

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Alaska Native Studies and Rural Development	College/ School	CRCD
Prepared by	Jennifer Carroll	Phone	5405
Email Contact	jlcarrroll@alaska.edu	Faculty Contact	Charlene Stern/Jennifer Carroll

1. COURSE IDENTIFICATION: As the course now exists

Dept	RD	Course #	325	No. of Credits	3
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COURSE TITLE	Community Development Strategies
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2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER	<input type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING		<input type="checkbox"/>	<input type="checkbox"/>

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	<input type="checkbox"/>	COURSE CLASSIFICATION	<input type="checkbox"/>
ADD A STACKED LEVEL (400/600) Include syllabi.	<input type="checkbox"/>	Dept. <input type="checkbox"/>	Course # <input type="checkbox"/>

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

ADD NEW CROSS-LISTING	<input type="checkbox"/>	Dept. & No. <input type="checkbox"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No. <input type="checkbox"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input type="text"/>		

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify all that apply)	<input type="text"/>											
Mode of delivery (specify lecture, field trips, labs, etc.)	Lecture											

4. **COURSE CLASSIFICATIONS** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input checked="" type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
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4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	<input type="text"/>
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How many times may the course be repeated for credit?	<input type="text"/>	TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
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6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in assessing ~~Aboriginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANSF450.) (3+0)

RD F325 ~~Community Development Strategies~~ Rural Development Principles and Practices (s, a)

3 Credits

Offered Fall

~~Principles and strategies of asset-based development in rural communities throughout the world. Explores the history of community development ideas and case studies of specific strategies in Alaska and beyond. Topics include community healing, economic renewal and collaborative decision-making approaches.~~ Rural development is both an academic discipline and a professional practice. This course is intended to expose students to key principles and practices of their chosen field. Students are empowered to explore their own definition of rural development, including defining the purpose and objective of development, and what role(s) that they aspire to as part of the next generation of rural development leaders. This course will emphasize academic writing and communicating with community audiences.

Prerequisites: RD 225 or permission of instructor.

Lecture + Lab + Other: 3 + 0 + 0

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE**

RD F325 Rural Development Principles and Practices (s, a)

3 Credits

Offered Fall

Rural development is both an academic discipline and a professional practice. This course is intended to expose students to key principles and practices of their chosen field. Students are empowered to explore their own definition of rural development, including defining the purpose and objective of development, and what role(s) that they aspire to as part of the next generation of rural development leaders. This course will emphasize academic writing and communicating with community audiences.

Prerequisites: RD 225 or permission of instructor.

Lecture + Lab + Other: 3 + 0 + 0

8. **GRADING SYSTEM:** Specify only one.

LETTER:

PASS/FAIL:

9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact expected.

10. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

11. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

No impact expected.

12. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

No impacts expected.

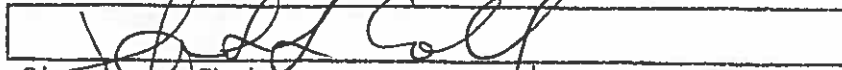
13. **JUSTIFICATION FOR ACTION REQUESTED**

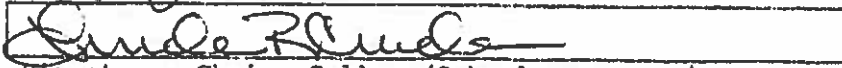
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.


The Rural Development faculty are updating their courses and program to better communicate the topics and approaches taken in each course and in rural development as a discipline. This new title and course description better reflects the content and intended outcomes of the course. The description also adds which communication styles are emphasized and adds a pre-requisite, the new RD communications foundation course for our communications plan.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Format 2 RD325

	Date	10/17/16
Signature, Chair, Program/Department of: DANSRD		

	Date	10/14/16
Signature, Chair, College/School Curriculum Council for: Rural Community Development		

	Date	10/17/16
Signature, Dean, College/School of: CRCO		

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

 	Date	
Signature of Provost (if applicable)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

 	Date	
Signature, Chair		
Faculty Senate Review Committed: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

 	Date	
Signature, Chair, Program/Department of:		

 	Date	
Signature, Chair, College/School Curriculum Council for:		

 	Date	
Signature, Dean, College/School of:		

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly* recommended, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

**RD 325 Rural Development Principals & Practices
Fall – 3 credits**

Instructor: Charlene Stern, Ph.D. Candidate

Telephone: 907-474-5293

E-mail: cbstern@alaska.edu

Office Location & Hours:

Class Date/Times:

Audio conference: 1-866-832-7806
PIN: 7590345

COURSE DESCRIPTION

Rural development is both an academic discipline and a professional practice. This course is intended to expose students to key principles and practices of their chosen field. Students are empowered to explore their own definition of rural development, including defining the purpose and objective of development, and what role(s) that they aspire to as part of the next generation of rural development leaders. This course will emphasize academic writing and communicating with community audiences. **Prerequisites:** RD 225 or permission of instructor.

