

## **GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE**

DATE: September 2014  
FROM: The Graduate School

The Graduate Council submits the following items from the **September 11, 2014** meeting for consideration.

### **Information Items:**

- I. Revise a Group Prefix  
ICSR to SRSC

### **Consent Items:**

- I. Delete a Course  
EDFN 570 Workshop/Education  
EDFN 700 Research, Design and Dissertation  
EDAD 688 Planning for School Improvement
- II. Suspend a Course  
EDU 597 Organization and Supervision of Student Teachers  
SEC 599 Thesis Research/Writing
- III. Revise Course Prerequisites/Corequisites  
MUS 519 Conducting Seminar

### **Action Items:**

- I. Revise a Course  
EDLD 795 Advanced Topics in Educational Leadership  
ISCR 590 Sustainability Symposium
- II. Create a New Course  
EDLD 794 Educational Leadership Seminar
- III. Revise a Program  
0426 Endorsement, Non-degree Planned Sixth Yr/Rank I: Director of Special Education  
0453 Master of Music  
0448 MA Social Responsibility & Sustainability  
0472 Certificate, Global Pathways to Sustainability

**Course Prefix (Subject Area) - Revise  
(Information)**

Date: September 2, 2014  
College: University College  
Department: Diversity and Community Studies  
Contact Person: Jane Olmsted; jane.olmsted.wku.edu; x5-5787

**1. Current course prefix: ICSR**

**2. Proposed course prefix: SRSC**

**3. Rationale:** The name of the program for which this is an elective is M.A. Social Responsibility & Sustainable Communities. Initially, the intention was to work through an existing program, i.e., the Institute for Citizenship & Social Responsibility (ICSR), but since then the SRSC has moved into a new department, Diversity & Community Studies, so the rationale for the ICSR no longer applies.

**4. Course numbers to be included under the new course prefix:**

**510, 515, 520, 525, 530, 540, 570, 579, 599, 600**

**5. Term of implementation: spring 2015**

**6. Dates of notification to committees:**

Department

**Aug 22, 2014**

College Curriculum Committee

**Aug 28, 2014**

Professional Education Council (if applicable)

**N/A**

Graduate Council

**9-11-14**

University Senate

\_\_\_\_\_

# Office of the Registrar

## COURSE INVENTORY FORM

Check One

- Suspend Course  
 Delete Course  
 Reactivate Suspended Course

1. Subject Area: EDFN Course Number: 570 Course Title: WORKSHOP/EDUCATION  
 2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012=201210, Fall 2012=201230): 201430  
 3. Offering Unit (See Table of Code Values.) College: ED Department: EALR

### General Instructions

The University Course Inventory is updated and maintained by the Office of the Registrar. The purpose of this form is to provide data necessary for deleting, suspending, or reactivating suspended courses from the inventory. The form will be prepared by the originating department and accompany course materials submitted to the Undergraduate Curriculum Committee (UCC) or Graduate Council for action. Following approval by the UCC or Graduate Council, University Senate, and Provost, course information will be entered into the Banner student information system.

**EX Exploratory Studies**  
 ACAD Academic Advising and Retention  
 ND Non Degree  
**HH Health & Human Services**  
 99HH Interdisciplinary/Undeclared  
 ALHL Allied Health  
 CD Communication Sciences and Disorders  
 CFS Family and Consumer Sciences  
 NURS School of Nursing  
 PHY Kinesiology, Recreation, and Sport  
 PUBH Public Health  
 SWRK Social Work

### Question 3 Table of Code Values

**AR Arts & Letters**  
 99AR Interdisciplinary/Undeclared  
 ART Art  
 COMM Communication  
 ENG English  
 FLKA Folk Studies and Anthropology  
 GOVT Political Science  
 HIST History  
 INT International Programs  
 JOUR School of Journalism and Broadcasting  
 MLNG Modern Languages  
 MUS Music  
 PHIL Philosophy and Religion  
 SOCL Sociology  
 THEA Theatre and Dance  
**BU Gordon Ford College of Business**  
 99BU Interdisciplinary/Undeclared  
 ACCT Accounting  
 BA Business Administration  
 CIS Computer Information Systems  
 ECON Economics  
 FIN Finance  
 MGT Management  
 MKT Marketing and Sales  
**ED Education & Behavioral Sciences**  
 99ED Interdisciplinary/Undeclared  
 CNSA Counseling and Student Affairs  
 EALR Educational Adm., Leadership and Research  
 MIL Military Science  
 PSY Psychology  
 TCH School of Teacher Education

**IS University College**  
 99IS Dean's Office  
 AS Academic Support  
 DCS Diversity and Community Studies  
 GS Liberal Arts and Sciences  
 HON Honors Academy  
 PRST School of Professional Studies

**SC Science & Engineering**  
 99SC Interdisciplinary/Undeclared  
 AGRI Agriculture  
 AMS Architectural and Manufacturing Sciences  
 BIOL Biology  
 CHEM Chemistry  
 CS Computer Science  
 ENGR Engineering  
 GEO Geography and Geology  
 MATH Mathematics  
 PHYA Physics and Astronomy

Office of the Registrar Use:			
UCC _____	University Senate _____	Graduate Council _____	Banner Data _____
Provost _____			

# Office of the Registrar

## COURSE INVENTORY FORM

- Check One
- Suspend Course
- Delete Course
- Reactivate Suspended Course

1. Subject Area EDFN Course Number 700 Course Title Res Design and Dissertation
2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012=201210, Fall 2012=201230) 201430
3. Offering Unit (See Table of Code Values.) College ED Department EALR

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Office of the Registrar Use

UCC \_\_\_\_\_ University Senate \_\_\_\_\_

Graduate Council \_\_\_\_\_ Provost \_\_\_\_\_ Banner Data \_\_\_\_\_

# Office of the Registrar

## COURSE INVENTORY FORM

Check One

- Suspend Course  
 Delete Course  
 Reactivate Suspended Course

1. **Subject Area** EDAD **Course Number** 688 **Course Title** PLANNING FOR SCHOOL IMPROVEMEN

2. **Effective Term for Course Suspension, Deletion, or Reactivation** (e.g. Spring 2012=201210, Fall 2012=201230) 201430

3. **Offering Unit** (See Table of Code Values.) **College** ED **Department** EALR

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Office of the Registrar Use			
UCC _____	University Senate _____	Graduate Council _____	Provost _____
Banner Data _____			

# Office of the Registrar

## COURSE INVENTORY FORM

- Check One
- Suspend Course**
- Delete Course**
- Reactivate Suspended Course**

1. Subject Area: EDU Course Number: 597 Course Title: GANIZATION AND SUPERVISION OF
2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012=201210, Fall 2012=201230): 201510
3. Offering Unit (See Table of Code Values.): \_\_\_\_\_ College:  Department: TCH

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<b><u>EX</u></b>	<b><u>Exploratory Studies</u></b>
ACAD	Academic Advising and Retention
ND	Non Degree
<b><u>HH</u></b>	<b><u>Health &amp; Human Services</u></b>
99HH	Interdisciplinary/Undeclared
ALHL	Allied Health
CD	Communication Sciences and Disorders
CFS	Family and Consumer Sciences
NURS	School of Nursing
PHY	Kinesiology, Recreation, and Sport
PUBH	Public Health
SWRK	Social Work

### Question 3 Table of Code Values

<b><u>AR</u></b>	<b><u>Arts &amp; Letters</u></b>
99AR	Interdisciplinary/Undeclared
ART	Art
COMM	Communication
ENG	English
FLKA	Folk Studies and Anthropology
GOVT	Political Science
HIST	History
INT	International Programs
JOUR	School of Journalism and Broadcasting
MLNG	Modern Languages
MUS	Music
PHIL	Philosophy and Religion
SOCL	Sociology
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<b><u>BU</u></b>	<b><u>Gordon Ford College of Business</u></b>
99BU	Interdisciplinary/Undeclared
ACCT	Accounting
BA	Business Administration
CIS	Computer Information Systems
ECON	Economics
FIN	Finance
MGT	Management
MKT	Marketing and Sales
<b><u>ED</u></b>	<b><u>Education &amp; Behavioral Sciences</u></b>
99ED	Interdisciplinary/Undeclared
CNSA	Counseling and Student Affairs
EALR	Educational Adm., Leadership and Research
MIL	Military Science
PSY	Psychology
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AMS	Architectural and Manufacturing Sciences
BIOL	Biology
CHEM	Chemistry
CS	Computer Science
ENGR	Engineering
GEO	Geography and Geology
MATH	Mathematics
PHYA	Physics and Astronomy

Office of the Registrar Use

UCC \_\_\_\_\_ University Senate \_\_\_\_\_  
 Graduate Council \_\_\_\_\_ Provost \_\_\_\_\_ Banner Data \_\_\_\_\_

# Office of the Registrar

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1. **Subject Area**  **Course Number**  **Course Title**
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Office of the Registrar Use

UCC \_\_\_\_\_ University Senate \_\_\_\_\_  
 Graduate Council \_\_\_\_\_ Provost \_\_\_\_\_ Banner Data \_\_\_\_\_

Office of the Registrar

**COURSE INVENTORY FORM**

**Course Revisions**

**Note: If course revision affects subject area, course number, or course title, complete both #1 and #2, and any other proposed changes.  
If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.**

1. **Identification of Existing Course**      Existing Subject Area        
    Existing Course Number        
    Existing Course Title     

2. **Identification of Proposed Course**      Proposed Subject Area        
    Proposed Course Number        
    Proposed Official Course Title        
    Proposed Abbreviated Title     

3. **First effective term for course revision** (e.g. Spring 2012=201210, Fall 2012=201230)     

4. **Offering Unit** (See Table of Code Values.)      College            Department     

**Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.**

5. **Credit Hours**      Fixed Credit Hours:       Variable Credit Hours

6. **Repeat Limit** (See instructions.)       **Total Maximum Hours** (See instructions.)     

