

COUNCIL ON GRADUATE STUDIES

Meeting Agenda

March 5, 2024

1. Minutes

- a. Approval of the February 20, 2024 meeting minutes

2. Communication

- a. **EA-CHHS-24-15** Communication Disorders & Sciences request to change accelerated program admission options

3. Items to be Added to the Agenda

- a. **24-35 Noble, Emma** Associate Faculty Waiver Request (Thesis Committee)
- b. **24-36** Higher Education & Community College Accelerated Program Creation

4. Items to be Acted Upon

- a. **24-33** MA in Art Program Revision (Fall 2024)

5. Items Pending

- a. **None**

6. Other

- a. Graduate Program of Excellence Review Templates/Process

7. Committee Reports

- a. Graduate Student Advisory Council (GSAC)
- b. Booth Collaborative Advisory Committee
- c. Textbook Rental Advisory

8. Dean's Report

- a. **None**

Council on Graduate Studies Minutes February 20, 2024

The February 20, 2024 hybrid meeting of the Council on Graduate Studies met in 3108 Blair Hall at 2:00 pm.

Members Present: Dr. Bonnie Laughlin-Schultz, Dr. Nikki Hillier, Dr. Nichole Hugo, Dr. Alexis Jones, Dr. Chris Laingen, Dr. Farhad Sadeh

Members Absent: Dr. Wesley Allan, Ms. Chavionne Thomas

Staff Present: Interim Dean Dr. Robert Chesnut, Ms. Lana Taylor, Ms. Myra Taylor

Guests Present: None

1. Minutes

The minutes of the January 23, 2024 meeting were reviewed. Hearing no changes or objections, the minutes stand as written.

2. Communication

- a. College of Health & Human Services January 22, 2024 Curriculum Committee Meeting Minutes
- b. College of Liberal Arts & Sciences November 29, 2023 Curriculum Committee Meeting Minutes
- c. College of Liberal Arts & Sciences Curriculum Committee January 16-17 Curriculum Committee Meeting Minutes
- d. College of Health & Human Services February 12, 2024 Curriculum Committee Meeting Minutes
- e. College of Liberal Arts & Sciences January 31, 2024 Curriculum Committee Meeting Minutes

Motion made by Dr. Laingen to accept the communication items. Seconded by Dr. Sadeh. Motion carried by acclamation.

3. Items to be Added to the Agenda

- a. **24-33** MA in Art Program Revision (Fall 2024)
- b. **24-34** Communication Disorders & Sciences Change to Accelerated Admission Proposal

Motion to add agenda item 24-33 MA in Art Program Revision (Fall 2024) to the March 5, 2024 agenda *of Items to be Acted Upon* made by Dr. Jones, seconded by Dr. Laingen. Approved by roll call vote.

Motion to table item 24-34 Communication Disorders & Sciences Change to Accelerated Admission Proposal as it was not properly approved at college level prior to submission to CGS was made by Dr. Sadeh, seconded by Dr. Jones. Motion carried by roll call vote.

4. Items to be Acted Upon:

- a. Request by Lana Beasley, Certification Officer and Myra Taylor, Graduate School Support Specialist to change Academic Warning verbiage in Graduate Catalog

Motion to approve made by Dr. Laingen, seconded by Dr. Hillier. Motion carried by roll call vote.

5. Items Pending: None

6. Other: None

7. Committee Reports

- a. **Graduate Student Advisory Council (GSAC):** Ms. Taylor reported GSAC hosted a “Paint and Sip” Event attended by approximately 30 graduate students.
- b. **Booth Collaborative Advisory Committee (BCAC):** Dr. DeRuiter-Willems submitted a report of the February 14, 2024 BCAC meeting. (Included at end of minutes.)
- c. **Textbook Rental Advisory:** No report
- d. **Dean’s Report:** Interim Dean Chesnut discussed the Graduate Program of Excellence and creation of CGS Review Committees for same. Dr. Chesnut also shared enrollment in graduate school is down 1.9% spring 2023 to spring 2024.

Motion to adjourn meeting made by Dr. Laingen, seconded by Dr. Jones. Meeting adjourned at 2:19 p.m.

February 14, 2024 Booth Collaborative Advisory Committee Summary:

Pedagogy Day is 3/14. We are encouraged to register and attend.

<https://www.eiu.edu/fdic/pedagogyday.php>

The Adobe Creative Cloud is available to all faculty (automatic) and students (must sign up) free of charge. There are many tools to make flyers and videos, merge pdfs, and more. The FDIC staff are willing to host department faculty meetings and student sessions so individuals can explore. They are also available to explore AI uses.

Booth Awards for Excellence submissions are being accepted until 2/29. An awards ceremony will be held on 4/10.

