

COUNCIL ON GRADUATE STUDIES
Meeting Agenda
October 17, 2023

1. Minutes

- a. Approval of the 091923 meeting minutes

2. Communication

- a. **EA-CHHS-23-09** Prerequisites to be added to: HCM 5610, PUBH 5750, PUBH 5765, PUBH 5800, and PUBH 5800

3. Items to be Added to the Agenda

- a. **24-04 ENG 5021** (New Course) Evaluating Student Writing
- b. **24-05 ENG 5022** (New Course) Grammar and the Teaching of Writing
- c. **24-06 MAT SPE PROGRAM PROPOSAL**
- d. **24-07 MAT SPE 5000** (New Course) Residency I in Special Education
- e. **24-08 MAT SPE 5001** (New Course) Residency II in Special Education
- f. **24-09 MAT SPE 5002** (New Course) Characteristics and Legal Issues in Special Education
- g. **24-10 MAT SPE 5003** (New Course) Families and Collaboration in Special Education
- h. **24-11 MAT SPE 5004** (New Course) Assessment and Methods for Teaching Students with ELN
- i. **24-12 MAT SPE 5005** (New Course) Strategies and Assessment ELN
- j. **24-13 MAT SPE 5006** (New Course) Class and Behavior Management in SPE
- k. **24-14 MAT SPE 5007** (New Course) Transition Planning for ILN

4. Items to be Acted Upon

- a. **None**

5. Items Pending

- a. **None**

6. Other

7. Advanced Look at New Programs:

Coordinated Program: 3+2 BS Nutrition through MSND:DI

Committee Reports

- a. Graduate Student Advisory Council (GSAC) (Dr. Allan/Myra Taylor)
- b. Booth Collaborative Advisory Committee (Dr. DeRuiter-Willems)
- c. Textbook Rental Advisory (Dr. Allan)

8. Dean's Report

- a. Office of International Student Scholars staffing update
- b. Graduate School Grad Fair Reminder
- c. Nine (9) Thesis Award submissions received
- d. Important Deadlines!

Students: Williams Travel Grants and Research/Creative Activity Grants application deadline October 27.

Faculty/Programs: Graduate School Diversity Promotion Grant, October 27.

Council on Graduate Studies Minutes September 19, 2023

The September 19, 2023 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. Wesley Allan, Dr. Nichole Hugo, Dr. Alexis Jones, Dr. Chris Laingen, Ms. Chavionne Thomas

Members Absent: Dr. Farhad Sadeh

Others Present: Interim Dean Robert Chesnut, Dr. Lauri DeRuiter-Willems, Ms. Lana Beasley, Ms. Myra Taylor

Guests Present: Dr. Julie Dietz

1. Minutes

a. Approval of the 0905223 Minutes

Motion to approve the minutes as written made by Dr. Wesley Allan, motion seconded by Dr. Chris Laingen.
Motion carried by acclamation.

2. Communication

a. CLAS Curriculum Committee Minutes, April 19, 2023

b. Faculty Senate Approved Change to Student Conduct Code

(Submitted by Anne Thibault Geen, MFA, Chair Faculty Senate Ad-Hoc Committee on Student Academic Dishonesty)

c. EA-CLAS-24-07 MAT 5700 (Change Pre-Requisite)

d. EA-CLAS-24-08 CSM 4970 (Change Pre-Requisite)

Motion to approve EA-CLAS-24-07 and EA-CLAS-24-08 made by Dr. Nikki Hillier, seconded by Dr. Wesley Allan.
Motion approved by acclamation.

3. Items to be Added to the Agenda

a. 24-01 CPL NTR 5990 Independent Study (Request to make a CPL Course)

b. 24-02 CPL NTR 5155 Nutrition Education and Behavior (Request to make a CPL Course)

c. 24-03 CPL NTR 5151 Nutrition and Public Health (Request to make a CPL Course)

Dr. Laughlin-Schultz shared with the committee that these agenda items were previously approved (090523) via executive action. However, it was learned the items should have been approved as agenda items.

Therefore, Dr. Laughlin-Schultz asked for a motion to suspend the Council by-laws and add the items to the day's agenda for approval. Motion made by Dr. Wesley Allan, seconded by Dr. Nikki Hillier. Motion to suspend the by-laws approved by voice vote.

A motion to approve agenda items 24-01, 24-02, 24-03 was made by Dr. Jones, motion was seconded by Dr. Laingen. Motion approved by voice vote.

4. Items to be Acted Upon: (See above)

5. Items Pending: None

6. Other

a. Discussion regarding Online Programs' employment of Graduate Assistants

Discussion was held regarding adding graduate assistantships to completely online programs. Interim Dean Chesnut stated he will bring the possibility to the administration for consideration.

b. **Discussion regarding standard email responses to common student questions**

The creation of boilerplate language to be used in response to commonly received email questions and requests was discussed. The Council will consider creating same.

7. Committee Reports

a. **Graduate Student Advisory Council (GSAC)**

Ms. Taylor stated the GSAC had elected it's entire executive committee at their first meeting. All the newly elected VPs, in addition to the President and Vice-President are international students.

b. **Booth Collaborative Advisory Committee** (Dr. Lauri DeRuiter-Willems)

See attached report.

c. **Textbook Rental Advisory** (Dr. Wesley Allan)

No report.

8. Dean's Report

a. **Office of International Student Scholars staffing update**

Interim Dean Chesnut stated three (3) positions are open, Program Assistance, Counselor and Office Manager. Two offers were to be extended this week.

b. **Augustine and College Thesis Award Nominations due at end of October**

Interim Dean Chesnut reminded those in attendance of the upcoming thesis award deadlines.

c. **Graduate Fair for EIU Undergrads, October 18, from 1:00 p.m. – 3:00 p.m., University Ballroom**

Those present were reminded of the Graduate School Graduate Fair and encouraged to attend or send delegates.

Motion to adjourn made by Dr. Hillier, seconded by Dr. Jones

Meeting adjourned at 2:37 p.m.

**Booth Collaborative Advisory Committee
Meeting Minutes**

Sept. 13, 2022, 4-5 p.m.
Witters Conference Room in Booth Library

Lauri DeRuiter called the meeting to order at 4:01 p.m

Members Present:

Michael Gillespie, Lynne Cameron, Lauri DeRuiter-Willems, Sace Elder, Brian Keith, Barry Kronenfeld, Amy Odwarka, Rachael Ryerson, Amanda Welch, Jessica Zanton

Guests:

Kim Ervin, Diane Highland, Julie Lockett, Keerthana Saraswathula, Elaine Yaw

Absent: Tori Cuchshon, Evan Kubicek, Eric Ogbe

1. Introductions and Reconnections

Each person present gave a short introduction and shared their favorite event or activity from summer.

2. Election of New Chair

Lauri DeRuiter-Willems started business items with the appointment of a new committee chair. Chair responsibilities include checking in with Dr. Gillespie and Dean Keith to form agenda, and show up to meetings. The service is valuable for portfolio. DeRuiter-Willems asked for volunteers; Lynne Cameron offered. DeRuiter-Willems moved that Cameron be appointed as next chair. Amy Odwarka seconded the motion, and the motion was carried. Cameron asked for clarification, and it was confirmed that Robert's Rules of Order do not need to be followed strictly.

3. New FDIC Staff Introductions

Dr. Gillespie introduced new FDIC staff members who were hired at the end of SP23 semester. Now FDIC has three Instructional Support & Training Staff (ISTS's). David Smith could not attend the meeting; Keerthana Saraswathula, an EIU Alum, is our embedded FDIC member in College of Education, with an office in Buzzard. Ms. Saraswathula relaxed and got a cat over summer. Elaine Yaw is the ISTS for College of Liberal Arts and Sciences, with an office in Doudna outside the orchestra practice hall. Yaw is a St. Mary of the Woods Alum, was a faculty member for 17 years, and brings a unique perspective to this job. Yaw's favorite summer activity was being a bartender at Sonka's Irish Pub as a transitional job. FDIC Staff has doubled, and lots of great new things are on the horizon with the new staff arrivals. Also in attendance were Kim Ervin, Instructional Designer, and Julie Lockett, Director of Learning Innovation. Ervin has been at EIU for one and a half years, and traveled to London in May. Lockett worked all summer and made excellent ice cream.

4. **New Dean of Booth Library Services Introduction**

Chair Cameron turned the meeting over to Brian W. Keith, previously from George A. Smathers Libraries at University of Florida, who started at EIU July 1. Dean Keith stated that the campus and community have been incredibly welcoming. He stated that EIU has a good, exciting library, and he's happy to be at Booth. Dean Keith moved with wife, Elizabeth, and daughter, Isabel, a CHS freshman who is making friends. Son, Benjamin, is at college in Florida. Dean Keith is happy to discuss at length Booth Library and the state of academic libraries. He reiterated that there has never been a better time to be in academic libraries and to work in them. Dean Keith believes the student-centric focus of EIU makes Booth Library an even more special place to be an academic librarian. Gillespie added that since Keith's arrival a lot of exciting things are happening and there is new energy. He is happy Dean Keith is here. Keith reiterated that the relationship between Booth and FDIC was a big selling point and Gillespie has been collaborative and welcoming.

5. **FDIC Director Updates**

Gillespie welcomed everyone back and stated that lots is happening at FDIC. He provided handouts for FDIC fall programming; the first session was completed last week. Gillespie requested that information be shared with your units. The recent panel was recorded and will be posted on the FDIC website. Amy Odwarka, Bobbi Kingery, Jody Stone, and Amber Webb participated. Several new initiatives were started last year, including the FDIC Fellowship. DeRuiter-Willems was the inaugural fellow. Fellows are to provide or produce a useful end-product; DeRuiter-Willems is facilitating a workgroup for OER on September 19. Her workgroup will meet three times, and will distribute a free book to participants on using and developing OER, which is a hot topic right now. There is interest in OER broadly across campus, including from Pres. Gatrell and VPAA Hendrickson. DeRuiter-Willems is still looking for critical mass of participants, so please recommend the initiative to people you know who might be interested. Participants will work with Steve Brantley and RES librarians, as well as Kim Ervin, who will provide context. The new fellow this year will be Alexis Jones, College of Education, whose project is on Classroom Interactions and communication between instructors and students. Another big topic of conversation is International students and what we can do to support them. An infographic project and workshop will be coming up soon with Andy Kabasele from the Graduate School – Best practices for working with International Students. Mr. Kabasele has recorded a similar podcast and is helping to develop the infographic. Gillespie is working with a Graduate class in Communications who are also interested in doing a project on International Students. There will be a few standard FDIC offerings: grant writing with R. Chesnut, Ervin's catalog of Instructional Design courses, AI workshops, a Brown Bag about AI, and Ervin is working on a November workshop examining the things you can do with AI and the tools available. November 16 there will be a meeting with author Harlan Cohen, who will be here for Pres. Gatrell's investiture as the keynote speaker. Cohen is also doing a faculty workshop 9:30-10:30 a.m. all BCAC members are invited. This will be an opportunity to discuss his approach to resilience and success for students, the transition from high school to college, what students can do to rebound after roadblocks. He will provide a faculty perspective on finding opportunities to support students. That afternoon at 2 p.m. Cohen will deliver a large student workshop in the University Ballroom. Housing and the Dean of Students are working to pack the room. Social Media posts for all events will start next week. Cohen's visit dovetails with Gatrell's investiture but presents a couple of opportunities for faculty and students to engage with him. Ongoing opportunities: the FDIC podcast has reached 3000 downloads, and FDIC is ready to launch Season 2 and record more.

Opportunities for FYE faculty are expanded this year and include monthly mentoring with Gillespie; a monthly social event – the first is at Gillespie’s house tomorrow; a campus tour, and new faculty ambassadors working with groups of three new faculty per mentor, to provide small-group mentoring outside FDIC. At the end of SP23 semester, FDIC was able to formalize four Excellence in Online Instruction (OCDI in overdrive) courses – completion of all four earns an online teaching certificate and a QM review of your course. Faculty Learning Communities – the next one starts in a couple of weeks and those initiatives continue to improve each year. This year they will be incorporating a book, *The New College Classroom* (Harvard Press). Participants will bring activities to try with faculty peers before they launch them in the classroom. Space is available. Online Learning Community starts tomorrow. The format has changed this year to a more group participation community, and meets the second Thursday of each month at 3pm on Teams; register on the FDIC website. FY24’s Spring Read will be the *Inclusive Design* book for designing courses. New postcards with contact info of FDIC staff have been distributed across campus. Rachael Ryerson asked how people can participate in Online Excellence? Register at the FDIC website – all training is asynchronous – you can complete modules at your own pace.

6. **Dean of Booth Library Services Updates**

Keith commented that the state of Academic Libraries, in the context of what we’re doing, creates a framework for some of what we’re doing. He shared Booth Library’s selected goals for the academic year. Provost Hendrickson is pleased with the list and it sets the context of academic libraries – best time ever! In Higher Education, the current focus is on information literacy and the bombarding of good and bad information. Libraries are info professionals. Our liaison, instruction, and research/consultation services position us to be partners in research of all kinds. We are also co-educators. Thinking about our work in exciting ways from a learning standpoint – curricular, co- or extra-. Librarians have reached a maturity in digital information and systems. A shift happened during the pandemic, resulting in controlled digital lending, new ways to think about access, discovery, building collections, open access, OER, democratizing access to technology for students and instructors. Belonging and inclusion are a priority. Our foci in our partnerships are student success, our contributions to the scholarly and creative work of EIU faculty, and the recognition of it; inclusion and equity. We are blessed to have Amy in her role at EIU.

There is a lot of outreach/engagement activity right now. First off, Resident Hall nights – almost 200 people attended. The fall annual book sale is today. Tonight’s AI Test Drive event is a great example of partnership between the library and FDIC, who will be hosting that today 5-7 p.m.; EIU Kickoff demonstrates how we can engage with the greater community. Keith is excited about the vintage postcards that will be distributed. In terms of fundraising, there are both traditional and grant-based opportunities. Amber May got a library tour and conversation about plans for library fundraising. We must consider how people see an investment in their legacy helping to shape the library.

Laptop loans – about 150 laptops are nearly continually loaned out. We will get some replenishment from the First Student laptop purchase – some were not claimed – the remainder (about 150) will come to the library to supplement our collection. The service desk in Atrium is no longer staffed for loaning of technology – all technology checkouts have moved to the LTS desk on 4000, allowing us to remove an unneeded service desk and open the area to the CSI. Focus is on the user, the user’s experience in the space, and how can we use economies of scale and scope to be efficient in serving our

students. New laptops will be available for checkouts by SP24. A Family Hub awarded in response to a grant application by Odwarka and Michele McDaniel. What is a family hub? Odwarka and McDaniel led the initiative to bring focus to a plan for a lactation room equipped with a sink and comfortable furnishings to feed/pump, that will be open to students/staff/faculty/community – that will be installed in a current group study room. An adjacent study room will have a child activity space with resources for parent to study while the child is safely entertained. The space will have a PC, a work area, something to contain the child safely, as well as equipment and resources for children and loanable items. BTC will also receive enhanced programming. The installation will be a 4-pronged approach. Music equipment from 2 listening rooms will go into the former 4000 copy room to become a JAM room. No ETA is available yet on sink installation/construction, but it is prioritized. Facilities also delivered two new massage chairs on 3000 east Atrium Lounge, from a grant program awarded to Health & Counseling Services. We have the usual envelope issues with the building, and those are on the PlantWorx list. The north entrance, lower level to FDIC has been closed for decades, but we are exploring how to reopen that and give FDIC a proper entry. LAB, Library Ambassadors at Booth – students who work with Odwarka on library projects and communications, is transitioning to an advisory capacity to provide a student perspective and feedback. We are meeting with Pres. Gatrell and Library Unit Heads at the end of September. We are having internal conversations before we talk with him. 4 themes are included in Plan 2028 – Booth Library can contribute to all of those. We will be conducting a SOAR Analysis, which focuses on strengths, opportunities, aspirations, and results. We have delivered a strong set of goals for 2024. Keith distributed copies of the recently published Booth Library Annual Report, and invites you to ask questions, discuss. Cameron asked if there is anything specific we should take back to units. Keith is developing a new faculty brochure encapsulating in a trifold the resources that are available in the library. He asks the committee to please think about our role with AI. From the standpoint of academic integrity/plagiarism/citation/info literacy, we are seeking ways to make people information-literate. We need to understand the pedagogical - how AI fits into their course, so we can tune our instruction and reference. We need faculty to take the lead. We are interested in building the collection deliberately in ways that capture the evolution of academic and professional fields. Your bibliographer will be in touch to get your feedback on what will be helpful to have in our library.