7. **Grading** (Check all that apply.)       Standard Letter Grading       Pass/Fail Only       No Grade  
 In Progress – IP (course is intended to span more than one term)

8. **Schedule Type** (See Table of Schedule Types.)                 

9. **Corequisites** (courses required to be taken **concurrently** with this course)  
    Subject Area      Course Number      Subject Area      Course Number      Subject Area      Course Number  
                                 

10. **Equivalent Courses** (Include South Campus [C suffix] courses and other equivalent courses.)  
    Subject Area      Course Number      Subject Area      Course Number      Subject Area      Course Number  
                                 

11. **Prerequisites** (See instructions.)  
    Subject Area      Course Number      Subject Area      Course Number      Subject Area      Course Number  
                                       
 Other     

12. **Course Attribute**       Honors Course       Developmental Course

13. **Course Restrictions**       Include/ Exclude      College       College       Major       Major       Classification

14. **Course Description** (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)

Office of the Registrar Use			
UCC _____	University Senate _____	CIP _____	Course Desc _____
Graduate Council _____	Provost _____	Banner Data _____	Evaluate _____



# MUS 519

## Graduate Choral Seminar

### Semester B: Small Forms

#### Professor:

Dr. Paul Hondorp  
[paul.hondorp@wku.edu](mailto:paul.hondorp@wku.edu)  
MH 208 • 745.5923

#### Office Hours:

MW 10:30 – 11:30;  
T TH 9:30 am – 10:30 am;  
or by appointment  
MRH 208

#### Course Description

This course is designed to serve as a core component of the conducting track for the Master of Music degree. Topics covered in this course will serve to develop the complete conductor and will include: choral literature, analytical score study, vocal diction

#### Course Objectives

- ❖ Student will survey choral music literature through exploration of representative examples of choral mass settings from the Renaissance to present day
- ❖ Students will recognize, by sound, representative scores from each period
- ❖ Student will be aware of critical compositional techniques, terminology and treatises through the selected repertoire studies
- ❖ Students will develop critical analytical and score study skills on the chosen repertoire
- ❖ Student will demonstrate knowledge of the principles of vocal diction utilizing the international phonetic alphabet (IPA) with selected literature
- ❖ Students will demonstrate language competencies sufficient to understand texts in the repertory

#### Evaluation

- ❖ Assignments (25%)
- ❖ Literature project
  - Written (20%)
  - Class presentation of findings (20%)
- ❖ Final exam (25%)
- ❖ Final Binder (10%)

#### Required text and materials

- ❖ Shrock, Dennis. Choral Repertoire. Oxford Publishers, 2010.
- ❖ Scores and additional materials as distributed in class

Recommended texts:

- ❖ Moriarty, John. Singer's Diction.
  - ❖ Jeffers, Ron (ed.) Translations and Annotations of Choral Repertoire (in 3 volumes)
- 

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is (270) 745-5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Plagiarism Statement**

Student work may be checked using plagiarism detection software. See the WKU catalog for all types of Academic Dishonesty.

Office of the Registrar

COURSE INVENTORY FORM

Course Revisions

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1. Identification of Existing Course      Existing Subject Area      EDLD  
    Existing Course Number      795  
    Existing Course Title      ADVANCED TOPICS IN EDUCATIONAL

2. Identification of Proposed Course      Proposed Subject Area        
    Proposed Course Number        
    Proposed Official Course Title      INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP  
    Proposed Abbreviated Title      IND STUDY ED LEADERSHIP

Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.

3. First effective term for course revision (e.g. Spring 2012=201210, Fall 2012=201230)      201510

4. Offering Unit (See Table of Code Values.)      College       Department

5. Credit Hours      Fixed Credit Hours:       Variable Credit Hours

6. Repeat Limit (See instructions.)       Total Maximum Hours (See instructions.)     

7. Grading (Check all that apply.)       Standard Letter Grading       Pass/Fail Only       No Grade  
 In Progress -- IP (course is intended to span more than one term)

8. Schedule Type (See Table of Schedule Types.)                 

9. Corequisites (courses required to be taken concurrently with this course)  
    Subject Area      Course Number      Subject Area      Course Number      Subject Area      Course Number  
                             

10. Equivalent Courses (Include Commonwealth School courses and other equivalent courses.)  
    Subject Area      Course Number      Subject Area      Course Number      Subject Area      Course Number  
                             

11. Prerequisites (See instructions.)  
    Subject Area      Course Number      Subject Area      Course Number      Subject Area      Course Number  
                                
 Other

12. Course Attribute       Honors Course       Developmental Course

13. Course Restrictions       Include/  Exclude      College       College       Major       Major       Classification

14. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)  
Individualized independent study in educational leadership. Prior to course registration, students must receive program advisor/dissertation chair and EdD Educational Leadership program director approval. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

15. Approvals:

Department Head *Antony D. ...*      Date 5-2-2014  
 Undergraduate Curriculum Committee      University Senate  
 Graduate Council

Office of the Registrar Use

CIP:

Banner Data

Course Description

Evaluate

**EDLD 795: Independent Study in Educational Leadership**

**Instructor: TBD  
(Office Hours: TBD)**

**Course Description:**

This is an individualized independent study in educational leadership. Prior to course registration, students must receive program advisor and EdD Educational Leadership program director approval. This course may be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

**Prerequisites:** Admission to EdD program and permission of the program director

**COURSE MEETING SCHEDULE: SPRING 2015**

Although the frequency and duration of meetings are negotiable, the supporting faculty member and EdD student should agree on a schedule of regular meetings in order to monitor and report on progress related to independent study objectives.

**COURSE LOCATION: TBD**

**Textbooks and Readings:**

Based on the independent study topic and course objectives, the supporting faculty may require specific readings and/or negotiate with the student about topics to be explored.

***\*Note: At the discretion of the faculty, additional texts or other reading assignments may be added in order to achieve course objectives or enhance the student's learning experience.***

**Course Objectives:** Upon completing this course, the student will be able to:

1. Describe growth in knowledge and understanding in the topic area.
2. Provide resources accumulated and/or reviewed related to the topic area.
3. Provide a product (in varying formats as negotiated with faculty) that demonstrates growth in knowledge and understanding related the topic area.

**Description of Course Assignments:**

Course assignments will vary based on the faculty/student negotiated objectives. However, at a minimum, the student must be required to submit evidence and products reflective of the course objectives.

**Journal Notebook:**

Although not a course requirement, each student is strongly encouraged to use a journal notebook to record one's progress, monitor hours dedicated to the independent study, and record key concepts, definitions, and processes based on the study, as well insights and lessons learned through assignments

completed during the semester. A journal allows each student to capture thoughts (and emotions) as one grows in the area of study. It is also a great avenue for capturing "rough ideas" and plans for future reading and professional development that can be processed more fully after the independent study is completed.

**Course Grading and Evaluation:**

Grading of course assignments will vary based on the faculty/student negotiated objectives. However, at a minimum, the student must be required to submit evidence and products reflective of the course objectives. Faculty should use this evidence to recommend a grade to the EdD program director.

***Important Note: This course is designated as Pass/Fail. In order to receive a grade of Pass, the student should demonstrate at least an 80% level of success on negotiated assignments.***

**Students Disabilities Services:** In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in the Downing University Center (270-745-5004).

**Statement of Diversity:** The EdD program and associated faculty believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this course will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

**Plagiarism:** Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

**Bibliography**

Provided by the faculty member supporting the student's independent study.

Office of the Registrar

**COURSE INVENTORY FORM**

**Course Revisions**

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1. **Identification of Existing Course** Existing Subject Area ICSR  
 Existing Course Number 590  
 Existing Course Title SUSTAINABILITY SYMPOSIUM

2. **Identification of Proposed Course** Proposed Subject Area SRSC  
 Proposed Course Number 590  
 Proposed Official Course Title SUSTAINABILITY SYMPOSIUM  
 Proposed Abbreviated Title SUSTAINABILITY SYMPOSIUM

3. **First effective term for course revision** (e.g. Spring 2012=201210, Fall 2012=201230) 201510

4. **Offering Unit** (See Table of Code Values.) College IS Department DCS

**Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.**

5. **Credit Hours** Fixed Credit Hours:  Variable Credit Hours

6. **Repeat Limit** (See instructions.)  **Total Maximum Hours** (See instructions.)

7. **Grading** (Check all that apply.)  Standard Letter Grading  Pass/Fail Only  No Grade  
 In Progress – IP (course is intended to span more than one term)

8. **Schedule Type** (See Table of Schedule Types.)

