

1. General Information

1a. Submitted by the College of: FINE ARTS

Date Submitted: 5/5/2015

1b. Department/Division: Arts Administration

1c. Contact Person

Name: Rachel Shane

Email: rachel.shane@uky.edu

Phone: 859-257-7717

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year¹ Summer 2015

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes⁴

2b. Prefix and Number: AAD 560

2c. Full Title: Teaching Artistry for School-based Programs

2d. Transcript Title: Teaching Artistry for School-based Programs

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. Course Description for Bulletin: By giving students both the understanding and skills necessary to create engaging artistic experiences, AAD 560: Teaching Artistry for School-based Programs provides students preparation for reaching out to people and communities of diverse backgrounds. Participants will learn the essential skills, strategies, and processes of teaching artistry and arts education for arts organizations. Building from a historical perspective, students will practice teaching artistry by learning how to "open up works of art" and create interactive performances and art exhibits. Course content will also include classroom lesson and assessment creation as well as models of education utilized in professional arts organizations.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? Yes

If YES, enter the off campus address: Online

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: No

If No, explain: It will likely be offered every year, or every other year based on demand since it is an elective course for both the MA and BA in Arts Administration.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: The course may be of interest to students in the College of Fine Arts in any of the undergraduate or graduate majors.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Rachel Shane

Instructor Email: rachel.shane@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? All Arts Administration online courses have been developed to require weekly peer-to-peer interactions via discussion, peer partnering, peer review, blogging, or other interactive assignments. Faculty and student interactions occur at multiple times during each unit through discussion, comments, feedback and assessment. The syllabus has been designed to conform to both the University Senate Syllabus Guidelines and the Distance Learning Guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The experience of a DL student is fundamentally different from that of a student in a traditional classroom. Thus, the Arts Administration Program has designed its courses to meet the special needs of our student population, utilizing technologies which help our students in different ways. However, this has not changed the rigor expected in the classroom. Our course goals have been developed in line with the Standards for Arts Administration Graduate Program Curricula (<http://www.artsadministration.org/standards-graduate/>) and as such are comparable to classroom-based programs in arts administration offered at other universities. In order to assess student learning outcomes, course developers and instructors utilize "authentic assessment." This form of assessment requires students to complete assignments based on real-world application of the material. In the case of this course, AAD 560: Educational Programs, students will work to design teaching demonstrations and lessons based on their art form. As with all of our courses, students are expected to purchase and read textbooks as assigned. A complete list of all textbooks assigned in the program is available on our website (<http://finearts.uky.edu/arts-administration/ma-program/current-students>) so that students can order their books well in advance.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The implementation of "authentic assessment" is very effective at assuring academic integrity. Since most assignments are completed portfolio-style, students are working on long projects throughout the semester. The work goes back and forth between student and faculty for feedback and rewrites. Furthermore, since the assignments are so specific, it is very difficult to find material to plagiarize. The UK Academic Integrity policy is in all of our DL syllabi.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? This course is offered as a 100% online course. Its main purpose is to serve as an elective in a 100% online MA program. However, students in the classroom-based BA in Arts Administration program may also take the course as an elective. Other student across the campus may also take the course as an elective.

If yes, which percentage, and which program(s)? 100% -- MA in Arts Administration / ***This course has already been built in its entirety and is currently being offered as a Seminar Course (AAD 540) with the subtitle: Educational Programs. The course content can quickly be moved into a permanent course number in the LMS.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The MA in Arts Administration Program provides a comprehensive, week-long orientation for all new students, entering the program in August. The orientation not only describes all services available to the students but also asks them to engage in specific services (e.g. library).

6. How do course requirements ensure that students make appropriate use of learning resources? The MA in Arts Administration Program provides a comprehensive, week-long orientation for all new students, entering the program in August. The orientation not only describes all services available to the students but also asks them to engage in specific services (e.g. library).

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. The primary resource necessary for the students in Arts Administration is the library and its services. Access is embedded in every course, eLearning reserves are utilized, and faculty are trained on how to assist students to who need access. Additionally, the program employs a full time Instructional Designer to assist students and faculty with course and program needs.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? All syllabi list entities available for technical help. Additionally, the program employs a full time Instructional Designer to assist students and faculty with course and program needs. Students are also required to participate in technology training prior to orientation with our Instructional Designer.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Rachel Shane

SIGNATURE|ABRZY2|Anna W Brzyski|AAD 560 NEW College Review|20150128

SIGNATURE|JMETT2|Joanie Ett-Mims|AAD 560 NEW Undergrad Council Review|20150506

SIGNATURE|ZNNIKOJ|Roshan Nikou|AAD 560 NEW Graduate Council Review|20150909

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate F

Attachments:

Browse...

