II, Section 6.3.0 of "The Code of Student Conduct" which can be viewed online at http://www.uky.edu/StudentAffairs/Code/part2.html. You may also want to visit the Academic Ombud's website: http://www.uky.edu/Ombud. There you will find a paper "Plagiarism: What is it?" and an online tutorial entitled "How to avoid plagiarism."

More info on penalties. This is straight from the University Senate Rules (section 6.4.3): **Penalties.** If the student has previously received a penalty for an offense at least as severe as an E or F in a course, the chair shall inform the responsible dean, who shall determine an appropriate penalty pursuant to Section 6.4.3.B.1.b.

Otherwise, if the student has previously received a letter of warning, the instructor must assign a grade of E or F for the course. If the offense is particularly egregious, and if the chair approves,

the instructor may also forward the case to the responsible dean with a recommendation for a penalty of XE or XF or a more severe penalty, pursuant to paragraph 6.4.3.B.1.a.

Otherwise, if there are no prior offenses or letters of warning in the student's record, the instructor must award a grade of zero for the assignment on which the offense occurred. The instructor may also choose to impose one of the following additional penalties after consulting with the chair:

(a)   require the student to perform extra academic work (failure to
(b)   complete the extra work should result in a grade of E or F for the course);
(c)   reduce the final grade in the course by a specified number of levels;
(d)   assign a grade of E or F, as appropriate, for the course;

Disabilities: "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at (859)-257-2754 or jkarnes@email.uky.edu."

Course Requirements:		Points
Discussion Board Entries	(10 @ 10 points)	100
Readings & essay Questions (10 @ 25)		250
Learning Activities (10@ 50)		500
Store visits and completion of questionnaire		(3@100)
Final Report to retailers'		50 points
Total points		**1200**

Grading Scale

90%-100%	**A**
80%-89%	**B**
70%-79%	**C**
69%-below	**E**

Course Assignments:

Discussion Board Entries: Discussion board questions are designed to evaluate your understanding of the readings. The questions will relate to the topics discussed prior to date it is due. To answer the question, you must have read the assigned readings. The question are posted in blackboard. Please answer the question as it directs you. The answer should be a minimum of 500 words.

Essay Questions: Essay questions are developed based on the assigned readings. Read the articles first and then attempt to answer the questions according to the readings. Essay questions are to be turned as scheduled in the schedule of activities.

Learning Activities: Learning Activities are designed to evaluate your understanding of the readings. They are also designed to apply the readings to situations experienced by rural retailers and how you would handle the issue.

Retail Visits & Learning Activities: (Individual manuals). This class requires students to travel to identified retailer in a small community that they can visit three times throughout the semester. Students cannot miss these visits because the visits are used to complete necessary assignments.

Visit 1
      a.   Identify a small retailer in a small community.
      b.   Visit the retailer.
      c.   Complete the Narrative on the community
      d.   Complete the Independent Retail Assessment Plan

Visit 2
      a.   Identify a small retailer in a small community.
      b.   Visit the retailer.
      c.   Complete the Narrative on the community
      d.   Complete the Independent Retail Assessment Plan

Visit 3:
      a.   Identify a small retailer in a small community.
      b.   Visit the retailer.
      c.   Complete the Narrative on the community
      d.   Complete the Independent Retail Assessment Plan
Summary of findings

Schedule of Assignments, Activities & Readings

Date	Activity	Readings
	Unit 1: The rural Landscape Concepts and Scope of Rural Retailing Sustainable Rural Community Development in Kentucky	Unit 1
	Discussion Board 1	
	Essay Questions 1	
	Learning Activity 1	
	Unit 2: Theory development in Rural Retailing Resiliency and Non Resiliency Institutional Theory	Unit 2
	Theories used in rural retailing development Community Development Theory Systems Theory Decoupling & Recoupling	Unit 2
	Discussion Board 2	
	Essay Questions 2	
	Learning Activity 2	
	Unit 3: Business Strategy	
	Discussion Board 3	
	Essay Questions 3	
	Learning Activity 3	
	Unit 4: Creating Resiliency and future Growth: Planning for future Growth	
	Discussion Board 4	
	Essay Questions 4	
	Learning Activity 4	
	Unit 5: Business Involvement in the community Survival	
	Discussion Board 5	
	Essay Questions 5	
	Learning Activity 5	
	Unit 6: Community Changes in Business Survival	
	Discussion Board 6	
	Essay Questions 6	
	Learning Activity 6	
	Unit 7: Customer and Customer Value Local Economy & other external factors	
	Discussion Board 7	
	Essay Questions 7	