9. **Corequisites** (courses required to be taken concurrently with this course)  
 Subject Area Course Number Subject Area Course Number Subject Area Course Number

10. **Equivalent Courses** (Include South Campus [C suffix] courses and other equivalent courses.)  
 Subject Area Course Number Subject Area Course Number Subject Area Course Number

11. **Prerequisites** (See instructions.)  
 Subject Area Course Number Subject Area Course Number Subject Area Course Number  
       
 Other

12. **Course Attribute**  Honors Course  Developmental Course

13. **Course Restrictions**  Include/  Exclude College  College  Major  Major  Classification

14. **Course Description** (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)

Office of the Registrar Use			
UCC _____	University Senate _____	CIP _____	Course Desc _____
Graduate Council _____	Provost _____	Banner Data _____	Evaluate _____

**ICSR 590 Sustainability Symposium**  
**Capstone for the M.A.**  
**in Social Responsibility & Sustainable Communities**  
**Dr. Jane Olmsted**  
**Online Spring 2014**

**Phone:** 270.745-5787  
**Office:** Women's Studies Center, 1532 State St., between EST and the Int'l Center  
**Office Hours:** by appointment; I'm here most of the time between 8-4:30, with meetings scheduled irregularly. You'll find me very accessible.

**Course Materials**

1. Community: Kentucky: Robert Murray & Roger Bruckner, *Trapped: The Story of Floyd Collins* (UPK, 1982: 978-0813101538)
2. Environment: Alan Weisman, *The World without Us*. Picador (2008) 978-0312427900.
3. Social Justice: Angela Davis, *The Meaning of Freedom: And Other Difficult Dialogues* (City Lights Publ., 2012: 978-0872865808)

**Course Description**

ICSR 590 Sustainability Symposium is the culminating requirement of the M.A. degree in Social Responsibility and Sustainable Communities (SRSC). During the online portion of the course, we will use Discussion Board to explore the three themes of the SRSC—social justice, environmental sustainability, and community. You will also prepare your Comprehensive Exam Reading List (non-thesis) as well as your symposium essay and presentation. The on-site portion (includes experiences in Mammoth Cave and Bowling Green—Gasper River Retreat Center and at the Refugee Center) runs from May 12-17 and concludes with a symposium, at which you will present your paper.

Students completing ICSR 590 will demonstrate that they can

- critique relevant readings in class discussion and reflection;
- analyze the ways in which environment, “place,” and community intersect, through site visits and reflective writing;
- engage in a real-world “intentional community” with their cohort;
- present their SRSC research in a professional manner, at a closing on-campus symposium.

**University Policies**

**Plagiarism** Do not, do not copy from the internet (or anywhere else) and then paste it into a post or paper as if it were your own writing. All students are

expected to follow the WKU Student Code of Conduct, completing homework and papers independently unless instructions specify otherwise. I electronically check all assignments for plagiarism. All sources of information are to be appropriately cited to avoid any gray areas. Anyone turning in plagiarized work or cheating on exams will receive an F for the assignment(s), perhaps for the course, and will be reported to the Office of Judicial Affairs. For further information, see the Student Handbook.

**ADA Notice** Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A200, Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

### **Grading**

Discussion Board (30 points x 8 of 9 weeks)	240
Skype Db groups	80
Workshop Contributions (feedback)	80
Online and Residency process work	600
Preparation of Comps Reading List	---
Preparation of Symposium Essay	---
Preparation of Symposium Presentation	---

### **Expectations for online Portion of the Course**

**Discussion Board** I have very specific requirements for Db—but they’re straightforward: demonstrate that you’ve done the reading by referring to it in critical and reflective ways (“critical” does not mean negative; it means you recognize nuance, contradiction, difficulty, and can cite specific passages); seek the “truth” the writer is trying to get across, relate it to your own knowledge (personal and learned in the SRSC), but do not let discussion devolve into personal anecdote at the expense of engagement with the reading; cite correctly (see quoting guidelines and Db guidelines in Course Info).

Once for each book (total three times) you’ll need to meet by Skype with two other students. Your group will determine the meeting time. The purpose is to discuss the week’s reading and to come up with 1) one question for the group; 2) one passage that you interpret differently or disagree on; and 3) one response to the author—an answer to a question he or she poses or a claim made, and so on. Each member of the group should present one of these in Discussion Board.



To save time, I've created the three groups so that you're with different people each time (or most times):

<u>Freedom</u>	<u>World</u>	<u>Trapped</u>
Jac	Jac	Jac
Stephanie	Emily	Cara
Kristy	Kristen	Wendy
Amanda	Bev	Flo
Emily	Stephanie	Stephanie
Cara	Wendy	Rebecca
Bev	Flo	Kristy
Kristen	Cara	Bev
Wendy	Amanda	Amanda
Flo	Rebecca	Kristen
Rebecca	Kristy	Emily

**Workshops** You'll have the opportunity to give feedback to others' Comps or Symposium Essays (for those writing a thesis), as well as to recorded "draft" presentations.

**Symposium** Ungraded but part of the class structure, you will prepare your reading list for Comps, unless you are pursuing the thesis option. A second project is preparation of your Comps/Symposium essays, regardless of whether you are writing a thesis. Finally, you'll prepare a professional presentation (Ppt, Prezi) and record yourself delivering it. See the Student Handbook on the SRSC site (Student Resources) for more.

**Process Work** This is a general category for the enthusiasm, effort, and conscientiousness with which you throw yourself into all assignments, preparing for the residency, group work, reading and discussion, problem-solving, community building, and living together.

### Course Schedule

We have three weeks for each of the three primary texts. Supplemental readings and films will be listed under Week by Week and posted in Course Docs.

<b>Week of</b>	<b>Activities</b>	<b>What's due?</b>
January 27-31	Introduction to the course; goals/expectations; Berry NEH Lecture; Walker "Democratic Womanism" (Course Docs)	Introductions: interviews in pairs; Db (1500 words)
February 3-7	Excerpts <i>The Spirit Level</i> ; Arundati Roy's <i>We</i>	Db (1500 words)

February 10-14	A. Davis, <i>The Meaning of Freedom</i> Foreward, #s 1-5	Db (1500 words)
February 17-21	A. Davis, <i>The Meaning of Freedom</i> , #s 7-12	Db (1500 words)
February 24-28	A. Weisman, <i>The World without Us</i>	Db (1500 words)
March 3-7	A. Weisman, <i>The World without Us</i>	Db (1500 words)
March 10-14	Spring Break	<i>nada</i>
March 17-21	Work Week; finalizing reading lists	Reading Lists due
March 24-28	Murray & Bruckner, <i>Trapped</i>	Db (1500 words)
Mar 31-April 4	Murray & Bruckner, <i>Trapped</i>	Db (1500 words)
April 8-12	Work Week (symposium essays)	
April 13-17	Writing workshops (half class)	Drafts of Essays due
April 21-25	Writing workshops (half class)	Drafts of Essays due
April 28-May 2	Work week; Symposium Week planning	<i>Db as needed</i>
May 5-9	Presentations due	Respond to at least two other presentations
May 16	Arrival by 1:00pm in Bowling Green; flights must arrive in Nashville by 11:30am; Opening meeting 1:00-3:00 at Carroll Knicely Center. Graduation Friday, May 10, 5:00pm. Evening open. Must remain through concluding event, the evening of 5/23/2013.	1 week at WKU and nearby communities. See the Schedule (separate document).

### Expectations for Residency, Week of May 16-23

I don't anticipate that these expectations need to be spelled out, but let me mention a few guiding principles.

1. This is your capstone experience: as such you are asked to bring to bear all that you've learned over the past two years, about social justice, community, and sustainability.
2. Some of you have never met any of your cohort f2f, and none of you has met everyone. We will be living together 24/7 for a week, following what I hope will be a positive community-building experience online. You will have to sacrifice some comfort, though every effort has been made to ensure that your needs are met. You will have to swallow aversion on occasion, or pet ways of behaving, for the "greater good." If there is conflict, don't suffer in silence; however, we must agree from the outset that we can and will enact the best practices of community living. Avoid gossip. Be direct and honest. *Always assume good intentions.* Share concerns with me and Dr. Kerby. If you have special needs, let me know at once.
3. My mode of teaching is to have high expectations, to reward those who meet and exceed them (which offers its own rewards), to help those who ask for it, and to

believe that all my students are capable of surprising and inspiring me, for which I am always grateful.

During this week we will be living with each other in close proximity. Please be prepared to share space and to make the most out of our time together. Our lodgings range from

- elegant (Staybridge Hotel in Bowling Green), where we have reserved suites—I need to know what sleeping arrangements you require (the suites allow for three people to share two rooms) and if you live in BG, whether you want a room or will stay at home.
- to simple and private (Hamilton Valley at Mammoth Cave), where we have separate rooms in a dormitory; you'll need your own pillow, sheets, and towel. Camping is also an option.
- to simple and shared (Gasper River Retreat Center), where there are eight-ten bunks to a room. For those of you who want to camp and who are traveling to BG in cars, please bring your camping equipment, which we'll transport for you once you're here. We'll need some campers for this site.

Additional information:

- We'll provide you with a list of things to bring, probably in April.
- Plan on turning off your cell phones except during breaks.

# Office of the Registrar

## COURSE INVENTORY FORM

Check One  Create New Course  
 Temporary Course Offering

1. Has this course previously been offered on a temporary basis?  Yes  No If yes, indicate the term offered

2. Subject Area EDLD Course Number 794 Course Title (as it should appear on the transcript; maximum of 30 letters & spaces) EDUCATIONAL LEADERSHIP SEMINAR

3. Term for Implementation (e.g., Spring 2012-201210, Fall 2012-201230) 201510

4. Official Course Title EDUCATIONAL LEADERSHIP SEMINAR

5. Offering Unit (See Table of Code Values.) College ED Department EDLD

6. Credit Hours Fixed Credit Hours: 3.00 Variable Credit Hours

7. Repeat Limit (See instructions.)  Total Maximum Hours (See instructions.)

8. Grading (Check all that apply.)  Standard Letter Grading  Pass/Fail Only  No Grade  
 In Progress - IP (Course is intended to span more than one term.)