[\(https://www.eiu.edu/booth/awardsforexcellence/\)](https://www.eiu.edu/booth/awardsforexcellence/)

<https://boothnews.eiu.edu/2024/02/08/oer-grant-opportunity-for-faculty/>

Booth News has several upcoming events:

- OER @ EIU funding opportunity for faculty to create and adopt OER for courses they teach.
- Authors @ EIU celebrate faculty members who have published.

See Booth News for details on both.

--Submitted by Dr. Lauri DeRuiter-Willems, PhD



OFFICE OF THE DEAN

600 LINCOLN AVENUE | 1034 KLEHM

HALL CHARLESTON, IL 61920

217-581-6025 | EIU.EDU/CHHS

MEMORANDUM

TO: Council on Academic Affairs
Council on Graduate Studies

FROM: Dr. John R. Storsved, Dean

SUBJECT: Executive Action

DATE: February 20, 2024

EFFECTIVE DATE: Immediately

REQUEST: Update the catalog language regarding the CDS Graduate Program accelerated admission options. See attached.

Date: February 19, 2024

To: John Storsved, College of Health and Human Services

From: Rebecca Throneburg, Chair

Subject: Executive Action

Request: Update the catalog language regarding the CDS Graduate Program accelerated admission options.

Effective Date: Immediately

Rationale: We want to change the catalog wording for our accelerated graduate program. This is the first year that we are utilizing the direct and early admit avenues for students to use an accelerated option for graduate school. In preparing for this and reviewing current student options, we realize that this may prevent students not utilizing the early/direct admit options from being able to participate in an accelerated program.

As currently worded, some students may not be advised into the direct/early admit programs based on earlier advising that occurs before they get to the CDS program. In addition, we are seeing a number of students who start in the program at varying times with various coursework completed, which also can prevent application to the early admit program. Essentially, we have found that the current early admit wording may prevent some outstanding undergraduate students from being able to take graduate coursework in an accelerated program manner. We would like to edit the wording to allow students who are traditionally admitted to the program to have this option as well. This will allow us to remain competitive in graduate admissions, as more Illinois universities open CDS graduate programs and use accelerated options to recruit undergraduate students.

Current Catalog Copy:

CDS Direct Admit Graduate Program

Freshman Direct Admit to EIU CDS Graduate Program

Students with an interest in speech-language pathology who apply to EIU as high school students and are admitted to EIU (as full-time or part-time students) may be accepted into the CDS Direct Admit Graduate Program if they meet the following admission criteria:

- They have a 3.75 high school cumulative GPA (on a 4.0 scale).
OR
- They have a high school cumulative GPA of 3.5 to 3.74 or are in the upper 10% of their high school graduating class AND have an SAT of 1230+ or ACT composite of 26+.
AND
- They specify CDS as their major either on their EIU Application or by first day of classes at EIU.

Meeting these criteria does not guarantee automatic admission to the program. Admission to the Freshman Direct Admit Program is competitive.

Maintenance of Direct Admit Status

Students admitted to the CDS Direct Admit Graduate Program must meet the following criteria to continue in the program:

- They must enroll in at least two 2000-level EIU CDS courses in the year after high school to maintain direct admit status. If an accelerated 3-year bachelor's degree plan with 5-year bachelor's/master's combination plan is desired, then 4 of 5 required EIU 2000 level courses must be completed in the year after high school.
- They must have maintained a major and cumulative 3.5 GPA upon completion of all 2000-level and 3000-level CDS academic courses.*
- They must have met minimum requirements for the Essential Professional Functions in Undergraduate Coursework after completing all 3000-level CDS courses.*

The Graduate Admissions Committee will review status of all candidates in the Direct Admit Graduate Program and determine a student's continued eligibility in the Direct Admit Graduate Program in May after 3000-level courses are completed.*

Following review of GPA and Essential Professional Functions data, students who no longer meet criteria for the CDS Direct Admit Graduate Program can decide to apply to EIU's CDS graduate program through traditional application procedures.

*Foot note: Some students may be enrolled in CDS 3900, Introduction to Clinical Techniques, in either spring of their junior year or fall of their senior year. The review of grades and Essential Professional Functions for students in the Direct Admit program will be completed in May after the 3000-level course sequence is completed regardless of which term the student enrolled is enrolled in CDS 3900.

CDS Early Admit Graduate Program

Early Admit to EIU CDS Graduate Program

Current EIU CDS students with an interest in attending EIU's CDS graduate program who meet the following criteria are encouraged to apply for acceptance into the CDS Early Admit Graduate Program:

- They have a 3.5 cumulative GPA and major GPA upon completion of 3000-level CDS courses.*
- They have completed >60 hours of college credit by the end of the spring term.
- They have met the Essential Professional Functions in Undergraduate Coursework minimum requirements.
- They have submitted an application to the Graduate Admissions Committee by April 1 of their junior year consisting of:
 - Written responses to the personal essay question and 3 short answer questions consistent with traditional department application procedures
 - Resume that includes extra-curricular, service, leadership, and employment experience

Review of applications will take place during May by the Graduate Admissions Committee. Final grades, as well as Essential Professional Functions, will be considered. Students will be notified of acceptance into the CDS Early Admit Program by June 1.

