

CHANGE MINOR

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 each proposed change, you MUST also include the existing requirement.

1. GENERAL INFORMATION			
1a	Home college ¹ : Agriculture, Food and Environment		
1b	Home educational unit (department or school) ¹ : Department of Community & Leadership Development		
1c	Current minor name: Community & Leadership Development	<i>Proposed minor name:</i>	
1d	CIP Code ² : 01.0899.01	Today's Date: 11/11/17	
1e	Is there an accrediting agency related to this minor?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," name:		
1f	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date ³ : <i>Fall 20</i>
1g	Contact person name: Dr. Keiko Tanaka	Email: ktanaka@uky.edu	Phone: 7-7574
2. OVERVIEW OF CHANGES			
2a	Describe the rationale for the changes. (450 word limit)		
	BS-CLD is one of the popular degree programs within CAFE. We are in the process of changing core requirements for majors. Consequently, core requirements for minors will need to change to provide more flexibility for those minoring to access classes.		
2b	Will the requested changes result in the use of courses from another unit?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe generally the courses and how they will be used.		
	If "Yes," two pieces of supporting documentation are required.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director ⁴ of each unit from which individual courses will be used.		

¹ 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.

² The CIP code is provided by Institutional Effectiveness. You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).

³ No program will be effective until all approvals are received.

⁴ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

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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.

2c Will the minor's faculty of record change? Yes No

If "Yes," indicate current system and proposed changes below. (150 word limit)

Current: _____ Proposed: _____

3. COURSE-RELATED CHANGES

3a Will the minor's prerequisites change? Yes No

If "Yes," use the grid below to illustrate the changes.

Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ⁵
CLD 100	1	Introduction to Community and Leadership Development				Change
CLD 225	3	Community and Communication: Exploring Their Intersections				Change
CLD 230	3	Intrapersonal Leadership				Change
CLD 260	3	Community Portraits				Change
						Select one....
						Select one....

3b Provide the narrative about the changed prerequisites to include in the Bulletin. (150 word limit)

There are no prerequisite courses for this minor.

3c Will the minor's required courses change? Yes No

If "Yes," use the grid below to illustrate the changes.

Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ⁶
CLD 300	3	Foundational Theories in Community and Leadership Development				Change
CLD 370	3	Learning in Society	CLD 370	3	Learning in Society	N/C
			CLD 260	3	Community Portraits	Change

⁵ 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 ("n/c").

⁶ Indicate if the course is new ("new"), existing but will change ("change"), or exists but will not change ("no change").

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			CLD 430	3	Leading in Communitie s: Vision, Action, & Change	Change
			CLD 320	3	Community and Communica tin: Exploring their Insersection s	Change
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

3d Provide the narrative about the changed required courses to include in the Bulletin. (150 word limit)
 Select three of the following courses: CLD 260, CLD 325, CLD 370 or CLD 430.

3e Will the minor’s elective courses change? Yes No
 If “Yes,” use the grid below to illustrate the changes.

Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ⁷
		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.	Change
						Select one....
						Select one....
						Select one....

⁷ Indicate if the course is new (“new”), existing but will change (“change”), or exists but will not change (“no change”).

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						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

3f Provide the narrative about the changed elective courses to include in the Bulletin. (150 word limit)
 Select two additional CLD courses at the 300 level and above with their advisor's approval. See CLD Director of Undergraduate Studies or Academic Coordinator for override.

4. OTHER CHANGES

4a Are there any other changes to the minor? If "Yes," note below. (150 word limit) Yes No

5. 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
5a	(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 Grabau / 7-3469 / lgrabau@uky.edu
			/ /
			/ /

5b	(Collaborating and/or Affected Units)		
			/ /
			/ /
			/ /
			/ /
			/ /

5c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Undergraduate Council	1/30/18	Joanie Ett-Mims

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

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.**

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).**
Rationale. 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 Revised 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 Revised 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 Learning 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: 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				
<i>Total Credit Hours</i>			10	<i>Total Credit Hours</i>			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				
<i>Total Credit Hours</i>			6	CLD 260	Community Portraits	3	
<i>Total Credit Hours</i>			6	CLD 320	Community & Communication: Exploring Their Intersection	3	
<i>Total Credit Hours</i>			6	CLD 370	Learning in Society	3	
<i>Total Credit Hours</i>			6	CLD 430	Leading in Communities	3	
<i>Total Credit Hours</i>			6	<i>Total Credit Hours</i>			9
Minor Electives				Minor Electives			
<i>Total Credit Hours</i>			6	Students must choose 6 hours of additional CLD courses at the 300 level and above, in consultation with their advisor.			
<i>Total Credit Hours</i>			6				
<i>Total Credit Hours</i>			6	<i>Total Credit Hours</i>			6
TOTAL REQUIRED HOURS			22	TOTAL REQUIRED HOURS			15

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.