7. FDIC Partnership Grants Review Committee

Gillespie reports that the grant cycle has started; applications are due October 15. As part of the work of this committee, we need people to review grant applications. Last year 3 people reviewed; the number of reviewers needed will depend upon the number of submissions. Gillespie requested 3 volunteers; he will reach out with information about the application process and the reviewer role is to read/score on a rubric and make decisions on who gets funded and for how much. Barry Kronenfeld, Jessica Zanton, Rachael Ryerson volunteered. Gillespie thanked the volunteers and will forward details to them.

8. FDIC Professional Development Grants

A NEW Grant is available in FDIC: \$20,000 in Faculty Professional Development Grants, capped at \$1000 ea. Please share this information with your units. These are different from Partnership Grants. The application is open to Unit A or full-time Unit B faculty. Funds can cover travel to conferences, defraying costs, courses taken for new research methodologies, new technologies, and research support for textbook authoring. Funds are administered through FDIC, and the applications are also due October 15. Gillespie

is seeking a review committee comprised of FDIC staff and constituents across campus. The addition is very exciting and can help broadly support what faculty members are doing. If people have questions, please refer them to Gillespie. The application process is simple and 3-part. Money will be disbursed to departmental funds – the ORG for the department – and then the department spends them out. A budget report is expected at end of fiscal year. Cameron commented this is a very exciting opportunity. Kronenfeld asked if funds can be used to defray costs or are they a direct payment to faculty? Gillespie responded that there has to be a documented cost. Cameron asked, if multiple people are working together, can they each apply? Gillespie responded that grants are per individual, so each one of a group can apply. Keith asked, if writing a textbook, what costs would be covered? Gillespie gave examples of research, materials, etc. There are not a lot of restrictions on access to these funds; the grants supports innovation. Funding is available for up to 20, \$1000 grants.

9. Other Business

Cameron called for more items to discuss. None were presented.

The meeting was adjourned at 4:55 p.m.

Next meeting: Oct. 11, 4 p.m., Witters Conference Room

Respectfully submitted by Diane Highland, recording secretary

BOOTH COLLABORATIVE ADVISORY COMMITTEE

September 13, 2023

4pm – 5pm

**Witters Conference Room
Booth Library**

Agenda

1. Welcome Back!
2. Introductions and reconnections
3. Election of new chair
4. New FDIC Staff Introductions
5. New Dean of Booth Library Services Introduction
6. FDIC Director Updates
7. Dean of Booth Library Services Updates
8. FDIC Partnership Grants Review Committee
9. FDIC Professional Development Grants
10. Other

Promoting Faculty Excellence at Eastern Illinois University

FDIC Mission

The FDIC guides Eastern Illinois University faculty to develop, achieve, and excel in teaching, scholarship, and creativity through multi-modal opportunities designed to empower development, innovation, and continuous improvement in and outside of the classroom.

FDIC Vision

FDIC will promote a culture of collaboration, innovation, scholarship, and student-centered teaching excellence.

FDIC Values

The core values of FDIC that guide our practices are:

- Empowering faculty excellence in teaching, research, and creative activities.
- Promoting best practices benefiting faculty and student success.
- Facilitating an environment for innovation and scholarship through fellowships and grants.
- Advocating inspired use of current and emerging instructional technology to support teaching and learning.
- Fostering a culture of collegiality and collaboration through social and professional activities.
- Identifying and providing access to resources for addressing the changing environment within and outside of EIU.
- Advancing an enriched and quality educational environment to promote diversity, equity, inclusion, and accessibility.



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**Instructional Support
& Assistance System:**

fdic_help@eiu.edu

Workshops and Webinars

Traditional workshops and webinars, including hybrid options, to support faculty teaching, research, and service.

FDIP Podcast

The official podcast of FDIC promotes teaching excellence through sharing information and actionable steps to enhance your courses.

FDIC Fellowship

This program funds one faculty member each semester for innovative projects to improve the understanding of teaching and learning.

Excellence in Online Instruction

Our suite of professional development opportunities to engage with best practices in online course development, design, and pedagogy. There are several pathways to access and complete these courses and access their resources.

Faculty Learning Communities

Peer-led and supported groups of faculty who collaborate on teaching and learning for specific topics including active learning, faculty reading groups, and online teaching and learning.

Instructional Design Consultation

Work one-on-one or in small groups to learn how to implement backward design and universal design for learning principles in your courses.

**Instructional Technology Support
and Training**

Explore the potentials of EIU-supported instructional technologies and how to implement them in your courses.

Partnership Grants

This is an annual funding opportunity aimed at helping faculty to develop innovative projects partnering with others within or outside the university.

Selected Booth Library Goals for Academic Year 2024

Submitted on August 30, 2023, in response to a call to the Deans Group from the Interim Provost

References are to Themes and Activities from the EIU [Plan 2028](#)

Cultivate greater senses of support, belonging, inclusiveness, and engagement by establishing the Family Hub; an annual schedule of events, exhibits, and outreach for observances, like Veterans' Day, Black History Month, and Pride Month; an advisory role for the Library Ambassadors of Booth student group; and an updated strategic communication plan. (see 1.21, 1.22, 1.23, and 3.1)

Following the model of successful collaborations with Housing, Dining, Academic Success Center, and TRIO Student Support Services, the Library will foster partnerships and strengthen our communication with the OISS, Athletics, and Student Life to offer innovative opportunities for students to grow academically and socially. (see 1.21, 1.22, 1.23, and 3.1)

Increase the dissemination and recognition of EIU scholarship by migrating SelectedWorks™ faculty profiles to Research Portal™ which will more efficiently collect, organize, and promote scholarly outputs; establishing academic department community pages in The Keep to archive faculty research and creative activity, department publications and events, student master's and honors theses, and faculty-developed Open Educational Resources (OERs); and launching an online exhibits platform to highlight and present student scholarship. (see 1.1, and 2.1)

Contribute to EIU's navigation of the artificial intelligence (AI) landscape by collecting library materials describing how various disciplines and professions are engaging with AI; developing, with the FDIC, multiple student and faculty learning opportunities focused on AI-related academic integrity issues, research methodologies, and skill development; customizing research consultations with students to align with the instructor's AI-related pedagogical approach; and addressing AI in the information literacy instruction sessions led by librarians. (see 1.11)

Create shelving capacity and streamline access to content by completing the deduplication (removal and recycling) of over 500 print journal titles that are available digitally via the Library's annual subscription to JSTOR (Journal Storage), an electronic archive of leading journals across academic disciplines.

Launch a strategic fundraising program with campus partners like Alumni Affairs and the EIU Foundation; with those and other partners, initiate visioning for the 75th anniversary of the opening of the Booth Library and the Library's role in the upcoming EIU capital campaign; and develop the University Archive's supports for alumni, campus and community events to engage participants. (see 2.31 and 4.21)

In partnership with ITS and through consultation with academic partners, determine and plan for the Library's contributions to the campus IT infrastructure landscape, particularly our role in digital preservation and archiving of campus scholarship and ephemera, and in making varieties of technology accessible to students, faculty and other stakeholders through our classrooms, computer labs, tech loaning programs, and the CSI's makery, studio, and active learning spaces and programming. (see 1.21, 1.22, and 3.42)

FACULTY PROFESSIONAL DEVELOPMENT GRANTS (2023-2024)

FDIC Faculty Professional Development Grants are designed to assist an individual Unit A or full-time Unit B EIU faculty to enhance their pedagogy, scholarship, creative activity, and other professional development goals.

Proposals must address how the grant funds will allow the faculty member to develop or enrich necessary skills or competencies for their teaching, research, or creative scholarship. Grants (up to \$1,000) may be used in conjunction with other internal and external support. Successful grant applicants are required to provide a summary report with evidence of the event or project, final budget with detailed expenditures, and a review of outcomes from the proposed activity; reports will be due no later than June 30, 2024. Grant proposals will be reviewed by a committee of faculty peers selected by the Director of the FDIC.

Written proposals will discuss the following criteria:

- Connect the grant activity with professional development goals;
- Outline two to three expected learning goals from the proposed activity;
- Delineate budget expenditures to meet the purposes of the grant;
- Summarize the proposed activity and how it will develop and/or enhance the faculty member's teaching, research, or creative activity.

Examples of eligible activities funded by this grant include but are not limited to:

- Taking professional development courses (research support, mentoring programs, educator programs)
- Enhancing research skills through training or applied practice (new research methodologies, field schools)
- Seeking professional certification or licenses (expert online educator courses, interventional practices)
- Learning innovative technologies (i.e., database models, programming courses, or other innovative tools)
- Attending conferences and workshops in their field (professional conference or workshop participation)
- Textbook writing, open educational resource (OER) development, and/or curriculum development support courses

Note: Awards are subject to university funding and budget rules; any monies awarded for FDIC Faculty Professional Development Grants must be spent or encumbered by the end of the current fiscal year (June 30, 2024) according to university policy.

FACULTY PROFESSIONAL DEVELOPMENT GRANT APPLICATION GUIDELINES

Please retype (11-point type) and answer each question using language as free of jargon as possible. You are required to respond to all items. Note: Your responses to items 1—3 cannot exceed three single-sided pages. (Return to fdic@eiu.edu, by Friday, October 15, 2023, 11:59 PM)

For each applicant (or partner), list:

1. Applicant Name
2. College and Department
3. Address
4. Phone
5. Email

Questions:

1. Connect the grant activity with professional development goals (250 words):
 - Provide a brief summary of the proposed activity, including its start and end dates, location, and participants
 - How will the proposed activity help you to achieve your professional development goals?
 - What specific skills or knowledge do you hope to gain from the activity?
 - How will the activity help you to become a more effective teacher, researcher, or creative artist?
2. Outline two to three expected learning goals from the proposed activity (250 words):
 - What are two or three specific things you hope to learn from the proposed activity?
 - How will these learning goals help you to achieve your professional development goals?
 - How will these learning goals benefit your teaching, research, or creative activity?
3. Delineate budget expenditures to meet the purposes of the grant (250 words):
 - Please provide a detailed budget of the proposed activity, including all anticipated expenses.
 - Be sure to justify each expense and explain how it will help you to achieve the purposes of the grant.

Applicants must submit the Application Addendum with Account Name and Number.

Fall 2023 Programming

- Understanding & Relating to Today's College Students – Sept. 7, 2023, 3:00pm – 4:00pm**
Facilitator: Michael Gillespie, Director of Faculty Development and Innovation
Participants: Bobbi Kingery, Director of Career Services; Amy Odwarka, First Year Student Librarian;
Jody Stone, Dean of Students; and Amber Webb, Program Director, Student Success Center
Location: Center for Student Innovation (1220 Booth) and Synchronous Online Session (Zoom)
- Open Educational Resources (OER) Workgroup – Sept. 19, Oct. 17, & Nov. 14, 2023 9:00am**
Facilitator: Lauri DeRuiter-Willems, FDIC Fellow and Associate Professor of Public Health
Location: Sept. 19: E-Classroom (4450 Booth); CSI Active Learning Classroom (1220 Booth)
- Director's Brown Bag: The Conversations We Are Having About AI – Sept. 20, 2023, 12:30pm**
Facilitator: Michael Gillespie, Director of Faculty Development and Innovation
Location: Center for Student Innovation (1220 Booth)
- Best Practices for Working with International Students – September 27, 2023, 12:30pm – 1:30pm**
Facilitator: Mutombo "Andy" Kabasele, Assistant Dean for International Education
Location: Center for Student Innovation (1220 Booth) and Synchronous Online Session (Zoom)
- Grant Proposal Writing 101 – Oct. 5, 2023, 12:30pm – 1:30pm**
Facilitator: Robert Chesnut, Interim Dean, Graduate School and Director of Research and Sponsored Programs
Location: Center for Student Innovation (1220 Booth) and Synchronous Online Session (Zoom)
- Small Changes for Instructional Design – Oct. 11, 2023, 3:00pm – 4:00pm**
Facilitator: Kim Ervin, Instructional Designer, FDIC
Location: Center for Student Innovation (1220 Booth) and Synchronous Online Session (Zoom)
- Follow the Money to Support Your Scholarly Habit – Oct. 19, 2023, 12:30pm – 1:30pm**
Facilitator: Robert Chesnut, Interim Dean, Graduate School and Director of Research and Sponsored Programs
Location: Center for Student Innovation (1220 Booth) and Synchronous Online Session (Zoom)
- The Keep, Digital Commons and Your Scholarship – Oct. 26, 2023, 12:30pm – 1:30pm**
Facilitator: Todd Bruns, Head of Scholarly Communication, Booth Library
Location: Center for Student Innovation (1220 Booth) and Synchronous Online Session (Zoom)
- AI beyond ChatGPT: Incorporating AI in Teaching and Learning – Nov. 1, 2023, 3:00pm – 4:00pm**
Facilitator: Kim Ervin, Instructional Designer, FDIC
Location: Center for Student Innovation (1220 Booth) and Synchronous Online Session (Zoom)
- An Open Conversation with Harlan Cohen – Nov. 16, 2023, 9:30am – 10:30am**
Facilitator: Michael Gillespie, Director of Faculty Development and Innovation
Speaker: Harlan Cohen
Location: Center for Student Innovation (1220 Booth)

Ongoing Opportunities

FDIP: The Official Podcast of the FDIC

Facilitator: Kim Ervin, Instructional Designer, FDIC

Location: FDIC Website

First Year Faculty Experience

Facilitator: Michael Gillespie, Director of Faculty Development and Innovation

Location: Campus

New Faculty Meetups (Bi-weekly Mentoring Meetings)

Facilitator: Michael Gillespie, Director of Faculty Development and Innovation

Location: Zoom

Excellence in Online Instruction:

Online Course Development Institute (OCDi)

Facilitator: Julie Lockett, Director of Learning Innovation, FDIC

Location: Online

Quality Online Design Institute (QODi)

Facilitator: Julie Lockett, Director of Learning Innovation, FDIC

Location: Online

Online Teaching Strategies Institute (OTSi)

Facilitator: Kim Ervin, Instructional Designer, FDIC

Location: Online

Quality Online Course Certification (QOC)

Facilitator: Julie Lockett, Director of Learning Innovation, FDIC

Location: Online

Upcoming:

Faculty Learning Community – Active Learning: The New College Classroom

Facilitator: Michael Gillespie, Director of Faculty Development and Innovation

Location: Center for Student Innovation (1220 Booth)

Faculty Learning Community – Online Learning Community

Facilitators: Michael Gillespie, FDIC Director; Julie Lockett, Director of Learning Innovation, FDIC

Location: Online

Faculty Learning Community – Engaged Reading – Spring 2024

Facilitator: Michael Gillespie, Director of Faculty Development and Innovation

Location: Center for Student Innovation (1220 Booth)

Faculty Development and Innovation Center Fellowship – Spring 2024

Facilitator: Michael Gillespie, Director of Faculty Development and Innovation

Due Dates:

Partnership Grant Applications: October 15, 2023

FDIC Fellowship Spring 2024 Applications: October 22, 2023



FACULTY PROFESSIONAL DEVELOPMENT GRANT: APPLICATION ADDENDUM

By submitting this application, we agree that if awarded a Faculty Professional Development Grant, the funds will be used to support the activity specified.