**Foot note:* Some students may be enrolled in CDS 3900, Introduction to Clinical Techniques, in either spring of their junior year or fall of their senior year. The review of grades and Essential Professional Functions for students applying to the Early Admit program will be completed in May after the 3000-level course sequence is completed regardless of which term the student is enrolled in CDS 3900.

Transition from Direct Admit or Early Admit to Graduate Student Status

Students accepted into the Direct Admit or Early Admit programs are required to report graduate school plans to the Graduate Coordinator by December 15 of their senior year and may include the following choices:

- Accepting admittance to EIU's graduate program
- Applying elsewhere and considering other graduate programs
 - If applying to other graduate programs, student would have an April 15 decision deadline like other applicants.

Accelerated Option with Direct and Early Admission to Graduate Program

Students completing the EIU CDS Direct Admit or Early Admit programs may be eligible to earn graduate credit toward their graduate degree while completing their undergraduate degree. If an accelerated 3-year bachelor's degree plan with 5-year bachelor's/master's combination plan is desired, then 4 of 5 required EIU 2000-level courses must be completed in the year after high school.

Please refer to the Graduate School policies at <https://www.eiu.edu/graduate/accelerated.php> about accelerated programs and taking courses for "shared" credit. CDS students in the Direct Admit or Early Admit programs may take up to 15 shared credits to fulfill the 120 semester hours required for the B.S. degree, which will also fulfill certain graduate requirements in the CDS M.S. program. Courses for shared credit may be taken only after the May admission review is completed following completion of 3000-level courses as described in the Direct Admit and Early Admit programs. Enrollment in accelerated coursework for shared credit is contingent upon chair approval and availability of seats.

Graduate courses that may be used for shared credit are listed below:

- CDS 5000 Research Methods in Communication Disorders & Sciences. Credits: 1
- CDS 5100 Motor Speech Disorders. Credits: 3
- CDS 5130 Advanced Speech Disorders. Credits: 2

- CDS 5210 Literacy for the Speech-Language Pathologist. Credits: 2
- CDS 5230 Early Childhood Language Disorders. Credits: 3
- CDS 5250 School-Age Language Disorders. Credits: 3
- CDS 5905 Advanced Clinical Diagnosis and Assessment. Credits: 1
- CDS 5915 Advanced Clinical Treatment and Methodology. Credits: 1

Catalog Copy with Revisions:

(Bold & strikethrough = deletions; Bold and different colored font = additions)

Accelerated Option with Direct, Early **or Traditional** Admission to Graduate Program

Students **completing** the EIU CDS Direct Admit **or** Early Admit **Program or traditionally admitted** to the program may be eligible to earn graduate credit toward their graduate degree while completing their undergraduate degree. If an accelerated 3-year bachelor's degree plan with 5-year bachelor's/master's combination plan is desired, then 4 of 5 required EIU 2000-level courses must be completed in the year after high school.

Please refer to the Graduate School policies at <https://www.eiu.edu/graduate/accelerated.php> about accelerated programs and taking courses for "shared" credit. CDS students in the Direct Admit or Early Admit **or traditionally admitted** programs may take up to 15 shared credits to fulfill the 120 semester hours required for the B.S. degree, which will also fulfill certain graduate requirements in the CDS M.S. program. Courses for shared credit may be taken only after the ~~May~~ admission review is completed **following completion of 3000-level courses as described in the Direct Admit and Early Admit programs.** Enrollment in accelerated coursework for shared credit is contingent upon chair approval and availability of seats.

Graduate courses that may be used for shared credit are listed below:

- CDS 5000 Research Methods in Communication Disorders & Sciences. Credits: 1
- CDS 5100 Motor Speech Disorders. Credits: 3
- CDS 5130 Advanced Speech Disorders. Credits: 2
- CDS 5210 Literacy for the Speech-Language Pathologist. Credits: 2
- CDS 5230 Early Childhood Language Disorders. Credits: 3
- CDS 5250 School-Age Language Disorders. Credits: 3
- CDS 5905 Advanced Clinical Diagnosis and Assessment. Credits: 1
- CDS 5915 Advanced Clinical Treatment and Methodology. Credits: 1

School of Communication & Journalism

600 Lincoln Avenue
Charleston, Illinois 61920-3099
Office: (217) 581-6003



To: Dr. Bob Chestnut
Interim Dean, Graduate School

From: Dr. Angela Jacobs, Graduate Coordinator
School of Communication and Journalism
Division of Communication Studies

Date: February 21, 2024

Subject: Waiver request for Emma Noble

I would like to request that the limitations on associate graduate faculty to serve on thesis committees be waived for Emma Noble. Emma previously served as the Assistant Director for Health Education and Promotion at Eastern Illinois University. She is now an instructor within the Department of Public Health and Nutrition. The graduate faculty in the Communication Studies program would like Emma to serve as a committee member for a graduate student whose thesis research is aimed at creating educational materials related to rural health initiatives. As the former Assistant Director for Health Education and Promotion and an instructor of Public Health and Nutrition, Emma has an abundance of experience with health-related programming and would be a critical addition to this student's thesis committee.

