

**UNIVERSITY OF KENTUCKY
REQUEST FOR NEW UNDERGRADUATE MINOR OR CHANGE IN MINOR**

Program Old - Agricultural Education, Communications and Leadership (ACE)
New - Community Communications and Leadership Development (CLD)

Minor None for ACE

Department Community and Leadership Development **College** Agriculture

Bulletin pp 78-79 in 2004/2005 Bulletin

CIP Code B02.9999.02 **UK ID No.** **HEGIS CODE**

Accrediting Agency (if applicable) None

New Minor Minor in Community Communications and Leadership Development

Minor Prerequisites (list course prefix, number and title) None

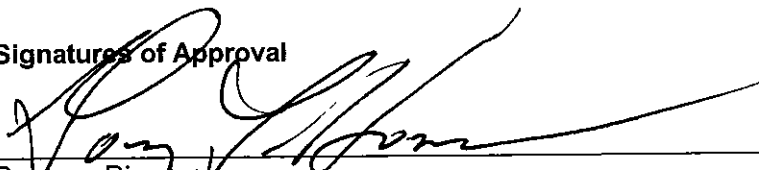
Minor Requirements (list course prefix, number and title)

Course Prefix	Course Number	Course Title
CLD	302	Leadership Studies
CLD	320	Survey of Agricultural/Consumer Media
CLD		Choose <u>two</u> of the following:
	340	Community Interaction (prereq: CLD102 or SOC101 or consent of instructor)
	405	Analytical Methods for Communications and Leadership Development (Prereq: CLD102 and junior standing, or consent of instructor)
	420	Sociology of Communities (prereq: SOC101 or CLD102 and SOC302 or SOC304 or CLD405 or consent of instructor)
	440	Community Processes and Communications (Prereq: CLD102 or SOC101 and CLD/SOC340 or consent of instructor)
		Select six additional hours in CLD at the 300 level or above in consultation with your advisor
Total hours required		18

Rationale for Proposal

Over the years, discussions with students who are not majoring in the degree suggest that there is an interest in being able to minor in the degree. It is our belief that there are many students in the College of Agriculture who will be serving in professional positions where a strong interdisciplinary background in community communications and leadership development will be useful. For example, Animal Science or Plant and Soil Science majors who have an interest in working as a county Extension agent would be able to draw on the knowledge and skills gained from this minor to establish and work with advisory councils and volunteers. Establishing the minor will provide a way to formally recognize the specialization of students in this area and contribute to their personal and professional development.

Signatures of Approval



Program Director

12/15/04
Date



Department Chair

Date



Dean of the College

3/1/05
Date

2/17/05
Date of Notice to the Faculty

UNDERGRADUATE COUNCIL

Undergraduate Council

10-8-05
Date

Graduate Council

Date

Academic Council for the Medical Center

Date

Senate Council (Chair)

Date of Notice to
University Senate

ACTION OTHER THAN APPROVAL

Appendix A
Community Communications and Leadership Development Undergraduate Degree

The core competencies (with benchmarks) to be demonstrated by graduates of this program

Written and oral communications skills

Can our students demonstrate excellent communication skills and can our students evaluate the communications of others?

Self-assessment of own skills, knowledge and competencies

Do our students have an understanding of their own assets, strengths and limitations and do they have an understanding of how to build on their strengths and address their limitations?

Engage in strategic problem-solving

Can our students, when presented with a problem or question, develop a strategy for the actions and/or decisions required to solve the problem or answer the question?

Critical thinking skills

Can our students evaluate an issue or problem from multiple perspectives (i.e., as perceived and understood by different individuals or groups) and, at different levels (i.e., as affecting individuals, groups, communities, society)?

Understanding of group and organizational dynamics

Can our students explain the dynamics of how groups and organizations function? Can our students identify and define key concepts associated with the structure and functioning of groups and organizations?

Can our students, when presented with a case study of a group or organization identify the strengths of its structure and operational processes?

Or, can our students when presented with a case study of a group or organization analyze the structure and operational processes to determine problem areas and make recommendations for remediation?

Locate, evaluate and apply secondary sources of information/data to desired purposes

Are our students familiar with the public and private sources of information/data? When asked to find information or data on a subject, can they complete a successful search?

Do our students know the questions they should ask when reviewing secondary data to evaluate its quality?

If asked to develop a basic description of a community or field of action, can our students assemble secondary data and explain what it tells about that community or field of action?

Conduct an organizational, community or situational assessment

Can our students explain the concepts and theories underlying organizational and community structures and processes?