We agree that if awarded a FDIC Faculty Professional Development Grant, the funds will be transferred to _____ (Operating Account Name & Number) according to university policy.

I agree to provide a summative report (at least 250 words) with evidence of the event or project, final budget with detailed expenditures, and a review of expected outcomes from the proposed activity no later than June 30, 2024.

We also understand that any monies awarded for FDIC Faculty Professional Development Grant must be spent or encumbered by the end of the current fiscal year (June 30, 2024) according to university policy.

Applicant

Date

Important: Only completed applications submitted by the due date will be considered. To ensure that your application is processed, please make sure that you enter the correct information.

Delivery: Proposal and Addendum are to be emailed to Faculty Development and Innovation Center at fdic@eiu.edu no later than **Friday, October 15, 2023, 11:59 PM.**



OFFICE OF THE DEAN

600 LINCOLN AVENUE | 1034 KLEHM

HALL CHARLESTON, IL 61920

217-581-6025 | EIU.EDU/CHHS

MEMORANDUM

TO: Council on Graduate Studies

FROM: Dr. John R. Storsved, Dean

SUBJECT: Executive Action

DATE: September 19, 2023

EFFECTIVE DATE: Spring 2024

REQUEST: Add prerequisites to the following courses: HCM 5610, PUBH 5750, PUBH 5765, PUBH 5800, and PUBH 5800. See attached.

Eastern Illinois University
Department of Public Health & Nutrition
Executive Action Request

Date: 9.19.2023

To: Dr. John Storsved, Dean of the College of Health & Human Services

From: Dr. Julie Dietz, Chair, PHN

Effective Date: Spring 2024

Request: Add the following prerequisites:

PUBH 5800: Admission to the MS Health Promotion, or permission of the Chair.

PUBH 5810: Admission to the MS Health Promotion, or permission of the Chair.

PUBH 5765: Admission to the MS Health Promotion, MS Communication Studies, MS Aging Studies, or MS Nutrition & Dietetics program, or permission of the Chair.

HCM 5610: Admission to the MS Health Promotion, MS Communication Studies, MS Aging Studies, or MS Nutrition & Dietetics program, or permission of the Chair.

PUBH 5750: Admission to the MS Health Promotion, MS Communication Studies, MS Aging Studies, or MS Nutrition & Dietetics program, or permission of the Chair.

Rationale for the Request: Students outside of the list programs will struggle to be successful in these courses unless they have had some preparation during their undergraduate education. We need to ensure that students coming from other graduate programs have adequate content and/or experiential background before placing them in these courses. Currently, none of the courses have any prerequisites.

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** ENG 5021
3. **Short title:** Evaluating Student Writing
4. **Long title:** Responding to and Evaluating Student Writing
5. **Hours per week:** 3_ Class 0_ Lab 3_ Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2024

Catalog course description: Graduate seminar that explores, analyzes, and synthesizes diverse perspectives of how to effectively provide feedback and evaluate student writing.

8. Course attributes:

General education component: NA _____

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

9. Instructional delivery

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

Hybrid, specify approximate amount of on-line and face-to-face instruction _____

10. Course(s) to be deleted from the catalog once this course is approved: None

11. Equivalent course(s): _____

a. **Are students allowed to take equivalent course(s) for credit?** Yes No

12. Prerequisite(s): None

a. **Can prerequisite be taken concurrently?** Yes No

b. Minimum grade required for the prerequisite course(s)? ____

c. Use Banner coding to enforce prerequisite course(s)? ____ Yes ____ No

d. Who may waive prerequisite(s)?

____ No one ____ Chair ____ Instructor ____ Advisor ____ Other (specify)

13. Co-requisite(s): None

14. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: _____

b. Degrees, colleges, majors, levels, classes which may not take the course: _____

15. Repeat status: X May not be repeated ____ May be repeated once with credit

16. Enter the limit, if any, on hours which may be applied to a major or minor: ____

17. Grading methods: X Standard ____ CR/NC ____ Audit ____ ABC/NC

18. Special grading provisions:

____ Grade for course will not count in a student's grade point average.

____ Grade for course will not count in hours toward graduation.

____ Grade for course will be removed from GPA if student already has credit for or is registered in:

____ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

19. Additional costs to students:

Supplemental Materials or Software _____

Course Fee X No ____ Yes, Explain if yes _____

20. Community college transfer:

____ A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ____ Course is required for the major(s) of _____

____ Course is required for the minor(s) of _____

____ Course is required for the certificate program(s) of _____

X Course is used as an elective

2. Rationale for proposal:

This course was first taught in a face-to-face special-topics graduate seminar (ENG 5011) for the Composition and Rhetoric concentration in the M.A. in English over a decade ago and now is being taught every three years during the summer. Because it is a popular topic, there has always been a wait list for graduate students wanting to explore the research related to the response to and evaluation of student writing. Making it a separate course from ENG 5011 will signal the importance of proper response to and evaluation of student writing, which is often called the hidden teaching of any writing course and the most time-consuming aspect of being a writing teacher. The course focuses on the craft of commenting on, evaluating, conferencing, and grading student writing, and the course applies to anyone who teaches writing at the high school and college level. In addition, the department has the opportunity to teach it on a more regular basis (fall or spring semester) for our growing online graduate program that attracts middle school and high school English teachers pursuing their M.A. in English.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: Students must be graduate students.

Writing active, intensive, centered: Writing centered

Capstone as Senior Seminar: N/A

4. General education assurances (answer N/A if not applicable)

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: Offering this course online will allow us to meet the needs of our graduate students more effectively. With our graduate program available completely online (and enrollment growing), adding additional online offerings is necessary for meeting the demands of this student population.

Instruction: Through the CMS (course management system), students will access assigned readings, links to multimedia, graded weekly discussion threads, other written assignments, rubrics, and an electronic dropbox to submit their work. Students will also use a CMS to access lectures via presentation software or learning modules that contain recorded lectures using multimedia software.

Integrity: To ensure the integrity of the written work, students can be required to submit their writing projects through a plagiarism identification system. Academic integrity is discussed in the syllabus, and students will be evaluated through rigorous assessment methods. Discussions may use a face-to-face format, use web-conferencing software, and/or take place on discussion boards.

Interaction: Student-instructor interaction will take place via email, the CMS's discussion board, and through comments on student writing projects and written responses. In addition, synchronous office hours will be held during which students can contact instructor by phone or via the chat mode supported by a CMS. Synchronous course periods are also possible through other online

communication venues. Student-student interaction will take place on discussion boards, email, through peer review of essay assignments, and through several small-group assignments for which students will be able to use the chat mode supported by a CMS.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title.

ENG 5021: Responding to and Evaluating Student Writing

2. Catalog description.

Graduate seminar that explores, analyzes, and synthesizes diverse perspectives of how to effectively provide feedback and evaluate student writing.

3. Learning objectives.

Participants will...

- Demonstrate knowledge about writing pedagogy and effective commenting and evaluating strategies
- Explore and question ideas and arguments about transfer of learning, classroom management techniques, and response/evaluation of student writing
- Reflect on current practices in writing classrooms and experiences in classrooms
- Connect disciplinary knowledge to specific professional contexts
- Analyze the arguments, evidence, assumptions, and research methodologies of scholarship
- Evaluate and critique scholars' arguments based on the efficacy of their evidence, assumptions, and research methodologies
- Produce a cohesive and persuasive philosophy of responding to and evaluating student writing

4. Course materials.

- *Evaluating Writing*, Eds. Cooper and Odell
- *Key Works on Teacher Response*, Ed. Straub
- Articles, websites, and other materials available via D2L

5. Weekly outline of content.

Unit 1: Responding to Student Writing—Principles & Methods

Hesse, "13 Ways of Looking at Responding to Student Writing"

Memo of Introduction due

View *Beyond the Red Ink*

View *Across the Drafts*

Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers"

Knoblauch and Brannon, "Teacher Commentary on Student Writing"

Ziv, "The Effect of Teacher Comments on the Writing of Four College Freshmen"

Lunsford and Straub, "Twelve Readers Reading"

Connors and Lunsford, "Teachers' Rhetorical Comments on Student Papers"

Smith, "The Genre of the End Comment"

Elbow, "Ranking, Evaluating, and Liking"

Sommers, "Responding to Student Writing"

Baker, et al., "Transforming the Feedback Paradigm"

Daily discussion forum posts and/or in-class discussion and analytic memos

Unit 2: Foundations of Composition & Round 1 of Commenting

#Bitzer, "The Rhetorical Situation"

Murray, "Teach Writing as Process not Product"

Round 1 of Commenting on Sample Student Papers

Daily discussion forum posts and/or in-class discussion and analytic memos

Unit 3: Considering Error

Williams, "The Phenomenology of Error"

Research Question/s due

Diederich, "In Praise of Praise"

Draft of Rubric & Rationale due 11am CT

Haswell, "Minimal Marking"

Ransdall, "Directive Versus Facilitative Commentary"

Blauuw-Hara, "Why Our Students Need Instruction in Grammar"

Daily discussion forum posts and/or in-class discussion and analytic memos

Unit 4: Thinking about Paragraphs & Formulas

Braddock, "The Frequency and Placement of Topic Sentences in Expository Prose"

Wiley, "The Popularity of Formulaic Writing"

Duncan, "Whatever Happened to the Paragraph?"

Rubric & Rationale due

Draft of Research Project due

Daily discussion forum posts and/or in-class discussion and analytic memos

Unit 5: Principles & Methods Revisited

Elbow, "The Teacherless Writing Class"

Fredrick, "StopThinkGrade"

Boynton, "See Me"

Round 2 of Commenting on Sample Student Papers

Research Project due

O'Neill and Mathison Fife, "Listening to Students"

Mellon and Sommers, "Audiotaped Response"

Daily discussion forum posts and/or in-class discussion and analytic memos

Unit 6: Considering L2 Learners & Dialectical Interference

#Reid, "'Eye' Learners and 'Ear' Learners"

Draft of Philosophy due

Land Jr. and Whitley, "Evaluating Second-Language Essays in Composition"

View *Writing Across Borders*

Ball, "Evaluating the Writing of Culturally and Linguistically Diverse Students"

Daily discussion forum posts and/or in-class discussion and analytic memos

Module 7: Wrapping It Up

Synthesizing sources and practices reflection work

Strengthening and changing practices reflection work

Philosophy due

Reflection Memo due

6. Assignments and evaluation, including weights for final course grade.

The assignments and exercises below reflect an online course. In a face-to-face course, point totals for “online discussion topics” would shift to a participation grade and analytic-response memos.

Online Discussion Topics	35%
Discussion posts and follow-up posts related to each module	
Draft Deadlines or Peer Review	10%
Major writing assignments (below) requires full drafts for commentary before they are submitted or there are points put toward peer review work via a writing process grade	
Shorter Writing Assignments	5%
Memo of Introduction, Research Question, and Reflection Memo	
Major Writing Assignments	50%
Rubric & Rationale, Research Project, and Philosophy of Responding to & Evaluating Student Writing	

7. Grading scale.

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59% or less

Date approved by the department or school: 9/20/23

Date approved by the college curriculum committee: 10/4/23

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

Date approved by CAA: CGS:

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** ENG 5022
3. **Short title:** Grammar and the Teaching of Writing
4. **Long title:** Grammar/Linguistics and the Teaching of Writing
5. **Hours per week:** _3_ Class _0_ Lab _3_ Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2024
8. **Catalog course description:** Graduate seminar that explores, analyzes, and synthesizes research and perspectives about grammar/linguistics/style and the teaching of writing.

9. **Course attributes:**

General education component: N/A_____

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

10. **Instructional delivery**

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

Hybrid, specify approximate amount of on-line and face-to-face instruction_____

11. **Course(s) to be deleted from the catalog once this course is approved:** None

12. **Equivalent course(s):** _____

a. **Are students allowed to take equivalent course(s) for credit?** Yes No

13. **Prerequisite(s):** None

a. **Can prerequisite be taken concurrently?** Yes No

b. Minimum grade required for the prerequisite course(s)? ____

c. Use Banner coding to enforce prerequisite course(s)? ____ Yes ____ No

d. Who may waive prerequisite(s)?

____ No one ____ Chair ____ Instructor ____ Advisor ____ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: _____

b. Degrees, colleges, majors, levels, classes which may not take the course: _____

16. Repeat status: May not be repeated ____ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ____

18. Grading methods: Standard ____ CR/NC ____ Audit ____ ABC/NC

19. Special grading provisions:

____ Grade for course will not count in a student's grade point average.

____ Grade for course will not count in hours toward graduation.

____ Grade for course will be removed from GPA if student already has credit for or is registered in:

____ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee No ____ Yes, Explain if yes _____

21. Community college transfer:

____ A community college course may be judged equivalent.

A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ____ Course is required for the major(s) of _____

____ Course is required for the minor(s) of _____

____ Course is required for the certificate program(s) of _____

X Course is used as an elective

2. Rationale for proposal :

This course has been taught frequently in a special-topics graduate seminar (either ENG 5011 or 5091) for the Composition and Rhetoric concentration in the M.A. in English and now is being taught every three years during the summer. Because it is a popular topic, there has always been a wait list for graduate students wanting to explore the research related grammar and the teaching of writing—whether the topic focuses on teaching grammar in context (see sample syllabus), linguistic bias/justice concerns, rhetorical grammar and style, or teaching English as a second language. Making it a separate course from ENG 5011 or 5091 will signal the importance addressing grammar/linguistics/style effectively when teaching writing. In addition, the department has the opportunity to teach it on a more regular basis (fall or spring semester) for our growing online graduate program that attracts middle school and high school English teachers pursuing their M.A. in English.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: Students must be graduate students.

Writing active, intensive, centered: Writing centered

Capstone as Senior Seminar: N/A

4. General education assurances (answer N/A if not applicable)

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: Offering this course online will allow us to meet the needs of our graduate students more effectively. With our graduate program available completely online (and enrollment growing), adding additional online offerings is necessary for meeting the demands of this student population.

Instruction: Through the CMS (course management system), students will access assigned readings, links to multimedia, graded weekly discussion threads, other written assignments, rubrics, and an electronic dropbox to submit their work. Students will also use a CMS to access lectures via presentation software or learning modules that contain recorded lectures using multimedia software.