Upload File

ID	Attachment
Delete 4421	AAD 560DL UGC Review Checklist.docx
Delete 4937	AAD 560 Rationale for New Course.docx
Delete 4988	AAD 560 Teaching Artistry for School-based Program

First 1 Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

IF YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours¹ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other			

If Other, Please explain:

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

By giving students both the understanding and skills necessary to create engaging artistic experiences, AAD 560: AAD 560: Teaching Artistry for School-based Programs provides students preparation for reaching out to people and communities of diverse backgrounds. Participants will learn the essential skills, strategies, and processes of teaching artistry and arts education for arts organizations. Building from a historical perspective, students will practice teaching artistry by learning how to "open up works of art" and create interactive performances and art exhibits. Course content will also include classroom lesson and assessment creation as well as models of education utilized in professional arts organizations.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: Online

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: It will likely be offered every year, or every other year based on demand since it is an

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

The course may be of interest to students in the College of Fine Arts in any of the undergraduate or graduate majors.

8. * Check the category most applicable to this course:

Traditional - Offered in Corresponding Departments at Universities Elsewhere

Relatively New - Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ^S for ANY program? Yes No

If YES ^S, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	AAD 560	Date:	11/20/2014
Instructor Name:	Rachel Shane	Instructor Email:	rachel.shane@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
All Arts Administration online courses have been developed to require weekly peer-to-peer interactions via discussion, peer partnering, peer review, blogging, or other interactive assignments. Faculty and student
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, of student learning outcomes, etc.
The experience of a DL student is fundamentally different from that of a student in a traditional classroom. Thus, the Arts Administration Program has designed its courses to meet the special needs of our student population,
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.
The implementation of "authentic assessment" is very effective at assuring academic integrity. Since most assignments are completed portfolio-style, students are working on long projects throughout the semester. The work
- Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any of as defined above?
This course is offered as a 100% online course. Its main purpose is to serve as an elective in a 100% online MA program. However, students in the classroom-based BA in Arts Administration program may also take the course as an
Which percentage, and which program(s)?
100% -- MA in Arts Administration / ***This course has already been built in its entirety and is currently being offered as a Seminar Course (AAD 540) with the subtitle: Educational Programs. The course content can quickly be
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
The MA in Arts Administration Program provides a comprehensive, week-long orientation for all new students, entering the program in August. The orientation not only describes all services available to the students but also

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
The MA in Arts Administration Program provides a comprehensive, week-long orientation for all new students, entering the program in August. The orientation not only describes all services available to the students but also
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
The primary resource necessary for the students in Arts Administration is the library and its services. Access is embedded in every course, eLearning reserves are utilized, and faculty are trained on how to assist students to who

Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
All syllabi list entities available for technical help. Additionally, the program employs a full time Instructional Designer to assist students and faculty with course and program needs. Students are also required to participate in
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

- Does the syllabus contain all the required components, below? Yes
 - Instructor's *virtual* office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/ilibpage.php?lweb_id=253&lib_id=16

11. I, the Instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Rachel Shane

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

¹¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹² The chair of the cross-listing department must sign off on the Signature Routing Log.

¹³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹⁵ In order to change a program, a program change form must also be submitted.

Rev 8/09

General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)
- Prerequisites, if any (should match on syllabus and eCATS form)
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

UGE Review ()

Revise Late Submissions policy to allow students with excused absences one week following absence to contact the instructor

Grading scale should have an "E" instead of "F"

Add graduate student grading scale (no "D")

Any attendance policy for a DL course?