COURSE OBJECTIVES

The primary objective of this class is to present students with information and tools that facilitate strategies for rural development. Supporting objectives are:

- To learn and apply the basic concepts and principles of community development in a way that is useful in rural Alaska
- To learn and apply the capacity based approach of community development and to focus on community assets and strengths
- To practice the development of appropriate community development strategies that fit the setting and context in which one works and lives
- To analyze, apply and further develop the basic concepts of community development practice, theory, process and approaches to help develop and sustain community health in rural Alaska.

STUDENT LEARNING OUTCOMES

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

1. Describe the relationship between community development theory and practice
2. Articulate their own philosophy of community development
3. Problem-solve approaches to effectively respond to community development issues

COURSE REQUIREMENTS

In order to receive full credit for this course, students are expected to read assigned material prior to class, actively contribute to class discussions, and submit assignments in a timely manner. Please let the instructor know in advance if you expect to miss class. Missing more than three classes will negatively affect a student's attendance and participation grade. *Please note** *Students will automatically be withdrawn from the course if they have either experienced an excessive number of absences or have not completed the majority of required assignments by November 3, 2016.* During certain classes, students will be broken into small groups via multiple audio-conference lines at which time the instructor will ask students to take turns serving as

moderators. The role of moderators is to pose relevant questions to spur group discussion, encourage participation from all group members, summarize group comments, and report back to the larger class.

STUDENT EVALUATION AND GRADING

Grades for the course will be assigned on the basis of the following point/grade scale:

A + : 98-100%	A : 93-97%	A - : 90-92%
B + : 88-89%	B : 83-87%	B - : 80-82%
C + : 78-79%	C : 73-77 %	C - : 70-72%
D + : 68-69%	D : 63-67%	D - : 60-62%
F : below 60%		

I Incomplete - An incomplete is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in a case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an "I" grade.

Work for this course is weighted as follows:

• Class attendance & participation	15%
• Exercise 1: Community Historiography	10%
• Exercise 2: Practitioner Role(s)	10%
• Exercise 3: Community Needs & Strengths	10%
• Exercise 4: Issue Framing	10%
• Exercise 5: Asset & Power Mapping	10%
• Final Presentation	5%
• Final Paper	30%
TOTAL	100%

REQUIRED READING

The required readings for this course include two textbooks as well as additional materials available in weekly folders on Blackboard. Texts include, *Building Communities from the Inside Out*, by John Kretzmann and John McKnight AND *Community Development in Action* by Margaret Ledwith. A schedule of assigned readings is included on pages 5-6 of this syllabus. The assigned readings must be read *before* class since they will constitute much of the in-class discussions.

ASSIGNMENTS

Students are highly encouraged to use this class as an opportunity to challenge their writing skills. Written papers are required to follow the APA style manual, be free of grammar and spelling mistakes and conjugations (i.e. can't, won't, etc.), and include complete (and correct) citations for all sources referenced. Students are urged to utilize the UAF writing center to review their draft papers for clarity and technical editing. Please note that any title page(s), reference page(s), or images that take up more than a half a page will not be counted towards the minimum page requirements. Late assignments will not be accepted and students will receive a

“0” for any assignments not received by the instructor after the required due date. The only exception to this policy is in the case of emergencies in which case, students must notify the instructor immediately. It is at the discretion of the instructor whether or not the student will receive an extension.

Attendance and Participation: (15% of grade)

See Course Requirements on page 1 for attendance and participation requirements.

Community Development Exercises 1-5 (50% grade)

Students are expected to complete a series of five exercises designed to apply the information and skills learned in this class to their own community. The instructions and required templates for Exercises 1-5 will be available on Blackboard. Each exercise is intended to build upon the previous exercise as well as prepare students for the final paper. On dates that exercises are due, students will be asked to informally share their reflection on the exercise with the class. In general, students are expected to follow the APA Publication Manual for both in-text and reference list citations for all written assignments.

Final Presentation (5% grade)

Each student will be expected to share a 10 minute presentation to the class summarizing their final paper. Students are encouraged to prepare a 5-6 slide Power Point presentation which must be posted to Blackboard prior to your presentation.

Final Paper (30% grade)

For the final paper, students are expected to submit a 10 page (1.5 spaced) analysis focusing on a current development issue in their community. The paper should include an introduction, an overview framing the community development issue, a summary of your community’s experience with development (historiography), an asset map and discussion of 2-3 strategies to mobilize your community’s assets, a power map of key stakeholders and a discussion of 2-3 strategies to target relationships that will grow your community’s influence on the development issue, and a conclusion. Students must include a minimum of 6 sources **in addition** to references to required readings. All citations must be properly cited both within text and in reference list using the APA Publication Manual.