Integrity: To ensure the integrity of the written work, students can be required to submit their writing projects through a plagiarism identification system. Academic integrity is discussed in the syllabus, and students will be evaluated through rigorous assessment methods. Discussions may use a face-to-face format, use web-conferencing software, and/or take place on discussion boards.

Interaction: Student-instructor interaction will take place via email, the CMS's discussion board, and through comments on student writing projects and written responses. In addition, synchronous office hours will be held during which students can contact instructor by phone or via the chat mode supported by a CMS. Synchronous course periods are also possible through other online communication venues. Student-student interaction will take place on discussion boards, email,

through peer review of essay assignments, and through several small-group assignments for which students will be able to use the chat mode supported by a CMS.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

ENG 5022: Grammar/Linguistics and the Teaching of Writing

2. Catalog description

Graduate seminar that explores, analyzes, and synthesizes research and perspectives about grammar/linguistics/style and the teaching of writing.

3. Learning objectives.

Participants will...

- Demonstrate knowledge of grammar/linguistics/style
- Explore and question ideas about grammar/linguistics/style and how it relates to classroom instruction
- Reflect on current practices in writing classrooms and experiences in classrooms
- Connect disciplinary knowledge to specific professional contexts
- Analyze the arguments, evidence, assumptions, and research methodologies of scholarship
- Evaluate and critique scholars' arguments based on the efficacy of their evidence, assumptions, and research methodologies
- Produce researched syntheses and arguments related to grammar/linguistics/style and classroom instruction

4. Course materials.

- Noguchi, Rei R. *Grammar and the Teaching of Writing: Limits and Possibilities*.
- Weaver, Constance. *Teaching Grammar in Context*.
- Articles, websites, and other materials available via D2L

5. Weekly outline of content.

This sample syllabus reflects a focus on teaching grammar in context of student writing. As stated in the rationale, the course could focus on other topics related to grammar/linguistics and the teaching of writing, such linguistic justice, rhetorical grammar and style, and teaching English as a second language.

Unit 1: Grammar's Historical Context & Writing Instruction

Perrin "The Remedial Racket"

Mills, "Writing as Process"

Connors, "Mechanical Correctness as a Focus in Composition Instruction"

Memo of Introduction

Bartholomae, "The Study of Error"

Hartwell, "Grammar, Grammars, and the Teaching of Grammar"

Lunsford and Lunsford, "'Mistakes Are a Fact of Life': A National Comparative Study"

Smagorinsky, et al. "Teaching Grammar and Writing: A Beginning Teacher's Dilemma"

Daily discussion forum posts and/or in-class discussion and analytic memos

Unit 2: Core Texts

Noguchi, *Grammar and the Teaching of Writing: Limits and Possibilities*

Weaver, *Teaching Grammar in Context*

Daily discussion forum posts and/or in-class discussion and analytic memos

Unit 3: L2 and Gen 1.5 Writers

CCCC Statement on Second-Language Writing and Multilingual Writers

Silva, "On the Ethical Treatment of ESL Writers"

Severino, "The Sociopolitical Implications of Response to Second-Language and Second-Dialect Writing"

Schreiber and Worden, "'Nameless, Faceless People': How Other Teachers' Expectations Influence Our Pedagogy"

Kei Matsuda and Silva, "Cross-Cultural Composition: Mediated Integration of U.S. and International Students"

Daily discussion forum posts and/or in-class discussion and analytic memos

Unit 4: Approaches & Applications

Williams, "The Phenomenology of Error"

Devet, "'Welcoming Grammar Back into the Writing Classroom"

Grammar-Related Lesson Plan 1 due

Sams, "How to Teach Grammar, Analytical Thinking, and Writing"

Corbett, "Teaching Style"

Johnson, "Ancient and Contemporary Compositions That 'Come Alive': Clarity as Pleasure, Sound as Magic"

Micciche, "Making a Case for Rhetorical Grammar"

Grammar-Related Lesson Plan 2 due

Meyer et al., "Grammar in Context: How and Why"

Martinsen, "The Tower of Babel and the Teaching of Grammar: Writing Instruction for a New Century"

Connors, "The Erasure of the Sentence"

Morenberg, et al., "Sentence Combining at the College Level: An Experimental Study"

Rose, "Down from the Haymow: One Hundred Years of Sentence-Combining"

Dean, "Sentence Combining: Building Skills Through Reading and Writing"

Grammar-Related Lesson Plan 3 due

Daily discussion forum posts and/or in-class discussion and analytic memos

Unit 5: Responding to Errors

Haswell, "The Complexities of Response to Student Writing"

Harris and Rowan, "Explaining Grammatical Concepts"

Horner, "Rethinking the 'Sociality' of Error: Teaching Editing as Negotiation"

Heyden, "Speaking My Mind: 'See Everything, Overlook a Great Deal, Correct a Little': Rethinking the role of Grammar in Writing Instruction"

Draft of Philosophy due

Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers"

Daily discussion forum posts and/or in-class discussion and analytic memos

Philosophy of Teaching Grammar due

Reflection Memo due

6. Assignments and evaluation, including weights for final course grade.

The assignments and exercises below reflect an online course. In a face-to-face course, point totals for "online discussion topics" would shift to a participation grade and analytic-response memos.

Online Discussion Topics 35%

Discussion posts and follow-up posts related to each module

Draft Deadlines or Peer Review 5%

The philosophy requires a full drafts for commentary before they are submitted or there are points put

toward peer review work via a writing process grade

Shorter Writing Assignments 5%

Memo of Introduction and Reflection Memo

Major Writing Assignments 55%

Grammar Lesson Plans 1, 2, and 3 & Philosophy of Teaching Grammar

7. Grading scale.

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59% or less

Date approved by the department or school: 9/20/23

Date approved by the college curriculum committee: 10/4/23

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

Date approved by CAA: CGS:

Coordinated Program: 3+2 BS Nutrition through MSND:DI

Fall Year 1

Course	Credits
ENG 1001G	3
CHM 1310G/1315G	4
PSY 1879G	3
NTR 2100	3
PHI 1900G	3
TOTAL	16

Spring Year 1

Course	Credits
Eng 1002G	3
CHM 1410/1415	4
BIO 1001G	3
NTR 1120	3
CMN 1310G	3
TOTAL	16

Fall Year 2

Course	Credits
BIO 2210	4
CHM 2430	3
NTR 1121	1
NTR 2750	4
FA Gen Ed	3
TOTAL	15

Spring Year 2

Course	Credits
BIO 2220	4
Bio 1004G	3
PUBH 2800	3
MAT 2250G	4
SBS Gen Ed or elec	3
TOTAL	17

Fall Year 3

Course	Credits
BUS 3010	3
NTR 3756	3
SBS Gen Ed	3
NTR 4940	6
TOTAL	15

Spring Year 3: apply to CP

Course	Credits
CHM 3300	3
NTR 3755	3
GEO 2200G or ANT 3616	3
HUM/FA Gen Ed	3
NTR 4751	4
TOTAL	16

Fall Year 4: enter CP

Course	Credits
NTR 5600Z	3
NTR 5150Z	3
NTR 5155Z	3
NTR 4750	3
TOTAL	12

Spring Year 4

Course	Credits
NTR 5610Z	3
NTR 5154Z	3
NTR 5156Z	3
PUBH/PLS 4783	3
Elec	1
TOTAL	13

Total hours: BS Nutrition 120

Fall Year 5*

Course	Credits
NTR 5981, 5982	6
NTR 5151	3
TOTAL	9

Spring Year 5*

Course	Credits
NTR 5983, 5984	6
Grad elective(s)	3
TOTAL	9

Total hours: MSND:DI 36

*DI may begin in Summer and complete at end of Fall, which makes this a 4.5 year program rather than 5.

Program Proposal: Master of Arts in Teaching/Special Education**Department of Special Education****Effective Date: Summer 2024, pending IBHE and ISBE approval****Program Mission**

The mission of the Master of Arts in Teaching for Special Education is to provide an accessible, efficient route to teacher licensure for candidates who possess a qualifying undergraduate or graduate degree. The online program format is conducive to place-bound and non-traditional candidates who would not be able to complete a traditional, on-campus program. The full-year residency enables candidates to select unpaid, paid, or third party funded placements in their local communities.

Accreditation

Accreditation is consistent with existing initial teacher licensure programs i.e., either through the Council for Accreditation of Educator Preparation (CAEP) or an individual program's Specialized Professional Association (SPA). Additionally, the program is approved by the Illinois State Board of Education for initial licensure.

Admission Requirements

To be eligible for degree candidacy, applicants must meet all of the requirements for admission to the Graduate School (see "Admission to Graduate Degree and Certificate Programs"). Additional requirements include: (a) an undergraduate or graduate degree with a minimum 2.75 GPA; (b) a formal letter of application summarizing the candidate's background, motivation for entering the teaching profession, and experience in working in public schools (if any); (c) passage of a criminal history background check through the College of Education's designated vendor; (d) submission of program acceptance letter acknowledging all program requirements.

Degree Audit

The graduate plan of study is the EIU Degree Audit, which is generated automatically in the Degree Works systems at the time of degree candidacy. Modifications of the standard EIU Degree Audit are submitted by the graduate coordinator to the certification officer in the Graduate School at the time modifications are approved. The Degree Audit serves as an unofficial summary of requirements for the program. Degree and certificate candidates are advised to review the comprehensive summary of Degree Audit process specified in "Requirements for All Degree and Certificate Candidates" section of the *Graduate Catalog*. Individual programs may require candidates to submit plans of study in addition to the Degree Audit; candidates should consult with the program coordinator.

Degree Requirements

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

Curriculum for the Master of Arts in teaching/Special Education

Total Credits: 36

Required Courses (Credits: 36)

- SPE 5000 Residency I in Special Education (6 s.h.)
- SPE 5001 Residency II in Special Education (6 s.h.)
- SPE 5002 Characteristics and Legal Issues in Special Education (3 s.h.)
- SPE 5003 Families and Collaboration in Special Education (3 s.h.)
- SPE 5004 Assessment and Methods for Teaching Students with Exceptional Learning Needs (3 s.h.)
- SPE 5005 Instructional Strategies and Assessment Approaches for Literacy and Numeracy for students with Exceptional Learning Needs (3 s.h.)
- SPE 5006 Classroom and Behavior Management in Special Education (3 s.h.)
- SPE 5007 Characteristics, Assessment and Transition Planning for Students with Intensive Learning Needs (3 s.h.)
- EDU 5520 High Quality Instruction (3 s.h.)
- EDF 5500 Theory to Practice: Curriculum Development (3 s.h.)

Concentration and Options

There are no concentrations or options in this program.

Electives

There are no electives in this program.

Thesis, Capstone, Internship

All students must complete a two-semester residency (SPE 5000 and SPE 5001) for 12 semester hours of credit.

Graduate Assistantships

No graduate assistantships are available or associated with this program.

Kathryn Havercroft, Department Chair, Special Education

Approved September 1, 2023; revisions approved 9/29/23

Special Education Department Curriculum Committee

Approved September 20, 2023; revisions approved 9/29/23

College of Education Curriculum Committee

Approved October 2, 2023

Council on Graduate Studies

Council on Teacher Education Contingent on CGS approval

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** SPE 5000
3. **Short title:** Residency I
4. **Long title:** Residency I in Special Education
5. **Hours per week:** Arr Class Arr Lab 6 Credits
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2024

8. Catalog course description:

SPE 5000 Residency I in Special Education

This course will focus on developing reflective practice of the special education teacher by enhancing competencies in refining the delivery of instruction for students with exceptional learning needs. Focus will be placed on assessing, designing, implementing, and evaluating lesson planning and the implementation of instruction, devising, and implementing individualized education plans and communication with families and colleagues.

9. Course attributes:

General education component: N/A

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

10. Instructional delivery

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous* Online Asynchronous Study Abroad

Hybrid, specify approximate amount of on-line and face-to-face instruction _____

*Individual observations and meetings will be required

11. Course(s) to be deleted from the catalog once this course is approved: N/A

12. Equivalent course(s): None

a. Are students allowed to take equivalent course(s) for credit? Yes No

13. Prerequisite(s): Admission to Special Education MAT program or permission of the Department Chair

a. Can prerequisite be taken concurrently? Yes No no course pre-req

b. Minimum grade required for the prerequisite course(s)? N/A no course pre-req

c. Use Banner coding to enforce prerequisite course(s)? Yes No

d. Who may waive prerequisite(s)?

No one Chair Instructor Advisor Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: MAT in SPE only

b. Degrees, colleges, majors, levels, classes which may not take the course: No one but those listed in 15a.

16. Repeat status: May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 6

18. Grading methods: Standard CR/NC Audit ABC/NC

19. Special grading provisions:

N/A Grade for course will not count in a student's grade point average.

N/A Grade for course will not count in hours toward graduation.

N/A Grade for course will be removed from GPA if student already has credit for or is registered in: _

N/A Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software:

Course Fee ___ No X Yes, Explain if yes Student fee of \$125 will cover Equipment/Software for Distance Supervision, Coaching, and Evaluation

21. Community college transfer:

___ A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of Special Education Master of Arts in Teaching (MAT)

___ Course is required for the minor(s) of _____

___ Course is required for the certificate program(s) of _____

2. Rationale for proposal :

This course provides the supervised clinical experience needed to meet the professional standards required for teacher candidates in Illinois seeking an initial Professional Educators License (PEL) with an endorsement as a Learning Behavior Specialist I (LBSI). Candidates majoring in Special Education must demonstrate knowledge and skills acquired in this course to successfully educate students with exceptional learning needs as licensed professionals in the field. This course will allow candidates to apply theory to practice in the first of two semester-long residency experiences.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: N/A

Prerequisites: Candidates must meet minimum requirements for admission to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification through entitlement to teach in Illinois.

Co-requisites: N/A

Enrollment restrictions: Candidates must meet minimum requirements for admission to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification through entitlement to teach in Illinois.

Writing active, intensive, centered: N/A

4. General education assurances (answer N/A if not applicable)

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification:

This course is being developed to address the teacher shortage in special education in Illinois and across the United States. The course is intended to serve a population of candidates that cannot attend classes on campus and online delivery makes the course accessible to candidates who work in schools and/or those who are career changers.

Instruction:

Candidates will be able to access audio and/or video recordings and other instructional materials and resources through EIU's online learning management system.

Assignments/projects, discussion postings, reflections and a weekly mentor-mentee log will be completed or submitted within the learning management system. Feedback from the instructor will be provided through the LMS, email, online discussion boards, and synchronous video conference. As this course is a clinical experience, much of the instruction and evaluation will be individualized. Candidates will be required to complete formal observations by providing video access to their instruction and meet with instructor (supervisor) to debrief. Evaluation, coaching, and mentoring will be completed through asynchronous (instructor feedback/responses) and synchronous (live individual meetings/sessions). Seminar attendance will be required. Faculty members who teach this course will have completed OCDI training or equivalent.

Integrity:

Syllabus content includes statements regarding academic dishonesty and plagiarism as well as adherence to dispositional professional ethical standards required of all College of Education majors. To deter dishonesty, the EIU learning management system includes software for detection of dishonesty during exams and plagiarism when documents are submitted.

Interaction:

The instructor and students will be able to communicate with one another through email, discussion boards, and collaborative functions provided by the learning management system. The instructor will encourage candidates to meet for office hours and individual meetings about formal evaluations will be required. Candidates will be encouraged to collaborate with one another through the learning management system. Interaction with instructor will be frequent and utilize various modes of communication.