Can our students explain the connection between a community's structure and social processes within that community?

Are our students able to conduct a content analysis or a focus group discussion or, design a survey?

Can our students determine the appropriate method of information generation for a particular case and explain why?

Demonstrate an understanding of facilitation skills

Can our students describe the principles underlying facilitation?

Can our students evaluate a facilitated process as to its strengths and weaknesses?

Demonstrate an understanding of communication and leadership principles

Can our students explain the meaning fundamental principles of communication and leadership?

Can our students explain at least two theoretical approaches to communications and leadership and illustrate their application?

Can our students evaluate a communication or leadership situation and explain what principles or theory underlie the situation?

Engage in ethical decision-making

Can our students recognize and explain the ethical issues underlying situations or decision challenges?

Can our students explain the principles underlying at least 3 different ethical systems?

If given a case study, can our students explain the logic underlying the decision they recommend and put this into the context of an ethical system?

Helping students to demonstrate knowledge of and ability to apply core concepts

One idea was to help the students be able to understand key concepts they have learned and articulate how these concepts would apply in different professional settings. Three examples illustrate how this might be done

A

You have started your job as a county Extension agent (or assistant director of education and volunteer development for a state organization). You want to launch a new educational or informational program. Prepare an outline that includes:

The topic

The goals of the program – What do you want participants to know, learn or develop competency in as a result of participating in the program?

What are some of the resources you might use to develop the content of the program that will help you achieve your goals? List at least 5 resources or types of resources. Explain why you chose these resources or types of resources.

Prepare the lesson plan for one 2 hour session in this program

What are your learning or performance objectives for this session?

What strategies will you use for achieving these objectives?

B

You have started your job as a reporter for an agriculturally-related magazine or a community newspaper. Your assignment is to prepare a feature story. Prepare an outline of the strategy you would use for completing this feature story. Be sure to include:

The topic

The goals of the feature story - What do you want your readers to know, learn or feel as a result of reading this story?

What are some of the resources you might use to develop the content of your story? List at least 5 resources or types of resources. Explain why you chose these resources or types of resources.

Prepare a content outline for the feature story. How would you organize the presentation of material to accomplish your goals?

C

You have started your job in the Kentucky Department of Agriculture as an assistant to the director for agricultural diversification. You have been asked to organize a state conference on "Expanding opportunities for diversifying agricultural income." (Or, another topic agreed to in consultation with faculty) The conference will be directed at farmers/agricultural producers. Prepare a work plan for what needs to be done to open the conference 12 months from now. Include the following:

What decisions have to be made in order to begin the conference 12 months from now?

What are your goals for the conference? In other words, what do you want the persons attending to take away from the conference?

How would you organize the conference to accomplish these goals? In other words, would everyone attend a series of one hour lectures? Or would there be break-out sessions (if so on what topics possibly)? Would you have any displays or off-site trips?

You plan on having a keynote speaker to open the conference. How might you go about identifying potential keynote speakers?

Develop the evaluation form you will give to all those attending the conference so that you can evaluate the effectiveness of the conference re your goals.

APPENDIX B

**A Contract for Academic Excellence
Community Communications and Leadership Development Degree Program**

I understand that my classification as a major in good standing in the Community Communications and Leadership Development degree program requires me to demonstrate my commitment to academic achievement.

I understand and agree that demonstration of my commitment to academic achievement requires me to maintain over two consecutive semesters a rolling average current GPA of 2.5, completing a minimum of 12 hours per semester as a full time student or 6 hours per semester as a part-time student.

I understand that the rolling average will be calculated as follows

Semester 1 current GPA + Semester 2 current GPA = Total/2 = Rolling average GPA
Semester 2 current GPA + Semester 3 current GPA = Total/2 = Rolling average GPA

I understand that my academic advisor will calculate the rolling average and inform me of my status at the beginning of each semester and will assist me in developing a plan of study for improving my academic performance.

I understand and agree that failure to achieve this minimum current GPA (2.5) for two consecutive semesters will result in my being placed on academic probation in this major and that failure to achieve a rolling average current GPA of 2.5 for a third consecutive semester will result in my being dismissed from this major.

I understand that in the event of dismissal from this major, I have the right to appeal to a faculty committee composed of at least three faculty members, including: my academic advisor, the Director of Undergraduate Studies and one other faculty member of the Department of Community and Leadership Development to be selected by the Director of Undergraduate Studies. I understand that the basis for my appeal will be the development of a plan for significantly enhancing my academic performance.

Student's signature

Date

Advisor's signature

Date