SUPPORT SERVICES

In addition to Fairbanks-based support services, each rural region provides different support services. If you are not sure where to get what you need you can talk to me or call your regional campus for information.

ACADEMIC SUPPORT

- Academic Advising Center: (907) 474-6396; <http://www.uaf.edu/advising>
- UAF Writing Center: (907) 474-5314; FAX 1-800-478-5348;
<http://www.uaf.edu/english/writingcenter>
- Rasmuson Library Off-campus Services: 1-800-478-5348;
<http://www.uaf.edu/library/offcampus>

- The UAF Speaking Center; 907-474-5470

DISABILITY SERVICES

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development's (CRCD) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit <http://www.uaf.edu/disability/> on the web or contact a student affairs staff person at your nearest local campus. You can also contact UAF Disability Services by email at uaf-disabilityservices@alaska.edu, by phone at (907) 474-5655, or by TTY at (907) 474-1827.

PLAGIARISM

Plagiarism is quoting from, paraphrasing or using specific material contained in any published work without providing appropriate citations or recognitions. Plagiarism will not be tolerated and incidents will be handled in a manner consistent with UAF policy.

TITLE IX

University of Alaska Board of Regents (BOR) have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721

COURSE SCHEDULE

Date	Readings	Assignment
8/30	Introductions; Review of Syllabus	
9/1	Community Development in the U.S. Historiography <ul style="list-style-type: none"> • <i>90 Years of Rural Development Programs</i> (Blackboard) • <i>Federal Rural Development Policy Since 1972</i> (Blackboard) • YouTube Video: History of the Tennessee Valley Authority (TVA) 	
9/6	Historiography continued... <ul style="list-style-type: none"> • <i>The Past, Present, and Future of Community Development in the United States</i> (Blackboard) • YouTube Video: The Tragedy of Urban Renewal 	
9/8	<ul style="list-style-type: none"> • <i>Communities Revisited: The Best Ideas of the Last Hundred Years</i> (Blackboard) 	
9/13	A Critical Analysis of Community Development <ul style="list-style-type: none"> • <i>Theories of Poverty and Anti-Poverty Programs in Community Development</i> (Blackboard) 	Exercise 1 Due 9/13
9/15	<ul style="list-style-type: none"> • Ledwith: Introduction, Chapters 5 & 6 	
9/20	Critical Pedagogy <ul style="list-style-type: none"> • Ledwith: Chapters 1 & 2 	
9/22	Community Development & Power <ul style="list-style-type: none"> • <i>Empowerment and Disempowerment in Community Development Practice: Eight Roles Practitioners Play</i> (Blackboard) 	
9/27	<ul style="list-style-type: none"> • <i>No Class</i> 	
9/29	Power continued... <ul style="list-style-type: none"> • Ledwith: Chapter 4 	
10/4	Asset-Based Community Development <ul style="list-style-type: none"> • Kretzmann & McKnight: pages 1-11 • YouTube Video: Building Hope: The CDC Oral History Project 	Exercise 2 Due 10/4
10/6	<ul style="list-style-type: none"> • <i>Let Your Assets Be Your Guide</i> (Blackboard) • RurAL CAP's 50th Anniversary Magazine (Blackboard) 	
10/11	Human Capital & Social Development <ul style="list-style-type: none"> • Kretzmann & McKnight: pages 13-45 	
10/13	<ul style="list-style-type: none"> • <i>Readings will be available in Blackboard</i> 	
10/18	Physical Capital & Infrastructure Development <ul style="list-style-type: none"> • <i>Readings will be available in Blackboard</i> 	
10/20	<ul style="list-style-type: none"> • <i>Readings will be available in Blackboard</i> 	
10/25	Financial Capital & Economic Development <ul style="list-style-type: none"> • Kretzmann & McKnight: pages 275-323 	Exercise 3 Due 10/25
10/27	<ul style="list-style-type: none"> • <i>No Class</i> 	
11/1	Environmental Capital & Sustainable Development <ul style="list-style-type: none"> • <i>Readings will be available in Blackboard</i> 	
11/3	<ul style="list-style-type: none"> • <i>Readings will be available in Blackboard</i> 	

11/8	Asset Mapping • Kretzmann & McKnight: pages 345-376	Exercise 4 Due 11/8
11/10	• <i>Readings will be available in Blackboard</i>	
11/15	Power Mapping Ledwith: Chapter 7	
11/17	• <i>Readings will be available in Blackboard</i>	Exercise 5 Due 11/22
11/22	• <i>Readings will be available in Blackboard</i>	
11/24	<i>Happy Thanksgiving – No Class</i>	
11/29	Emerging Issues: Climate Change & Food Security • <i>Readings will be available in Blackboard</i>	
12/1	• Student Presentations	
12/6	• Student Presentations	
12/8	• Student Presentations	Final Paper Due 12/8
12/12	<i>Finals Week – No Class</i>	
-16		