Model Syllabus (Part II)

Please include the following information:

1. Course

SPE 5000 Residency I in Special Education (Arr-Arr-6).

2. Course Description:

This course will focus on developing reflective practice of the special education teacher by enhancing competencies in refining the delivery of instruction for students with exceptional learning needs. Focus will be placed on assessing, designing, implementing, and evaluating lesson planning and the implementation of instruction, devising and implementing individualized education plans and communication with families and colleagues.

3. Learning Objectives for the Course

1. Candidates will apply research-based principles of student analysis, instructional planning, and assessment in the development of long (IEP and unit) and short-term plans (lesson). (Graduate Learning Goals 1, 2, 3, 4, 5)
2. Students will implement research-based, appropriate teaching and classroom management strategies in daily lessons. (Graduate Learning Goals 2, 3, 4, 5)
3. Students will critically and regularly reflect upon their experience; these reflections will be individual, with their residency supervisor, and with their peers in seminar settings. (Graduate Learning Goals 1, 2, 3, 5)
4. Candidates will analyze their own knowledge, skills, and dispositions and engage in professional growth planning to strengthen those skills. (Graduate Learning Goals 1,2,3,4,5)

Additional Standards Addressed in this Course:

Illinois Teacher Prep initial All SPE Standards

Illinois Teacher Prep LBSI Standards

CEC Initial Standards

CEC Advanced Standards

Illinois Professional Educator Standards

Illinois Social Emotional Learning Standards

Illinois Culturally Responsive Teaching and Learning Standards

InTASC Core

4. Course Materials

Required Texts:

Hott, B. (Ed). (2023). *Quality instruction and intervention: Strategies for secondary educators*. Rowman & Littlefield.

Polloway, E., Patton, J., Serna, L., & Bailey, J. (2022). *Strategies for teaching learners with special needs* (12th ed.). Pearson.

*Additional readings, videos, and other learning materials will be available via the LMS.

6. Weekly Outline of Content

Weeks	Practicum On-Site 15 Weeks
Weeks 1-2	Introduction to the Course Establishing Your Classroom/Classroom Environment Considerations Assignment: Rules and Routines
Weeks 3-4	Curriculum Based Assessment Assignment: CBA Due
Weeks 5-6	Individualized Education Planning Specially Designed Instruction (SDI) Implementing Instructional Practices/Informal Evaluations *Meet with instructor after each Informal Eval.
Weeks 7-8	Implementing Instruction/Informal Evaluations Assignment: IEP Due
Weeks 9-10	Implementing Instruction/Informal Evaluations
Weeks 11-12	Implementing Instruction/Formal Evaluations *Meet with instructor after each Formal Eval.
Weeks 13-14	Implementing Instruction/Formal Evaluations
Weeks 15-16	Implementing Instruction/Formal Evaluations Assignment: IEP Updates Due Exit Interviews Held

*Weekly Lesson Plans will be required

** Weekly Mentor Logs will be required

6. Assignments and Evaluation, including weights for final course grade

Readings: Candidates are expected to complete all readings for the course which are listed in the schedule and found in the issued textbooks or housed in the LMS.

Related Course Learning Objectives:1,2,3,4

Reflections: Candidates complete weekly reflections related to assessment, instruction, management, collaboration, and other topics as specified by the instructor (20%)

Related Course Learning Objectives: 1,2,3,4

A weekly mentor-mentee log will be maintained, submitted, and discussed with instructor (10%)

Related Course Learning Objectives: 3,4

Teaching Evaluations: Candidates will be informally evaluated at least 2 times during the semester and formally evaluated at least two times during the semester. Feedback will be provided for informal evaluations while formal evaluations will result in a score of PASS/FAIL. Candidates must PASS two formal evaluations to successfully complete the course. Evaluations will NOT calculate into the grade earned in the course.

Related Course Learning Objectives: 2,3,4

Seminars will be held a minimum of 3 times across the semester and candidates will be expected to attend virtually. These meetings will cover licensure requirements/processes, legal updates, best practices in collaboration, assessment, instruction, and management as well as ethical challenges and considerations.

Individual Meetings with Instructor will be held at pre-determined intervals no less than 4 times across the semester. Exit Interview will be held as a summative evaluation at the conclusion of the semester. (10%)

Related Course Learning Objectives: 3,4

Course Projects: During the semester, candidates will complete two projects: a Curriculum Based Assessment (CBA) on a group of students and the creation of an Individual Education Plan (IEP) for an individual student based on various data sources. Following IEP implementation, the candidate will update the IEP including progress, data, recommendations for next steps, and a reflection addressing decision making along with needs for professional growth. These are the major projects for this course; a corresponding department rubric will serve as the evaluation tool for each. (60%)

Related Course Learning Objectives: 1,2,3,4

*alternative/additional assignments may be added based upon candidate need

7. Grading Scale

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of total points	A
80-89% of total points	B
70-79% of total points	C
60-69% of total points	D
Less than 60% of total points	F

Date approved by the department or school: 9/20/2023

Date approved by the college curriculum committee: 10/02/2023 council on teacher ed: 10/12/2023

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

Date approved by CAA: CGS:



NEW/REVISED COURSE PROPOSAL FORMAT (Approved by
CAA on 9/30/21 and CGS on 11/16/21, Effective SP 2022)

Banner/Catalog Information (Coversheet)

1. New Course - or - Revision of Existing Course
2. Course Prefix and Number:
3. Short title:
4. Long title:
5. Hours per week: Class Lab Credit
6. Terms: Fall Spring Summer On demand
7. Initial term: Fall Spring Summer Year:
8. Catalog course description:

9. Course attributes:

General education component:

Cultural diversity Honors Writing centered Writing intensive

Writing active Department Capstone as Senior Seminar
10. Instructional delivery

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other (Specify):

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

Hybrid (Specify approximate amount of on-line and face-to-face instruction):
11. Course(s) to be deleted from the catalog once this course is approved:

12. Equivalent course(s):

a. Are students allowed to take equivalent course(s) for credit? Yes No

13. Prerequisite(s):

a. Can prerequisite(s) be taken concurrently? Yes No

b. Minimum grade required for the prerequisite course(s)?

c. Use Banner coding to enforce prerequisite course(s)? Yes No

d. Who may waive prerequisite(s)?

No One Chair Instructor Advisor Other (Specify):

14. Co-requisite(s):

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course:

b. Degrees, colleges, majors, levels, classes which may not take the course:

16. Repeat status: May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor:

18. Grading methods: Standard CR/NC Audit ABC/NC

19. Special grading provisions:

Grade for course will not count in a student's grade point average.

Grade for course will not count in hours toward graduation.

Grade for course will be removed from GPA if student already has credit for or is registered in:

Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

20. Additional costs to students:

Supplemental materials or software:

Course Fee No Yes (Explain):

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part 1)

1. Course is required for the major(s) of:

Course is required for the minor(s) of:

Course is required for the certificate program(s) of:

Course is used as an elective

2. Rationale for proposal:

3. Justifications for (answer N/A if not applicable)

Similarity to other courses:

Prerequisites:

Co-requisites:

Enrollment restrictions:

Writing active, intensive, centered:

4. General education assurances (answer N/A if not applicable)

General education component:

Curriculum:

Instruction:

Assessment:

5. Online/hybrid delivery justification and assurances (answer N/A if not applicable)

Online or hybrid delivery justification:

Instruction:

Integrity:

Interaction:

Model Syllabus (Part II)

Please include the following Information:

1. Course number and title:

2. Catalog description:

3. Learning objectives:

4. Course materials:

5. Weekly outline of content:

6. Assignments and evaluation, including weights for final course grade:

7. Grading scale:

Date approved by the department or school:

Date approved by the college curriculum committee: 10/02/2023

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

Date approved by CAA:

CGS:

council on teacher ed: 10/12/2023



NEW/REVISED COURSE PROPOSAL FORMAT (Approved by
CAA on 9/30/21 and CGS on 11/16/21, Effective SP 2022)

Banner/Catalog Information (Coversheet)

1. New Course - or - Revision of Existing Course
2. Course Prefix and Number:
3. Short title:
4. Long title:
5. Hours per week: Class Lab Credit
6. Terms: Fall Spring Summer On demand
7. Initial term: Fall Spring Summer Year:
8. Catalog course description:

9. Course attributes:

General education component:

Cultural diversity Honors Writing centered Writing intensive

Writing active Department Capstone as Senior Seminar
10. Instructional delivery

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other (Specify):

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

Hybrid (Specify approximate amount of on-line and face-to-face instruction):
11. Course(s) to be deleted from the catalog once this course is approved:

12. Equivalent course(s):

a. Are students allowed to take equivalent course(s) for credit? Yes No

13. Prerequisite(s):

a. Can prerequisite(s) be taken concurrently? Yes No

b. Minimum grade required for the prerequisite course(s)?

c. Use Banner coding to enforce prerequisite course(s)? Yes No

d. Who may waive prerequisite(s)?

No One Chair Instructor Advisor Other (Specify):

14. Co-requisite(s):

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course:

b. Degrees, colleges, majors, levels, classes which may not take the course:

16. Repeat status: May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor:

18. Grading methods: Standard CR/NC Audit ABC/NC

19. Special grading provisions:

Grade for course will not count in a student's grade point average.

Grade for course will not count in hours toward graduation.

Grade for course will be removed from GPA if student already has credit for or is registered in:

Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

20. Additional costs to students:

Supplemental materials or software:

Course Fee No Yes (Explain):

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part 1)

1. Course is required for the major(s) of:

Course is required for the minor(s) of:

Course is required for the certificate program(s) of:

Course is used as an elective

2. Rationale for proposal:

3. Justifications for (answer N/A if not applicable)

Similarity to other courses:

Prerequisites:

Co-requisites:

Enrollment restrictions:

Writing active, intensive, centered:

4. General education assurances (answer N/A if not applicable)

General education component:

Curriculum:

Instruction:

Assessment:

5. Online/hybrid delivery justification and assurances (answer N/A if not applicable)

Online or hybrid delivery justification:

Instruction:

Integrity:

Interaction:

Model Syllabus (Part II)

Please include the following Information:

1. Course number and title:

2. Catalog description:

3. Learning objectives:

4. Course materials:

5. Weekly outline of content:

6. Assignments and evaluation, including weights for final course grade:

7. Grading scale:

Date approved by the department or school:

Date approved by the college curriculum committee: 10/02/2023

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

Date approved by CAA: CGS:

council on teacher ed: 10/12/2023

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** SPE 5003
3. **Short title:** Families and Collab in SPE
4. **Long title:** Families and Collaboration in Special Education
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2024
8. **Catalog course description:** _____

SPE 5003 – Families and Collaboration in Special Education (3-0-3).

This course develops teacher candidate competencies to collaborate with individuals with exceptionalities, their families, educators, related service providers, and community agency personnel in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Focus will be placed on promoting families and students' involvement in assessing, designing, developing, implementing, and evaluating culturally responsive education programs while ensuring ethical procedural safeguards.

9. Course attributes:

General education component: N/A

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

10. Instructional delivery

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved: N/A

12. Equivalent course(s): None

a. Are students allowed to take equivalent course(s) for credit? Yes No

13. Prerequisite(s): Admission to Special Education MAT program or permission of the Department Chair

a. Can prerequisite be taken concurrently? Yes No N/A no course pre-req

b. Minimum grade required for the prerequisite course(s)? N/A no course pre-req

c. Use Banner coding to enforce prerequisite course(s)? Yes No.

d. Who may waive prerequisite(s)?

No one Chair Instructor Advisor Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: MAT in Special Education or MS in Special Education

b. Degrees, colleges, majors, levels, classes which may not take the course: No one but those listed in 15a

16. Repeat status: May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

18. Grading methods: Standard CR/NC Audit ABC/NC

19. Special grading provisions:

N/A Grade for course will not count in a student's grade point average.

N/A Grade for course will not count in hours toward graduation.

N/A Grade for course will be removed from GPA if student already has credit for or is registered in: _____

N/A Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software: None _____

Course Fee No Yes, Explain if yes _____

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. Course is required for the major(s) of Special Education Masters in the Art of Teaching (MAT)

Course is required for the minor(s) of _____

Course is required for the certificate program(s) of LBS I Endorsement

Course is used as an elective MS in Special Education

2. Rationale for proposal:

This course provides special education theory and practice needed to meet the professional standards required for teacher candidates in Illinois seeking an initial Professional Educators License with an endorsement in Learning Behavior Specialist I, advanced endorsement, or master's in special education. Candidates majoring in Special Education must demonstrate knowledge and skills acquired in this course to successfully educate students with exceptional learning needs as licensed professionals in the field.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: N/A

Prerequisites: Candidates must meet minimum requirements for admissions to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification through entitlement to teach in Illinois. Or candidates must be enrolled in the MS in SPE Program to take this course.

Co-requisites: N/A

Enrollment restrictions: Candidates must meet minimum requirements for admissions to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification through entitlement to teach in Illinois. Or candidates must be enrolled in the MS in SPE Program to take this course.

4. General education assurances (answer N/A if not applicable)

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification:

This course is being developed to address the teacher shortage in special education in Illinois and across the United States. The course is intended to serve a population of candidates that cannot attend classes on campus and asynchronous delivery makes the course accessible to candidates who work both in schools and those who are career changers. Since it is also being used as an elective in the MS in SPE program, which is a fully online program, the course must be delivered in an online format to meet the needs of those advanced candidates as well.

Instruction:

Candidates will be able to access audio and/or video recordings and other instructional materials through EIU's online learning management system. Assignments, discussion postings, and quizzes/exams will be completed or submitted within the learning management system. Feedback from the instructor will be provided through email, online discussion boards, and synchronous video conference. Faculty members who teach this course will have completed OCDI training or equivalent.

Integrity:

Syllabus content includes statements regarding academic dishonesty and plagiarism as well as adherence to dispositional professional ethical standards required of all College of Education majors. To deter dishonesty, the EIU learning management system includes software for detection of dishonesty during exams and plagiarism when documents are submitted.

Interaction:

The instructor and students will be able to communicate with one another through email, discussion boards, and collaborative functions provided by the learning management system. The instructor will post weekly videos and encourage candidates to meet for office hours. Candidates will be encouraged to collaborate with one another through the learning management system.

Model Syllabus (Part II)

Please include the following information:

1. Course (Prefix, Number, Title):

SPE 5003– Families and Collaboration in Special Education

2. Course Description:

This course develops teacher candidate competencies to collaborate with individuals with exceptionalities, their families, educators, related service providers, and community agency personnel in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Focus will be placed on promoting families and students' involvement in assessing, designing, developing, implementing, and evaluating culturally responsive education programs while ensuring ethical procedural safeguards.