9. Schedule Type (See Table of Schedule Types.)

10. Corequisites (courses required to be taken concurrently with this course)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

11. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

12. Prerequisites (See instructions.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

13. Course Attribute  Other Admission to EdD program or permission of Director of Educational Leadership Doctoral Program  
 Honors Course  Developmental Course

14. Course Restrictions  Include/  Exclude College  College  Major  Major  Classification

15. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)  
Seminar in topics and current trends related to educational leadership. Seminars that represent different topics may be repeated for credit with advisor permission.

16. Approvals for Temporary Course Only: Department Head *Antony D. James* Date 5-2-2014  
College Dean \_\_\_\_\_ Date \_\_\_\_\_  
Graduate Dean \_\_\_\_\_ Date \_\_\_\_\_  
Provost Office \_\_\_\_\_ Date \_\_\_\_\_

Office of the Registrar Use	University Senate _____	CIP _____	Course Desc _____
UCC _____	Provost _____	Banner Data _____	Evaluate _____
Graduate Council _____			

**EDLD 794: Educational Leadership Seminar  
Negotiation and Conflict Management: Leadership Essentials**

**Instructor: Tony Norman  
(Office Hours: M-F, 9am-3pm)**

**Seminar Description:**

The purpose of this seminar is to help participants understand and practice effective theories and strategies of negotiation and conflict management in a variety of education-related settings. Difficult situations and conflict are an ever-present component of any decision-making environment and the ability to negotiate effectively and manage conflict is an essential leadership skill. Participants will acquire the ability to critically analyze conflict situations, understand stakeholder positions, and develop appropriate strategies for resolution through principled negotiation. Exercises will emphasize a variety of educational organizational settings and situations, but the skills may be applicable anywhere conflict occurs.

The seminar uses a variety of instructional methods including presentation, experiential exercises, role play, critical incident debriefing, assessment instruments, videotaped presentations, case studies, and teaching-learning groups. Advance preparation for each seminar meeting is critical for everyone's optimal learning experience as one person's lack of preparation is likely to adversely affect the interaction possibilities for other seminar participants.

**Prerequisites:** Admission to EdD program or permission of the program director

**SEMINAR MEETING SCHEDULE: WINTER TERM 2015**

January 9-10, Friday 5:00-9:00 & Saturday 8:00-4:30  
January 16-17, Friday 5:00-9:00 & Saturday 8:00-4:30  
January 23-24, Friday 5:00-9:00 & Saturday 8:00-4:30

**SEMINAR LOCATION:** Main Meeting Room – GRH 2009; Additional Meeting Space as Needed – GRH 2005, 2006, & 2008.

**Textbooks:**

**Required**

Fisher, R., & Shapiro, D. (2005). *Beyond reason: Using emotions as you negotiate*. London: Penguin.  
Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in* (Revised edition). London: Penguin.  
Ury, W. (1993). *Getting past no: Negotiating your way from confrontation to cooperation*. New York: Bantam Books.

**Recommended**

Fisher, R. & Brown, S. (1989). *Getting together: Building relationships as we negotiate*. New York: Penguin Books.  
Harvard Business School Press. (2003). *Negotiation: Harvard business essentials*. Boston, MA: Author.

Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to discuss what matters most* (10<sup>th</sup>-anniversary edition). London: Penguin.

**\*Note: At the discretion of the instructor, additional texts or other reading assignments may be added in order to achieve seminar objectives or enhance students' learning experiences.**

**Seminar Objectives:** Upon completing this seminar students will be able to:

1. Recognize the pervasiveness (and potential pitfalls) of negotiation in leadership and in life.
2. Recognize one's own and other's negotiation styles, underlying assumptions behind each style, and potential positive and negative consequences associated with each style.
3. Articulate types of negotiation, key concepts for starting a negotiation, and steps in the preparation process.
4. Articulate and utilize the Harvard Negotiation Program's fundamental framework (*Seven Elements of Negotiation*) and other negotiation tools and strategies to analyze and discuss case studies.
5. Use the *Seven Elements* and other negotiation tools and strategies to prepare for, participate in, and review outcomes of simulated negotiation scenarios.
6. Describe the nature of and remedies for structural problems and mental errors that separate willing parties from negotiated agreements.
7. Recognize 'emotions' as an asset and/or inhibitor in negotiations and develop appropriate ways of addressing them.
8. Demonstrate awareness of ethical and value considerations of negotiated settlements.
9. Use new skills to discuss and analyze personal past and/or present negotiation situations toward achieving better outcomes in future negotiation opportunities.

**Description of Seminar Format:** The overall approach/methodology for the seminar will entail:

- Assigning of relevant readings prior to each meeting.
- Providing opportunities for students to be engaged and negotiating at some level from the very first day of the seminar—and enjoying the challenges and 'fun' of negotiation.
- Extensive practice for students in the 'doing' of negotiations—working from specific development of skills with some sequencing to engaging holistically in negotiation cases.
- Using engaged pedagogy that includes activities such as situational vignettes, problem solving, analysis, role simulations, use of video clips and tapes, and mini-lectures.
- Case studies that will be assigned on Blackboard. (Note: These will be posted to Blackboard after both the first and second weekend seminar meetings.)

**Description of Seminar Assignments:**

As future educational leaders and doctoral students, you will continually be expected to express your ideas logically, both orally and in writing. Unless instructed otherwise, written materials should be typed or word-processed; all materials should be proofed for accuracy. APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct.

Due dates are firm unless changed by the instructor. *Unless the instructor indicates otherwise, all assignments should be posted to Blackboard seminar site on or before the due dates provided.* Below is a brief explanation of each seminar assignment:

1. **Textbook Learning Assignments (TLA):** Complete the learning assignments provided on Blackboard for each required textbook in preparation for seminar discussions. Submit these based on the assignment due date. Be prepared to ask and answer questions during seminar meetings related to the learning assignments. Anticipate 'spot' quizzes during seminar meetings relative to key concepts/content from the assignments.
2. **Negotiation Case Studies:** Several negotiation case studies will be assigned during seminar meetings for analysis, knowledge and skill development, as well as reflection. Individuals or groups of students will be assigned roles/positions for these case studies. For each case study posted on Blackboard, read and analyze the situation based on your assigned role and negotiation skills and topics discussed in the seminar. Be prepared on the assignment due date to work alone or with partners to achieve successful negotiation outcomes.
3. **Personal Negotiation Case Study Assignment:** The culminating assignment/assessment for the seminar will be your development of a negotiation case study based on your own personal history and/or experiences. The subject of the case study must be related to an education and or/educational leadership setting/issue/incident/situation. A template/framework will be provided during the seminar to guide your writing. Be prepared to discuss your progress on this assignment during seminar meetings. *Please note: Although I expect your case study to be based on a real situation, it may be used for future seminars or workshops; thus you should write in such a way to protect your identity, as well as the identity of others.* Submit this case study based on the assignment due date.
4. **Small Group Discussion Board:** You will be assigned to small group in Blackboard to discuss and reflect on what you are learning from readings, assignments, and seminar discussions. Be prepared to enter and post substantive comments within the timeframes listed on the assignment schedule.
5. **Participation:** All students are expected to attend each face-to-face seminar session and actively participate in seminar meetings and assigned Blackboard activities.

**Assignment Schedule (In Brief):** A more comprehensive assignment and seminar schedule will be provided the first day of the seminar.

Assignments	Due Date & Time
<ul style="list-style-type: none"> <li>• Read <i>Getting to Yes</i></li> <li>• Complete TLA 1</li> <li>• Post to Small Group Discussion Board</li> </ul>	January 9, 2015 Noon
<ul style="list-style-type: none"> <li>• Read <i>Getting Past No</i></li> <li>• Complete TLA 2</li> <li>• Read Negotiation Case Studies in preparation for seminar activities</li> <li>• Post to Small Group Discussion Board</li> </ul>	January 16, 2015 Noon
<ul style="list-style-type: none"> <li>• Read <i>Beyond Reason: Using Emotions as You Negotiate</i></li> <li>• Complete TLA 3</li> <li>• Read Negotiation Case Studies in preparation for seminar activities</li> <li>• Post to Small Group Discussion Board</li> </ul>	January 23, 2015 Noon
<ul style="list-style-type: none"> <li>• Personal Negotiation Case Study</li> </ul>	TBD

**Journal Notebook:**

Although I am not requiring that students do so, I strongly encourage you to use a journal notebook to record key negotiation concepts, definitions, and processes based on your reading, as well insights and lessons learned through assignments and exercises completed during and outside of the seminar. My own experience attending similar negotiation trainings and workshop has been that too many great ideas and "aha moments" occur in a very short timeframe to be able to hold them all in memory. A journal allows students to capture thoughts (and emotions) as they grow in their negotiation knowledge and skill. It is also a great avenue for capturing "rough ideas" and plans for future reading and professional development that can be processed more fully after this seminar is completed.

