

BUSINESS

Addendum to MBA GC and Senate Approved Catalog Changes for 2017-2018:

Add the clause on the list of approved electives under each of the six concentration areas "*Or as approved by the MBA coordinator and the chair of the program department.*"

Southern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Submit with proposed syllabus clearly delineating graduate/undergraduate expectations

Department Communication

Chair Alena Ruggerio

Course # COMM 424/524

Course Title Creative Entrepreneurship

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

At the conclusion of this course, students should be able to ...

- Brainstorm and ideate to solve a user problem.
- Identify a target audience and build a relationship with that audience through social media engagement.
- Formulate a value hypothesis and conduct audience/user interviews to validate or discredit that hypothesis.
- Develop and test a minimum viable product.
- Protect and exploit intellectual property rights.
- Form community and institutional partnerships.
- Design and manage crowd-funding campaigns.
- Conduct an industry analysis and form a marketing strategy.

2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

☐ Additional class or seminar session(s) required. Describe:
N/A

☒ Additional readings required. Describe:

While undergraduate students are only required to read a Harvard case study on the Lean Startup model, graduate students will be assigned the full book by Eric Reis.

☐ Additional written assignments required. Describe:

☒ Graduate students will be required to write a full industry analysis and marketing strategy for their proposed startup, which is not required of undergraduate students.

☒ Other activities/requirements. Describe:

While undergraduates work in small groups to build and launch their MVPs, graduate students must work individually on this large scale project.

Southern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Submit with proposed syllabus clearly delineating graduate/undergraduate expectations

Department Communication

Chair Alena Ruggerio

Course # COMM 444/544

Course Title Film Festival Programming and Promotion

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

At the conclusion of this course, students should be able to ...

- recognize and analyze trends in festival programming and in related distributor acquisitions.
- assess and score the quality of a film submission and curate meaningful and eclectic programming blocks.
- organize and promote quality festival events.
- research and plan a festival submission strategy for a film based on its traits.

2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.



Additional class or seminar session(s) required. Describe:

Graduate students must attend 3 additional executive planning sessions with the instructor.



Additional readings required. Describe:

Graduate students will read *The Complete Filmmaker's Guide to Film Festivals: Your All Access Pass to Launching Your Film On the Festival Circuit* by Edwards and Skerbelis, which is not assigned to undergraduate students.



Additional written assignments required. Describe:

Graduate students must write and present a profile to the class on a major international film festival.



Other activities/requirements. Describe:

During the planning and production of the SOU Student Film Festival, graduate students will serve as team managers and mentors, helping to supervise and evaluate undergraduate work.

To be added: A rubric and other tools that will help the graduate students evaluate the undergraduate students, so that they have established criteria upon which to base their evaluations. This rubric to be shared with the undergraduate students.

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THE JOURNAL OF THE

ROYAL ANTHROPOLOGICAL INSTITUTE

OF GREAT BRITAIN AND IRELAND

VOLUME LXXII. PART I. 1942.

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Southern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Submit with proposed syllabus clearly delineating graduate/undergraduate expectations

Department	Communication	Chair	Alena Ruggerio
Course #	COMM 472/572	Course Title	Advanced Production Projects
	472A/572A		Advanced Documentary Production
	472C/572C		Advanced Informational and Promotional Video Production
	472D/572D		Advanced Short Film Production
	472E/572E		Advanced Broadcast Journalism Production

*Note: COMM 572 is intended to be offered as a split level companion to each of our 472 advanced production courses, allowing graduate students to seek credit for those courses.

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

COMM 572 Advanced Production Projects is design to help students meet the core Communication outcomes of professional preparation. In this course, students will make concrete connection between their studies of Digital Cinema and their career aspirations. While the specific production topic will vary term to term, the following objectives will be consistent. At the end of this course, student will be able to:

- Apply their mastery of production tool and technological processes to the creation of meaningful media.
- Apply their understanding of standard, industry-specific procedures and labor hierarchies to collaboration and cooperation within a team setting.
- Apply their experience and ingenuity to brainstorm and solve creative problems.
- Apply their communication skills in order to negotiate with clients, producers, or other vested parties in order to compromise and meet the needs of a given project.