3. Learning Objectives

1. Candidates will demonstrate knowledge and implications of collaborative family-professional partnerships and team problem solving and decision making to address the needs of diverse learners (e.g., students with disabilities, students at-risk, and English Language Learners). GLG 1, 2, 3, 4, 5
2. Candidates will demonstrate skills to conduct interview/assessments, analyze interactions and responses, then engage in collaborative problem-solving decision-making activities to address a family's area of concern or student need. GLG 1, 2, 3, 4, 5
3. Candidates will demonstrate collaborative interactions with families and teams to develop goals and objectives and/or identify accommodations/modifications, and/or related services, and advocate to effectively support students with exceptional learning needs, their families, and school stakeholders that fosters quality instruction and student achievement in order to promote positive, safe, and effective school environments for all learners. GLG 1, 2, 3, 4, 5

EIU Graduate Learning Goals (GLG)

1. A depth of content knowledge. The depth of content knowledge can include program learning objectives related specifically to the knowledge base as defined by the discipline; specific skill sets in the areas of technology, leadership, management, or laboratory procedures; application of theory into practice; and/or competency as a performer, educator, artist, or conductor
2. Critical thinking and problem-solving skills. Critical thinking and problem solving can be assessed through various class assignments including laboratory procedures and reports; application of case studies and other simulated situations; and evaluations of health/medical status as well as by performance on the program's comprehensive knowledge component.
3. Effective oral and written communication skills. Oral and written communication skills typically are assessed throughout the students' degree program. Regular course assignments, including position papers, lab reports, research reviews, technical presentations, debates, and facilitated discussions as well as performance as a graduate assistant, if appropriate, can be utilized.
4. Evidence of advanced scholarship through research and/or creative activity. Advanced scholarship through research and creative activity is a critical component of all graduate degree programs. Evidence of scholarly activity might include formulating, conducting, and presenting original research, critically reviewing and synthesizing existing research, designing artwork or other creative works and composing a musical piece.
5. Ethical and professional responsibility is an important component of graduate-level training and may include awareness of specific codes of ethics in a discipline, integrity in scholarship and research practices, professional disposition, respect and value for diversity and inclusion, and a commitment to respectful and responsible discourses within and beyond a discipline.

Additional Standards Addressed in this Course:

Illinois Teacher Prep initial All SPE Standards
Illinois Teacher Prep LBSI Standards
CEC Initial Standards
CEC Advanced Standards
Illinois Professional Educator Standards
Illinois Social Emotional Learning Standards
Illinois Culturally Responsive Teaching and Learning Standards
InTASC Core

4. Course Materials

Turnbull A., Turnbull, R., Francis, G. L., Burke, M.M., Kyzar, K., Haines, S., Gershwin, T., Shepard, K., Holdren, N., & Singer, G. H. S. (2022). *Families and professionals: Trusting partnerships in General and Special Education* (8th ed.). Pearson.

Gorn, L., & Bateman, D. F. (2024). *Related services in special education: Working together as a team*. Rowan and Littlefield.

Illinois State Board of Education Special Education Department. (2020). *"The Parent Guide" Educational rights and responsibilities: Understanding special education in Illinois*. Illinois State Board Of Education.

*Additional readings, videos, and other learning materials will be available via the LMS.

5. Weekly Outline of Content

1. Impact of Law and Policy on Education of Individuals with Exceptional Learning Needs and Their Families including but not limited to:

- A. The 14th Amendment of the U. S. Constitution: A Source of Fairness, Equality of Opportunity, and Dignity
- B. Civil Rights: Seeking Fairness, Equality of Opportunity, and Dignity
- C. Every Student Succeeds Act (ESSA)
- D. Federal Education Rights and Privacy Act (FERPA)
- E. Individuals with Disabilities Education Act (IDEA): Students with Disabilities
- F. Section 504

2. Collaborative Trusting Family–Professional Partnerships in General and Special Education

- A. Dimensions of Trusting Partnerships.
- B. Challenges in Developing Trusting Partnerships
- C. Strategies for Developing and Engaging in Collaborative Trusting Partnerships
- D. Benefits of Collaborative Trusting Partnerships

3. Professional Ethics, Dispositions, and Conduct in Collaborative Partnerships

- A. Procedural Safeguards

- B. Confidentiality and Informed Consent
- C. Principle of No Harm
- D. Bias in Identification, Assessment, Placement, Curriculum Development, Instructional Delivery, and Social Access

4. Family Systems and Family Characteristics

- A. Family Systems Theory and Subsystems
- B. Family Characteristics: Culture and Identity
- C. Family Characteristics: Lived Experiences
- D. Implications for Socialization, Education, and Family-Professional Partnerships

5. School Systems and School Characteristics

- A. School Systems, Subsystems, and Framework
- B. School Characteristics and Culture
- C. School Functions
- D. Related Services
- E. Implications for General and Individualized Assessment, Curriculum, and Instruction for Diverse Learners

6. Structure, Policy, and Practices that Influence Systemic Educational Disparities That Impact on Family-Professional Partnerships

- A. Influence of Systemic Educational Institution Barriers, Social Ideologies, and Social Constructs on Collaborative Family-Professional Partnerships
- B. Power Matrix and Disproportionate Representation of Diverse Groups in Special Education
- C. Policy issues in Special Education Funding and Distribution of Education Resources Required to Meet the Needs of Diverse Learners
- D. Strategies for Professional Self-Actualization, Pedagogical Change, and Empowerment of Students with Exceptional Learning Needs and their Families to Alter Systems of Oppression and Discrimination

7. Equity, Respect, and Culturally Responsive Collaborative Problem-Solving Decision-Making to Meet the Needs of Diverse Families and their Students

- A. Definitions and Culturally Responsive Standards
- B. Need for and Effects of Equity, Respect, and Culturally Responsive Practices on Problem-Solving Decision-Making
- C. Systemic Barriers to Equity, Respect, and Culturally Responsive Problem-Solving Decision-Making
- D. Strategies for Commitment, Development, and Implementation of equitable, respectful, culturally responsive practices in Teaming, and Teaching

8. Family Needs Assessments and Strength-Based Educational Planning for Students with Exceptional Learning Needs

- A. Respectful Ethical Interview Techniques, Data Collection, and Data Management
- B. Positive Reporting of Family and Student Demographic Information
- C. Collaborative Identification of Family and Student Strengths and Interests
- D. Collaborative Identification of Family and Students Concerns
- E. Collaborative Identification of Family and Student Needs
- F. Imbedding Educational Needs in Preferred Activities and

9. Special Education Teams and Family Membership

- A. Legal Requirements for Teams in Special Education
- B. Definition of Teams
- C. Type of Teams
- D. Stages of Team Development
- E. Defining Team Members Roles and Responsibilities
- F. Characteristics of Effective Teams
- G. Teaming in the Digital Age

10. Collaborative Teaming

- A. Collaboration Definitions and Principles
- B. Establishing Team Goals
- C. Logistics of Teaming in Schools: Scheduling, Agenda Development, and Record Keeping
- D. Team Communication
- E. Team Culture and Morale
- F. Team Self-Study

11. Collaborative Team Problem-Solving and Decision Making in Assessing Student Needs and Planning Educational Programs for Students with Exceptional Learning Needs

- A. Establishing Teams
- B. Team Identification of Student Needs
- C. Team Generation of Interventions to Meet Student Needs
- D. Team Selection and Implementation of Evidence-Based Interventions
- E. Team Evaluations of Fidelity to Interventions and Intervention Effects
- F. Team Accountability

12. Co-Teaching Theory and Practice

- A. Definitions of Co-Teaching
- B. Co-Teaching Models
- C. Benefits of Co-Teaching
- D. Challenges in Co-Teaching
- E. Professional Development

13. Paraprofessional Team Members

- A. Assignment of Paraprofessionals to Teams
- B. Matching Paraprofessionals to Roles and Responsibilities

- C. Delegating Appropriate Tasks to Paraprofessionals
- D. Scheduling for Paraprofessionals and Ancillary Staff
- E. Effective Communication and Collegial Interactions
- F. Professionalism, Modeling Expectations, and Providing Professional Development
- G. Paraprofessionals Interactions with Families
- H. Feedback Loops, Paraprofessional Empowerment, and Recognition

14. Related Services Adaptations Needed to Address Family Concerns and Meet Student Needs

- A. Definition and Purpose of Related Services
- B. Types and Examples of Related Services
- C. Special Considerations for the IEP: Transportation, Health Care, Extra-Curricular Activities, Other
- D. Roles and Responsibilities of Related Service Providers
- E. Types of Adaptations and Distinction Between Accommodations and Modifications
- F. Team Decision Making in Identification and Implementation of Adaptations
- G. Professional Development, Implementation, and Evaluating the Effectiveness of Adaptations

15. Advocacy for Families and Students with Exceptional Learning Needs

- A. Definition and Historical Precedent of and Rationale for Advocacy
- B. Effects of Advocacy
- C. Barriers to Advocacy
- D. Strategies and Organizations That Promote Advocacy
- E. Strategies to Improve Self-Advocacy of Families and Individuals with Exceptional Learning Needs

16. Final Exam

6. Assignments and Evaluation, including weights for final course grade

Exams and Quizzes: Quizzes may be given to assess candidates' comprehension of the course content. A mid-term and final exam will be given on the textbooks and other course readings. (30% of grade)

Related Course Learning Objectives:1,2,3

Course Module Activities: In each module, activities will be assigned as a means of assessing candidates' application of course content. Activities may include the development of a digital resource guide for families and educators; case study reviews and development of instructional and related supports and services schedules; and case study reviews to determine need for and development of adaptations (accommodations and modifications). These will also build toward the Final Class Project. All module activities must be completed. These may include Discussion Board posts. (30%)

Related Course Learning Objectives:1,2,3

Course Project I – Collaborative Student Schedule Matrix: Candidates will be given a case study that includes a general education teacher’s classroom instructional schedule, ancillary staff schedules, special education teacher’s schedule, and a class list of students with their Individualized Education Program (IEP) special education instructional and related services time requirements. Candidates will be required to create a master schedule that ensures all time requirements are met while ensuring students are maximizing instructional and social time with peers. (10% of grade)

Related Course Learning Objectives:1,2,3

Course Project II – Collaborative Decision-Making Project: During the semester, candidates will prepare for and complete a family Interview/assessment exchange to collaboratively identify and address a family’s concerns/need for their student with exceptional learning needs. The project will require candidates to share information about themselves and answer questions families may have for them. The candidate will conduct the interview/assessment and then analyze responses. Candidates will then engage in a collaborative problem-solving decision-making activity to address an area of concern or student need. Candidates will further collaborate with families to develop list of instructional needs and/or identify accommodations/modifications, and/or related services. This is the major project for this course; a corresponding department rubric will serve as the evaluation tool. (30% of grade)

Related Course Learning Objectives:1,2,3

*alternative/additional assignments may be added based upon candidate need

7. Grading Scale

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of total points	A
80-89% of total points	B
70-79% of total points	C
60-69% of total points	D
Less than 60% of total points	F

Date approved by the department or school: 9/20/2023; revisions approved 9/28/23 Date approved by the college curriculum committee: 10/02/2023 council of teacher ed: 10/12/2023 Date approved by the Honors Council (if this is an honors course): Date approved by CAA: CGS:

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** SPE 5004
3. **Short title:** Assessment and Methods ELN
4. **Long title:** Assessment and Methods for Teaching Students with Exceptional Learning Needs
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2024

8. Catalog course description:

SPE 5004 Assessment and Methods for Teaching Students with Exceptional Learning Needs (3-0-3).

This course serves to enhance teacher competencies in developing general and specialized instructional strategies used with individuals with exceptional learning needs. Focus will be placed on using assessment to effectively design, implement, and evaluate long and short-range instruction/instructional plans tailored to the needs of the learner across a range of severity levels and instructional environments.

9. Course attributes:

General education component: N/A

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

10. Instructional delivery

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved: N/A

12. Equivalent course(s): None

a. Are students allowed to take equivalent course(s) for credit? Yes No

13. Prerequisite(s): Admission to Special Education MAT program, MS in Special Education, or permission of the Department Chair

a. Can prerequisite be taken concurrently? Yes No

b. Minimum grade required for the prerequisite course(s)? N/A

c. Use Banner coding to enforce prerequisite course(s)? Yes No

d. Who may waive prerequisite(s)?

No one Chair Instructor Advisor Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: MAT in Special Education or MS in Special Education

b. Degrees, colleges, majors, levels, classes which may not take the course: No one but those listed in 15a.

16. Repeat status: May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

18. Grading methods: Standard CR/NC Audit ABC/NC

19. Special grading provisions:

 N/A Grade for course will not count in a student's grade point average.

 N/A Grade for course will not count in hours toward graduation.

 N/A Grade for course will be removed from GPA if student already has credit for or is registered in:

 N/A Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

20. Additional costs to students:

Supplemental Materials or Software: None

Course Fee No Yes, Explain if yes

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. Course is required for the major(s) of Special Education Masters of Arts in Teaching (MAT)

Course is required for the minor(s) of _____

Course is required for the certificate program(s) of _____

Course is used as an elective

2. **Rationale for proposal:**

This course provides special education theory and practice needed to meet the professional standards required for teacher candidates in Illinois seeking Learning Behavior Specialist I licensure. Candidates majoring in Special Education must demonstrate knowledge and skills acquired in this course to successfully educate students with exceptional learning needs as licensed professionals in the field

Justifications for (answer N/A if not applicable)

Similarity to other courses: N/A

Prerequisites: Candidates must meet minimum requirements for admissions to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification through entitlement to teach in Illinois.

Co-requisites: N/A

Enrollment restrictions:

Candidates must meet minimum requirements for admissions to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification through entitlement to teach in Illinois.

Writing active, intensive, centered: N/A

3. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

4. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification:

This course is being developed to address the teacher shortage in special education in Illinois and across the United States. The course is intended to serve a population of candidates that cannot attend classes on campus and asynchronous delivery makes the course accessible to candidates who work both in schools and those who are career changers.

Instruction:

Candidates will be able to access audio and/or video recordings and other instructional materials through EIU's online learning management system. Assignments, discussion postings, and quizzes/exams will be completed or submitted within the learning management system. Feedback from the instructor will be provided through the LMS, email, online discussion boards, and synchronous video conference. Faculty members who teach this course will have completed OCDI training or equivalent.

Integrity:

Syllabus content includes statements regarding academic dishonesty and plagiarism as well as adherence to dispositional professional ethical standards required of all College of Education majors. To deter dishonesty, the EIU learning management system includes software for detection of dishonesty during exams and plagiarism when documents are submitted.

Interaction:

The instructor and students will be able to communicate with one another through email, discussion boards, and collaborative functions provided by the learning management system. The instructor will post weekly videos and encourage candidates to meet for office hours. Candidates will be encouraged to collaborate with one another through the learning management system.

Model Syllabus (Part II)

Please include the following information:

1. Course (Prefix, Number, Title):

SPE 5004 Assessment and Methods for Teaching Students with Exceptional Learning Needs (3-0-3).

2. Course Description:

This course serves to enhance teacher competencies in developing general and specialized instructional strategies used with individuals with exceptional learning needs. Focus will be placed on using assessment to effectively design, implement, and evaluate long and short-range instruction/instructional plans tailored to the needs of the learner across a range of severity levels and instructional environments.

3. Learning Objectives

1. Candidates will demonstrate skills in creating appropriate strategies to gather assessment data with the intent of determining present levels, strengths, and needs. GLG 1,2,5
2. Candidates will devise an Individualized Education Plan (IEP) based on various types of data/data sources. GLG 1,2,3,5
3. Candidates will select and develop strategies and activities (including HLPs and EBPs) to effectively support students with exceptional learning needs GLG 1,2,4,5
4. Candidates will create effective short-term plans (employing explicit instruction) based on student needs, interests, and standards GLG 1,2
5. Candidates will analyze and describe the effectiveness of educational decision making related to long- and short-term planning and implementation GLG 1,2,3,5
6. Candidates will describe next steps for instruction based on various sources of data and research. GLG 1,2,3,4,5
7. Candidates will critically analyze their own knowledge, skills, dispositions and instructional decision making GLG 1,2,3,4,5

Additional Standards Addressed in this Course:

Illinois Teacher Prep initial All SPE Standards

Illinois Teacher Prep LBSI Standards

CEC Initial Standards

CEC Advanced Standards

Illinois Professional Educator Standards

Illinois Social Emotional Learning Standards

Illinois Culturally Responsive Teaching and Learning Standards

InTASC Core

4. Course Materials

Required Texts:

Hott, B. (Ed). (2023). *Quality instruction and intervention: Strategies for secondary educators*. Rowman & Littlefield.