Add midterm grading statement

Add boilerplate Excused Absences policy

Course Policies

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

<p>Committee Review ()</p> <p>Comments</p>

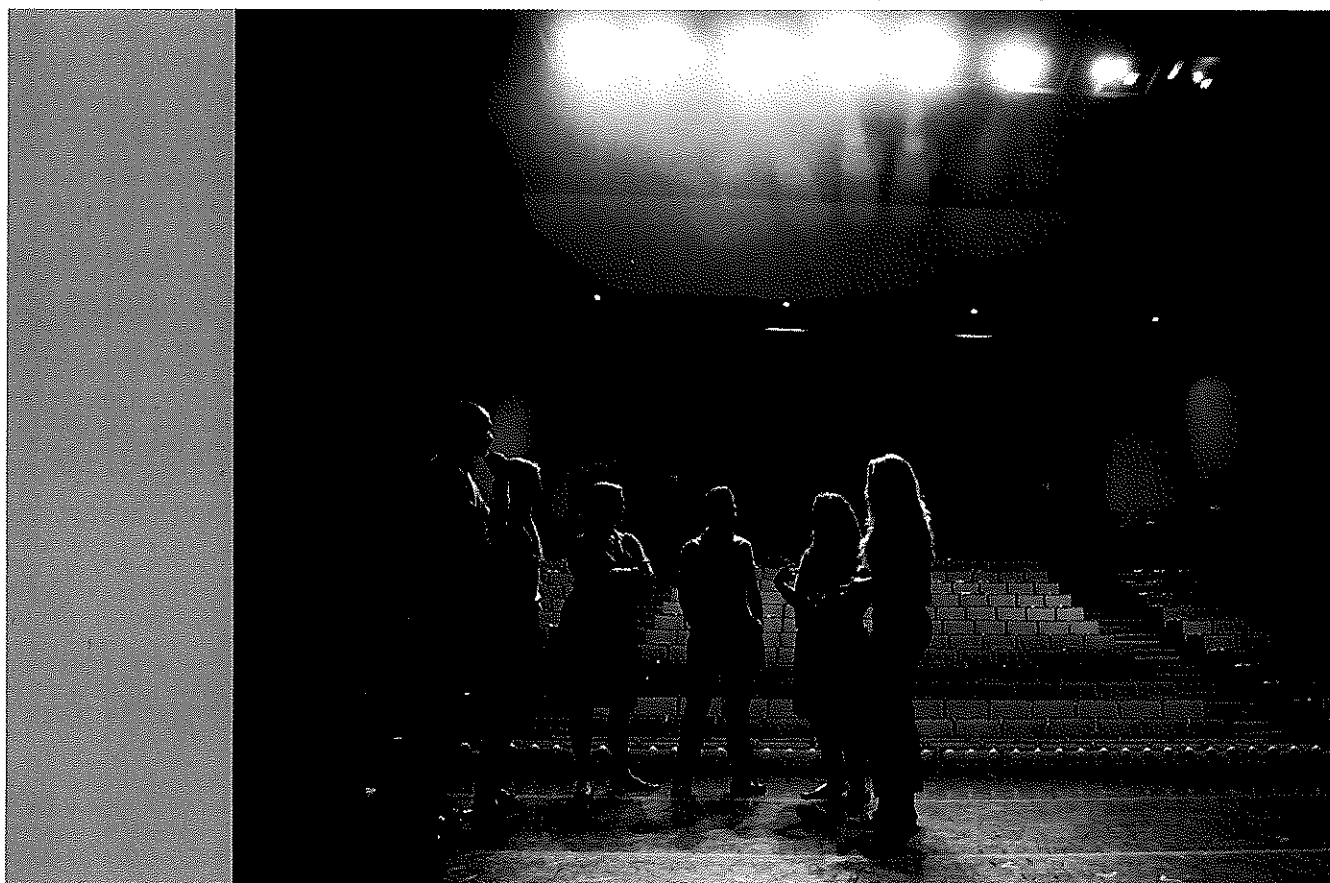
AAD 560: Teaching Artistry for School-Based Programs
Rationale for New Course

The proposed course, AAD 560 Teaching Artistry for School-Based Programs, has already been developed as a fully online course under our Seminar course number AAD 540. This course has been completely developed and is being offered as an AAD 540 seminar in spring 2015. In order to make the course options clearer for our students and because we intend to offer the course on a continual basis, we would like to have the course as a standing course with its own number, course title and description.

This will be a new elective course in the MA and BA in Arts Administration.

AAD 560: TEACHING ARTISTRY FOR SCHOOL-BASED PROGRAMS

AAD 560: Teaching Artistry for School-based Programs



Instructor Information

Instructor: Misty Tolle

Email: misty.tolle@uky.edu*

Telephone: 859-257-9616

Virtual Office Hours: TBD

Response Time: Professor will respond to student emails within 48 hours.

* Preferred method for reaching instructor.

UK's Information Technology Customer Service Center

Website: <http://www.uky.edu/UKIT>

Telephone: 859-218-HELP

Email: 218help@uky.edu

Course Description

By giving students both the understanding and skills necessary to create engaging artistic experiences, *AAD 560: Teaching Artistry for School-based Programs* provides students preparation for reaching out to people and communities of diverse backgrounds. Participants will learn the essential skills, strategies and through processes of teaching artistry and arts education for arts organizations. Building from a historical perspective of teaching artistry, students will practice teaching artistry by learning how to “open up works of art” and create interactive performances and art exhibits. Course content will also include classroom lesson and assessment creation as well as models of education utilized in professional arts organizations.

Student Learning Outcomes

Upon completing this course students will be able to:

- Describe the history of teaching artistry in the United States
- Specify the current state of the field of teaching artistry
- Identify current educational offerings that arts organizations around the world are employing
- Build arts education programming based on teaching artist’s core tenets of engagement
- Demonstrate three forms of engagement most often used by arts organization in schools (arts integration, aesthetic education, and skills-based education)
- Design an interactive arts presentation utilizing the core tenets of teaching artistry
- Create an effective and engaging warm-up activity
- Write an effective lesson plan that can be utilized by teaching artists in school settings
- Create and implement a performance-based assessment

Required Texts

- Booth, Eric. *The Music Teaching Artist’s Bible*. New York: Oxford University Press, 2009.