2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

☒ Additional class or seminar session(s) required. Describe:
Graduate students will hold at least 3 additional pre-production meetings with the assigned instructor.

☐ Additional readings required. Describe: Individual instructors will include additional reading.

☒ Additional written assignments required. Describe:
Graduate students will submit written evaluations of the undergraduate student crew members on the course project.

☒ Other activities/requirements. Describe:
Graduate students will serves as producers, keys, and/or department heads on course productions, supervising and coordinating the activities of the undergraduate student crew, giving them increased responsibility both during preproduction and production.

To be added: A rubric and other tools that will help the graduate students evaluate the undergraduate students, so that they have established criteria upon which to base their evaluations. This rubric to be shared with the undergraduate students.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** ED 515
2. **Course title:** Critical Issues in Education
3. **Abbreviated title for class schedule** (30 characters or less): Critical Issues in Education
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

Catalog description:

Explores issues in education and the context in which they exist. Examines, analyzes and applies concepts in professional ethics and policies, foundational philosophies, research, leadership, and contemporary issues within their focused area of education. Students will engage in a comprehensive review of research materials available for advanced studies in education. The intent of this course is to guide graduate students in exploring the purpose of research, to answer questions and acquire new knowledge, thereby making important and valuable contributions to the various fields within the discipline of education.

1. Prerequisites (to add each additional prerequisite, start a new line):

- | | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
| B. (course prefix, (space) and number) | or | or | or | or |
| C. (course prefix, (space) and number) | or | or | or | or |

2. Co-requisites (including labs, if any):

- | | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
|--|----|----|----|----|

3. Major/Class restrictions: Please indicate any class or major restrictions:

4. Is course repeatable? Yes No X If Yes, list maximum credits:

5. Labs requirements: If course includes a lab: # of hours lecture: ; # of hours lab:

6. Fees: List any course fees: 0

7. Grade Mode: Graded only: x Pass/No Pass only: Option:

8. CIP Code: Six-digit CIP code (check with your Division Director):

9. Special qualifications; Is course proposed for (yes/no):

A. University Studies? If yes, list Strand(s)

B. Honors?

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

A. Rationale: Postgraduate study contributes substantially to the progress of most every discipline, and education is no exception. The intent of this course is to guide graduate students in exploring the purpose of research: to answer questions and acquire new knowledge, thereby making important and valuable contributions to the various fields within the discipline of education

B. Alignment:

1. How does this course align with the unit's mission plan?

This course emphasizes traditional and contemporary approaches to education while supporting the intellectual growth of graduate students in the Masters of Education degree.

2. How does the course fit into the rest of the unit's curriculum?

This course is designed to be one of the first courses MEd students take in their program to support their foundational understanding of the discipline, assist in their exploration of area of focus and graduate level expectations in research.

A. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1- 9; Year 2 -13; Year 3 -15.

B. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Graduate Faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. FTE for this call falls within the contract availability of the unit.
- c. If additional faculty members are needed, how will that need be met? NA

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. NA

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course? No

If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? Potential opportunities for other graduate programs to include this course as an elective on critical issues.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? no

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

ED 515: Critical Issues in Education
Southern Oregon University
Fall 2016

Instructors: Dr. Amy Belcastro
Office: EP 324
Phone: 541.552.8245
E-mail: belcasta@sou.edu
Office hours: Phone or video conference available by request

Course Description: Explores issues in education and the context in which they exist. Examines, analyzes and applies concepts in professional ethics and policies, foundational philosophies, research, leadership, and contemporary issues within their focused area of education. Students will engage in a comprehensive review of research materials available for advanced studies in education. The intent of this course is to guide graduate students in exploring the purpose of research, to answer questions and acquire new knowledge, thereby making important and valuable contributions to the various fields within the discipline of education.