Polloway, E., Patton, J., Serna, L., & Bailey, J. (2022). *Strategies for teaching learners with special needs* (12th ed.). Pearson.

Websites:

The IEP Progress Center <https://promotingprogress.org/>

Suggest IEP Quality Project (free account)

**Additional readings, videos, and other learning materials will be available via the LMS.

5. Weekly Outline of Content

	Topic(s)
Weeks 1-2	Introduction to the Course Establishing Your Classroom Classroom Environment Considerations
Weeks 3-4	The Instructional Cycle: Designing and Planning for Assessment and Instruction
Weeks 5-6	Curriculum Based Assessment/Measurement *CBA Case Study Assignment
Weeks 7-8	Long Range Planning: Individualized Education Plans (IEPs)
Weeks 9-10	Long Range Planning: Curricular Planning *IEP Case Study Assignment
Weeks 11-12	Short Term Planning: Lesson Design and Delivery Explicit Instruction
Weeks 13-14	High Leverage Practices (HLPs) Evidence Based Practices and Effective Strategies across content areas (all academic subjects, functional/life skills, SELs) *Explicit Instruction Lesson Plan Assignment
Weeks 15-16	Collaborating with/Utilizing/Managing Paraprofessionals and Other Support Personnel Reflective Process

6. Assignments and Evaluation, including weights for final course grade

Readings: Candidates are expected to complete all readings for the course which are listed in the schedule and found in the issued textbooks or housed in the LMS.

Related Course Learning Objectives: 1,2,3,4,5,6,7

Course Module Activities: In each module, activities will be assigned as a means of assessing candidates' application of course content. These may include Discussion Board posts and quizzes. (50%)

Related Course Learning Objectives:1,2,3,4,5,6

Course Projects: During the semester, candidates will complete three projects:

1. A Curriculum-Based Assessment Project based on a case study
2. An IEP for an individual student based on data provided in a case study
3. A lesson plan developed utilizing a model of explicit instruction.

These are the major projects for this course; a corresponding department rubric will serve as the evaluation tool for each. (50%)

Related Course Learning Objectives: 1,2,3,4,5,6,7

*Note: alternate/additional assignments may be added based upon candidate need

7. Grading Scale

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of total points	A
80-89% of total points	B
70-79% of total points	C
60-69% of total points	D
Less than 60% of total points	F

Date approved by the department or school: 9/20/2023; revisions approved 9/28/23 Date approved by the college curriculum committee: 10/02/2023 council of teacher ed: 10/12/2023

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

Date approved by CAA: CGS:

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** SPE 5005
3. **Short title:** Strategies and Assessment ELN
4. **Long title** Instructional Strategies and Assessment Approaches for Literacy and Numeracy for students with Exceptional Learning Needs
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2024
8. **Catalog course description:**

SPE 5005 Instructional Strategies and Assessment Approaches for Literacy and Numeracy for students with Exceptional Learning Needs (3-0-3)

This course serves to enhance teacher competencies in assessing and teaching literacy and numeracy skills for students at-risk and those with exceptional learning needs (including those who are Els/EBs and students with intensive support needs). Focus will be placed on developing an understanding of literacy and numeracy foundations, assessing learners' skills in these areas, designing and implementing programming, and evaluating the effectiveness of specific interventions and programs.

9. **Course attributes:**

General education component: N/A

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

10. **Instructional delivery**

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad
 Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved: N/A

12. Equivalent course(s): None

a. Are students allowed to take equivalent course(s) for credit? Yes No

13. Prerequisite(s): Admission to Special Education MAT program or permission of the Department Chair

a. Can prerequisite be taken concurrently? Yes No

b. Minimum grade required for the prerequisite course(s)? N/A

c. Use Banner coding to enforce prerequisite course(s)? Yes No

d. Who may waive prerequisite(s)?

No one Chair Instructor Advisor Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: MAT in Special Education or MS in Special Education

b. Degrees, colleges, majors, levels, classes which may not take the course: No one but those listed in 15a.

16. Repeat status: May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

18. Grading methods: Standard CR/NC Audit ABC/NC

19. Special grading provisions:

N/A Grade for course will not count in a student's grade point average.

N/A Grade for course will not count in hours toward graduation.

N/A Grade for course will be removed from GPA if student already has credit for or is registered in: _____

N/A Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software: None

Course Fee No Yes, Explain if yes _____

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. Course is required for the major(s) of Special Education Master of Arts in Teaching (MAT)

Course is required for the minor(s) of _____

Course is required for the certificate program(s)

Course is used as an elective for the MS in Special Education

2. Rationale for proposal :

This course provides special education theory and practice needed to meet the professional standards required for teacher candidates in Illinois seeking Learning Behavior Specialist I licensure. Candidates majoring in Special Education must demonstrate knowledge and skills acquired in this course to successfully educate students with exceptional learning needs as licensed professionals in the field. In addition, the course increases the number of elective options for those seeking an MS in Special Education. With the focus on literacy and numeracy, the course can increase the knowledge and skills of practicing professionals.

Justifications for (answer N/A if not applicable)

Similarity to other courses: N/A

Prerequisites: Candidates must meet minimum requirements for admissions to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification through entitlement to teach in Illinois. Or candidates must be enrolled in the MS in SPE Program to take this course.

Co-requisites: N/A

Enrollment restrictions: Candidates must meet minimum requirements for admissions to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification through entitlement to teach in Illinois. Or candidates must be enrolled in the MS in SPE Program to take this course.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

3. General education assurances (answer N/A if not applicable)

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

4. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification:

This course is being developed to address the teacher shortage in special education in Illinois and across the United States. The course is intended to serve a population of candidates that cannot attend classes on campus and asynchronous delivery makes the course accessible to candidates who work both in schools and those who are career changers. Since it is also being used as an elective in the MS in SPE program, which is a fully online program, the course must be delivered in an online format to meet the needs of those advanced candidates as well.

Instruction:

Candidates will be able to access audio and/or video recordings and other instructional materials through EIU's online learning management system. Assignments, discussion postings, and quizzes/exams will be completed or submitted within the learning management system. Feedback from the instructor will be provided through the LMS, email, online discussion boards, and synchronous video conference. Faculty members who teach this course will have completed OCDI training or equivalent.

Integrity:

Syllabus content includes statements regarding academic dishonesty and plagiarism as well as adherence to dispositional professional ethical standards required of all College of Education majors. To deter dishonesty, the EIU learning management system includes software for detection of dishonesty during exams and plagiarism when documents are submitted.

Interaction:

The instructor and students will be able to communicate with one another through email, discussion boards, and collaborative functions provided by the learning management system. The instructor will post weekly videos and encourage candidates to meet for office hours. Candidates will be encouraged to collaborate with one another through the learning management system.

Model Syllabus (Part II)

Please include the following information:

1. Course

SPE 5005 Instructional Strategies and Assessment Approaches for Literacy and Numeracy for students with Exceptional Learning Needs (3-0-3).

2. Course Description:

This course serves to enhance teacher competencies in assessing and teaching literacy and numeracy skills for students at-risk and those with exceptional learning needs. Focus will be placed on developing an understanding of literacy and numeracy foundations, learners' skills in these areas, designing and implementing programming, and evaluating the effectiveness of specific interventions and programs.

Learning Objectives for the Course

Candidates Will:

1. Demonstrate an understanding of the importance of scientifically based literacy and numeracy research and how to access, read, and apply high quality research findings. GLG 1, 4
2. Identify the basic underlying foundations of assessment, curriculum, and instruction for students with literacy and/or numeracy challenges across grade ranges and severity levels. GLG 1
3. Demonstrate an understanding of central concepts, laws, scope and sequence, and learning standards in literacy and numeracy skill development. GLG 1
4. Demonstrate an understanding of Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) as related to literacy and numeracy. GLG 1
5. Analyze and describe how to choose, evaluate, create, and administer literacy and numeracy assessments for a variety of purposes in schools (e.g. formative assessment, screening, diagnostic, progress monitoring, and outcome evaluation). GLG 1,2,3,5
6. Demonstrate understanding of Evidence-Based Practices in teaching literacy and/or numeracy skills to students with various types of disabilities and challenges (e.g. dyslexia, dyscalculia, dysgraphia, children who are Multi-Lingual Learners (MLLs), those with more intensive needs, etc.) GLG 1,4
7. Utilize data to make decisions/develop interventions and program planning for students with ELN in literacy and/or numeracy. GLG 1, 2, 4, 5
8. Develop skills in working with a variety of stakeholders (parents, related service providers, general educators, outside providers, etc.) to make recommendations that support literacy and numeracy development. GLG 3, 4, 5

EIU Graduate Learning Goals (GLG)

1. A depth of content knowledge. The depth of content knowledge can include program learning objectives related specifically to the knowledge base as defined by the discipline; specific skill sets in the areas of technology, leadership, management, or laboratory procedures; application of theory into practice; and/or competency as a performer, educator, artist, or conductor
2. Critical thinking and problem-solving skills. Critical thinking and problem solving can be assessed through various class assignments including laboratory procedures and reports; application of case studies and other simulated situations; and evaluations of health/medical status as well as by performance on the program's comprehensive knowledge component.
3. Effective oral and written communication skills. Oral and written communication skills typically are assessed throughout the students' degree program. Regular course assignments, including position papers, lab reports, research reviews, technical presentations, debates, and facilitated discussions as well as performance as a graduate assistant, if appropriate, can be utilized.

4. Evidence of advanced scholarship through research and/or creative activity. Advanced scholarship through research and creative activity is a critical component of all graduate degree programs. Evidence of scholarly activity might include formulating, conducting, and presenting original research, critically reviewing and synthesizing existing research, designing artwork or other creative works and composing a musical piece.

5. Ethical and professional responsibility is an important component of graduate-level training and may include awareness of specific codes of ethics in a discipline, integrity in scholarship and research practices, professional disposition, respect and value for diversity and inclusion, and a commitment to respectful and responsible discourses within and beyond a discipline.

Additional Standards Addressed in this Course:

Illinois Teacher Prep initial All SPE Standards

Illinois Teacher Prep LBSI Standards

CEC Initial Standards

CEC Advanced Standards

Illinois Professional Educator Standards

Illinois Social Emotional Learning Standards

Illinois Culturally Responsive Teaching and Learning Standards

InTASC Core

4. Course Materials

Required Texts:

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). CORE.

Hougen, M. & Smartt, S. (2020). *Fundamentals of literacy instruction and assessment* (2nd ed.). Paul H. Brookes.

Witzel, B. & Little, M. (2016). *Teaching elementary mathematics to struggling learners*. Guilford.

Ysseldyke, J., Chapparo, E, & Van DerHeyden, A. (2023). *Assessment in special and inclusive education* (14th ed.). Pro-ed.

National Center on Intensive Intervention <https://intensiveintervention.org/>

*Additional readings, videos, and other learning materials will be available via the LMS.

5. Weekly Outline of Content

	Topic(s)
Weeks 1-2	Introduction to the Course Foundations of Literacy
Weeks 3-4	Foundations of Numeracy
Weeks 5-6	Learning Standards Scope and Sequence of Skill Development in the Areas of Literacy and Numeracy Related Disorders: Dyslexia, Dysgraphia, Dyscalculia

	*Exam I
Weeks 7-8	Assessment of Literacy and Numeracy Skills MTSS/RtI Summative and Formative Assessment Progress Monitoring *Assessment Administration Assignment
Weeks 9-10	Research and Evidence: Being a Good Consumer
Weeks 11-12	Interventions and Programs for Literacy and Numeracy Development
Weeks 13-14	Data Analysis Data Based Decision Making Data Based Individualization/Intervention Intensification *Interpreting Data for Decision Making Assignment
Weeks 15-16	Professional Growth Planning *Exam II

6. Assignments and Evaluation, including weights for final course grade

Readings: Candidates are expected to complete all readings for the course which are listed in the schedule and found in the issued textbooks or housed in the LMS.

Related Course Learning Objectives:1,2,3,4,6

Exams and Quizzes: Quizzes may be given to assess candidates' comprehension of the course content. Two exams will be used to evaluate foundational knowledge and application of material. (25%)

Related Course Learning Objectives:2,3,4,6

Course Module Activities: In each module, activities will be assigned as a means of assessing candidates' application of course content. These may include Discussion Board posts and planning for professional growth. (40%)

Related Course Learning Objectives:1,2,3,4,5,6,7,8

Course Projects: During the semester, candidates will complete two projects: one related to the assessment of literacy and numeracy skills and one that requires candidates to use data to plan interventions for an individual student or small group of students with similar needs. These are the major projects for this course; a corresponding rubric/grade sheet will serve as the evaluation tool for each. (35%)

Related Course Learning Objectives: 1,2,3,4,5,6,7,8

Note: alternate/additional assignments may be added based on candidate need

7. Grading Scale

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of total points	A
80-89% of total points	B
70-79% of total points	C
60-69% of total points	D
Less than 60% of total points	F

Date approved by the department or school: 9/20/2023; revisions approved 9/28/23 Date approved by the college curriculum committee: 10/02/2023 council on teacher ed: 10/12/2023

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

Date approved by CAA: CGS:



NEW/REVISED COURSE PROPOSAL FORMAT (Approved by
CAA on 9/30/21 and CGS on 11/16/21, Effective SP 2022)

Banner/Catalog Information (Coversheet)

1. New Course - or - Revision of Existing Course
2. Course Prefix and Number:
3. Short title:
4. Long title:
5. Hours per week: Class Lab Credit
6. Terms: Fall Spring Summer On demand
7. Initial term: Fall Spring Summer Year:
8. Catalog course description:

9. Course attributes:

General education component:

Cultural diversity Honors Writing centered Writing intensive

Writing active Department Capstone as Senior Seminar
10. Instructional delivery

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other (Specify):

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

Hybrid (Specify approximate amount of on-line and face-to-face instruction):
11. Course(s) to be deleted from the catalog once this course is approved:

12. Equivalent course(s):

a. Are students allowed to take equivalent course(s) for credit? Yes No

13. Prerequisite(s):

a. Can prerequisite(s) be taken concurrently? Yes No

b. Minimum grade required for the prerequisite course(s)?

c. Use Banner coding to enforce prerequisite course(s)? Yes No

d. Who may waive prerequisite(s)?

No One Chair Instructor Advisor Other (Specify):

14. Co-requisite(s):

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course:

b. Degrees, colleges, majors, levels, classes which may not take the course:

16. Repeat status: May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor:

18. Grading methods: Standard CR/NC Audit ABC/NC

19. Special grading provisions:

Grade for course will not count in a student's grade point average.

Grade for course will not count in hours toward graduation.

