

**AEC 6300- Methodology of Planned Change
Agricultural Education and Communication**

Course Instructor:

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Office Hours: Wednesdays 10-11AM or by appointment

Course Time and Location: Monday 6-8 periods (12:50-3:50), Rolfs 316

Course Description:

This course provides a comprehensive overview of theories, models, and processes related to planned and unplanned changes affecting individuals, organizations, and communities. Attention will be directed toward drivers and resisters of change, processes necessary for effective change, and the role of leadership in planned change.

Course Objectives:

Upon completion of this course, the student will know theory and practice of change and will be prepared to implement a change project. Specifically, the student will be able to...

- discuss the nature and complexities of individual and organizational change;
- identify human and organizational factors that influence experiences of change;
- utilize relevant frameworks and models for leading individual and organizational change; and,
- formulate a plan to successfully lead a change process.

Course Required Textbooks:

- Rogers, E. (2003). Diffusion of innovations. (5th. Ed.). The Free Press. ISBN: 0743222091

Optional/Additional Readings:

Additional supplementary readings will be assigned. An electronic copy or web address will be provided in Canvas for access.

- Deszca, G., Ingols, C., & Cawsey, T. F. (2019). Organizational change: An action-oriented toolkit. (4th. Ed.). SAGE Publications. ISBN: 9781544351407
- Fishbein, M., & Ajzen, I. (2010). Predicting and changing behavior: The reasoned action approach. Psychology Press. ISBN: 9780805859249
- Goldsmith, S. (2010). The power of social innovation: How civic entrepreneurs ignite community networks for good. Jossey-Bass. ISBN: 0470576847
- Heifetz, R., Grashow, A., & Linsky, M. (2009). The practice of adaptive leadership: Tools tactics for changing your organization and the world. Harvard Business Press. ISBN: 9781422105764
- Kirton, M. J. (2003). Adaption-innovation in the context of diversity and change. Taylor & Francis Group. ISBN: 0-41-5298504
- Komives, S. and Warner, W. (2017). Leadership for a better: world Understanding the social change model of leadership development (2nd ed). Jossey-Bass. 9780470449493

E-Learning:

All students are expected to check Canvas (<http://elearning.ufl.edu>) on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material will be housed on Canvas, this includes your grades.

Course Expectations:

First and foremost, this class should be fun and enjoyable! With that, this is an interactive class with a high level of student engagement – you must participate. This course is pragmatic in its approach, and it is one that you will find useful in your future contacts and work with people.

Attendance is mandatory and recorded. It is up to you to attend class and make the most of it. All assignments are due at 11:55pm on the date indicated on Canvas and in this syllabus, unless otherwise noted. Late work is accepted, penalized by 10% per University business day.

Attendance and Make-Up Work:

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: (<https://gradcatalog.ufl.edu/graduate/regulations/>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Online Course Evaluation Process:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Academic Honesty:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Student Privacy:

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Campus Helping Resources:

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Training Programs
 - Community Provider Database
- *U Matter We Care, www.umatter.ufl.edu/*
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Students Requiring Accommodations:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Grade Breakdown: Please note grades are based on points not percentages. For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A: 465 - 500 pts	B+: 435 - 449 pts	B-: 400 - 414 pts	C: 365 - 384 pts	D+: 335 - 349 pts	D-: 300 - 314 pts
A-: 450 - 464 pts	B: 415 - 434 pts	C+: 385 - 399 pts	C-: 350 - 364 pts	D: 315 - 334 pts	E: 299 and Below

Assignment Summary:

Assignment	Due Date	Points Available	Points Earned
Theory Matrix	1 st Draft 3/12 & Final 4/23	75	
Change through Sustainable Development Goal Presentations	Beginning 2/20	75	
Personal Change	Proposal 1/23 & Report 2/6	25	
Article Theoretical Critiques (X3)	1/30, 2/27, 3/27	25 each (75 total)	
Change Philosophy	4/9	100	
Application of Change- Assignment of Choice	1 st Draft 4/23 & Final 4/30	150	
TOTAL POINTS AVAILABLE		500	

Assignment Descriptions:

All assignments must be turned in on Canvas on the date assigned by 11:55pm. Emailed assignments will not be accepted unless pre-arranged (this includes through Canvas). All papers are expected to be typed in 12-point Times New Roman or Calibri with 1-inch margins and utilize APA style formatting. Each assignment must follow the requirements in the rubric. All assignments will be returned to students on Canvas.

Theory Matrix (75 points)

Each student will complete a theory matrix throughout the course of the semester. This matrix may be presented in anyway that the student feels is appropriate and can be interpreted by the professor. For each theory covered in this course, you will provide key authors, descriptions, applications, and critiques. You should provide your own words and reflection/relevance to both scholarly and practical applications. This theory matrix will be turned in prior to spring break and the final matrix will be due at the end of the semester.

Change through Sustainable Development Goal Presentations (75 points)

Each student will be placed in a small group based on their top choices of sustainable development goals. Your group will be tasked with presenting a 30–45-minute activity-based presentation that applies the weekly course content to change efforts in the Sustainable Development Goal assigned to your team.

Personal Change (25 points)

Early in the semester, we will engage in discussion around personal change. You will propose a personal change you would like to attempt for a week. You will then engage in actively working towards that change for 1-2 weeks. At the end of the time frame, you will turn in a 1-page single space reflection on how the change process went, what worked well, what obstacles you encountered, and how your problem-solving style was both enabling and limiting.

Article Theoretical Critiques (25 points each; 75 points total)

At three different times in the semester, you will be provided with four options (education, extension, leadership, and communication) of journal articles that utilize a course theory as the basis for the scholarship. You will select the article and provide a critique that is one page in length (single spaced, 12-point font). The critique will include: 1) the identification of the study and highlight of a key takeaway, 2) a paragraph explaining connections that to class discourse (readings, assignments, discussions, etc.) 3) a detailed critique based upon your knowledge of the theory underlying the research, (does the article support or contest what we know) and 4) a plan for implementing what you have learned from the study as a professional. The header of the article critique should include the specific article information.

Change Philosophy (100 points)

Articulate your philosophy of change based on the concepts covered in course discussion, assigned readings, and any additional references you find helpful. How does change occur? What processes are central to the successful introduction, adoption, and diffusion of technological change? What are your responsibilities as a change agent? What theory or theories support your beliefs? How will your beliefs guide your behavior as you lead, or encounter change in your future profession? Papers should be a minimum of 6 double-spaced pages.

Application of Change- Assignment of Choice (30 points)

As a culmination, each student will create an application of change assignment that is applicable in their future career. Two options will be provided in greater detail later in the semester. The options are: 1) change project plan or 2) scholarly application of theory.

Course Outline:

Week	Topic	Reading	Assignment Due
1 Jan. 9	Introduction to Change Social Change Model		
2 Jan. 16	No Class- MLK Day		
3 Jan. 23	Personal Orientation to Change Adaption and Innovation as Catalytic Ingredients	Goldsmith Chapter 2 KAI Readings	• Personal Change Proposal
4 Jan. 30	Our Complex World Adaptive Challenges	Deszca Chapter 1 Heifetz	• Article Theoretical Critique 1
5 Feb. 6	Sustainable Development Goals	Online Handout	• Personal Change Report
6 Feb. 13	Frameworks for Change	Deszca Chapter 2	
7 Feb. 20	Behavioral Change	Fishbein & Azjen Ch. 1 & 10	
8 Feb. 27	Diffusions of Innovations	Rogers Ch. 1 & 2	• Article Theoretical Critique 2
9 Mar. 6	Criticisms & Generations	Rogers 3 & 4	• Theory Matrix Draft Due
Spring Break			
10 Mar. 20	Innovation-Decision Process	Rogers 5 & 6	
11 Mar. 27	Adopter Categories & Opinion Leadership	Rogers 7 & 8	• Article Theoretical Critique 3
12 Apr. 3	The Change Agent Politics & Power	Rogers 9 Deszca, Chapter 6	
13 April 10	Ethics and Innovation: Consequences of Innovation	Rogers 10 & 11	• Change Philosophy
14 April 17	Working in Complex Adaptive Systems	Online Reading	
15 April 24	Future Directions & Applications of Change		• Theory Matrix Due
Finals Week			
• Application of Change (AOC)			

Drop/Add, 1/9-13

Last Day to Drop, 4/14