Sincerely,

Angela S. Jacobs

Angela S. Jacobs, Ph.D.
Professor
Graduate Coordinator
School of Communication and Journalism
Division of Communication Studies
Eastern Illinois University
asjacobs@eiu.edu
217-581-2020



**Nomination For Appointment
as an Associate Member
of the Graduate Faculty**

Name of nominee: **Emma Noble**

Date: **1/30/2024**

Department/school: **School of Communication and Journalism**

E-mail address of nominee **eanoble@eiu.edu**

Graduate courses to be taught: **N/A**

Semester/term and year of approval: **Fall 2024**

Need for this assignment: Emma will serve as a member of a CMN graduate student's thesis project

Length of Appointment: 1 year term 2 year term 3 year term

Profile of the candidate:

A. Date appointed to EIU Faculty: **N/A (See tested experience form)**

B. Current academic rank: **Instructor of Public Health and Nutrition**

C. Academic and professional experience:

Highest degree earned: **Master of Arts**

Date awarded: **December 2018**

Degree granting institution: **Eastern Illinois University**

Field of specialization: **Interpersonal and Health Communication**

D. Evidence of other education, professional activity, and specialization in teaching areas within the last three years (workshops, research, service, creative activity, etc.). Please put in vita format and attach.

E. List the graduate courses taught by the candidate during the last three years:

N/A



Graduate Coordinator or Chair, Department Graduate Committee



Department Chair



Academic Dean

Dean, Graduate School

After form is completed, please print to obtain signatures.

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Tested Experience Exception Rubric

Potential Instructor: Emma Noble Date: 1/30/24

Tested Experience Exception Minimum Requirements	Expectation Met
At least five years of experience in the profession or current employment in the field;	<input checked="" type="checkbox"/>
Hold appropriate professional certifications and licenses (as appropriate to the field and if applicable); and,	<input type="checkbox"/>
A baccalaureate degree (B.A., B.F.A., B.S., etc.) to teach undergraduate students or a graduate degree (M.A., M.S., M. Ed., etc.) with additional coursework in the field or discipline of instruction	<input checked="" type="checkbox"/>
<p>If the minimum requirements are not met, please provide justification below for why this candidate should be considered as an adjunct instructor.</p> <p>Emma has extensive knowledge and experience in Health Communication. She was responsible for the planning and delivery of evidence-based, and evidence-informed health promotions programs and services at EIU. She is currently an instructor of Public Health at EIU. Her qualifications directly align with our graduate student's thesis goals.</p>	

Signatures:

Angela S Jacobs Digitally signed by Angela S Jacobs Date: 2024.01.30 12:49:45 -06'00' Date: 1/30/24

Date: _____

Date: _____

If required:

Vice President of Academic Affairs

Date: _____

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Emma Noble, M.A.
Faculty
Department of Public Health and Nutrition

Throughout my academic career I found my passion within health communication. After receiving my Master's degree, I began working in higher education educating students on their health behaviors and decisions. I greatly enjoy helping college students navigate their own healthcare and increasing their confidence to make positive health choices.

During my own academic career, I created a resource for women's health doctors, or anyone who provides care to patients, where the emphasis was to humanize the patient and assist the care giver in handling those interactions. This included destigmatizing the patient and focusing on patient-centered care.

I now teach various Public Health courses which focus on what it means to be a healthy citizen and the dimensions of health and wellness. I have been on thesis committees in the past where I have been able to provide mentorship and offer suggestions from my experiences as a health educator and now as a Public Health instructor. I've also worked with students to complete capstone project where they can display their knowledge.

I believe that these projects are so important, because they are bridging the gap from the academic world, to the creation of a resource that continues to advance the mission of health communication.

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Emma Ann Noble

919 C Street APT A Charleston, IL • 61920 • 217.294.0422 • emma_welton@yahoo.com

EDUCATION

Eastern Illinois University, Charleston, IL
Masters of Arts in Communication Studies, **December 2018**
Cumulative GPA: 4.00/4.00

Eastern Illinois University, Charleston, IL
Bachelor of Arts in Communication Studies, **December 2016**
Cumulative GPA: 3.42/4.00

Lake Land College, Mattoon, IL
August 2012 - May 2014
Cumulative GPA: 3.69/4.0

TEACHING EXPERIENCE:

Department of Public Health and Nutrition – Eastern Illinois University, Charleston, IL.
Unit B Faculty, August 2023 – Present
Adjunct Instructor, January 2022 – August 2023

Course Title	Face to Face or Hybrid	Online	Total
PUBH 2000: Principles of Human Health	2	1	3
PUBH 2200: Health Citizenship	3	2	5
PUBH 2500: Motivational Interviewing		1	1
PUBH 2270: Community and Public Health		1	1
PUBH 3200: School Health for K-12 Teachers		2	2
PUBH 3500: Human Sexuality	1	1	2
PUBH 4644: Honors Thesis/Capstone Project			2
NTR 5155: Nutrition Education, Behavior, and Communication	1		1

WORK EXPERIENCE:

Assistant Director for Health Education and Promotion
Eastern Illinois University
Charleston, IL **July 2019 – June 2023**

- Awarded Presidential Distinguished Service Award, October 2021 for extraordinary service to the university
- Responsible for the develop and execution of an institutional wide, comprehensive health promotion program
- Planning and delivery of theory based, evidence based, and evidence informed health promotions programs, services, and policies targeting individuals, groups, communities and the campus/community environment
- Hired, Trained and Supervised up to 12 Graduate Assistants and 7 Student employees per academic year.
- Coordinate and Oversee EIU's Covid-19 testing program
- Implemented Shield COVID-19 testing on campus in January 2021, The first regular surveillance testing on Campus post pandemic
- Operates Shield COVID-19 Testing site, responsible for testing up to 1200 people per week
- Organized Campus and Community COVID-19 testing sites with IDPH, which served up to 1000 people per event
- Organized Campus and Community wide COVID-19 Vaccine clinics with IDPH, which served up to 125 people per event
- Manage Campus wide COVID-19 testing compliance upon Campus reopening in August 2020
- Composed all mass communications for campus community in relation to COVID-19 testing, masking, and vaccine requirements
- Trained staff at Lakeland College so they could implement their own Shield COVID-19 Surveillance testing on their campus
- Responsible for monitoring Shield testing Emails and Phone lines to answer Campus community members questions regarding COVID-19 testing and vaccines

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- Collaborate with key stakeholders to address campus health and wellness issues (i.e., Everfi Educational Programs, Campus Influenza Immunization Project, Health Fair)
- Lead and supervise campus/community health organizing efforts (i.e., alcohol and other drug coalition, tobacco coalition); actively participate in similar efforts led by other departments
- Provide budgetary oversight for health promotion/health education and prevention efforts, including budget allocation, travel, staffing, etc.
- Provided departmental leadership and assistance in the seeking, planning, preparing and submission of grant applications; Provides departmental leadership and assistance in the implementation and monitoring of funded grant proposals
- Monitor, maintain, and report the University's compliance to the Federal Safe and Drug Free Schools mandate; Assist with monitoring, maintaining, and reporting compliance with other Federal and State mandates (e.g. VAWA, Sexual Violence)
- Coordinate the promotional and marketing efforts of the Health and Counseling Services; including print media, on-line media, social media, social networking efforts, etc.
- Applied for and awarded Redden Grant in the Fall 2021 Semester

Assistant Director, Illinois Higher Education Center for Alcohol, Other Drug and Violence Prevention
 Eastern Illinois University
 Charleston, IL **August 2018 – July 2019**

- Manage a federally funded grant budget of \$180,000 directed toward alcohol, other drug and violence prevention among higher education in Illinois
- Trained and supervise two graduate assistants focused on marketing and programming
- Serve as primary contact and executer of daily operations, such as affiliate meeting planning and implementation, training and webinar planning, and networking with Illinois higher education institutions to provide technical assistance for alcohol and other drug prevention
- Ensure compliance with all grant agreements with the Illinois Department of Human Services
- Network and collaborate with experts in the field, Illinois campus professionals, and state of Illinois officials regarding grant activities and substance abuse prevention
- Member of the Staff Morale Committee at EIU Health and Counseling Services
- Member of the Alcohol and Other Drug Coalition at EIU

Graduate Assistant, Health and Counseling Services: Health Education Resource Center
 Charleston, IL

Health Promotion Coordinator, **July 2017 – April 2018**

- Coordinated, implemented, and delivered group-based programming on a variety of health-related topics (alcohol, sleep, sexual health, stress etc.)
- Delivered assessment and evaluation activities for administered programs and services
- Served as an information resource to students and the community concerning health related topics
- Supervised an intern for a semester and assisted them in educating on health-related topics through tabling, presentations, and various tasks
- Assisted in education students about sexual health and promoted the importance of STI/HIV testing
- Co-facilitated alcohol and marijuana sessions using evidence-based curriculum designed to help students who have committed a marijuana or alcohol related violation
- Assisted with maintenance of automated external defibrillator (AED) devices on campus
- Member of the Gender and Sexual Diversity Committee at EIU
- Member of the Health and Wellness Committee at EIU
- Member of the Alcohol and Other Drug Coalition at EIU

PRESENTATION EXPERIENCE:

- "Student-Led Covid Education Plan," *Illinois Association for Health, Physical Education, Recreation, & Dance*. Tinley Park, IL, December 2021.
- "Student Mentor Poster Session: The Covid-19 Education Project in a Higher Education Setting," *Illinois Association for Health, Physical Education, Recreation, & Dance*. Tinley Park, IL, December 2021. (Mentor).
- *EIU StepsUp! Bystander Intervention Training*

HONORS STUDENT ADVISORY:

- Kinsey Romack, Public Health and Nutrition, Spring 2022
 - *Resident Assistant's Sexual Health Toolkit*
- Haley Hoagland, Public Health and Nutrition, Fall 2023
 - *Resiliency Resources for Firefighters*

FUNDED GRANTS AND PROJECTS:

- Project Manager (2021 – 2022)
 - “COVID Education Intern Project”, Redden Grant. \$550.
- Principle Investigator: FDIC Partnership Grant, Fall 2023
 - Mental Health and Wellness Initiatives for EIU Faculty and Staff, FDIC. \$1,000
- Project Collaborator: FDIC Partnership Grant, Fall 2023
 - Bystander Intervention, FDIC. \$1000

CERTIFICATIONS:

- Mental Health First Aid Instructor, July 2023
 - Certified to facilitate in-person, blended, and virtual training

AWARDS AND HONORS:

- Awarded Presidential Distinguished Service Award, October 2021 for extraordinary service to the university
- Eta Sigma Gamma Honor Award, May 2022

Eastern Illinois University

Department of Counseling and Higher Education

To: Bob Chesnut, Interim Dean, Graduate School

From: Catherine Polydore, Chair, Department of Counseling and Higher Education

Kimberly Redfern, Director, Interdisciplinary Studies

Date: 1/17/2024

Re: Program Approval for Accelerated MS in Higher Education and Community College Online Program option for Interdisciplinary Studies Students

Effective Date: Summer 2024

Action requested:

Add Accelerated MS in Higher Education and Community College Online Program option for Interdisciplinary Studies Students

Rationale:

The accelerated graduate program in Higher Education and Community College (HECC) will allow qualified undergraduate interdisciplinary studies students desiring employment in higher education settings to shorten the length of the MS in Higher Education and Community College (currently 3 years, F/SP/SU). The accelerated program is a cost savings to EIU undergraduates, has the potential to enhance enrollment in the degree program, and provides challenging graduate-level coursework to potential graduate students. Students may apply a maximum of 15 HECC credits to their undergraduate degree.

Admission Requirements:

Admission to the accelerated graduate program in Higher Education and Community College requires that applicants

- have a minimum EIU undergraduate cumulative GPA of 3.25
- have a minimum of 90 credit hours of undergraduate course completed
- completion of at least 15 credit hours of courses in the interdisciplinary studies program
- submit a resume, two letters of recommendation, and a statement of professional goals

All admitted students must meet with the Higher Education and Community College graduate coordinator in addition to the interdisciplinary studies academic advisor to select courses.

Admission to Graduate Candidacy

- Completion of the undergraduate degree
- Grades of at least “B” in all shared course work
- Favorable recommendation from undergraduate research advisor at time of admission to MS candidacy

Shared Course Credit Options:

Students may select up to five courses from the list below.

- CHE 5885z - Community College (3 SH)
- CHE 5720z - Student Development Theory (3 SH)
- CHE 5760z - Legal and Ethical Issues in Higher Ed. (3 SH)
- CHE 5741z - Collegiate Environment (3 SH)
- CHE 5500z - Research Methods in CSA (3 SH)
- CHE 5710z - Leadership and Administration in HE (3 SH)
- CHE 5730z - History and Philosophy of Higher Ed. (3 SH)
- CHE 5735z - Multicultural Comm. and Social Justice in HE (3 SH)
- CHE 5750z - Governance and Finance (3 SH)
- CHE 5920z - Career Counseling (3 SH)
- CHE 5887z - Academic Advising (3 SH)
- CHE 5490z - Enrollment Management (3 SH)

Date of Departmental Approval: 1/17/2024

College Curriculum Committee: 02/19/2024 **Amended:** 02/19/2024

Council of Graduate Studies: _____

Accelerated Master of Science in College Student Affairs with a concentration in Higher Education and Community College

The Department of Counseling and Higher Education is pleased to offer an accelerated path to the completion of the Master of Science in College Student Affairs with a concentration in Higher Education and Community Colleges (HECC) to students enrolled in the undergraduate Interdisciplinary Studies (IDS) Program. The accelerated master's programs (also known as BS/MS or BA/MS) are designed for motivated students who would like to earn credits towards a master's degree while obtaining a bachelor's degree, thereby shortening the time to the attainment of a master's degree and reducing overall educational costs.