Grade for course will be removed from GPA if student already has credit for or is registered in:

Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

20. Additional costs to students:

Supplemental materials or software:

Course Fee No Yes (Explain):

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part 1)

1. Course is required for the major(s) of:

Course is required for the minor(s) of:

Course is required for the certificate program(s) of:

Course is used as an elective

2. Rationale for proposal:

3. Justifications for (answer N/A if not applicable)

Similarity to other courses:

Prerequisites:

Co-requisites:

Enrollment restrictions:

Writing active, intensive, centered:

4. General education assurances (answer N/A if not applicable)

General education component:

Curriculum:

Instruction:

Assessment:

5. Online/hybrid delivery justification and assurances (answer N/A if not applicable)

Online or hybrid delivery justification:

Instruction:

Integrity:

Interaction:

Model Syllabus (Part II)

Please include the following Information:

1. Course number and title:

2. Catalog description:

3. Learning objectives:

4. Course materials:

5. Weekly outline of content:

6. Assignments and evaluation, including weights for final course grade:

7. Grading scale:

Date approved by the department or school:

Date approved by the college curriculum committee: 10/02/2023 council of teacher ed: 10/12/2023

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

Date approved by CAA: CGS:

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** SPE 5007
3. **Short title:** Transition Planning for ILN
4. **Long title:** Characteristics, Assessment and Transition Planning for Students with Intensive Learning Needs
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2025

8. Catalog course description:

SPE 5007 Characteristics, Assessment and Transition Planning for Students with Intensive Learning Needs (3-0-3)

This course serves to enhance teacher competencies in assessing and teaching students identified as having intensive learning needs, including students with low incidence disabilities and medical fragility. Focus will be placed on developing an understanding of the unique needs of these individuals across the lifespan, including assessment for programming purposes, transition planning and community supports.

9. Course attributes:

General education component: N/A

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

10. Instructional delivery**Type of Course:**

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. **Course(s) to be deleted from the catalog once this course is approved:** N/A

12. Equivalent course(s): None

a. Are students allowed to take equivalent course(s) for credit? Yes No

13. Prerequisite(s): Admission to Special Education MAT program, MS in Special Education or permission of the Department Chair

a. Can prerequisite be taken concurrently? Yes No N/A no course pre-req

b. Minimum grade required for the prerequisite course(s)? N/A no course pre-req

c. Use Banner coding to enforce prerequisite course(s)? Yes No.

d. Who may waive prerequisite(s)?

No one Chair Instructor Advisor Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: MAT in Special Education, or MS in Special Education

b. Degrees, colleges, majors, levels, classes which may not take the course: No one but those listed in 15a.

16. Repeat status: May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

18. Grading methods: Standard CR/NC Audit ABC/NC

19. Special grading provisions:

N/A Grade for course will not count in a student's grade point average.

N/A Grade for course will not count in hours toward graduation.

N/A Grade for course will be removed from GPA if student already has credit for or is registered in:

N/A Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

20. Additional costs to students:

Supplemental Materials or Software: None

Course Fee No Yes, Explain if yes

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of Special Education Masters in the Art of Teaching (MAT)
 Course is required for the minor(s) of _____
 Course is required for the certificate program(s) of _____
X Course is used as an elective for the MS in Special Education

2. Rationale for proposal :

This course provides special education theory and practice needed to meet the professional standards required for teacher candidates in Illinois seeking Learning Behavior Specialist I licensure. Candidates majoring in Special Education must demonstrate knowledge and skills acquired in this course to successfully educate students with exceptional learning needs as licensed professionals in the field.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: N/A

Prerequisites: Candidates must meet minimum requirements for admissions to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification through entitlement to teach in Illinois. Or candidates must be enrolled in the MS in SPE Program to take this course.

Co-requisites: N/A

Enrollment restrictions: Candidates must meet minimum requirements for admissions to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification through entitlement to teach in Illinois. Or candidates must be enrolled in the MS in SPE Program to take this course.

Writing active, intensive, centered: N/A

4. General education assurances (answer N/A if not applicable)

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification:

This course is being developed to address the teacher shortage in special education in Illinois and across the United States. The course is intended to serve a population of candidates that cannot attend classes on campus and asynchronous delivery makes the course accessible to candidates who work both in schools and those who are career changers. Since it is also being used as an elective in the MS in SPE program, which is a fully online program, the course must be delivered in an online format to meet the needs of those advanced candidates as well.

Instruction:

Candidates will be able to access audio and/or video recordings and other instructional materials through EIU's online learning management system. Assignments, discussion postings, and quizzes/exams will be completed or submitted within the learning management system. Feedback from the instructor will be provided through the LMS, email, online discussion boards, and synchronous video conference. Faculty members who teach this course will have completed OCDI training or equivalent.

Integrity:

Syllabus content includes statements regarding academic dishonesty and plagiarism as well as adherence to dispositional professional ethical standards required of all College of Education majors. To deter dishonesty, the EIU learning management system includes software for detection of dishonesty during exams and plagiarism when documents are submitted.

Interaction:

The instructor and students will be able to communicate with one another through email, discussion boards, and collaborative functions provided by the learning management system. The instructor will post weekly videos and encourage candidates to meet for office hours. Candidates will be encouraged to collaborate with one another through the learning management system.

Model Syllabus (Part II)

Please include the following information:

1. Course

SPE 5007 Characteristics, Assessment and Transition Planning for Students with Intensive Learning Needs (3-0-3)

2. Course Description:

This course serves to enhance teacher competencies in assessing and teaching students identified as having intensive learning needs, including students with low incidence disabilities and medical fragility. Focus will be placed on developing an understanding of the unique needs of these individuals across the lifespan, including assessment for programming purposes, transition planning and community supports.

Learning Objectives for the Course

Candidates Will:

1. Demonstrate an understanding of the historical significance and legal requirements for individuals with intensive learning needs. GLG 1, 3, 5
2. Demonstrate an understanding of the characteristics and specific needs of individuals with intensive learning needs across the life span. GLG 1, 3, 5
3. Identify the basic underlying foundations of assessment, curriculum, and instruction for students with intensive learning needs across the life span. GLG 1, 2, 5
4. Demonstrate an understanding of unique programming needs for individuals with intensive learning needs. GLG 1, 2, 4
5. Analyze and describe how to choose, evaluate, create, and administer assessments for a variety of purposes in schools and for transition planning practices (e.g. formative assessment, screening, diagnostic, progress monitoring, and outcome evaluation). GLG 1,2,3,5
6. Demonstrate understanding of Evidence-Based Practices and curricular decision-making for individuals with intensive learning needs GLG 1,4
7. Utilize data to make decisions regarding program planning and transition planning for individuals with intensive learning needs. GLG 1, 2, 4, 5
8. Develop skills in working with a variety of stakeholders (parents, related service providers, general educators, outside providers, community agencies, etc.) to make recommendations for transition planning and planning for post K12 for students with intensive learning needs GLG 3, 4, 5
9. Develop skills to advocate for and to teach self-determination skills to students with intensive learning needs. GLG 1, 4, 5

EIU Graduate Learning Goals (GLG)

1. A depth of content knowledge. The depth of content knowledge can include program learning objectives related specifically to the knowledge base as defined by the discipline; specific skill sets in the areas of technology, leadership, management, or laboratory procedures; application of theory into practice; and/or competency as a performer, educator, artist, or conductor
2. Critical thinking and problem solving skills. Critical thinking and problem solving can be assessed through various class assignments including laboratory procedures and reports; application of case studies and other simulated situations; and evaluations of health/medical status as well as by performance on the program's comprehensive knowledge component.
3. Effective oral and written communication skills. Oral and written communication skills typically are assessed throughout the students' degree program. Regular course assignments, including position papers, lab reports, research reviews, technical presentations, debates, and facilitated discussions as well as performance as a graduate assistant, if appropriate, can be utilized.
4. Evidence of advanced scholarship through research and/or creative activity. Advanced scholarship through research and creative activity is a critical component of all graduate degree programs. Evidence of scholarly activity might include formulating, conducting, and presenting original research, critically reviewing and synthesizing existing research, designing artwork or other creative works and composing a musical piece.
5. Ethical and professional responsibility is an important component of graduate-level training and may include awareness of specific codes of ethics in a discipline, integrity in scholarship and research practices, professional disposition, respect and value for diversity and inclusion, and a commitment to respectful and responsible discourses within and beyond a discipline.

Additional Standards Addressed in this Course:

Illinois Professional Educator Standards (IPES)

IPES a.LE6, b.IN1, b.IN3, b.IN4, b.IN6, b.IN7, b.IN10, b.IN11, b.IN16, b.IN17, C.A1, C.A2, C. A3, C. A4, C.A5, C.A6, C.A11, C.A12, C.A13, d. CC2, d.CC3, d.CC4, d.CC5, d.CC7

Illinois Initial Teacher Preparation Program Standards for All Special Educators

a.1K.A, a.1K.B, a.1K.C, a.1K.D, a.1K.F, a.2P.C, b.1K.A, b.1K.B, b.1K.C, b.1K.D, b.1K.E, b.1K.F, b.1K.G, b.1K.H, b.1K.I, b.1K.J, b.1K.K, b.1K.N, b.1K.O, b.2P.A, b.2P.B, b.2P.C, c.1K.A, c.1K.B, c.1K.C, c.1K.D, c.1K.I, c.2P.A, c.2P.B, c.2P.C, c.2P.D, c.2P.F, c.2P.G, c.2P.H, d.1K.E, d.1K.F, d.1K.H, d.1K.J, d.1K.K, d.1K.O, d.1K.P, d.2P.A, d.2P.B, d.2P.C, d.2P.E, d.2P.J, d.2P.K, d.2P.L, d.2P.M, e.1K.E, e.1K.F, e.1K.J, e.1K.N, e.1K.P, e.2P.D, e.2P.F, e.2P.L, f.1K.A, f.2P.C, f.2P.E, f.2P.F, f.2P.G, f.2P.I, g.1K.A, g.1K.B, g.2P.A, g.2P.D, g.2P.F, g.2P.G, h.1K.B, h.1K.E, h.2P.A, h.2P.G, h.2P.H

Council for Exceptional Children (CEC) Initial Preparation Standards

CEC 1.0, 1.1, 1.2, 2.0, 2.2, 3.0, 3.2, 3.3, 4.0, 4.1, 4.2, 4.3, 5.0, 5.1, 5.3, 5.5, 6.0, 6.1, 6.2, 6.5, 7.0, 7.3

Council for Exceptional Children (CEC) Advanced Preparation Standards

CEC 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.3, 3.4, 4.0, 4.1, 5.0, 5.1, 5.2, 6.0, 6.1, 6.2, 6.3, 7.0, 7.1, 7.2

INTASC Model Core Teaching Standards

1.1a, 1.1b, 1.1e, 1.1f, 1.1g, 1.1h, 1.1i, 1.1j, 1.1k, 2.2a, 2.2b, 2.2c, 2.2d, 2.2e, 2.2f, 2.2g, 2.2h, 2.2j, 2.2k, 2.2i, 2.2m, 2.2n, 3.3a, 3.3b, 3.3c, 3.3d, 3.3e, 3.3f, 3.3h, 3.3i, 3.3j, 3.3k, 3.3l, 3.3n, 3.3p, 3.3q, 3.3r, 4.4c, 4.4d, 4.4e, 4.4f, 4.4g, 4.4h, 4.4i, 4.4k, 4.4l, 4.4m, 4.4n, 4.4o, 4.4p, 4.4q, 4.4r, 5.5b, 5.5e, 5.5f, 5.5h, 5.5k, 5.5n, 5.5r, 5.5s, 6.6a, 6.6b, 6.6c, 6.6d, 6.6e, 6.6g, 6.6h, 6.6i, 6.6j, 6.6k, 6.6l, 6.6n, 6.6o, 6.6p, 6.6r, 6.6s, 6.6t, 6.6u, 6.6v, 7.7a, 7.7b, 7.7c, 7.7d, 7.7e, 7.7f, 7.7g, 7.7i, 7.7j, 7.7k, 7.7l, 7.7m, 7.7n, 7.7o, 7.7p, 7.7q, 8.8a, 8.8b, 8.8c, 8.8d, 8.8e, 8.8g, 8.8h, 8.8i, 8.8j, 8.8k, 8.8l, 8.8m, 8.8n, 8.8o, 8.8p, 8.8q, 8.8r, 8.8s, 9.9a, 9.9c, 9.9e, 9.9h, 9.9i, 9.9j, 9.9m, 9.9o, 10.10b, 10.10d, 10.10e, 10.10j, 10.10n, 10.10q

Illinois Social Emotional Learning Standards (SEL)

1A, 1B, 1C, 2A, 2C, 3A, 3B, 3C

Illinois Culturally Responsive Teaching and Leading Standards (CRTL)

D1, D2, D3, D5, D6, E1, E2, E3, E4, E6, E7, E8, F1, F2, F3, F4, F5, F6, F7, F9, F11, G4, G12, H1, H3

4. Course Materials

Required Texts:

Mazzotti, V. L. & Rowe, D. A. (2015). *Building Alliances: A How-To Manual to Support Transitioning Youth*. Council for Exceptional Children.

Schalock, R. L., Luckasson, R. & Tasse, M. J. (2021). *Intellectual Disability: Definition, Diagnosis, Classification, and Systems of Supports (12th ed.)*. AAIDD.

Wehman, P. (2020). *Essentials of Transition Planning (2nd ed.)*. Paul H. Brookes.

*Additional readings, videos, and other learning materials will be available via the LMS.

5. Weekly Outline of Content

Weeks	Topic(s)
Weeks 1-2	Introduction to the Course Historical Foundations and Special Education Law for Individuals with Intensive Learning Needs

Weeks 3-4	Intensive Learning Needs Across the Life Span including characteristics and programming
Weeks 5-6	Functional, Community and Health Education Curriculum
Weeks 7-8	Assessment Practices for Programming and Transition Planning
Weeks 9-10	Community Partners and Agency Supports
Weeks 11-12	Transition Planning and Practices
Weeks 13-14	Advocacy and Self-Determination
Weeks 15-16	Project/Final Exam

6. Assignments and Evaluation, including weights for final course grade

Readings: Candidates are expected to complete all readings for the course which are listed in the schedule and found in the issued textbooks or housed in the LMS.

Related Course Learning Objectives:1,2,3,4,6

Exams and Quizzes: Quizzes may be given to assess candidates' comprehension of the course content. Two exams will be used to evaluate foundational knowledge and application of material. (25%)

Related Course Learning Objectives:2,3,4,6

Course Module Activities: In each module, activities will be assigned as a means of assessing candidates' application of course content. These may include Discussion Board posts. (40%)

Related Course Learning Objectives:1,2,3,4,5,6,7,8

Course Projects: During the semester, candidates will complete two projects: one related to the assessment of the skills and needs of individuals with exceptional learning needs and one that requires candidates to use data to develop a transition plan for an individual student with exceptional learning needs. These are the major projects for this course; a corresponding department rubric will serve as the evaluation tool for each. (35%)

Related Course Learning Objectives: 1,2,3,4,5,6,7,8

*alternative/additional assignments may be added based upon candidate need

7. Grading Scale

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of total points	A
80-89% of total points	B
70-79% of total points	C
60-69% of total points	D

Less than 60% of total points F

Date approved by the department or school: 9/20/2023; revisions approved 9/28/23 Date approved by the college curriculum committee: 10/02/2023 council of teacher ed: 10/12/2023

Date approved by the Council on Teacher Education:

Date approved by CAA: CGS: