

Submit originals (including syllabus) and one copy and electronic copy to Faculty Senate Office  
 See [http://www.uaf.edu/uafgov/faculty\\_senate/curriculum/course-degree-procedures](http://www.uaf.edu/uafgov/faculty_senate/curriculum/course-degree-procedures) for a complete description of the rules

Email Contact		Faculty Contact	Charlene Stern/Jennifer Carroll
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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"/>

\* 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"/>
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ADD A



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 b3re f 95.76 720.96 0.48 0.443re f 95.76f q 96.24 683.88 285.96





ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:  
<http://www.uaf.edu/uafgov/facultysenate/curriculum/coursedegreeprocedures/uaf-syllabusrequirements/>  
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:

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

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

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

3. Course readings/materials:

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

4. Course description:

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

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

6. %o Student Learning Outcomes (more specific)

7. Instructional methods:

    %o 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:

    %o 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:

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

10. Evaluation:

    %o Specify how students will be evaluated, %o what factor be evaluatmf 0yat 1E 0.602 0 Td (Specify002bWrrT E

**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,

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

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;





**COURSE SCHEDULE**

Date	Readings	Assignment
8/30	<b>Introductions; Review of Syllabus</b>	
9/1	<b>Community Development in the U.S. Historiography</b> <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	<b>Historiography continued...</b> <i>The Past, Present, and Future of Community Development in the United States</i> (Blackboard) YouTube Video: The Tragedy of Urban Renewal	
9/8	<i>Communities Revisited: The Best Ideas of the Last Hundred Years</i> (Blackboard)	
<b>A Critical Analysis of Community Development</b>		
9/13	<i>Theories of Power and Urban Development</i> (Blackboard)	Assignment: <i>Theories of Power and Urban Development</i>

11/8