Recommended Texts (All of these are available to be read online)

- Cabaniss, Tom. “A Teaching Artist Prepares,” *Teaching Artist Journal* 1, no. 1 (2003): 31-37.
- Smith, Mark. [Howard Gardner, multiple intelligences and education](http://infed.org). infed.org. 2008 .
- Wallace, David. [Alternative Styles: An Alternative Approach to the Traditional Recital](#). *Journal of the American Viola Society*. Vol. 24, No. 2.
- Cabaniss, Thomas. “The Uses of Play,” *Teaching Artist Journal* 3, no. 3 (2005):241-248.

- Wallace, David. "In Search of Serious Play," *Teaching Artist Journal* 3, no. 3 (2005): 28-32.
- Contemporary lessons and teaching materials from professional arts organizations.
 - The Kennedy Center Alliance for Arts Education Network. KCAAEN Arts Education Advocacy Tool Kit. 2009.
 - *Why advocacy matters*
 - *Habit 1: Know your beliefs*.
 - Gaquin, Deirdre. National Endowment for the Arts Cultural Workforce Forum. NEA's Office of Research & Analysis. Nov. 2009
 - McDevitt, T.M. and J.E. Ormrod. Piaget's Four Stages of Cognitive Development. Education.com, Oct. 2010.
 - Roberts, Jennifer. The Power of Patience. Harvard Magazine. Nov.-Dec. 2013.
 - Alber, Rebecca. 6 Scaffolding Strategies to Use With Your Students. Edutopia. Jan. 2014.

Course Schedule

Unit 1: The Importance of Arts Education

Unit Outcomes:

- Articulate current understandings and beliefs about arts education

Readings:

- The Kennedy Center Alliance for Arts Education Network. KCAAEN Arts Education Advocacy Tool Kit. 2009. - Habit 1: Know your beliefs.
- Robinson, Ken. How Schools Kill Creativity. TED. Feb. 2006.

Tasks/Assignments Due:

- Blog: Defining Your Beliefs About Arts Education

Unit 2: Nonprofit Engagement in Arts Education

Unit Outcomes:

- Articulate what kinds of arts organizations are providing educational programming?
- Describe the kinds of interactions most common between arts organizations and schools.
- Articulate common pitfalls or challenges.

Readings:

- No assigned readings

Tasks/Assignments Due:

- Discussion: Present on an Arts Organization from Your Community
- Peer Review Assignment: Peer Partner Pair Up

Unit 3: Nonprofits Engage: The Teaching Artist**Unit Outcomes:**

- Describe the role of the teaching artist
- Summarize the history of teaching artistry & Nonprofit engagement in K-12 education
- Relate current stats on teaching artistry nationally

Readings:

- Booth, Eric. *The Music Teaching Artist's Bible*. New York: Oxford University Press, 2009. Chapter 1. Pages 3-17.
- Booth, Eric. Eric Booth: How Eric Booth Became a Teaching Artist. Carnegie Hall. 2014.
- Booth, Eric. Eric Booth: A Brief History of the Profession of Teaching Artistry. Carnegie Hall. 2014. or Booth, Eric. Eric Booth: What is a Teaching Artist? Carnegie Hall. 2014.
- National Assembly of State Arts Agencies. Current teaching artist stats. April 2011. (Read to page 14.)

Tasks/Assignments Due:

- Assignment: What is a Teaching Artist?
- Unit 3 - Quiz 1

Unit 4: Thinking like a Teaching Artist: Guidelines for Teaching Artistry**Unit Outcomes:**

- Articulate guidelines for teaching artistry
- Apply tenets of Teaching Artistry to their own presentations

Readings:

- Booth, Eric. *The Music Teaching Artist's Bible*. New York: Oxford University Press, 2009. Read Chapter #3, Guidelines for Teaching Artistry, page 26.
- Wallace, David. David Wallace: Teach Your Audiences Rhythms & Melodies! (Intro to I Will Arise!) YouTube. Aug. 2012.
- Wallace, David. DAVID WALLACE- I WILL ARISE! FOR 2 VIOLAS, PERCUSSION & LOOPER (2 of 2). YouTube. Aug. 2012.
- Teaching Artistry in the classroom. Hubbard Street Dance Chicago. 2014

Tasks/Assignments Due:

- Discussion: Teaching Artistry Guidelines Reading & Video Discussion
- Discussion: Work of Art Presentation Seed Idea
- Blog: Work of Art Presentation Video (2-3 min), Part 1

Unit 5: Where to Begin: Ages and Stages of Development & Multiple Intelligences**Unit Outcomes:**

- Apply Piaget's Ages & Stages of Development
- Apply Howard Gardner's Theory of Multiple Intelligences
- Demonstrate "age-appropriate" learning

Readings:**PIAGET:**

- McDevitt, T.M. and J.E. Ormrod. Piaget's Four Stages of Cognitive Development. Education.com. Oct. 2010.
- Misssmith891. Piaget's Stages of Development. YouTube. Apr. 2011.
- Explore the ages & stages through the lens of Monopoly.

