

AEC 6300- Methodology of Planned Change- 3 credits
Agricultural Education and Communication

Course Instructor:

Dr. Sarah Bush

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Office Hours: Thursdays 10:30-12:30PM or by appointment

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

Course Description:

Processes by which professional change agents influence the introduction, adoption, and diffusion of technological changes. Applicable to those who are responsible for bringing about change.

Course Objectives:

Upon completion of this course, the student will know theory and practice of change and will be prepared to implement and evaluate change processes. 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. Other textbook resources include:

- 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

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 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.

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/UGRD/academic-regulations/attendance-policies/>

Grade Breakdown:

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Please note grades are based on points not percentages. You cannot earn a percentage of a point.

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 3/8 (Note: Friday) & Final 4/22	75	
Homework Assignments (X2)	2/5 & 2/19	15 each (30 total)	
Facilitate Class Reflection	Individual Assigned Date	20	
Change through Sustainable Development Goal Presentations	Beginning 3/18	25	
Personal Change	Proposal 1/29 & Report 2/12	50	
Article Theoretical Critiques (X3)	1/29, 2/26, 3/25	25 each (75 total)	
Original Change Philosophy	1/22	25	
Updated Change Philosophy & Reflection	4/8	50	
Application of Change (AOC)- Assignment of Choice	Proposal 3/18 & Final 4/29	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)

You 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. A list of required theories and weeks is included on canvas under this assignment.

Homework Assignments (15 points each; 30 points total)

You will be asked to complete two personal application-based assignments on canvas. The first is to reflection upon an adaptive challenge in your area of focus and define why it is an adaptive challenge. The second is to complete a systems map for the previously identified adaptive challenge. More details will be provided in class and in canvas.

Facilitate Class Reflection (20 points)

You will have an assigned date in class where they will start class with a short 10-15 minute activity or review of the course content from the previous week. This should serve as a starting place for course discussion that day in class.

Change through Sustainable Development Goal Presentations (25 points)

You 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 (50 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 complete a short review on canvas. 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 paragraph detailing a critique based upon your knowledge of the theory underlying the research (does the article support or contest what we know) and 4) a paragraph detailing a plan for implementing what you have learned from the study as a professional.

Change Philosophy (75 points)

Part 1- Change Philosophy: At the beginning of the semester, you will be asked to write a 1-page single-spaced change philosophy that answers the following questions: 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? These questions should be responded to based only on the knowledge you have entering the class.

Part 2: Updated Change Philosophy & Reflection: Throughout the class, you should be considering how your change philosophy is being supported, altered, and/or expanded. You will then be asked to use course content to support, alter, and/or expand your previous philosophy. Now you should articulate your philosophy of change based on the concepts covered in course discussion, assigned readings, and any additional references you find helpful. You'll be asked to use track changes to update and submit a new change philosophy that can be 1-2 pages single-spaced. You should also provide a short reflective description regarding how these changes took place (Approximately 250-500 words).

Application of Change- Assignment of Choice (150 points)

As a culmination, you will create an application of change assignment that is applicable in their future career. There are two options for this project: 1) change project plan or 2) scholarly application of theory. More detail is included on canvas.

Online Course Evaluation Process:

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to

the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

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>

Services for Students with Disabilities:

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Campus Helping Resources:

Students experiencing crises or personal problems that interfere with their general wellbeing 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
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- Student Success Initiative, <http://studentsuccess.ufl.edu>
- Student Complaints:
 - Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>
 - Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

Course Outline:

Week	Topic	Reading	Assignment Due
1 Jan. 8	Introduction to Change Social Change Model		
2 Jan. 15	No Class- MLK Day		
3 Jan. 22	Personal Orientation to Change Adaption and Innovation as Catalytic Ingredients	Goldsmith Chapter 2 KAI Readings	Original Change Philosophy
4 Jan. 29	Our Complex World Adaptive Challenges	Deszca Chapter 1 Heifetz	Personal Change Proposal & Article Theoretical Critique 1
5 Feb. 5	Sustainable Development Goals	Online Readings	Homework 1
6 Feb. 12	Working in Complex Adaptive Systems	Online Readings	Personal Change Report
7 Feb. 19	Frameworks for Change	Deszca Chapter 2	Homework 2
8 Feb. 26	Behavioral Change	Fishbein & Azjen Ch. 1 & 10	Article Theoretical Critique 2
9 Mar. 4	Diffusions of Innovations	Rogers Ch. 1 & 2	Theory Matrix Draft Due
Spring Break			
10 Mar. 18	Criticisms & Generations	Rogers 3 & 4	AOC Proposal
11 Mar. 25	Innovation-Decision Process	Rogers 5 & 6	Article Theoretical Critique 3
12 Apr. 1	Adopter Categories & Opinion Leadership	Rogers 7 & 8	
13 April 8	The Change Agent Politics & Power	Rogers 9 Deszca, Chapter 6	Updated Change Philosophy & Reflection
14 April 15	Ethics and Innovation: Consequences of Innovation Future Directions & Applications of Change	Rogers 10 & 11	
15 April 22	No Class- AIAEE Theory Matrix Due		
Finals Week Application of Change (AOC) Due			

Drop/Add, 1/8-12

Last Day to Drop, 4/12