Learning Outcomes: At the conclusion of our course, students will:

- Review and analyze the complexities of critical issues and current policies in education impacting their professional area of study (for example: higher education, health education, community education, etc.) and explore the intersection of issues and the context in which they fall by completing a comprehensive scholarly review of the literature organized around five key areas:
 1. Theories and Philosophies
 2. Leadership
 3. Learners
 4. Society and Culture
 5. Policy and Ethics
- Demonstrate the ability to synthesize key points of the research surrounding current local, state, national and international issues and policies in education, cite the conclusions, and format the articles' bibliographic citation using correct APA format.
- Develop and apply research skills, form a guiding problem statement and demonstrate an understanding of the elements of manuscript preparation in conjunction with the use of APA format.
- Actively engage in a contemporary educational issue by participating in and leading an on-line seminar discussion that includes the background research, tensions and recommendations for policy and practice; developing a Mini Research Brief; and developing a professional poster.

Required Texts and Materials:

TBD: Critical Issues in Education

Publication Manual of the American Psychological Association, 6th edition (APA is the predominant style guide for graduate programs at Southern Oregon University).

Audio, video, additional readings, and other online sources will be used to support the course content. These will be made available to students through Moodle. In addition, students will be required to research and present current readings to share with the class.

Example of Course Assignments and Expectations:

Annotated Bibliography: Each student will choose a research topic for the quarter and prepare an annotated bibliography of sources available through the Hannon Library or interlibrary loan. Topics will be pre-approved by the instructor, and students will be encouraged to choose a topic in their area of focus. Students will be required to adhere to APA formatting for the references. Five new references will be due each week, resulting in a final bibliography consisting of 25 sources.

Mini Research Brief: Each student will write a 5-page paper based on the research topic that was the subject of the annotated bibliography assignment. Students will be required to demonstrate ability to adhere to APA formatting requirements. Students will conduct a 10-minute video presentation on their report during the final exam time.

Poster Presentation: Academics are expected to present their research in a variety of formats and venues. Poster presentations are an excellent way for an author to explain and illustrate concepts, techniques, or research findings. Poster sessions are held at most conferences. Presenting a poster at a conference is an excellent way to begin getting professional recognition from your academic peers. Posters include a combination of text and graphics, which is challenging because the text must be succinct. In a professional poster session, numerous posters are on display at the same time in a large room while the audience walks through the room and stops to talk with the presenter when interested in the topic. For this assignment, students must use the PowerPoint Poster Template available at sou.edu/soar/poster-presentation

APA Quizzes: Each week there will be online quizzes in Moodle. There is no time limit for these quizzes and you may retake them as many times as you wish until the quiz due date.

Attendance Policy: Graduate students are expected to substantially participate and contribute to all class sessions. Please contact the instructor – in advance – if you are unable meet expectations and requirements.

Grading Policy: Assignments due on the days noted in the course outline above. Assignments must be posted by 11:59pm PST in order to be considered “on time.” Late assignments will

receive 50% of the credit earned if one day late and no credit earned for assignments more than one week past due.

Final grades will be assigned as follows:

95 – 100%	A
90 – 94%	A-
87 – 89%	B+
84 – 86%	B
80 – 83%	B-
77 – 79%	C+
74 – 76%	C
70 – 73%	C-
67 – 69%	D+
64 – 66%	D
below 64%	F

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://ife.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible to ensure that you have the best possible access.

Southern Oregon University - School of Education
Spring 2018

Introduction to Core Reflection: Teaching and Learning from Within

ED 424 (CRN #) + ED 524 and (CRN #); 3 credits

Instructor:	William Greene, Ph.D., EP 120, 541-552-6921, greenew@sou.edu
Office hours:	M-R 12:00-1:00 and by appointment
Class hours:	Wednesdays 1:30-4:20
Classroom:	Education/Psychology Building: EP 256

Course Description

Provides theoretical and applied basis for core reflection as a deep and transformative approach to learning, teaching, and self-development. Explores key cognitive, affective, and psychomotor principles of learning from within to enhance self-awareness and personal empowerment. Presents philosophical and research-based models alongside practical and personal examples. Engages students in real-life coaching situations created during class through a series of exercises designed to develop specific skills used in core reflection.

Required Text

Korthagen, F. A., Kim, Y. M. & Greene, W. L. (2013). *Teaching and learning from within: A core reflection approach to quality and inspiration in education*. New York, NY: Routledge.