**Seminar Grading and Evaluation:**

Participation in seminar discussions and other assigned activities will be evaluated on attentiveness, evidence that assigned material was read, regularity of participation, and appropriateness of contributions. Assignments will be evaluated based on satisfying the requirement as assigned and the quality of the presented and written work. The following represents the point distribution for each assignment:

Textbook Learning Assignments	125 points
Negotiation Case Studies	125 points
Personal Negotiation Case Study	150 points
Small Group Discussion Board	50 points
<u>Participation</u>	<u>150 points</u>
TOTAL	600 points

***Important Note: This course is designated as Pass/Fail. In order to receive a grade of Pass, students must successfully accumulate at least 480 (80%) of the points possible.***

**Attendance and Participation:** Regular seminar preparation and participation are important. You are expected to have read all assignments prior to seminar meetings and to be prepared to participate in discussion or other activities. As doctoral students, you are expected to identify, obtain, and read relevant literature and information beyond what is assigned. You should be able and willing to share information and ideas; therefore, regular and productive participation is essential for your and others' success. The limited number of seminar meetings makes attendance at all meetings essential. Anticipated absences for all or part of any the seminar should be discussed with the instructor *prior to continuing in this seminar* to determine if you can reasonably meet seminar expectations. If circumstances do not permit prior notice, contact the instructor immediately after the absence to determine your ability to complete the seminar successfully.

**Students Disabilities Services:** In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this seminar must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in the Downing University Center (270-745-5004).

**Statement of Diversity:** The EdD program and associated faculty believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse



populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this course will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

**Plagiarism:** Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the seminar and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

**Seminar Schedule:** To be provided the first day of the seminar.

#### Bibliography

- Brinkman, R., & Kirschner, R. (2006). *Dealing with difficult people: 24 lessons for bringing out the best in everyone*. New York: McGraw-Hill.
- Fisher, R., & Brown, S. (1988). *Getting together: Building relationships as we negotiate*. London: Penguin.
- Lax, D. A., & Sebenius, J. K. (2006). *3D negotiation: Powerful tools to change the game in your most important deals*. Boston: Harvard Business School Press.
- Shell, G. R. (2006). *Bargaining for advantage: Negotiation strategies for reasonable people*. London: Penguin.
- Tannen, D. (1986). *That's not what I meant: How conversational style makes or breaks relationships*. New York: Harper.
- Ury, W. (2007). *The power of a positive no: How to say no and still get to yes*. New York: Bantam.

Proposal Date: May 7, 2014

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Gail Kirby, [gail.kirby@wku.edu](mailto:gail.kirby@wku.edu), 5-3746

**1. Identification of program:**

- 1.1 Current program reference number: #0426
- 1.2 Current program title: Endorsement: Non-Degree Planned Sixth-Year/Rank I: Director of Special Education
- 1.3 Credit hours: 30

**2. Identification of the proposed program changes:**

- Addition to Admission Requirements: Letter of Application and current resume/vita with goals and verification of 3 years experience in a certified position as either a special education teacher or a school psychologist with exceptional children to admission requirements.
- Deleted admission requirement #3.
- Revision of program prerequisites to allow more flexibility for the diverse backgrounds of applicants of this program.
- Reorganization of non-core requirement listings to allow clarification and additional flexibility.
- Addition of graduate level community/culture/diversity course.
- Addition of graduate level Behavior focused course

**3. Detailed program description:**

<b>CURRENT PROGRAM</b> Non-Degree Planned Sixth-Year/Rank I : Director of Special Education Ref. 0426	<b>PROPOSED PROGRAM</b> Non-Degree Planned Sixth-Year/Rank I : Director of Special Education Ref. 0426
The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at <a href="http://www.wku.edu/ste">www.wku.edu/ste</a>	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at <a href="http://www.wku.edu/ste">www.wku.edu/ste</a>
<b>ADMISSION REQUIREMENTS:</b> 1. Has submitted an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist.	<b>ADMISSION REQUIREMENTS:</b> 1. <b>Submit</b> an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist. 2. <b>Submit documentation of a master's</b>

<ol style="list-style-type: none"> <li>2. Has a master's degree from an accredited institution.</li> <li><del>3. Has been recommended for admission by the Special Education Graduate Admission Committee.</del></li> <li>4. Has completed three years full-time appropriate teaching experience with exceptional children or as a school-psychologist.</li> <li>5. Has a 3.2 GPA or above on all graduate work.</li> </ol>	<ol style="list-style-type: none"> <li>3. <b>Submit a current vita/resume and letter of application indicating goals, and a statement verifying that he/she has completed at least 3 years of full-time appropriate teaching experience with exceptional children or as a school psychologist.</b></li> <li>4. <b>Submit documentation of three years full-time appropriate teaching experience with exceptional children or as a school-psychologist.</b></li> <li>5. <b>Submit documentation of a 3.2 GPA or above on all graduate course work.</b></li> </ol>
<p><b>PROGRAM REQUIREMENTS LEVEL I</b> <i>Prerequisite Courses</i> <b>EDFN 500 Research Methods</b></p> <p><b>Three Hours from the following:</b> <b>SPED 330 Introduction to Exceptional Education</b> <b>SPED 516 The Exceptional Child</b></p> <p><b>Three Hours from the following:</b> <b>SPED 518 Seminar: Contemporary Issues in Special Education</b> <b>SPED 510 Seminar: Speech Pathology</b> <b>CNS 663: Counseling the Exceptional Child and Parent</b></p> <p><b>Three Hours from the following:</b> <b>ELED 503 Organization of the Elementary School Curriculum</b> <b>SEC 580 The Curriculum</b> <b>MGE 571 Middle School Curriculum</b> <b>EDAD 683 Seminar in Curriculum Development</b></p> <p><b>Three Hours from the following:</b> <b>SPED 533 Seminar: Curriculum for Learning and Behavior Disorders</b> <b>SPED 535 Seminar: Curriculum for Moderate and Severe Disabilities</b> <b>OR an advisor selected substitute</b></p>	<p><b>PROGRAM REQUIREMENTS LEVEL I</b> <i>Prerequisite Courses</i> <b>Graduate level Research Methods course completed within the past 10 years.</b></p> <p><b>Introductory Special Education Course completed within the past ten years</b></p> <p><b>Completion of 6 hours of Graduate Level Curriculum Course from the following:</b> <b>SEC 580 The Curriculum (3 hrs.)</b> <b>ELED 503 Organization of the Elementary School Curriculum (3 hrs.)</b> <b>MGE 571 The Middle School Curriculum (3hrs.)</b> <b>EDAD 683 Seminar in Curriculum Development (3 hrs.)</b> <b>OR Advisor approved Curriculum Course (3 hrs.)</b></p>

**Required Courses:**

EDAD 585 Fundamentals of School Administration  
EDAD 677 School Law  
EDAD/SPED 620 Seminar in the Administration of Special Education  
EDAD/SPED 625 Practicum in the Administration of Special Education  
EDAD/SPED 630 Special Education Law and Finance

*NOTE: Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours, the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification.*

**Required Courses: 15 hours**

EDAD 585 Fundamentals of School Administration (3 hrs.)  
EDAD 677 School Law (3 hrs.)  
SPED/EDAD 620 Seminar in the Administration of Special Education (3 hrs.)  
SPED/EDAD 625 Practicum in Administration of Special (3 hrs.)  
SPED/EDAD 630 Special Education Law and Finance (3 hrs.)

*NOTE: Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours, the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification. Students must be admitted to the program and have a program of study on file with teacher certification to be eligible for a recommendation of certification.*

**3 HOURS OF GRADUATE LEVEL SPED CURRICULUM COURSE – students may not use course used as pre-requisite:**  
SPED 533 – Curriculum for Learning and Behavior (3 hrs.)  
SPED 535 Curriculum for Moderate and Severe Disabilities (3 hrs.)  
SPED 615 Instructional Strategies and Design for Students with ASD (3 hrs.)  
**OR OTHER SPED CURRICULUM COURSE APPROVED BY ADVISOR (3 hrs.)**

**3 HOURS OF GRADUATE LEVEL GENERAL EDUCATION CURRICULUM COURSE AT ELEMENTARY LEVEL - students may not use course used as pre-requisite:**  
ELED 503 Organization of the Elementary School (3 hrs)  
**OR OTHER GRADUATE LEVEL GENERAL ED CURRICULUM COURSE AT ELEMENTARY LEVEL APPROVED BY ADVISOR**

**3 HOURS GRADUATE LEVEL GENERAL ED**

<p>Level II – Certification Program Course Work – 6 Hours</p> <p>Required Courses</p> <p>EDAD 598 Field Based Experience in Education Administration &amp; Supervision (Special Education)</p> <p>EDAD 686 Principles of Supervision</p>	<p><b>CURRICULUM COURSE AT SECONDARY LEVEL - students may not use course used as pre-requisite:</b></p> <p>SEC 580 The Curriculum (3 hrs)  MGE 571 The Middle School Curriculum (3 hrs)  <i>OR OTHER GRADUATE LEVEL GENERAL ED CURRICULUM COURSE AT SECONDARY LEVEL APPROVED BY ADVISOR</i></p> <p><b>3 HOURS</b>  <b>COMMUNITY/CULTURE/DIVERSITY COURSE - students may not use course used as pre-requisite:</b>  EDAD 682 – School Community Relations (3 hrs)  SPED 532 Families, Professionals, and Exceptionalities (3 hrs)  <i>OR OTHER GRADUATE COMMUNITY/CULTURE/DIVERSITY COURSE APPROVED BY ADVISOR</i></p> <p><b>3 HOURS OF GRADUATE LEVEL BEHAVIOR/APPLIED BEHAVIOR ANALYSIS COURSE - students may not use course used as pre-requisite:</b>  SPED 518 Seminar: Contemporary Issues (3hrs)  SPED 618 Social Skills Instruction and Behavioral Programming for Students with ASD (3 hrs)  PSY 519 Psychological Perspectives on Classroom Behavior (3hrs)  PSY 540 Behavior Problems of Childhood and Adolescence (3 hrs)  <i>OR OTHER BEHAVIOR FOCUSED COURSE APPROVED BY ADVISOR</i></p> <p><b>TOTAL HOURS = 30</b></p> <p><b>LEVEL II</b>  <b>REQUIRES ALL LEVEL I COURSE WORK IN ADDITION TO 6 HOURS BELOW:</b>  <i>Required Courses – 6 HOURS</i>  EDAD 598 Field Based Experience in Education Administration &amp; Supervision (Special Education) (3 hrs)  EDAD 686 Principles of Supervision (3 hrs)</p>
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**4. Rationale for the proposed program change:**