GARDNER:

- Smith, Mark. Howard Gardner's Multiple Intelligences and Education. Infed.org. 2002, 2008

AGE-APPROPRIATE TEACHING TECHNIQUES:

- Syracuse Academy. Daily Routines in Kindergarten Classes. YouTube. Mar. 2012
- Syracuse Academy. Daily Routines in Kindergarten Classes. YouTube. Mar. 2012
- Chris Biffle. Whole Brain Teaching: 6th Grade, Classroom Management. Nov. 2007
- Teachers. 21st Century Classroom: YouTube @ Kent-Meridian High School. Sept. 2012
- The "Mass" Project: Writing the Lyrics. Carnegie Hall. 2014

Tasks/Assignments Due:

- Peer Review Assignment: Building Content for Piaget, Gardner, & Age-Appropriate Teaching
- Blog: Work of Art Presentation Video (2-3 min), Part 2

Unit 6: Building an Effective Interactive Arts Presentation - Entry Points**Unit Outcomes:**

- Utilize "focused attention" in order to determine appropriate entry points
- Link entry points to outcomes
- Demonstrate understanding of good vs. bad questions in their entry point

Readings:**ENTRY POINT:**

- Booth, Eric. *The Music Teaching Artist's Bible*. New York: Oxford University Press, 2009. Chapter 11, The Entry Point Question- Where to Begin, p 89
- Booth, Eric. Eric Booth: "The Red Wheelbarrow" - Inspiring Engagement in a Work of Art. Carnegie Hall. 2014. Please complete the activities as led by Eric Booth for your assignment in this unit.

GREAT QUESTIONS:

- Booth, Eric. Eric Booth: The Power of Great Questions - Unlocking the Potential of a Body of Information. Carnegie Hall. 2014.

IMMERSIVE ATTENTION:

- Roberts, Jennifer. The Power of Patience. Harvard Magazine. Nov.-Dec. 2013.

Tasks/Assignments Due:

- Discussion: What is an Entry Point?
- Peer Review Assignment: How do you come to an entry point?

Unit 7: Nonprofit Engagement in the Classroom: Strands of Arts Learning**Unit Outcomes:**

- Articulate 6 core strands of arts learning.
- Utilize common core standards
- Link arts core outcomes and integrated outcomes to their entry point

Readings:

- Booth, Eric. *The Music Teaching Artist's Bible*. New York: Oxford University Press, 2009. Chapter 2. Teaching Artists in the Arts Learning Ecosystem
- Silverstein, Lynne. Public Education in the United States, Setting a Context for Arts Integration. ArtsEdge. The Kennedy Center. (Scroll down to view the video)
- Look at American Roots curriculum (available in eReserves)
- Introduction to Perelman American Roots: African American Song. Carnegie Hall. 2014 (You will need to sign in to the carnegiehall.org site to see this video.)
- Common Core State Standards Initiative. Read the Standards. 2014

Tasks/Assignments Due:

- Peer Review Assignment: What are the 6 Strands of Arts Learning?
- Blog: Creating Arts Integrated Connections to Your Entry Point

Unit 8: Nonprofit Engagement in the Classroom: Skills based learning & Aesthetic Education

Unit Outcomes:

- Nonprofit engagement in the classroom with Skills based learning and Aesthetic Education
- Articulate Aesthetic-Ed-based learning outcomes
- Create and link outcomes to their entry point effectively

Readings:

Skills-based:

- Carnegie Hall. [Link Up: A Program for Students in Grades 3-5](#). Jun. 2012
- Carnegie Hall. [Carnegie Hall's Bernstein Mass Project](#). Jun. 2014
- Look at Link Up Curriculum examples (available in eReserves)

Aesthetic Ed:

- [Lincoln Center Institute](#)
- Lincoln Center Institute Blog. [Imagination Now](#) to encounter current Projects
- [Exploring the meaning of the term "aesthetics"](#). Cal State.
- CaseNEX. [Lincoln Center Institute Online Courses](#). YouTube. Oct. 2008.
- MADMuseum. [Nine Lives: A Project with Lincoln Center Institute and PS 96 from the Bronx](#). YouTube. Aug. 2009
- Holzer, Madeleine Fuchs. [Aesthetic Education, Inquiry, and the Imagination](#). Lincoln Center for the Performing Arts. 2009. Read pages 1 & 2.

Resource for this assignment:

- John F. Kennedy Center for the Performing Arts. [National Arts Standards](#). ArtsEdge. 2014

Tasks/Assignments Due:

Unit 9: Building Your Own Effective Arts Presentation: Warm-up & Culminating Activity

Unit Outcomes:

- Define scaffolding and play in the context of a classroom lesson
- Create culminating activity and corresponding outcomes
- Create corresponding warm-up activity

Readings:

- Cabaniss, Thomas. [The Uses of Play](#). Teaching Artist Journal 3 (4), 241-248. 2005
- Wallace, David. [Alternative Styles: An Alternative Approach to the Traditional Recital](#). Journal of the American Viola Society. Vol. 24, No. 2.
- Gaurangi23. [Scaffolded Instruction](#). YouTube. Oct. 2010

- Alber, Rebecca. 6 Scaffolding Strategies to Use With Your Students. Edutopia. Jan. 2014.

Tasks/Assignments Due:

- Discussion: Scaffolding, Engagement & Play
- Peer Review Assignment: Create Culminating Activity and Corresponding Warm-up

Unit 10: Building an Effective Classroom Lesson

Unit Outcomes:

- Create corresponding warm-up activity
- Craft a lesson with scripted elements
- Critique a peer's lesson appropriately

Readings:

- Lesson plans and lesson plan scripts for analysis (available in eReserves)

Tasks/Assignments Due:

- Assignment: What should be in a lesson plan?
- Peer Review Assignment: Create a Scripted lesson

Unit 11: Building an Effective Classroom Lesson: Refining

Unit Outcomes:

- Incorporate Do-nows in their lessons
- Create effective transitions between activities
- Employ activities that maximize engagement
- Incorporate clear pacing and flow in their outlines
- Critique a partner's work

Readings:

- Booth, Eric. *Music Teaching Artist's Bible*. New York: Oxford University Press, 2009. Chapter 10: Creating the Playground
- Elias, Maurice. Engaged Teaching: "Do Now" Activities for Your Lessons. Edutopia. Jun. 2013.
- Playworks. A Useful Activity to Transition From Recess to the Classroom. YouTube. Dec. 2012
- Oxford University Press ELT. Signaling classroom transitions with songs. YouTube. May. 2011.
- Alber, Rebecca. Instructional Pacing: How Do Your Lessons Flow?. Edutopia. Dec. 2012
- Dorsey, Kendell. Activity Speaks Louder Than Words: Improving Student Engagement. Edutopia. Feb. 2013

Tasks/Assignments Due:

- Peer Review Assignment: Refining Your Lesson
- Discussion: Share lesson revisions with a peer

Unit 12: Final Presentation Assessment Creation**Unit Outcomes:**

- Write assessable outcomes
- Create a rubric to evaluate their final presentation
- Create a rubric to evaluate their final lesson plan
- Students will define "performance-based assessment"

Readings:

- Writing measurable Outcomes (Located in eReserves)

Tasks/Assignments Due:

- Discussion: Writing Assessable Outcomes
- Group Project Assignment: Final Project Outcomes
- Peer Review Assignment: Crafting Your Rubrics

Unit 13: Your Lesson Assessment**Unit Outcomes:**

- Discuss assessment based on readings and videos
- Create rubrics with clear and visible criteria
- Describe authentic assessment
- Determine links between assessment & pedagogy
- Discover methods of performance assessment

Readings:

- Booth, Eric. Music Teaching Artist's Bible. New York: Oxford University Press, 2009. Chapter 22: The Dos and Don'ts of Assessment
- The George Lucas Educational Foundation. Comprehensive Assessment: A New York City Success Story. Edutopia. 2011
- The George Lucas Educational Foundation. What is "Authentic" Assessment? Edutopia. 2011
- Cornally, Shawn. Deeper Learning: Performance Assessment and Authentic Audience. Edutopia. Dec. 2014

Tasks/Assignments Due:

- Discussion: Crafting Your Rubrics
- Assignment: Creating Your Rubric

Unit 14: Refining your assessment tool

Unit Outcomes:

- Articulate common pitfalls in rubric creation
- Determine who they are assessing
- Avoid assessing skills that have not been taught
- Clarify language in their assessment tool for other users

Readings:

- Miller, Andrew. Tame the Beast: Tips for Designing and Using Rubrics. Edutopia. Jan. 2012
- Jeremy Stiffler. Lola & Rudy. YouTube. Nov. 2013

Tasks/Assignments Due:

- Discussion: Rudy & Lola Rubric
- Assignment: Final Completed Rubric

Unit 15: Completed Project Sharing & reflection

Unit Outcomes:

- Create teaching artist style presentation
- Assess student work using video
- Share final lesson outline
- Analyze data from student work

Readings:

- No assigned readings

Tasks/Assignments Due:

- Discussion: Final Sharing

Unit 16: Why is Arts Education Essential?