	Learning Activity 7	
	8. Leadership in the community	
	Discussion Board 8	
	Essay Questions 8	
	Learning Activity 8	
	Unit 9: Training Small Businesses owners	
	Discussion Board 9	
	Essay Questions 9	
	Learning Activity 9	
	Unit 10: Community Development: Involvement & Reciprocity	
	Discussion Board 10	
	Essay Questions 10	
	Learning Activity10	
	Visit 1 to store	
	Visit 2 to store	
	Visit 3 to store	

References:

Keller, Suzaanne. 2003. *Community: Pursuing the Dream, Living the Reality.* Princeton: Princeton University Press. ISBN 0-691-09564-7 (paperback) Approx. $17.00
Other readings, available on the web:

Boyle, Mary-Ellen and Ira Silver.2003. "Poverty, Partners, and Privilege: Elite Institutions and Community Empowerment." **City and Community** 4: 233-254.

Emery, M. and C. Flora. 2006. "Spiraling-Up: Mapping Community Transformation with Community Capitals Framework." **Community Development: Journal of the Community Development Society** 37**:** 19-35.

Hillman, Mick. 2002. "Environmental Justice: A Crucial Link Between Environmentalism and Community Development?" **Community Development Journal,** 37: 349-360.

Lichtenstein, Gregg A., Thomas S. Lyons, and Nailya Kutzhanova. 2004. "Building Entrepreneurial Communities: The Appropriate Role of Enterprise Development Activities." **Journal of the Community Development Society** 35: 5-24.

Williams, Colin C. 2005. "Cultivating Community Self-Help in Deprived Urban Neighborhoods." **City and Community** 4: 171-189.

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

<u>Introduction/Definition</u>: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses**. The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix: MAT 759	Date: 01-18-2012
Instructor Name: Vanessa P. Jackson, PHD	Instructor Email: vpwick0@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered. Internet/Web-based ☒ Interactive Video ☐ Hybrid ☐	

	Curriculum and Instruction
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? The student assignments require interaction between the students and with the instructor. Assignments such as discussion boards and group research projects creates interactions. All assignments require a level of writing and application through interaction with small businesses in the community.
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. The class requires students to complete assigned readings, discussion boards, research for Learning Activities, and visiting small businesses in the surrounding communities. These would be the same types of work the face-to-face students would be exposed to. The increase in writing is used to measure the student capture of information. This class is a 700 level class and requires a great deal of application of information through the research Learning Activities.
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. At the beginning of the class, students are asked to print and read the syllabus and all assignments. Then they are required to send an e-mail to the instructor indicating they understand what is required of them in the class. Each student has their individual password to access blackboard. Academic policies are included in the syllabus. Students are also given an assignment that relates to plaigarism and how to use resources appropriately by completing an assignment related to APA format. Student work related to the plaigarism and APA format assignment is conducted at the beginning of the semester. At the 700 level, this course does not utilize exams, but individual Learning Activities. All information is turned in using blackboard drop boxes.
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?

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	The class is offered as an elective and not as a requirement. If yes, which percentage, and which program(s)? *N/A* *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
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? Student services are available to the students via e-mail with our student service associates. Students can also make appointments to visit the office .
	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? Readings for the class will be available through the library eSource. All documents needed for the class are available in blackboard for them to print (syllabus, schedule of activities, readings, dropboxes for turning in assignments, as well as descriptions of assignments with due dates. Students receive a reminder of upcoming assignments and are asked to indicate if they have any questions.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. No facilities are needed for completion of the class. A student must have access to a computer and the Internet to complete the requirements for the course. The student must also be willing to identify small businesses in their community that will allow them to interview them for the class.
	Student Services
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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? The above resources are listed on the syllabus and when they access blackboard, the information is present on the site.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ If no, explain how students 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.

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	Does the syllabus contain all the required components, below? ☒ Yes ☐ Instructor's *virtual* office hours, if any. ☐ The technological requirements for the course. ☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). ☐ Procedure for resolving technical complaints. ☐ Preferred method for reaching instructor, e.g. email, phone, text message. ☐ Maximum timeframe for responding to student communications. ☐ Language pertaining academic accommodations: o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." ☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Vanessa P. Jackson Instructor Signature:

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

Revised 8/09