- Current admission requirements do not require students to document years of experience, which is required by the KY EPSB as a prerequisite to entering the Director of Special Education program. Advisors currently must contact student to verify their years of experience and this slows down the admission process.
- The addition of the letter of application and current resume/vita will replace the admission requirement to be recommended by a committee, therefore streamlining the admission process.
- Rather than listing specific courses required for the prerequisites, the proposed changes describe the type of course needed so students from various backgrounds will be able to choose courses that fit in to broad categories as opposed to specific courses.
- In the current program, some courses are listed as being a pre-requisite *and* as a core requirement. Rearranging the requirements allows for more clarity and flexibility for prospective students.
- Special Education Directors must possess skills to work with community partners and families from diverse backgrounds and the current program does not include a course to address this need.
- Special Education Directors must consult with School Psychologists, Teachers, and Administrators and must possess skills in applied behavior analysis and behavior management strategies and the current program does not include a course to address this need.

**5. Proposed term for implementation and special provisions (if applicable): Spring 2015**

**6. Dates of prior committee approvals:**

School of Teacher Education	<u>May 14, 2014</u>
CEBS College Curriculum Committee	<u>August 5, 2014</u>
Professional Education Council (if applicable)	<u>August 13, 2014</u>
Graduate Council	<u>9-11-14</u>
University Senate	<u></u>

**Revise a Program  
(Action)**

Date: 8/5/2014

College: Potter College of Arts and Letters (PCAL)

Department: Department of Music

Contact Person: Robyn Swanson

E-mail: [robyn.swanson@wku.edu](mailto:robyn.swanson@wku.edu)

Phone: 270-745-5925

**1. Identification of program:**

1.1 Reference number: 0453

1.2 Program title: Master of Music

Two concentrations: **(MUTL) Teacher Leader and (MUCT) Conducting/Teacher Leader**

**2. Proposed change(s):**

2.1  title:

2.2  admission criteria:

2.3  curriculum: Revision of the alignment of music education course work in the Master of Music Teacher Leader concentrations to the 2014 revised Master of Arts in Education Teacher Leader Program.

2.4  Other:

**3. Detailed program description:**

Existing Program	Revised Program
<p><b>Master of Music in Music Education Teacher Leader Program (30 hour program)</b></p> <p><b>Admission Requirements:</b> Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies. <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i></p> <ol style="list-style-type: none"> <li>No GRE qualifying score will be required for applicants who are graduates of a WKU teacher preparation program, as long as they have or are eligible for a teaching certificate in Music. A copy of the certificate or statement of eligibility must be submitted with the application.</li> <li>Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum of 2.75 GPA for all previous coursework (undergraduate and graduate) and have or are eligible for a teaching certificate in Music. A copy of the certificate or statement of eligibility must be submitted with the</li> </ol>	<p><b>Master of Music in Music Education Teacher Leader Program (30 hour program)</b></p> <p><b>Admission Requirements:</b> Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies. <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i></p> <ol style="list-style-type: none"> <li>No GRE qualifying score will be required for applicants who are graduates of a WKU teacher preparation program, as long as they have or are eligible for a teaching certificate in Music. A copy of the certificate or statement of eligibility must be submitted with the application.</li> <li>Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum of 2.75 GPA for all previous coursework (undergraduate and graduate) and have or are eligible for a teaching certificate in Music. A copy of the certificate or statement of eligibility must be submitted with the application.</li> </ol>

application.

3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate in Integrated Music, Instrumental Music or Vocal Music. A copy of the certificate or statement of eligibility must be submitted with the application.\*

*Department of Music Admission*

*Requirements:*

- 1) Prior to entrance: Audition on primary instrument or voice
- 2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history

**Minimal Criteria for Curriculum Development**

When a student is approved to enter the Rank II (MM/TL) program, the individual will be enrolled in TCHL 500 and will meet with the music program advisor to design the program of study.

The Master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30 hours related to Kentucky Teacher Standards and professional goals.

**(Level 1) Professional Education Core—15 hrs**

TCHL 500 Foundations of Teacher Leadership	3 hrs
MUS 509* Music Curr. in the Elementary and Middle Schools	3 hrs
MUS 514* Secondary Music Curr.	3 hrs
MUS 625 Graduate Capstone Project (Action Research Project) or TCHL 560: Action Research for Teacher Leaders	3 hrs

\*Competencies included in TCHL 530, 540, 544, 548, 550, 554, and 558 are embedded in MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those

3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate in Integrated Music, Instrumental Music or Vocal Music. A copy of the certificate or statement of eligibility must be submitted with the application.\*

*Department of Music Admission*

*Requirements:*

- 1) Prior to entrance: Audition on primary instrument or voice
- 2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history

**Minimal Criteria for Curriculum Development**

When a student is approved to enter the Rank II (MM/TL) program, the individual will be enrolled in TCHL 500 and will meet with the music program advisor to design the Program of Study.

The Master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30 hours related to Kentucky Teacher Standards and professional goals.

**(Level 1) Professional Education Core—15 hrs**

TCHL 500 Foundations of Teacher Leadership	3 hrs
MUS 509* Music Curr. in the Elementary and Middle Schools	3 hrs
MUS 514* Secondary Music Curr.	3 hrs
MUS 625 Graduate Capstone Project (Action Research Project)	3 hrs

\*Competencies included in TCHL 530, TCHL 545 and TCHL 555 are embedded in MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514



enrolled in MUS 514 will have opportunities to interact with students in the ~~TCHL 558~~ course.

MUS 512\* Music Education Workshop 3 hrs (1-3 hours with a maximum of 6) Additional workshop hours will count under electives. \*MUS 512 is a required course. Competencies included in ~~TCHL 550, 554, and 558~~ are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the ~~TCHL courses 550 & 554.~~

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with ~~TCHL 530, 540, 544, 548, 550, 554, and 558.~~ Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).

**(Level 2) Specialization Component—15 hrs**

Advisor-approved elective courses selected from discipline in which student is certified.

**Music Core Content** 12 hrs from:

MUS 500 Theory Seminar 3 hrs

MUS 525\* Music and Human Experience 3 hrs

MUS 511 Research Methods in Music or ~~TCHL 520: Principles of Action Research for Teacher Leaders~~ 3 hrs

MUS 530 Music Literature 3 hrs

~~\*Competencies associated with TCHL 530 are embedded in MUS 525.~~

**Electives: 3 hrs.**

Selected from the following:

MUS 518 Advanced Conducting 3 hrs

MUS 538 Ind. Dir. Study/Theory-Lit 3 hrs

MUS 513 Ind. Dir. Study/Music Ed 3 hrs

will have opportunities to interact with students in the **TCHL 555** course.

MUS 512\* Music Education Workshop 3 hrs (1-3 hours with a maximum of 6) Additional workshop hours will count under electives. \*MUS 512 is a required course. Competencies included in **TCHL 555** are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in **TCHL 555.**

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, **545, and 555.** Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).

**(Level 2) Specialization Component—15 hrs**

Advisor-approved elective courses selected from discipline in which student is certified.

**Music Core Content** 12 hrs from:

MUS 500 Theory Seminar 3 hrs

MUS 525\* Music and Human Experience 3 hrs

MUS 511\* Research Methods in Music 3 hrs

MUS 530 Music Literature 3 hrs

**\*MUS 525 Music and the Human Experience (3 hours) is a music content course, aligns to competencies in TCHL 530, and is considered a Level 1 education course.**

**\*TCHL 559 Action Research Design (1 hour) is embedded in MUS 511.**

**Electives: 3 hrs.**

Selected from the following:

MUS 518 Advanced Conducting 3 hrs

MUS 538 Ind. Dir. Study/Theory-Lit 3 hrs

MUS 513 Ind. Dir. Study/Music Ed 3 hrs

MUS 550 Applied Music Secondary 1 hr  
 MUS 553 Applied Music Principal 2 hrs  
 Performing Ensembles: Select 1 hr from the following MUS 540, 541, 544, 545, 547, 548, 549, 571, 574

**Program Exit Requirements:**

**Graduate Capstone Project**  
 Candidates must successfully complete MUS 625- Graduate Capstone Action Research Project or ~~TCHL 560—Action Research for Teacher Leaders~~ and present research results to the Music Education Committee. For the music education capstone project, the committee will use a 4-point scale with specific criteria (4 being high and 1 being low) to grade the project. A passing score of 3 or higher is needed to pass the exam graduation requirement.