Unit Outcomes:

- Reflect on the semester and share main take-aways with class
- Revise their elevator speeches to include learnings they have acquired over the course of the semester
- Create a collaborative class statement about the importance of arts education

Readings:

- No assigned readings

Tasks/Assignments Due:

- Assignment: Revising Your Elevator Speech
- Peer Partner Assignment: Our Collaborative Class Statement

Grading Information

Each student's overall course grade will be computed according to the following breakdown:

Assignment	Undergraduate	Graduate
Elevator Speech	5%	5%
Presentation of Arts Organization	10%	10%
Quiz #1 (Teaching Artistry)	5%	5%
TA Mini-presentation	5%	5%
TA Mini-presentation Revisions	5%	5%
Warm-up and Culminating Activity	5%	5%
Assessment Tool Creation	5%	5%
Quiz #2 (Modalities of Engagement)	10%	10%
Final Presentation (Video)	15%	20%
Final Presentation (Outline of Lesson)	15%	13%
Final Presentation (Video Participation - Share Videos)	5%	2%
Final Presentation (Student Assessment Findings)	5%	5%
Revision of Elevator Speech	5%	5%
Participating (Peer Reviews and Discussions)	5%	5%
TOTAL	100%	100%

Course Polices and Procedures

The Course Polices and Procedures described below apply to all courses in the MA in Arts Administration program.

Submissions

All assignments should be submitted via Blackboard following the instructions provided on the unit's assignment sheet. All assignments must be submitted by **11:59 pm EST/EDT US** in order for it to be considered on time.

Assignments should be labeled for digital submission as follows:

lastname_firstinitial_unitnumber_assignment.ext

For example, Jane Smith's assignment for a Unit 1 assignment called 'essay' would be:

Smith J u1 Essay.doc

Text-based documents should be submitted as a Word document using the .doc or .docx extension. Follow the specific formatting instructions in the assignment sheet for other types of submissions.

Late Submissions

Assignments that are submitted anytime after **11:59 pm EST/EDT US** due date are considered late.

There is a 10-point deduction for each day an assignment is late. Assignments that are seven or more days late will receive a grade of "0".

Number of Days Late	Late Penalty	Highest Grade Possible
1	-10	90%
2	-20	80%
3	-30	70%
4	-40	60%
5	-50	50%
6	-60	40%
7 or more days late	0	0%

Students with an excused absence may submit work late without penalty within 7 days.

Grading Explanation

Letter Grade: A

Range: 90 to 100 percent

Characterization: Excellent

Explanation:

Student demonstrates a full understanding of the subject matter, exemplary critical and creative thinking, strong comprehension of concepts presented in literature and previous work in the subject area, and highly developed communication and presentation skills. The work is of outstanding quality according to the criteria established for graduate level evaluation

Letter Grade: B

Range: 80 to 89 percent

Characterization: Good

Explanation:

Student demonstrates above average comprehension of the subject matter, above average critical and creative thinking, familiarity with concepts presented in literature and previous work in the subject area, and above average communication and presentation skills. The work is of passing quality according to graduate level evaluation criteria.

Letter Grade: C

Range: 70 to 79 percent

Characterization: Average

Explanation:

Student demonstrates average comprehension of the subject matter, average critical and creative thinking, familiarity with basic concepts found in literature and previous work in the subject area, and average communication and presentation skills. The work is of passing quality according to graduate level evaluation criteria.

Letter Grade: D (undergraduate students only)

Range: 60 to 69 percent

Characterization: Poor

Explanation:

Student demonstrates minimal understanding of the subject matter, poorly developed communication skills, inability to apply subject matter understanding in other contexts, and little evidence of critical or creative thinking. The work is unsatisfactory and is considered as failing the graduate level evaluation criteria.

Letter Grade: E

Range: 0 to 69 percent (graduate students)

Range: 0 to 59 percent (undergraduate students)

Characterization: Failing

Explanation:

The student shows inadequate understanding of subject matter, fails to complete course requirements, shows no demonstration of critical or creative thinking, and has very poor communication skills. The work is clearly of unacceptable quality according to the evaluation criteria.

Grading

Student grades, including midterm grades, may be viewed at anytime within the learning management system. For undergraduate students, midterm grades will also be submitted to the Registrar's Office.

Attendance

As with any course, students are expected to participate in all instructional activities. Online courses are no different from classroom courses in this regard. Student "attendance" in online courses will be defined as active participation in the course as described in the individual course syllabus including but not limited to: student tracking records; participating in discussions and group interactions; submission/completion of assignments; and communication with the instructor.

Students who fail to maintain active participation in an online course as defined in the course syllabus will be processed in accordance with the UK's current attendance policy.

Excused Absences

Students will need to notify the professor in writing of absences prior to class. Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes (8 times) scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more series penalties, up to suspension from University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>

A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others needs to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs?Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thoughts, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

PLEASE NOTE: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Decorum and Civility

Free discussion, inquiry and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Criticism should be constructive, well-meaning and well-articulated. Please, no tantrums, rants or profanity.

Accommodations

If you have a documented disability that requires academic accommodations, please meet with your instructor as soon as possible during scheduled office hours or by appointment. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859.257.2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Technical Requirements

Hardware

Minimum suggested computer hardware:

- Processor: dual Core 1.3 Ghz or higher
- RAM: 4 GB or more preferred (minimum 2 GB)
- Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)
- Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
- Operating system: Most recent version for your hardware (for example, Mac OS 10.8 or Windows 7)
- Keyboard
- Mouse (or equivalent)

- Webcam (some laptops come with an integrated webcam and will not require an external device)

External Devices:

- Printer (doesn't matter if it is color or black/white)
- Scanner for documents and images
- Headphones or headset with microphone
- Digital Camera
- Other helpful options: DVD/CD drive/burner, external hard drive (for data backup/extra storage), and laptop security cable

Minimum suggested laptop computer hardware:

- Microphone (sometimes is integrated with the webcam or with a headset)

Optional:

- Mobile Device (iPhone, iPad, Android)

<http://www.uky.edu/ukit/hardwareguide>

Software

Software (required)

- Up to date virus software
- PDF reader, Adobe Acrobat Reader
- Microsoft Office (Excel, Word, PowerPoint)
- (available free through <https://download.uky.edu/>)
- Google Drive installed on computer
- Latest version of Firefox Internet Browsing software (mozilla.org)
- Adobe Flash Installed

Provided by the University of Kentucky

- Adobe CS6 (will be available when class begins)
- Microsoft Office Suite (Word, Excel, PowerPoint)

Web browser

Internet Browser (required)

- Firefox 3.5 (Cookies must be enabled; Pop-Blocker must be disabled)

Internet Browser (optional)

- Google Chrome (Cookies must be enabled; Pop-Blocker must be disabled)

Internet

Internet Connection (required)

- DSL, cable, or any high-speed internet connection

Resources

Downloadable Applications (required)

- Java
- JavaScript
- Flash

Download University Software

- <https://download.uky.edu/>

Additional Resources

Check Your Computer

- <http://www.uky.edu/ukit/hardwareguide>

Technical Requirements:

- <http://www.uky.edu/DistanceLearning/future/resources/techReqs.html>

Procedure for Resolving Technical Complaints

Students should contact the University of Kentucky Help Desk with technical complaints.

Email: 218help@uky.edu

Information to include:

- Course Name and Number
- Unit Number
- Assignment number
- Description of the problem

**Make sure to copy the course instructor and Ben Sheridan, Instructional Designer, on the email.*

Contact Information

Program contacts

Arts Administration Program
artsadministration@uky.edu
859.257.9616

Program Director
Rachel Shane, Ph.D.
rachel.shane@uky.edu
859.257.7717

Director of Graduate Studies
Geraldine Maschio, Ph.D.
gmasc1@email.uky.edu
859.257.8201

Instructional Designer
Ben Sheridan
mr.ben@uky.edu
859.218.1347

IT Support

Information Technology Customer Service Center & TASC

UKIT (<http://www.uky.edu/UKIT/>) provides technical support to University of Kentucky students. If students are having difficulty with UK-related systems, call 859-218-4357.

TASC/DL/index.php) provides Blackboard technical support for UK Distance Learning students. If students are having difficulty with Blackboard, call 859-218-4357.

Other Technical Complaints If students are having difficulty with their own computer or software, they will be responsible for resolving these as soon as possible

Distance Learning Library Services

The goal of Distance Learning Library Services is to provide access to information resources for the students who take classes through the Distance Learning Programs. Services include:

- Access to the University's circulating collections
- Document Delivery & Interlibrary Loan
- Research Assistance
- Information on Distance Learning Library Services: <http://www.uky.edu/Libraries/DLLS>

DL Librarian

Carla Cantagallo

Local phone number: 859 257-0500, x2171

Toll-free phone number: 800 828-0439, option 6

Email: dlservice@email.uky.edu

DL Interlibrary Loan Service:

http://libraries.uky.edu/page.php?lweb_id=253

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Ellis, Janie

From: Nikou, Roshan
Sent: Wednesday, September 09, 2015 11:42 AM
To: Brothers, Sheila C; Carvalho, Susan E; Ellis, Janie; Ett, Joanie M; Hippisley, Andrew R; Jackson, Brian A; Lindsay, Jim D.; Nikou, Roshan; Price, Cleo; Timoney, David M; Harmon, Camille
Cc: Perkins, Andrea L; Johnson, Julia M; Shane, Rachel; Flaherty, Christopher W; Schuer, Kevin M
Subject: Transmittals

TO: Andrew Hippisley, Chair and Sheila Brothers, Coordinator
Senate Council

FROM: Brian Jackson, Chair and Roshan Nikou, Coordinator
Graduate Council

Graduate Council approved the following course proposals and is now forwarding them to the Senate Council to approve.

New Courses

CPH 680 Fundamentals of Healthcare Quality and Safety
CPH 755 Leading Change with Healthcare Teams
ENG 608 Craft of Writing
SW 530 Responding to Military and Veteran Populations
AAD 550 Grant Writing
AAD 560 Teaching artistry for School-based Programs
AAD 565 Community Engagement

Course Changes

PAS 660 Family Medicine Clerkship
PAS 669 Internal Medicine Clerkship

Roshan Nikou, MA
The Graduate School
The University of Kentucky
101 Gillis Building - 0033