Course Hopes and Dreams

There will be opportunities in this class to explore human potential (ours and our students') through taking a closer look at the challenges we face within ourselves and how we meet those challenges, tensions, and burning issues. Together we will deeply consider the self that teaches and the importance of that awareness.

*Learning Objectives for All

Through an iterative cycle of connecting theory and practice, learners in this course will be able to:

- Examine one's essential nature as a teacher,
- Identify specific tools of consciousness to connect to one's own inner wisdom and flow,
- Demonstrate greater awareness and presence through focused contact on core qualities within ourselves and those around us
- Establish a physical space where learning potential has room to expand, and
- Exhibit the clinical and interpersonal skill-set necessary as a core reflection coach.

Please note: If you are in need of academic support because of a documented disability (whether it be psychiatric, learning, mobility, health-related, or sensory), you may be eligible for academic accommodations through disability services for students. Contact the Director of DSS, Teresa Lowrie, at 541-552-6213.

Course Format and Assignments

I. Attendance, Punctuality, Preparedness, and Journaling (20 points)

Much of what this class offers requires your complete presence and engagement; students are required to fully attend all class sessions. Perfect attendance, regular punctuality, preparedness in readings and assignments, and open engagement to each in-class activity and exercise are expected in order to receive full points in this category. Partial points for anything less will be considered at the instructors' discretion. Absences and tardies inevitably affect the final grade, and more than one absence results in a minimum one-grade reduction. More than two absences usually results in a below passing grade. As a professional courtesy, prompt communication is appropriate if unforeseen circumstances prohibit complete or timely attendance.

Journaling: You are asked to begin your personal core reflection journal as a self-analysis study in which you can explore your deeper thoughts, feelings, and desires. You are expected to make 3-4 entries per week for the full 10 weeks of the course. This is a place for you to record their personal 'take-aways' from class activities, impressions and thoughts, emotional and social feelings and changes, nourishing insights, responses to readings, contemplative states of *being*, and transformational dimensions of *becoming*. Your weekly mindfulness/contemplative practice entry counts as one of the required 3-4 for the week. A self-evaluation on your journaling frequency will be given in Week 10.

II. Linking Theory and Practice Activities (30 points)

A series of (3) connected activities will give students a chance to apply the techniques and skills as a 'core reflection coach' longitudinally (over time) and with someone outside of our class. Results of each outside coaching experience will be reported in a 3-4 page narrative following specific guidelines and questions. We will talk more about the expectations for this assignment in the coming weeks.

III. Create Core Reflection Activity (10 points)

Each class participant will create and share an exercise in core reflection to be experienced in one of our class sessions. Based on your developing knowledge of what core reflection is about, you may choose your own format and activity(s). More details and sign-up dates will be discussed in class.

IV. Mindfulness/Contemplative Practice (10 points)

Students will be empowered and trusted to select a contemplative/mindfulness activity that suits them and to set aside a period of time to practice the activity over a period of 8 weeks starting in Week 2 of the term. To earn the full 10% in this category, you should engage in your practice at least 4 days per week and at least 15 minutes per day. (That is, practice at least 1 hour per week on at least 4 different days.) Make at least 1-entry per week of this experience in your core reflection journal. You will be asked periodically to share with the class on your experiences with this activity. A self-evaluation on your practice frequency will be given in Week 10 and factored into your score for this area.

V. Synthesis Essay (30 points)

While your journal is not for public viewing, you will write a summary essay synthesizing your journal entries and personal experiences in this class and submit it on *Moodle* during the final week of the term. Your essay will be based on: the impact of the core reflection process on you, reflections on our class time together, your mindfulness journal, and the entire set of readings. Your essay will conform to APA style. It should be typed, double-spaced, and with one-inch margins; please use a 12-point, commonly used font. Writing should demonstrate your ideas and growth clearly and honestly. Correct conventions and college level writing are expected. The essay is due on *Moodle* no later than 11:59 p.m. on Thursday June 9.

Undergraduate expectation: The minimum paper length required is 1,500 words (4-5 pgs).

Graduate expectation: The minimum paper length required is 3,000 words (9-10 pgs).

More specific information, with guidelines and key questions to address, will be provided in Week 8.

*Graduate Learning Objectives and Assignments

In addition to meeting the expectations for undergraduates and graduates described above, graduate students are also expected to meet the following learning objectives through the additional assignments described below.