**Oral Comprehensive Exam**  
 A comprehensive approach to problem solving in the discipline of music, which includes Historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate’s oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.

**Master of Music in Conducting Teacher Leader Program (33-36 hour program)**

**(Level 1) Professional Education Core-15 hrs.**  
 TCHL 500 Foundations of Teacher Leadership 3 hrs  
 MUS 509\* Music Curr.in the Elementary and Middle Schools 3 hrs  
 MUS 514\* Secondary Music Curr. 3 hrs  
 MUS 625 Graduate Capstone Project 3 hrs  
 or ~~TCHL 560: Action Research for Teacher Leaders~~

\*Competencies included in TCHL 530, 540, 544, 548, 550, 554, and 558 are embedded in

MUS 550 Applied Music Secondary 1 hr  
 MUS 553 Applied Music Principal 2 hrs  
 Performing Ensembles: Select 1 hr from the following MUS 540, 541, 544, 545, 547, 548, 549, 571, 574

**Program Exit Requirements:**

**Graduate Capstone Project**  
 Candidates must successfully complete MUS 625- Graduate Capstone Action Research Project and present research results to the Music Education Committee. For the music education capstone project, the committee will use a 4-point scale with specific criteria (4 being high and 1 being low) to grade the project. A passing score of 3 or higher is needed to pass the exam graduation requirement.

**Oral Comprehensive Exam**  
 A comprehensive approach to problem solving in the discipline of music, which includes Historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate’s oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.

**Master of Music in Conducting Teacher Leader Program (33-36 hour program)**

**(Level 1) Professional Education Core-15 hrs.**  
 TCHL 500 Foundations of Teacher Leadership 3 hrs  
 MUS 509\* Music Curr.in the Elementary and Middle Schools 3 hrs  
 MUS 514\* Secondary Music Curr. 3 hrs  
 MUS 625 Graduate Capstone Project 3 hrs

\*Competencies included in TCHL 530, 545, and 555 are embedded in MUS 509 & 514.

MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514 will have opportunities to interact with students in the ~~TCHL 558~~ course.

MUS 512\* Music Education Workshop  
3 hrs

MUS 512 is a required course. Competencies included in ~~TCHL 550, 554, and 558~~ are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the TCHL courses ~~550 & 554~~.

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, ~~540, 544, 548, 550, 554, and 558~~. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).

**(Level 2) Specialization Component- 18-21 hrs**

Advisor-approved elective courses selected from discipline in which student is certified.

**Major Area – Conducting-6-9 hrs**

MUS 518 Advanced Conducting 3 hrs  
MUS 519 Conducting Seminar 3 – 6 hrs  
Choral Emphasis: 6 hrs  
Instrumental Emphasis: 3 hrs

**Music Core Content -12 hrs from:**

MUS 500 Theory Seminar 3 hrs  
MUS 525\* Music and the Human Experience  
3 hrs  
MUS 511 Research Methods in Music 3 hrs  
~~Or TCHL 520 Principles of Action Research for  
Teacher Leaders~~

MUS 530 Music Literature 3 hrs

~~\*Competencies associated with TCHL 530 are~~

Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514 will have opportunities to interact with students in the TCHL 555 course.

MUS 512\* Music Education Workshop 3 hrs

MUS 512 is a required course. Competencies included in TCHL 555 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the TCHL 555.

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, 545 and 555. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).

**(Level 2) Specialization Component- 18-21 hrs**

Advisor-approved elective courses selected from discipline in which student is certified.

**Major Area – Conducting-6-9 hrs**

MUS 518 Advanced Conducting 3 hrs  
MUS 519 Conducting Seminar 3 – 6 hrs  
Choral Emphasis: 6 hrs  
Instrumental Emphasis: 3 hrs

**Music Core Content -12 hrs from:**

MUS 500 Theory Seminar 3 hrs  
MUS 525\* Music and the Human Experience  
3 hrs  
MUS 511\* Research Methods in Music 3 hrs  
MUS 530 Music Literature 3 hrs

**\*MUS 525 Music and the Human Experience (3 hours) is a music content course, aligns to competencies in TCHL 530, and is considered**

<p>embedded in MUS 525.</p> <p><b>Program Exit Requirements:</b></p> <p><b>Graduate Capstone Project</b> Candidates must successfully complete MUS 625- Graduate Capstone Conducting project Student must conduct a concert-length public performance or lecture-recital with an ensemble approved by the conducting faculty which will include program notes. A minimal of grade B must be earned for exit from the degree program.</p> <p><b>Oral Comprehensive Exam</b> A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate's oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.</p>	<p>a Level 1 education course. <b>*TCHL 559 Action Research Design (1 hour) is embedded in MUS 511.</b></p> <p><b>Program Exit Requirements:</b></p> <p><b>Graduate Capstone Project</b> Candidates must successfully complete MUS 625- Graduate Capstone Conducting project Student must conduct a concert-length public performance or lecture-recital with an ensemble approved by the conducting faculty which will include program notes. A minimal of grade B must be earned for exit from the degree program.</p> <p><b>Oral Comprehensive Exam</b> A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate's oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.</p>
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**4. Rationale:**

Revise the alignment of the education courses in the Master of Arts in Education: Secondary Education for Teacher Leaders (MAE TL) to the equivalent education courses in the Master of Music (MM) Program: Music Education Teacher Leader and Conducting/Teacher Leader concentrations. In 2011, the Kentucky Education Professional Standards Board (EPSB) approved the MM for rank II teacher leader licensure with the alignment of requirements and competencies in music education course work (MUS 509, 512, 514, 525, 511 and 625) to MAE TL courses TCHL 530, 540, 544, 548, 550, 554, 558, 520, 560. The proposed revisions indicates the alignment of the (2014) revisions within the MAE TL program to the existing MM program teacher leader concentrations. No content changes within the required music education course work are necessary to revise the alignment of the MAE TL course work to the MM teacher leader course work.

Spring 2014 approved revisions to the Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor are as follows:

**Revision of TCHL core courses:**

-TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with **TCHL 545 Classroom Instructional Strategies (3 hours)**.

-TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student

Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with **TCHL 555 School and Classroom Assessment (3 hours)**.

-Add new course TCHL 559 Action Research Design (1 hour).

**Revision of Specialization Component Requirement:**

-TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an advisor-approved content-focused course (3 hours).

**Revisions to the Master of Music (MM) Program (MUTL) Teacher Leader and (MUCT)**

**Conducting/Teacher Leader Concentrations** are as follows:

-TCHL 545 Classroom Instructional Strategies (3 hours) are embedded in MUS 509 and 514.

-TCHL 555 School and Classroom Assessment (3 hours) embedded in MUS 509, 514, 512.

-Delete TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) because MUS 511 is the content-focused music research course.

-TCHL 559 Action Research Design (1 hour) is embedded in the MUS 511 Research Methods in Music (3 hours).

-Delete TCHL 560: Action Research for Teacher Leaders (3 hours) because MUS 625 Graduate Capstone Project is an equivalent.

-MUS 525 Music and the Human Experience (3 hours) is a music content course, aligns to competencies in TCHL 530 and is considered a Level 1 education course.

5. **Proposed term for implementation:** Spring, 2015

6. **Dates of committee approvals:**

Department of Music	08/19/2014 _____
PCAL Curriculum Committee	09/04/2014 _____
Professional Education Council	+Z##Z#& _____
Graduate Council	+Z##Z#& _____
University Senate	_____

**Revise a Program  
(Action)**

Date: September 2, 2014  
 College: University College  
 Department: Diversity and Community Studies  
 Contact Person: Jane Olmsted; jane.olmsted.wku.edu; x5-5787

**1. Identification of program:**

- 1.1 Reference number: 0448
- 1.2 Program title: M.A. in Social Responsibility & Sustainable Communities

**2. Proposed change(s):**

- 2.1  title:
- 2.2  admission criteria:
- 2.3  curriculum:
- 2.4  other:

**3. Detailed program description:**

<p>The MA in Social Responsibility and Sustainable Communities is comprised of a thesis and a non-thesis option. Both options require 18 hours of Core Courses plus electives, and including the thesis option, for a total of 33 hours; students are required to be in attendance during the campus-based ICSR 590 Sustainability Symposium.</p> <p><b>Required Core Courses (18 hours):</b>          ICSR 510 Perspectives on Social Justice          ICSR 520 Community-Based Research          ICSR 530 Social Justice &amp; Social Policy          ICSR 540 Community-Building for Sustainability          LEAD 500 Effective Leadership Studies          ICSR 590 Sustainability Symposium</p> <p>Students may choose to write a thesis for six hours of credit (ICSR 599), or to complete six hours additional electives for a non-thesis option.</p> <p>Elective Courses offered online (15 hours for non-thesis option, 9 hours for thesis option, with no more than 12 hours in any one discipline). Other courses offered may be</p>	<p>The MA in Social Responsibility and Sustainable Communities is comprised of a thesis and a non-thesis option. Both options require 18 hours of Core Courses plus electives, and including the thesis option, for a total of 33 hours; students are required to be in attendance during the campus-based ICSR 590 Sustainability Symposium.</p> <p><b>Required Core Courses (18 hours):</b>  <b>SRSC 510</b> Perspectives on Social Justice  <b>SRSC 520</b> Community-Based Research  <b>SRSC 530</b> Social Justice &amp; Social Policy  <b>SRSC 540</b> Community-Building for Sustainability          LEAD 500 Effective Leadership Studies  <b>SRSC 590</b> Sustainability Symposium</p> <p>Students may choose to write a thesis for six hours of credit (<b>SRSC 599</b>), or to complete six hours additional electives for a non-thesis option.</p> <p>Elective Courses offered online (15 hours for non-thesis option, 9 hours for thesis option, with no more than 12 hours in any one discipline). Other courses offered may be</p>
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<p>eligible as electives, with approval of advisor:</p> <p>AMS 630 Legal &amp; Ethical Issues in Technology  BA 510 Advanced Organizational Behavior  COM 528 Communication in Nonprofit  GEOS 587 Environmental Law, Regulations and Policy  GEOG 474G Environmental Planning  GERO 501 Perspectives in Aging  GERO 502 Policy Foundations of Aging Services  GERO 503 Development &amp; Change of Aging Programs  GERO 504 Current Issues in Aging  GERO 511 Global Aging  GWS 545 Feminist Knowledge &amp; Social Change  GWS 535 Roots of Feminism  GWS 555 Global &amp; Multicultural Perspectives on Women  GWS 575 Justice, Gender, and Sustainability  GWS 625 Women &amp; Leadership  HIST 505 Cultural Diversity in American History  HIST 530 American Civil Rights Movement  ICSR 515 Utopias, Dystopias, &amp; Intentional Communities  ICSR 525 Place &amp; the Problem of Healing  LEAD 525 Leadership Ethics  PH 584 Principles of Environmental Health  SOCL 470G Environmental Sociology  SOCL 525 Survey of Criminal Justice Studies  SOCL 534 Neighborhoods and Crime  SOCL 538 Victimology  SOCL 542 Community  SOCL 546 Gender, Crime and Justice  SOCL 548 Race, Class, and Crime  SOCL 572 Environmental Criminology  SWRK 510 Human Behavior in Social Environments  SWRK 530 Foundations of Social Welfare Policy  SWRK 630 Advanced Rural Welfare Policy</p>	<p>eligible as electives, with approval of advisor:</p> <p>COM 528 Communication in Nonprofit  AMS 630 Legal &amp; Ethical Issues in Technology  BA 510 Advanced Organizational Behavior  BA 545 Survey of Business Sustainability Issues  BA 546 Sustainable Business Operations  BA 547 Sustainability, Innovation, &amp; Entrepreneurship  GEOS 587 Environmental Law, Regulations and Policy  GEOG 474G Environmental Planning  GERO 501 Perspectives in Aging  GERO 503 Policy Foundations of Aging Services  GERO 504 Current Issues in Aging  GERO 581 Global Aging  GWS 545 Feminist Knowledge &amp; Social Change  GWS 535 Roots of Feminism  GWS 555 Global &amp; Multicultural Perspectives on Women  GWS 575 Justice, Gender, and Sustainability  GWS 625 Women &amp; Leadership  HIST 505 Cultural Diversity in American History  HIST 530 American Civil Rights Movement  LEAD 525 Leadership Ethics  PH 584 Principles of Environmental Health  RSA 560 Issues in Nonprofit Administration  RSA 565 Nonprofit Grant Writing &amp; Fundraising  SOCL 470G Environmental Sociology  SOCL 525 Survey of Criminal Justice Studies  SOCL 534 Neighborhoods and Crime  SOCL 538 Victimology  SOCL 542 Community  SOCL 546 Gender, Crime and Justice  SOCL 548 Race, Class, and Crime  SOCL 572 Environmental Criminology  SRSC 515 Utopias, Dystopias, &amp; Intentional Communities  SRSC 525 Place &amp; the Problem of Healing  SUST 512 Foundations of Sustainability  SUST 514 Environmental Justice &amp; Public Spaces  SUST 517 Sustainable Places</p>
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	<p><b>SUST 518 Organizational Change for Sustainability</b></p> <p><b>SWRK 510 Human Behavior in Social Environments</b></p> <p><b>SWRK 530 Foundations of Social Welfare Policy</b></p> <p><b>SWRK 630 Advanced Rural Welfare Policy</b></p> <p><b>SWRK 678 Environmental justice: Theory, Policy, &amp; Practice</b></p>
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**4. Rationale:**

In terms of the change in prefix: The name of the program for which this is an elective is M.A. Social Responsibility & Sustainable Communities. Initially, the intention was to work through an existing program, i.e., the Institute for Citizenship & Social Responsibility (ICSR), but since then the SRSC has moved into a new department, Diversity & Community Studies, so the rationale for the ICSR no longer applies. In terms of the changes in electives, new courses have been added to the WKU graduate offerings that are relevant to the SRSC master's program, or already existing courses have been requested by students or have been determined as relevant, depending on students' particular skill and knowledge needs.

**5. Proposed term for implementation: spring 2015**

**6. Dates of committee approvals:**

Department	<u>August 22, 2014</u>
College Curriculum Committee	<u>August 28, 2014</u>
Professional Education Council (if applicable)	<u>N/A</u>
Graduate Council	<u>9-11-14</u>
University Senate	<u></u>



**Revise a Program  
(Action)**

Date: September 2, 2014  
 College: University College  
 Department: Diversity and Community Studies  
 Contact Person: Jane Olmsted; jane.olmsted.wku.edu; x5-5787

1. **Identification of program:**
  - 1.1 Reference number: 0472
  - 1.2 Program title: Global Pathways to Sustainability
2. **Proposed change(s):**
  - 2.1  title:
  - 2.2  admission criteria:
  - 2.3  curriculum:
  - 2.4  other:
3. **Detailed program description:**

<p>The graduate certificate in Global Pathways to Sustainability requires two core courses and three electives, for a total of 15 credit hours. Courses may be taken in any order, but students are encouraged to take the core courses as soon as possible in the certificate program. Electives must include at least one course from each of the following categories. Additional electives may be approved in consultation with the advisor.</p> <p>Two 3-hour core courses (6 hours)</p> <ol style="list-style-type: none"> <li>1) SUST 512 Foundations of Sustainability</li> <li>2) SUST 514 Environmental Justice &amp; Public Spaces</li> </ol> <p>Three 3-hour electives (must select at least one from each of three categories):</p>	<p>The graduate certificate in Global Pathways to Sustainability requires two core courses and four electives, for a total of 15 credit hours. Courses may be taken in any order, but students are encouraged to take the core courses as soon as possible in the certificate program. Electives must include at least one course from each of the following three categories. Additional electives may be approved in consultation with the advisor.</p> <p>Admissions will be based on prior academic performance (transcripts required), a Statement of Interest, resume, and two letters of recommendation affirming the applicant's potential to do well in graduate school. Students already pursuing a WKU master's program need submit only transcripts, statement of interest, and any letters submitted as part of the masters application.</p> <p>Two 3-hour core courses (6 hours)</p> <ol style="list-style-type: none"> <li>1)SUST 512 Foundations of Sustainability</li> <li>2) SUST 514 Environmental Justice &amp; Public Spaces</li> </ol> <p>Three 3-hour electives (must select at least one from each category):</p>
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<p>1) Social and Human Impact</p> <p>a. GWS 575 Gender, Justice &amp; Sustainability b. SRSC 515 Utopias, Dystopias, &amp; Intentional Communities c. SRSC 525 Place &amp; the Problem of Healing d. GERO 581 Global Aging</p> <p>2) Environmental Health and Education</p> <p>a. ENVE 560 Investigating and Evaluating Environmental Issues b. ENVE 525 Educating for Sustainability c. PH 584 Principles of Environmental Health</p> <p>3) Policy and Practice</p> <p>a. SRSC 520 Community-based Research b. SWRK 678 Environmental Justice: Theory, Policy, &amp; Practice c. SUST 517 Sustainable Places d. SUST 518 Organizational Change for Sustainability</p>	<p>1) Social and Human Impact</p> <p>e. GWS 575 Gender, Justice &amp; Sustainability f. SRSC 515 Utopias, Dystopias, &amp; Intentional Communities g. SRSC 525 Place &amp; the Problem of Healing h. GERO 581 Global Aging</p> <p>2) Environmental Health &amp; Business</p> <p>a. BA 545 Survey of Business Sustainability Issues b. BA 546 Sustainable Business Operations c. BA 547 Sustainability, Innovation, &amp; Entrepreneurship d. ENVE 560 Investigating and Evaluating Environmental Issues e. PH 584 Principles of Environmental Health <del>b. ENVE 525 Educating for Sustainability</del></p> <p>3) Policy and Practice</p> <p>a. SRSC 520 Community-based Research b. SWRK 678 Environmental Justice: Theory, Policy, &amp; Practice c. SUST 517 Sustainable Places d. SUST 518 Organizational Change for Sustainability</p>
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**4. Rationale:**

In terms of the change in Category 2 Environmental Health & Business, ENVE 525 is not yet a permanent course, so it has to be removed. Three new business courses have been added that are appropriate for an interdisciplinary program focused on sustainability. Since the preponderance of courses in that category are now business courses, the category needed some adjustment.

**5. Proposed term for implementation: spring 2015**

**6. Dates of committee approvals:**

Department	<u>August 22, 2014</u>
College Curriculum Committee	<u>August 28, 2014</u>
Professional Education Council (if applicable)	<u>N/A</u>
Graduate Council	<u>9-11-14</u>
University Senate	<u></u>