The online Master of Science in College Student Affairs degree with a concentration in Higher Education and Community College requires 43 credits of graduate work. Up to **15 hours** of graduate credit earned as an undergraduate can be applied for credit toward a master's degree. Required courses for the M.S. in degree are listed in the graduate catalog. Students may take equivalent courses in the in-person College Student Affairs with department approval.

IDS Students who are interested in this opportunity should meet with the HECC program coordinator. Students must apply to the Graduate School when they are within 15-30 hours of completing the IDS program for official admission to the HECC program.

Admission Requirements

Early Admission - Applicants must meet all the following Graduate School requirements:

- A minimum undergraduate cumulative GPA of 3.25
- Must have completed at least 15 credit hours within the Interdisciplinary Studies program
- Must have completed a minimum of 90-hours of undergraduate course credit

Admission to MS graduate candidacy

- Completion of the undergraduate degree
- Grades of at least "B" in all shared course work
- Favorable recommendation from undergraduate research advisor at time of admission to MS candidacy

Revised Program Proposal

To: Barbara Bonneken, Dean, CLAS
 From: Chris Kahler, Chair, Art and Design Dept
 Date: Jan 25, 2024

Request: The department approved to have ART 5910, Graduate Exhibition and Practice removed as a requirement for the Master of Arts in Art program.

Rationale: The department does not believe this to be a requirement that is necessary for successful completion of the degree.

Effective Year/Term: Fall 2024

ART 5910 - Graduate Exhibition Practice and Procedure. (1-0-1) An overview of the relationship between artists and museums, the handling and presentation of artworks, with practical experience gained through the organization and presentation of the Graduate Art Exhibition. **Prerequisites & Notes:** Final semester of graduate study. Credits: 1

Revised Catalog Copy:**Art**

Degree requirements for all candidates include those outlined for the master's degree by the Graduate School (see "Requirements for the Master's Degree").

Candidates for the Master of Arts in Art in one of the studio art concentrations will complete the Thesis Exhibition (32 semester hours).

Candidates must participate in the annual spring Graduate Art Exhibition, submit an approved artist's statement one week prior to this exhibition, and pass an oral defense covering the formal, technical and conceptual aspects of the artwork exhibited. Before the end of the spring semester, candidates must submit to the Art Department a current curriculum vitae and a digital portfolio consisting of twenty representative examples of artwork completed while at Eastern Illinois University.

Curriculum for the 32 Semester Hour Thesis Exhibition Option

(see footnote 1)

~~25~~ 26 semester hours of Studio Art coursework (see footnote 2)

~~7~~ 6 semester hours of required Art History and Graduate Exhibition coursework:

- ~~• ART 5910 - Graduate Exhibition Practice and Procedure. Credits: 1~~
- ART 4775 - Seminar in Twentieth-Century Art History and Criticism. Credits: 3
- ART 5920 - M.A. in Art Colloquium Credits: 3

Footnotes

(footnote 1) Candidates holding graduate teaching assistantships in the Art Department will include ART 5850 Teaching Practicum in their program of study.

(footnote 2) Studio art electives are selected in consultation with the Graduate Coordinator

Date approved by the department or school: 11/29/23

Date approved by the college curriculum committee: 1/31/24

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

Criteria and Sub-Criteria	Rating	(Optional: Notes)
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1. Program Rigor

A demonstration that the program's curriculum is informed by current disciplinary practices and has appropriate graduate program rigor, addresses current industry standards or may be informed by alumni advisory boards, and provides evidence of external accreditation and licensure as appropriate. Student success as demonstrated by graduation placement rates.

Student success as evidenced by student achievements, including research publications, external conference participation, external creative activities, student awards (i.e., Hamand Society of Graduate Scholars, Williams Travel Grants, Research and Creative Activity Grants, Thesis awards, King-Mertz Awards, among others).

Faculty excellence in graduate related activities: research publications, service activities that relate directly to graduate education, external professional engagements and activities and achievements that bring distinction to the graduate program.

Intentional and Impactful Assessment: Assessment efforts that produce curricular revisions and innovations, which also demonstrate responsiveness to suggestions for future improvements.

2. Accessibility and Flexibility

Courses are offered in a modality(ies) that meet student needs and demands.

Admission standards are appropriate for the academic discipline, including start dates that foster accessibility to the program.

Support for non-traditional and part-time students exists, with flexible course offerings in appropriate modalities.

As appropriate, programs demonstrate flexibility in curricular offerings, which may be evidenced by utilization of Accelerated Graduate programs, second graduate degree options, or creative curriculum pathways that meet graduate students' different and varying professional and academic interests.

3. Enrollment and Recruitment

At minimum, the program must have stable enrollments or growing enrollments over the last three years.

Evidence of an established recruitment plan.

Evidence of initiatives aimed at promoting and supporting a diverse group of graduate students.

Evidence of a diverse and inclusive graduate student enrollment.

Updated and engaging program/faculty websites and promotional materials as appropriate.

4. Health and Wellness

A meaningful and intentional orientation for incoming graduate students.

Active student participation in departmental/program student organizations or the Graduate Student Advisory Council (GSAC), among other student groups on campus.

Activities and pedagogies aimed at increasing relational learning among peers and faculty.

Engagement in the Graduate School's Alumni-Student Mentoring Program or related efforts that support graduate student professional development.

Activities that promote inclusivity within the graduate student community.

Mental health promotion and awareness activities that encourage social support networks.

Support for graduate students with disabilities as appropriate and relevant.

Graduate faculty participation in student mental health and wellness training.

Utilization of campus resources to foster student success (i.e. participation in Career Services activities, utilization of Library Resources and Training Activities).

5. Budget

Graduate Program of Excellence Committee Evaluation

Areas for Improvement	Criteria	Strengths
<p>Criterion 1: Superior Graduate Education: Program Rigor and Excellence Reflecting the University’s mission to provide a superior education, the program must demonstrate its high quality, currency, and academic rigor.</p>		
	<ul style="list-style-type: none"> • A demonstration that the program’s curriculum is informed by current disciplinary practices and has appropriate graduate program rigor, addresses current industry standards or may be informed by alumni advisory boards, and provides evidence of external accreditation and licensure as appropriate • Student success as demonstrated by graduation placement rates • Student success as evidenced by student achievements, including research publications, external conference participation, external creative activities, student awards • Faculty excellence in graduate related activities: research publications, service activities that relate directly to graduate education, external professional engagements and activities and achievements that bring distinction to the graduate program • Intentional and Impactful Assessment: Assessment efforts that produce curricular revisions and innovations, which also demonstrate responsiveness to suggestions for future improvements 	
<p>Criterion 2: Program Accessibility and Flexibility in Program Delivery Reflecting the University’s mission of being accessible to a range of student learners, graduate programs may demonstrate accessibility and flexibility.</p>		
	<ul style="list-style-type: none"> • Courses are offered in a modality(ies) that meet student needs and demands. • Admission standards are appropriate for the academic discipline, including start dates that foster accessibility to the program. • Support for non-traditional and part-time students exists, with flexible course offerings in appropriate modalities. • As appropriate, programs demonstrate flexibility in curricular offerings, which may be evidenced by utilization of Accelerated Graduate programs, second graduate degree options, or creative curriculum pathways that meet graduate students’ different and varying professional and academic interests. 	
<p>Criterion 3: Enrollment Management and Recruitment Reflecting on the University’s commitment to growth, a Graduate Program of Excellence must demonstrate success in their enrollment management efforts.</p>		
	<ul style="list-style-type: none"> • At minimum, the program must have stable enrollments or growing enrollments over the last three years. • Evidence of an established recruitment plan. • Evidence of initiatives aimed at promoting and supporting a diverse group of graduate students. • Evidence of a diverse and inclusive graduate student enrollment. • Updated and engaging program/faculty websites and promotional materials as appropriate. 	

Criterion 4: Student Success and Support: Health and Wellness Initiatives

Reflecting on the University's commitment to student wellness and success, the program documents a sustained commitment to student success, focusing especially on student health and wellness activities,

	<ul style="list-style-type: none">• A meaningful and intentional orientation for incoming graduate students.• Active student participation in departmental/program student organizations or the Graduate Student Advisory Council (GSAC), among other student groups on campus.• Activities and pedagogies aimed at increasing relational learning among peers and faculty.• Engagement in the Graduate School's Alumni-Student Mentoring Program or related efforts that support graduate student professional development.• Activities that promote inclusivity within the graduate student community.• Mental health promotion and awareness activities that encourage social support networks.• Support for graduate students with disabilities as appropriate and relevant.• Graduate faculty participation in student mental health and wellness training.• Utilization of campus resources to foster student success (i.e. participation in Career Services activities, utilization of Library Resources and Training Activities).	
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Budget Proposal: Effective Utilization of the Excellence in Graduate Education Fund

Reflecting on the University's need for fiscal accountability, programs must articulate how they will use Graduate Program of Excellence resources provided in the Excellence in Graduate Education Fund to successfully promote and enhance their graduate program. All Graduate Programs of Excellence will receive \$7,500 from the Excellence in Graduate Education Fund to use over the course of four years. Graduate Program leaders will have discretion in proposing how to use these resources, though they must be devoted primarily to initiatives related to graduate student professional development.

	<ul style="list-style-type: none">• Programs may use these additional resources in the following ways:• Increase graduate assistant stipend levels within the program• Support Graduate Student Research and Creative Activity Agendas• Use as a research start-up package to support graduate education and graduate student research and activities• Bring invited guest speakers to your programs who enhance graduate learning and/or health and wellness or further inclusivity• Use for support of initiatives that require further funding and bring additional distinction to the graduate program that support graduate students• Other initiatives, as appropriate, may be proposed in consultation with the L.M. Hamand Dean of the Graduate School	
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