Graduates in this course will be able to:

- Create and implement a lesson based on a mutually agreed upon topic from one of the course readings. Students will facilitate a class debriefing and be able to articulate their own original insights on self-development as it relates to the topic of the lesson.

Student choice between assignments VII and VIII below corresponds to one of the following bullets:

- Identify and analyze research studies on the educational effect(s) of core reflection or positive psychology in a literature review of at least (10) published, peer-reviewed sources; ***or**,
- Develop an appropriate method to collect and summarize relevant data in order to investigate the effect of a holistic approach in a classroom, school, program, or institution where learning goals are grounded in principles of core reflection, positive psychology, and/or a strengths-based pedagogy.
- Create and apply a leadership/advocacy presentation or activity that is based on the research and/or investigation completed above.

Assignments supporting the graduate learning objectives include:

VI. Lesson Implementation (10 points)

Each graduate student will create and implement a lesson for the whole class based on one of the weekly topics and set of readings. In keeping with the experiential nature of the course, the lesson will highlight intrapersonal, interpersonal, and active learning components thoughtfully designed to exemplify essential knowledge or skills used in core reflection. Following the lesson, the graduate student will facilitate a full class debriefing, pose key questions to deepen learning and understanding, and close by articulating their own original insights on self-development as it relates to the topic of the lesson.

Graduate students choose **either VII or VIII below based on interest and relevancy.*

VII. Review of Research (20 points)

After identifying a key question or set of questions on the use of core reflection in an educational setting, students will conduct a literature review of current research on applying core reflection, principles of self-development, or related educational practices in positive psychology. Students will be expected to critically read and evaluate at least (10) refereed journal articles or book chapters that allow them to produce a 10-12 page narrative paper that coherently synthesizes the research in your question area. The paper should conform to APA style. The question and completed literature review form the basis for number IX below.

VIII. Curricular Analysis (20 points)

Building on the question and review in number VII above, graduate students will develop a method to gather data on how the principles of core reflection, positive psychology, and/or a strengths-based pedagogy impact teaching or learning as they are applied in a chosen classroom, school, program, or institution. They are expected to interpret and evaluate the data by assessing strengths of the approaches, areas for improvement, and key questions that would precede further study or for application in another context. Data and findings will be presented in a 10-12 page narrative paper that conforms to APA style. This paper forms the basis for number IX below.

IX. Leadership/Advocacy Project (20 points)

Based on students' research and findings from numbers VII or VIII above, they will create a leadership/advocacy presentation or professional development activity that calls on them to share their knowledge with a group outside of this class. Such settings may include: a community group of parents, caregivers, or school site council; a professional development or school inservice; an education conference; "publishing" research online; or applying findings in an appropriate context or teaching environment relevant to their current situation. Project parameters will vary, but demonstrable outcomes can include: a PowerPoint presentation, notes from an informational meeting facilitated and conducted off-campus, video or photo essay documenting a lesson or activity used in training other adults, or a copy of the paper or other published material used to disseminate information or to advocate for educational change. Criteria for each project will be discussed on an individual basis in advance with the expectation that each contains evidence of personal leadership or advocacy and that each incorporates the student's review of research or their curricular analysis (from numbers VII or VIII above).

Undergraduate Grade Scale:

95 – 100 pts.	A
91 – 94 pts.	A-
88 – 90 pts.	B+
84 – 87 pts.	B
80 – 83 pts.	B-
79 – 77 pts.	C+
74 – 76 pts.	C
70 – 73 pts.	C-
67 – 69 pts.	D+
64 – 66 pts.	D
60 – 63 pts.	D-
<59 pts.	F

Graduate Grade Scale:

140 – 150 pts.	A
135 – 139 pts.	A-
132 – 134 pts.	B+
122 – 131 pts.	B
119 – 121 pts.	B-
116 – 118 pts.	C+
106 – 115 pts.	C
103 – 105 pts.	C-
102 – 104 pts.	D+
92 – 101 pts.	D
89 – 91 pts.	D-
<89 pts.	F

References and Reading List

(Includes both assigned readings for the week and other select references.)

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