

## Council on Graduate Studies Minutes October 17, 2023

The October 17, 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, Dr. Farhad Sadeh.

**Members Absent:** Chavionne Thomas

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

**Guests Present:** None

### 1. Minutes

- a. Approval of the **050223** meeting minutes.  
Hearing no corrections, minutes stand as written.

### 2. Communication

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

Motion to approve executive actions made by Dr. Chris Laingen, seconded by Dr. Nikki Hillier. Approved by acclamation.

### 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

Motion to add all items to the October 31, 2023 agenda made by Dr. Wesley Allan, motion seconded by Dr. Nikki Hillier. Motion passed by acclamation.

### 4. Items to be Acted Upon: None

### 5. Items Pending: None

### 6. Other: Advanced Look at New Programs

Interim Dean Chesnut shared a program concept from Nutrition and Dietetics (3+2 BS Nutrition through MSND:DI)

### 7. Committee Reports

- a. Graduate Student Advisory Council (GSAC): Ms. Myra Taylor shared the GSAC Committee are establishing activities for the coming year and that meetings have been well-attended. The Committee will be distributing "Boo Bags" to graduate students the week before Halloween.
- b. Booth Collaborative Advisory Committee: (Dr. DeRuiter-Willems) Dr. DeRuiter-Willems could not attend the meeting, but will forward copies of the minutes from the meeting at a later time.
- c. Textbook Rental Advisory: No report

**8. Dean's Report**

- a.** Interim Dean Chesnut shared the OISS office has two (2) new staff members, replacing those who resigned their positions. Dr. Chesnut shared an office manager-type position has been created and the hired individual will be the primary contact for all emails and phone calls.
- b.** Nine (9) thesis award nominations were made, and a decision will be made by October 27, 2023 as to the winner of the Robert & Katherine Augustine Distinguished Thesis Award winner, the EIU College Distinguished Thesis Award winners, and the MAGS/ProQuest Distinguished Master's Thesis nominee.
- c.** Dr. Chesnut reminded those present about the EIU Graduate Fair being held October 18, and encouraged attendance and assistance in promoting the event to EIU undergraduate students.

Motion to adjourn meeting made by Dr. Nikki Hillier, seconded by Dr. Wesley Allan  
Meeting adjourned at 2:17 p.m.

**COUNCIL ON GRADUATE STUDIES**  
**Meeting Agenda**  
**October 31, 2023**

**1. Minutes**

- a. Approval of the 101723 meeting minutes

**2. Communication**

- a. October 4, 2023 CLAS Curriculum Committee Meeting Minutes

**3. Items to be Added to the Agenda**

- a. **24-15 Mitchell, Chris** Associate Graduate Faculty Nomination (thesis committee-CSA)
- b. **24-16 Webb, Amber** Associate Graduate Faculty Nomination (thesis committee-CSA)
- c. **24-17 Wehr, Nathan** Associate Graduate Faculty Nomination (thesis committee-CSA)

**4. Items to be Acted Upon**

- 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

**5. Items Pending**

- a. **None**

**6. Other**

- a. CGS Vice Chair Candidacy

**7. Committee Reports**

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

**8. Dean's Report**

- a. Office of International Student Scholars staffing update
- b. Graduate School Grad Fair Outcome

## College of Liberal Arts and Sciences Curriculum Committee

October 4, 2023 (Synchronous - Zoom) ELECTRONIC MEETING

**Participating Members:** Dave Richardson, ART; Sanghoon Kang, BIO; Steven Pellizzeri, CHM; Chigozirim Sodeke, SCJ-CMN; Chris Wixson, ENG; Chris Laingen, GEO; Aura Jirau Arroyo, HIS; Greg Cooper, SCJ-JOU; Andrew Parrish, MCS; Liza Meyers, MUS; Teresa Britton, PHI; Robert Strasbaugh, PHY; Jeff Ashley, PLS; Jerry Zhu, PSY; Nick Shaw, THA; Irene Jacobsen, WLC; Dayden Gardner, Student Member (Arts & Humanities); Taeveon Gaines, Student Member (Sciences); Interim Associate Dean Mike Cornebise, ex-officio; Interim Associate Dean Chris Mitchell, ex-officio

**Members not Participating:** Linda Ghent, ECN; Caitlin Lynch, SOC; Angie Rhoads, recorder

**Guests:** Melissa Caldwell, ENG; Angela Vietto, ENG; Marjorie Worthington, ENG

Chair Parrish called the meeting to order at 3:00 pm.

### I. Minutes

On the motion of Wixson and the second of Ashley, the CLASCC minutes of September 6, 2023 (Synchronous electronic meeting), were approved.

### II. Executive Actions

None.

### III. Items Acted On

#### 24.02      **ENG 3902, “Foundations of Second Language Acquisition”** (New Course)

Motion made (Shaw) and seconded (Jirau Arroyo) to consider. Angela Vietto presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor revisions. (17-0)

#### 24.03      **ENG 5021, “Responding to and Evaluating Student Writing”** (New Course)

Motion made (Pellizzeri) and seconded (Jacobsen) to consider. Angela Vietto presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor revisions. (18-0)

#### 24.04      **ENG 5022, “Grammar and the Teaching of Writing”** (New Course)

Motion made (Richardson) and seconded (Wixson) to consider. Angela Vietto presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor revisions. (18-0)

*Sanghoon Kang departed the meeting at 3:28 pm.*

**24.05 BA in English (Revised Program)**

Motion made (Jacobsen) and seconded (Jirau Arroyo) to consider. Melissa Caldwell presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (17-0)

**24.06 Graduate Certificate in the Teaching of Writing (Revised Program)**

Motion made (Cooper) and seconded (Ashley) to consider. Marjorie Worthington presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (17-0)

**IV. Other Business**

None.

**V. Adjournment**

On the motion of Cooper and the second of Pellizzeri, the meeting was adjourned at 3:35 p.m.

Minutes taken by Michael Cornebise and prepared by Chris Mitchell

Approved by CLASCC: October 18, 2023

Name of nominee:  Date:

Department/school:

E-mail address of nominee:

Graduate course(s) to be taught:

Semester/term and year of approval:

Need for this assignment:

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

Profile of the candidate:

A. Current position (Include academic rank if applicable):

B. Education and professional experience:

Highest degree earned:  Date awarded:

Degree granting institution:

Field of specialization:

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

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

  
\_\_\_\_\_  
Graduate Coordinator or Chair, Department Graduate Committee

   
\_\_\_\_\_  
Department Chair

  
\_\_\_\_\_  
Academic Dean

\_\_\_\_\_  
Dean, Graduate School

After form is completed, please print to obtain signatures.

RECEIVED  
THE GRADUATE SCHOOL

OCT 05 2023

EASTERN ILLINOIS  
UNIVERSITY

**Christopher J. Mitchell, Ph.D.**  
**FULL CURRICULUM VITA (2023)**



College of Liberal Arts and Sciences, Eastern Illinois University — 600 Lincoln Ave. — Charleston, Illinois 61920  
 217.581.7439 office 217.581.7085 fax cjmitchell@eiu.edu

**profile** Associate Dean of Arts and Sciences  
 Professor of Theatre

**areas of administrative specialty** Accreditation  
 Alumni and Donor Relations  
 Curriculum Assessment and Development  
 Diversity, Equity, Inclusion Issues  
 Facilities Management  
 Faculty Mentoring and Evaluation  
 Recruitment and Retention  
 Strategic Planning and Budgeting  
 Student Concerns  
 Student Research

**education** Ph.D., University of Georgia, 1999  
*Theatre History, Theory, Literature, Criticism*  
 Graduate Certificate, University of Georgia, 1999  
*Women's Studies*  
 Certificates, Uppsala University (Sweden), 1997-8  
*Advanced Swedish Language and History*  
*Swedish Language and Film Studies*  
 M.A., The Catholic University of America, 1996  
*Theatre History, Theory, Literature, Criticism*  
 B.S., Georgetown University, 1994  
*Physics, minor in Fine Arts/Theatre*  
 Also, coursework in Computer Science and Engineering

**HIGHER EDUCATION ADMINISTRATIVE EXPERIENCE**

**present position and duties**

**Associate Dean**, College of Liberal Arts and Sciences, Eastern Illinois University. Interim Appointment, renewed yearly, 2014-present.

Duties include, but are not limited to:

- supervising the periodic **external reviews** (Illinois Board of Higher Education) for units within the College and assisting with **accreditation** matters for departments
- supervising College-wide **assessment** efforts
- serving on the College's Administrative (Chairs') Council and helping field **chair and faculty concerns**
- College-level **evaluation of faculty** that are annually-contracted; also College-level **evaluation of academic support professionals**
- principal College admin representative to university-wide **diversity-equity-inclusion** taskforce ("MEI")
- representing the College to varied internal and external constituencies, including **donors and alumni**
- **substituting for the Dean** in their absence
- supervising **curriculum** revision and development; ex-officio on the College's curriculum committee
- representing the College on **recruiting** events; serving as liaison to **transfer students** during orientation events
- representing the College on **strategic planning** steering committee
- serving as College's liaison to University's **facilities** department regarding all matters affecting CLAS
- supervising **summer school** planning/enrollment management for all departments in the College
- review of faculty **assignments of duty**
- **Dean-level point of contact** for students with issues unresolved at Department level
- assisting the Dean in annual review of College **budget**, as well as in review of travel support, technology, and other requests
- **supportive attendance at a wide variety of CLAS and EIU events** throughout the year
- continued **instructional support** of home department (Theatre) by teaching one core course per semester serving as **interim chair/coordinator** as needed—served Interim Coordinator for the Asian Studies Minor, 2019-20

**HIGHER EDUCATION ADMINISTRATIVE EXPERIENCE**

**leadership training** Key activities:

- "Leading Edge" Supervisory/Leadership Development Program
- Training on **negotiation** (administration-faculty, administration-new hires) in both collective-bargaining and non-collective-bargaining environments

**key EIU admin/leadership positions** Council on University **Planning and Budget** member, 2012-14. Duties included:

- advising the President regarding the setting of program priorities in the University budget
- periodic review of the University budget, transfers of significant amounts among internal budget items, and administrative proposals for dealing with externally imposed budget reductions

Council on Academic Affairs (University **Curriculum**), 2009-12; **chair** 2011-12. Duties included:

- consideration of all curricular revision proposals generated from all Colleges within the University
- **making recommendations** regarding such to the President

**Central Leadership** (Steering Committee) of **Asian Studies** program, 2013-4; **Film Studies** program, 2008-14; and **Women's, Gender, and Sexuality Studies** program, 2013 and 2006-9. Duties included:

- curriculum revision
- review of prospective allied faculty
- creation of symposia, public relations matters, etc.

**Leadership** within the **Faculty Union** (UPI), 2010-14, several capacities:

- Theatre departmental representative
- House of delegates (statewide governance)
- IFT-AFT representative (statewide-nationwide governance)

**HIGHER EDUCATION ADMINISTRATIVE EXPERIENCE**

**previous key EIU admin/leadership positions, continued**

**Advisory Board** for Interdisciplinary Center for **Global Diversity** (ICGD), 2008-14. Primary duty:

- Coordinates administrative work of the majors/minors in **Africana Studies, Asian Studies, Latin American Studies, and Women's, Gender, and Sexuality Studies** programs.

**Presidency** of Coles County **Arts Council**, 2006-7. This involved master coordination of:

- **Promotion and facilitation of arts events** throughout the county in which EIU is located.

**Head of Academic Unit** of the Southwest Theatre Association, 2004-11. Duties for this 6-state regional organization:

- **Co-organization** of annual **conference**
- **Recruitment of scholars** for panels, **vetting of submissions, and moderating panels**

**Chair** of EIU **Library Advisory Board**, 2006-2007. Duties involved making recommendations to Dean regarding:

- **setting policies** governing the development of collections, services, and facilities in the library
- setting policies for apportioning the materials **budget**
- **engaging ideas, problems, and suggestions** from their faculty and student constituencies

**Chair of Assessment** for Theatre Arts, 2005-14. Duties included:

- Researching and **preparing annual reports** for the department in consultation with chair
- Serving as primary **liaison to Academic Assessment** and Testing Office.

**Vice-Chair** of **Campus Advising Network**, 2006-2009. Duties included:

- Assisting the chair in coordinating the exchange of information among **academic advisors** with regard to **curricular regulations and changes**.

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**HIGHER EDUCATION ADMINISTRATIVE EXPERIENCE****previous service related to administration**

University **Strategic Planning** invited participant and Noel-Levitz **Retention** focus group member, 2011.

Co-creation of initial NAST (Theatre) **Accreditation** self-study for the Department of Theatre, 2005-06; principal reviewer of document for re-accreditation, 2016 and 2021.

Many **recruitment** events (HS Theatre Fests, Regional American College Theatre Fests, Open Houses) 2001-14.

**Academic Advisor** for Theatre Arts, 2005-14.

**Curriculum** Committee for THA, 2006-2014.

Radio/Television **Advisory Board** member, 2005-2008.

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**HIGHER EDUCATION INSTRUCTIONAL EXPERIENCE**

**current rank and teaching responsibilities** Eastern Illinois University, **Theatre**, 2001-present  
**Tenure granted 2008; Professor, 2013-present**

- Instruction of theatre history sequence and theatre history electives
- Instruction of general education courses like Introduction to Theatre
- Direction and dramaturgy in departmental productions
- Advising of Majors and Minors
- Mentoring of undergraduate research/creative projects
- Affiliated faculty in **Asian Studies, Center for the Humanities, Film Studies, Women's Studies**

**curricular areas taught or qualified to teach**

Acting, Introduction to / Scene Study  
African and African-American / Diaspora Theatre  
Appreciation of / Introduction to Theatre, the Arts  
Asian Theatre (particularly Japanese, Chinese)  
Cinema, Introduction to / History of  
Commedia dell'Arte  
Directing, Introduction to / Advanced  
Dramaturgy: Methods and Practice  
Feminist Theory  
Humanities / Liberal Arts, Introduction to  
Scandinavian Theatre, History of / Modern Era  
Script Analysis  
Theatre and Cinema, Interrelationship of  
Theatre History, European / U.S.  
U.S. Theatre and Drama, Development of  
Women's and Gender Studies, Introduction to

**student evaluations:** Average is consistently in 4.5 to 5.0 range (maximum 5.0) on Purdue evaluation system — data upon request

**prior positions** Uppsala University (Sweden) Summer Session, 2001  
*Visiting Professor*

- Instruction of Modern Scandinavian Drama course
- Direction of Strindberg play, *Miss Julie*

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**HIGHER EDUCATION TEACHING EXPERIENCE****prior positions (continued)**

University of Texas of the Permian Basin, 2000-1  
*Adjunct Professor*

- Instruction of Theatre Appreciation course

Midland College (Texas), 2000-1  
*Adjunct Professor*

- Instruction of Theatre Appreciation and Introduction to Cinema courses

University of Georgia, 1997-99  
*Teaching Assistant, Department of Drama and Theatre*

- Instruction of Theatre Appreciation and Introduction to Cinema courses

University of Georgia, 1997-99  
*Teaching Assistant, Women's Studies Program*

- Instruction of a graduate-level course ("Feminist Theory") and two undergraduate-level courses ("Feminist Theory" and "Multicultural Perspectives on Women in the U.S.")

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**CREATIVE ACTIVITY (THEATRE)\* — LARGELY PRIOR TO ASSOCIATE DEAN POSITION****acting in, direction/co-direction of theatrical productions**

*A Bright New Boise.* By Samuel Hunter. Actor, role: "Hobby Lobby television pitchman." Eastern Illinois University Theatre, 2021.

*The Importance of Being Earnest.* By Oscar Wilde. Nativity B.V.M. Regional Theatre Camp (Pottsville, PA), 2014. (Invited opportunity as outstanding alumnus)

*I Don't Have to Show You No Stinking Badges!* By Luis Valdez. Directed. Eastern Illinois University Theatre, 2013.

*A Strindberg Café: Two Savagely Short Plays by Sweden's National Playwright (Mother Love and The Stranger).* By August Strindberg. Directed. Eastern Illinois University Theatre, 2012.

*The Vagina Monologues.* By Eve Ensler. Co-Directed. Eastern Illinois University Women's Studies Program, 2012.

*Volpone.* By Ben Jonson. Directed. Eastern Illinois University Theatre, 2011.

*Tartuffe.* By Molière. Directed my own translation-adaptation. Eastern Illinois University Theatre, 2011.

*The Vagina Monologues.* By Eve Ensler. Co-Directed. Eastern Illinois University Women's Studies Program, 2010.

*The Vagina Monologues.* By Eve Ensler. Co-Directed. Eastern Illinois University Women's Studies Program, 2008.

*Only An Orphan Girl.* By Henning Nelms. Directed. Eastern Illinois University Theatre, 2007.

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\* In academic theatre, production direction (or co-direction), dramaturgy, and acting a role are considered existentially equivalent to traditional scholarly publication, given their significant research component and time commitment. My research/creative is a hybrid of both the activity and traditional scholarly activity, hence the two sections in this document.

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**THEATRICAL CREATIVE ACTIVITY**

**acting in, direction/co-direction of theatrical productions, continued** *An Afternoon of Scenes '06.* Multiple playwrights. Co-Directed. Eastern Illinois University Theatre Camp, 2006.

*Sweet Betsy from Pike: A Horse Opera.* By Mark Bucci. Directed. Eastern Illinois University Opera Theatre Workshop, 2006.

*An Afternoon of Scenes '05.* Multiple playwrights. Co-Directed. Eastern Illinois University Theatre Camp, 2005.

*A Dickens' Christmas Carol: A Traveling Travesty in One Turbulent Act.* By Mark Landon Smith. Directed. Central Illinois Stage Company, 2004.

*An Afternoon of Scenes '04.* Multiple playwrights. Co-Directed. Eastern Illinois University Theatre Camp, 2004.

*A Christmas Carol.* By Lynn Stevens. Directed. Mattoon Arts Council, 2003.

*A Summer Commedia.* Structured-Improvisation Piece. Directed. Eastern Illinois University Theatre Camp, 2003.

**dramaturgy of theatrical productions** *Lonely Planet.* By Stephen Dietz. Eastern Illinois University Theatre, 2014.

*Translations.* By Brian Friel. Eastern Illinois University Theatre, 2010.

*The Tempest.* By William Shakespeare. Eastern Illinois University Theatre, 2009.

*Medea.* By Euripides. Eastern Illinois University Theatre, 2008.

*The Crucible (excerpt).* By Arthur Miller. Embarras Valley Film Festival, 2008.

*Eleemosynary.* By Lee Blessing. Eastern Illinois University Theatre, 2007.

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**THEATRICAL CREATIVE ACTIVITY**

**dramaturgy of theatrical productions, continued** *The Birthday Party.* By Harold Pinter. Eastern Illinois University Theatre, 2006.

*The Little Foxes.* By Lillian Hellman. Eastern Illinois University Theatre, 2006.

*She Stoops to Conquer.* By Oliver Goldsmith. Eastern Illinois University Theatre, 2005.

*All My Sons.* By Arthur Miller. Eastern Illinois University Theatre, 2004.

*The Glass Menagerie.* By Tennessee Williams. Eastern Illinois University Theatre, 2004.

*A Doll's House.* By Henrik Ibsen. Eastern Illinois University Theatre, 2003.

*MASTER HAROLD...and the "boys."* By A. Fugard. Eastern Illinois University Theatre, 2002.

*Candida.* By George Bernard Shaw. Eastern Illinois University Theatre, 2001.

*Hair.* By G. Ragni, J. Rado, and G. MacDermot. University of Georgia Theatre, 1997.

*Macbeth.* By William Shakespeare. University of Georgia Theatre, 1996.

**directing-dramaturgy activity in progress at press time** Ongoing Asian Theatre direction-dramaturgy training via workshop participation/rehearsal observation for productions of Jingju ("Beijing Opera"), Kyogen, Kabuki, and Noh in varied locations worldwide. (Continues intermittently while in admin position.)

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**TRADITIONAL SCHOLARLY ACTIVITY**

**articles published, in press, submitted/ in preparation** "Swedenborg/Strindberg: The Influence of the 'Scandinavian Buddha' on Strindberg's Dramaturgy." Completed with intent to submit to interdisciplinary/philosophy journals.

"Mother Issues: New Paradigms in Strindbergian Drama and Production." Completed with intent to submit to journals in theatre history and Strindbergiana.

"A Strindbergian Foray into Ancient Greece: *Hermione and Hellas*." Originally printed in online conference proceedings for ATINER 2012 conference (see below), <http://www.atiner.org/papers/ART2012-0140.pdf>; with recent enhancements it is now in preparation for submission to journals in theatre history and Strindbergiana.

"Adding some 'PEP' ('Proto-Expressionistic Props') to the Swedish Stage: Strindberg's Property Usage and His Intimate Theater." *Theatre Symposium* 18 (2010): 48-55.

"Strindbergiana: A Case Study of U.S. Reception of Sweden's National Playwright." *Scandinavian Studies* 80:3 (2008). 345-362.

"Radikalfeministen Strindberg." ("Strindberg, the Radical Feminist.") In *Det gäckande könet: Strindberg och genusforskning*. Stockholm: Brutus Östlings Bokförlag Symposion, 2006. 217-232.

"MASTER HAROLD...and the 'boys'." In *Literature and Its Times: Supplement One, Part 2*. Detroit: Gale Group, 2003. 317-25.

"Fore/Shadows of the Post-Modern in Strindberg's *Ett Drömspel*." In *Strindberg and Fiction*. Ed. Göran Rossholm et al. Stockholm: Stockholm UP, 2001. 247-56.

"Reinhardt, Strindberg, and the Chamber Space." *Theatre Southwest* 28 (2000): 10-16.

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**TRADITIONAL SCHOLARLY ACTIVITY**

**articles published, in press, submitted/ in preparation, cont'd.** "Gender and Marriage Constructions Across the *Inferno*: Strindberg's *The Father and The Dance of Death, Part One*." In *Expressionism and Modernism: New Approaches to August Strindberg*. Ed. Michael Robinson and Sven Hakon Rossel. Vienna: Editions Praesens, 1999. 121-28.

**book reviews** Reviews of *Latina Performance: Traversing the Stage*, by Alicia Arizon; *Latin American Women Dramatists: Theatre, Texts, and Theories*, ed. Catherine Larson and Margarita Vargas; *The Decolonial Imagery: Writing Chicanas into History*, by Emma Perez; and *Critical Acts: Latin American Women and Cultural Criticism*, by Elizabeth A. Marchant. *National Women's Studies Association (NWSA) Journal* 12:2 (Fall 2000): 169-75.

Review of *Portraits of Courage: Plays by Finnish Women*, ed. S. E. Wilmer. *New England Theatre Journal* 10 (1999): 121-23.

Review of *Redressing the Canon: Essays on Theater and Gender*, by Alisa Solomon. *National Women's Studies Association (NWSA) Journal* 11:1 (Spring 1999): 208-10.

**collaboration credit acknowledgement in scholarly text** Jacobus, Lee A., ed. *The Bedford Introduction to Drama*, 6th edition. Boston: Bedford/St. Martins, 2009.

Richmond, Farley. *Kuttiyattam: Sanskrit Theater of India*. CD-ROM. Ann Arbor: University of Michigan Press, 1998.

**conferences organized or co-organized** EIU Undergraduate Research and Creative Activity Fair. Founded 2016; co-organized yearly.

EIU Theatre Arts-English Annual Undergraduate Research Symposium. Founded 2005; organized yearly.

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**TRADITIONAL SCHOLARLY ACTIVITY**

- doctoral dissertation** *The Proto-Feminist Constructions of Gender in August Strindberg's Pre-Inferno Plays.* Diss. University of Georgia, 1999. Ann Arbor, Michigan: UMI, 1999, 9928969.
- master's thesis** *Gender Relations in the "Cynical Plays" of August Strindberg.* Thesis. The Catholic University of America, 1996.
- professional research experience** **Postdoctoral Research Fellow**, Swenson Center for Swedish Immigration Research, Augustana College, Rock Island, IL, USA, 1999.  
Fellowship catalyzed a long-term research project that has been summarized in an article that has been published by *Scandinavian Studies* (see "Strindbergiana" in Articles Published section above).
- Research Assistant in Theatre Theory and Interactive Performance**, University of Georgia; Athens, GA, USA, 1997-8.  
Joint research on theoretical implications of computer-assisted performance. Supervision of application of research in departmental production season. Assisted with construction of CD-ROM theatre history textbook.
- research in progress at press time** Preparation of book-length manuscript, *Strindberg and Gender: A Critical Reappraisal*.
- scholarly presentations/lectures, panels chaired, conferences attended** Attendee, Council of Colleges of Arts and Sciences (CCAS), 2021-2023, Candidate for board position, 2023.  
Panel Chair/Respondent, "Collage Panel" [Translation/Adaptation Issues in Japanese and Korean Theatre.] Association for Asian Performance 16th Annual Conference, Chicago, Illinois, August 2016.

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**TRADITIONAL SCHOLARLY ACTIVITY**

- scholarly presentations/lectures, panels chaired, conferences attended, cont'd.** Panel Chair/Respondent, "Touring Performers and Tourist Spectators: International Audiences for Japanese Performance." Association for Asian Performance 15th Annual Conference, Montreal, Québec, Canada, July 2015.  
"Theatre and Popular Entertainment in the 19th century." Invited lecture for Macon County Conservation District, Decatur, IL, July 2015.  
"Directing Strindberg" and "Strindberg and the Development of Modern Theatre." Invited lectures at University of Hawaii-Manoa Theatre and Dance Department, Honolulu, HI, February 2014.  
Panel Chair and Faculty Respondent to "The Teatro Olimpico: The Marvel," "Hermia, Bottom, and Barrenness: The Language of Patriarchal Disempowerment in A *Midsummer Night's Dream*," and "Dr. Faustus." 2013 Theatre Arts Undergraduate Research Symposium, Eastern Illinois University, November 2013.  
Panel Chair and Faculty Respondent to "Theatre and the French Revolution," "The Passion within *The Taming of the Shrew*," "Entertainment' in *The Taming of the Shrew*," and "To Rail or Not to Rail: A Question for Every *Shrew*." 2012 Theatre Arts Undergraduate Research Symposium, Eastern Illinois University, November 2012.  
"A Strindbergian Foray into Ancient Greece: *Hermione and Hellas*." Athens Institute for Education and Research 3rd International Conference on Fine and Performing Arts, Athens, Greece, May 2012.  
Panel Chair and Faculty Respondent to "Lover or Servant? Shakespeare's Thoughts on Marital Roles in *The Taming of the Shrew*" and "'Seeming' in *Measure for Measure*." 2011 Theatre Arts Undergraduate Research Symposium, Eastern Illinois University, December 2011.

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**TRADITIONAL SCHOLARLY ACTIVITY**

- scholarly presentations/lectures, panels chaired, conferences attended, cont'd.** "Swedenborg/Strindberg: The Influence of the 'Scandinavian Buddha' on Strindberg's Dramaturgy." Theatre and Performing Arts Research Association Annual Conference, Cardiff, Wales, September 2010.  
"State of the Scholarship: August Strindberg." Invited Lecture, University of Georgia, February 2010.  
Panel Chair and Faculty Respondent to "Staging Shakespeare in Its Own Time: *The Tempest*" and "Coming Out into the Dark." Fifth Annual Theatre Arts Undergraduate Research Symposium, Eastern Illinois University, December 2009.  
"Teaching Shakespeare," Re-Encountering Shakespeare: The 20th Annual Literature Conference for Teachers and Lovers of Good Books, November 2009.  
"Our American Cousin: Melodrama and the Civil War," Embarras Valley Film Festival, Charleston, IL, November 2009.  
"Adding some 'PEP' ('Proto-Expressionistic Props') to the Swedish Stage: Strindberg's Property Usage and His Intimate Theater." Presented at the Annual Southeast Theatre Conference, Winston-Salem, North Carolina, April 2009.  
Panel Chair and Faculty Respondent to "Fakes, Frauds, and Fronts: 'Seeming' in Shakespeare's *Measure for Measure*"; "Virginity as a Battle of the Sexes in *Measure for Measure*"; and "William Shakespeare's *Measure for Measure*: The 'Ice' of Angelo's Politics." Fourth Annual Department of Theatre Arts Undergraduate Research Symposium, Eastern Illinois University, December 2008.  
Conference Attendee, ASTR (American Society for Theatre Research), Boston, Massachusetts, November 2008.

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**TRADITIONAL SCHOLARLY ACTIVITY**

- scholarly presentations/lectures, panels chaired, conferences attended, cont'd.** "Enter the Matrix: Selecting a Balanced Season for Academic Departments of Theatre." Presented at the Annual Southwest Theatre and Film Conference, Hot Springs, Arkansas, November 2008.  
"Resistance to Patriarchally-Defined 'Mothering' in Strindbergian Drama: *The Father and Mother Love*." Presented at the "Performing Motherhood" invited conference, Mount Allison University, Sackville, New Brunswick, Canada, October 2008.  
Panel Chair and Faculty Respondent to "From Capitano to Fraternity 'Bro': The Evolution and Influence of Commedia dell'Arte on Modern-Day Improv" and "Gustav III: Sweden's Actor-King and the National Theatre Which He Envisioned." Third Annual Department of Theatre Arts Undergraduate Research Symposium, Eastern Illinois University, December 2007.  
EIU College of Arts and Humanities Representative, 27th International Lilly Conference on College Teaching, Oxford, Ohio, November 2007.  
"But I'd Rather Be Onstage! The Challenge of Turning On Undergraduates to Dramaturgy." Presented at the Southwest Theatre and Film Conference, Corpus Christi, Texas, USA, November 2007.  
Panel Chair and Faculty Respondent to "Shakespeare's Bastards" and "Hamlet, the Scholar." Second Annual Department of Theatre Arts Undergraduate Research Symposium, Eastern Illinois University, December 2006.  
"Duse, Mysticism, and Stanislavski." (Also panel chair) Presented at the 59th Annual Southwest Theatre and Film Conference, Alexandria, Louisiana, USA, November 2006.  
Conference Attendee, Council on University Research (CUR), Greencastle, Indiana, USA, June 2006.

### TRADITIONAL SCHOLARLY ACTIVITY

**scholarly presentations/ lectures, panels chaired, conferences attended, conf'd.** Panel Chair and Faculty Respondent to "A Doll's House: One Slammed Door Opens Several Others," "A Sex-Toy House," and "Art and the Artist Represented in Chekhov's *The Seagull*." Inaugural Department of Theatre Arts Undergraduate Research Symposium, Eastern Illinois University, December 2005.

Chair/Respondent, "Emerging SWTFA Scholars Series: 'Maurine Dallas Watkins and All that Jazz' by Joel Lamar Cruz; 'Lessons from The Piano Lesson' by Delma Maldonado; and 'One Flew Over the Cuckoo's Nest: From Page to Stage to Picture' by Mark C. Guerra." 58th Annual Southwest Theatre and Film (formerly SWTA) Conference, Lubbock, Texas, USA, October 2005.

"Strindbergama: A Case of Early U.S. Reception of Sweden's National Playwright." Presented at the 95th Annual Meeting of The Society for the Advancement of Scandinavian Studies, Portland, Oregon, USA, May 2005.

Chair/Respondent, "Emerging SWTA Scholars Series: 'The Laramie Project's Use of the Suggestive Image' by Season Ellison." 57th Annual Southwest Theatre Conference, Plano, Texas, USA, November 2004.

"Elizabeth I and the Theatre." Presented at the "Elizabeth I: Ruler and Legend" conference, Eastern Illinois University, April 2004.

"The Introductory Undergraduate Theatre History Course: Strategies and New Directions." Presented at the 56th Annual Southwest Theatre Conference, Farmington, New Mexico, USA, November 2003.

"Undergraduate Theatre History Curricula: New Directions." Presented at the 55th Annual Southwest Theatre Conference, Oklahoma City, Oklahoma, USA, November 2002.

### TRADITIONAL SCHOLARLY ACTIVITY

**scholarly presentations/ lectures, panels chaired, conferences attended, conf'd.** "2001: A (Theatre Research) Odyssey—Internet Issues in Theatre Research and Teaching." Presented at the 54th Annual Southwest Theatre Conference, Irving, Texas, USA, November 2001.

"Intersections of Gender and Colonial Identity in Nigerian Drama: Soyinka's *The Lion and the Jewel* and Isola's *Madam Tinubu*." Presented at the "Pre-, Post, and Neo-Colonialisms: Wole Soyinka and Contemporary Theatre" Conference (Mr. Soyinka present), Toronto, Ontario, Canada, October 2001.

"Reinhardt, Strindberg, and the Chamber Space." Presented at the 53rd Annual Southwest Theatre Conference, Hot Springs, Arkansas, November 2000.

"Strindberg and Post-Modernism: *Damaskus* and *Drömspel*." Presented at the 14th International Strindberg Conference, Stockholm, Sweden, June 1999.

"Strindberg, Bergman, Sjöberg: The Existentialist Link." Presented at the "Intersections: Strindberg, Bergman, Sjöberg" Conference, Stockholm, Sweden, August 1998.

"*Fröken Julie* and the Construction of Knowledge." Presented at the 88th Annual Meeting of The Society for the Advancement of Scandinavian Studies, Tempe, Arizona, USA, May 1998.

"Gender and Marriage Constructions Across the *Interno*: Strindberg's *The Father* and *The Dance of Death, Part One*." Presented at the 13th International Strindberg Conference, Linz, Austria, October 1997.

**volumes edited/ editorial consultancies**

*Athens Journal of Humanities & Arts*. Editors' and Reviewers' Board member, 2014-present.

*Theatre Southwest*. Final print volume (Vol. 29-30), 2003-04. Transitioned to online, 2004-05. Online vols. E-1 (2006) and E-2 (2007). Due to funding considerations, journal folded with disbanding of SWTFA organization.

### SERVICE ACTIVITY AND AWARDS — PRIOR TO ASSOCIATE DEAN POSITION

#### department- and program-level activity

Academic Advising, Theatre Arts, 2005-14.  
Accreditation (NASI) Committee, Theatre Arts, 2005-9.  
Assessment (Chair), Theatre Arts, 2005-14.  
Bylaws/Guidelines Committee, Theatre Arts, 2009-14.  
Curriculum Committee, Theatre Arts, 2006-14.  
Executive Committee, Women's Studies, 2006-9, 2013.  
Faculty Eval. Criteria (DAC) Cmte, Theatre Arts, 2002-14.  
Feminist Film Fest Cmte, Women's Studies, 2003-14.  
Library Coordinator, Theatre Arts, 2009-14.  
Personnel Committee, Theatre Arts, 2008-14.  
Play Selection Committee, Theatre Arts, 2002-10.  
Recruitment, Illinois HS Theatre Fest, 2011.  
Scholarship/Awards Committee, Theatre Arts, 2009-10.  
Steering Committee, Asian Studies, 2013-4.  
Steering Committee, Film Studies, 2008-14.  
Student Sketch Comedy Advisor, Theatre Arts, 2008-14.  
Study Abroad Committee, 2004-10.  
Summer Camp Committee (Chair), 2003-8.  
Travel Committee, Theatre Arts, 2009-10.

#### university-level activity

Admissions Borderline-Case Reviewer, 2004-9.  
Campus Advisory Network, 2004-14 (Vice Chair 06-09).  
Council on Academic Affairs, 2009-12 (Chair 11-12).  
Council on University Planning and Budget, 2012-14.  
Faculty Fellows, 2006-present (admins allowed to serve).  
Faculty Union (UPI) Dept. Rep. Theatre Arts, 2010-4.  
Global Diversity Center Advisory Board, 2008-14.  
Library Advisory Board, 2005-8 (Chair 2006-7).  
Noel-Levitz Retention Focus Group, 2011.  
Radio/Television Advisory Board, 2005-8.  
Strategic Planning Conferences Participant, 2011.

#### community, region, state, national, and international activity

Coles County Arts Council, 2005-9 (President, 2006-7).  
EIU-UPI representative to IFT/AFT unions, 2012-14.  
State-level Faculty Union (UPI) governance, 2009-14.  
SW Th/Film Assn., 2000-11 (Academic Head, 2004-11).

#### honors/awards

EIU Distinguished Honors Faculty Citation, 2006.  
D. and N.W. Olssen Postdoctoral Fellowship, 1999.  
Phi Beta Delta International Scholars Inductee, 1999.

Associate-

per Polydore  
(see attached)

Name of nominee: Amber Webb Date: 5/30/23

Department/school: EIU - Academic Support

E-mail address of nominee: ajwebb2@eiu.edu

Graduate course(s) to be taught: THESIS ONLY

Semester/term and year of approval: FALL 2023

Need for this assignment: THESIS ONLY

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

Profile of the candidate:

1. Current position (Include academic rank if applicable): Dir. of Academic Advising

2. Education and professional experience:

Highest degree earned: Masters of Science Date awarded: May 2019

Degree granting institution: Eastern Illinois University

Field of specialization: College Student Affairs

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

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

See attached resume

Graduate Coordinator or Chair, Department Graduate Committee

Department Chair

Academic Dean

Dean, Graduate School

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**Tested Experience Exception Rubric**

Potential Instructor: Amber Webb Date 5/30/23

Tested Experience Exception Minimum Requirements	Expectation Met (✓)
At-least <u>five years of experience</u> in the profession or current employment in the field; .....	<hr/>
Hold appropriate professional certifications and licenses (as appropriate to the field and if applicable); and .....	<hr/>
A baccalaureate degree (B.A., B.F.A., B.S., and so on) to teach undergraduate students or a graduate degree (M.A., M.S., M.Ed. or Ed.S.) with additional coursework in the field or discipline of instruction.....	<hr/>
<p>If the minimum requirements are not met, please provide justification for why this candidate should be considered as an adjunct instructor.</p> <ul style="list-style-type: none"> <li>• Amber is a graduate of the program, who received the highest award conferred by the graduate school</li> <li>• Amber completed a high quality thesis, and had multiple conference presentations</li> <li>• Amber is completing her 4<sup>th</sup> year experience in the field,</li> <li>• Amber is currently a doctoral student in a relevant field</li> <li>• All of the above position Amber to be an excellent asset on a thesis committee</li> </ul>	✓

**Signatures:**

  
\_\_\_\_\_

Date: 6/21/23

  
\_\_\_\_\_

Date: 6/21/23

  
\_\_\_\_\_

Date: 7/20/23

**If Needed:**

**VP of Academic Affairs**

\_\_\_\_\_

Date: \_\_\_\_\_

OCT 03 2023

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# Amber Webb

307 N. Green St. | Teutopolis, Illinois 62467 | 217-821-3442 | [amberjwebb@gmail.com](mailto:amberjwebb@gmail.com)

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## EDUCATION

**Doctor of Philosophy**, Higher Education Administration, Illinois State University Bloomington Illinois, Anticipated May 2026

**Master of Science**, College Student Affairs, Eastern Illinois University, Charleston, Illinois, May 2019

*Thesis: Kids, Spouses, School, Oh My! The Non-Traditional Student Experience*

**Bachelor of Science**, Magna Cum Laude, Family and Consumer Sciences – Family Services,

Minor: Psychology, Eastern Illinois University, Charleston, Illinois, May 2017

**Associate of Arts**, Liberal Arts, Lake Land College, Mattoon, Illinois, May 2015

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## RELATED EXPERIENCE

**Director**, Academic Support, Eastern Illinois University, October 2022 – Present

- Direct academic support programs, including individual learning instruction, referral services, and support; hire, and train graduate assistants and interns to teach EIU 2919, offer workshops, and to counsel undergraduate students; responsible for all budgets assigned to academic support; supervise graduate assistants, interns, and other student success staff; develop programs, policies, and procedures for the academic support unit; conduct outreach efforts to enhance the learning environment at Eastern Illinois University, including student workshops, classroom visits, staff information sessions, and presentations for the University community; develop, support, and help implement University-wide learning initiatives especially in the areas involving EIU 2919, reinstated students, review students, and EIU 1111; foster collaboration among student support providers through meetings, marketing efforts, joint workshops and the virtual success center; develop and maintain a cooperative relationship with the faculty advisors, and other support providers; track assessment data to determine the success of programs and write annual reports; advise Dean regarding the management of student success; participate in Academic Support Center staff meetings and collaborate with colleagues withing the ASC and the university; engage in scholarly and professional activities; assist other units in training student staff, such a resident hall assistants, orientation leaders, Greek scholastic chairs, etc.; hire and supervise tutors; manage Knack account

**Director**, TRIO Student Support Services, Lake Land College, October 2021 – October 2022

- Oversee all aspects of the TRIO Student Support Services (SSS) program administration, coordination, marketing, and implementation; hire, train, supervise and evaluate all TRIO SSS staff, serve as chief liaison between TRIO SSS and Lake Land College, remain up-to-date on Department of Education policies, the Code of Federal Regulations, grant terms, and conditions to ensure the program remains in compliance; authorize all expenditures of TRIO SSS and maintain budget for appropriate utilization of federal grant funds; advise and assist in the proper distribution and accounting for all TRIO SSS equipment; Oversee the preparation and monitoring of fiscal and technical reports related to TRIO SSS

**Advising Counselor**, TRIO Student Support Services, Lake Land College, June 2019 – October 2021

- Interview potential participants; coordinate the academic, career, and learning style assessment for each participant; develop an Individual Student Plan and arrange for provision of services needed; coordinate Early Alert Program to monitor all participant and document services provided; plan and coordinate transfer workshops, college visits, and cultural activities; maintain records of student contacts; recruit, train, and coordinate TRIO Ambassadors; assist in program recruitment and implement orientation sessions for new and returning participants; collaborate with student services, other college personnel, and community agencies to identify and access additional support to meet the needs of participants; provide comprehensive support services, including financial planning, aid in completing financial aid applications, transfer planning, academic advisement, course selection, and career counseling, Demonstrate an ability to communicate with people of diverse backgrounds

**Graduate Assistant**, Department of Counseling and Higher Education, Eastern Illinois University, May 2018 – May 2019

- Update departmental website though Global Site Manager and Omni Update, build classes on Desire to Learn, grade assignments, review and design quizzes, track student applications on the Prospective Recruit Management System, organize the College Student Affairs program interview days, assist with marketing the department's new program, and assist the professors with any projects needed

**Graduate Intern**, Student Success Center, Eastern Illinois University, August 2018 – December 2018

- Referred students to TRIO, counseling, career services, academic advising, and financial aid, taught eight students in Strategies for Academic Success to students on academic warning to improve their scholastic performance, updated the Student Success Center Website using Global Site Manager and Omni Update, used Early Alert System to assist students struggling in class or with poor attendance, created an interactive learning experience for the students in Strategies for Academic Success though Desire To Learn

**Graduate Intern**, Counseling Services, Lake Land College, May 2018 – July 2018

- Assisted with new student orientation, observed academic advising, registered students for classes, familiarized students with their Laker Hub, reviewed articulation agreements with universities, and helped teach a section of Strategies for Success

**Graduate Assistant**, Center for Academic Technology Support, Eastern Illinois University, May 2017 – May 2018

- Search Engine Optimization for the University's website with Swyfttype, managed and supervised all calendar activity submissions for the University's calendar on the website.

### HONORS & RECOGNITION

- Hamand Society of Graduate Scholars, Eastern Illinois University, 2019
- Distinguished Graduate Student for College Student Affairs, Eastern Illinois University, 2019
- Lela Cox Schaaf College Student Affairs Fund Award, Eastern Illinois University, 2018
- ACPA Case Study Competition winner, Third Place, March 2018
- Williams Travel Grant, Eastern Illinois University, 2017, 2018
- Outstanding Senior Award in Family Services, Eastern Illinois University, Fall 2016

### INVOLVEMENT/COMMITTEE WORK

- Student Affairs 101 Committee, March 2023 - Present
- Orientation Task Force, February 2023 – Present
- University Foundation Advisory Committee, February 2023 - Present
- Mental Health Fair Committee, January 2023 – Present
- Committee on Retention Efforts, Eastern Illinois University, co-chair, October 2023 - Present
- Thesis of the Year Committee, Department of Counseling and Higher Education, Eastern Illinois University, April 2022
- Search Committee, Lake Land College TRIO Programs Administrative Assistant, April 2022
- Search Committee, Lake Land College Grant Writer, January 2022
- Employee Engagement, Communication, and Inclusion Task Force, January 2022 – Present
  - Inclusion Sub-Committee, chair, January 2022 – Present
- Search Committee Chair, Lake Land College TRIO Student Support Services, Advisor, October 2021
- Search Committee, Lake Land College TRIO Destination College Outreach Advisor, July 2021
- Lake Land College Foundation Scholarship Review Committee, September 2020 - Present
- Inclusion & Diversity Education Committee, Member, June 2019 – Present
  - Safe Zone Committee Member, March 2021 – Present
  - Safe Zone Trainer, March 2021 – Present
- College and Community Services Awareness Task Force, July 2021 - Present
- Search Committee, Lake Land College TRIO Student Support Services Administrative Assistant, January 2020
- EIU Cares Student Wellness Fair Committee, Co-chair, January 2019- May 2019
- TRIO Mentor Program, Mentor, October 2018 – May 2019
- CSA Days Committee, Member, August 2018 – May 2019
- Making Excellence Inclusive Committee, Member, June 2018 – May 2019
- Graduate Network for Undergraduates, Graduate Mentor, September 2017- May 2019
- College Student Affairs 101 Committee, Co-chair, September 2017 – October 2018
- Ranes Award Committee, member, March 2018

## PROFESSIONAL ORGANIZATIONS/INVOLVEMENT

**National Academic Advising Association**, November 2020 – Present

- National Conference Pre-Conference Session Proposal Reviewer, March 2021
- Region 5 2021 Awards Committee Member, November 2020

**Illinois National Academic Advising Association**, August 2018 – May 2019; November 2020 - Present

- ILACADA Academic Advising Conference Planning Committee, November 2020 - Present
- ILACADA Academic Advising Conference, September 2018

**Council on Opportunity in Education**, June 2019 - Present

**Graduate Student Advisory Council**, September 2017 – May 2019

- **President**, April 2018 – May 2019
- **Vice President for Recruitment and Retention**, September 2017 – April 2018

**College Student Personnel Association**, November 2017 – May 2019

- **Professional Development Administrator**, December 2017 – May 2019

**Kappa Omicron Nu Honor Society**, October 2016 – May 2019

- **Secretary**, April 2017 – August 2018

**American College Personnel Association**, November 2017 – Present

- **Ambassador**, American College Personnel Association July 2018 – May 2019
- **Directorate**, Commission for Commuter Students and Adult Learners, December 2018 – November 2019

**National Association of Student Personnel Administrators**, November 2017 – November 2018

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## TEACHING EXPERIENCE

EIU 2919, Strategies for Academic Success, Eastern Illinois University, Spring 2023, Undergraduate Course

EIU 2919, Strategies for Academic Success, Eastern Illinois University, Fall 2018, Undergraduate Course

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## PRESENTATIONS/PUBLICATIONS

Webb, A., & Kaurin, J. (2022, September). *How to incorporate cultural wealth into your TRIO practice*. Session presented at the Council for Opportunity in Education National Conference, San Diego, California

Webb, A., & Higgerson, P. (2021, September). *Where do we go from here? As we move forward with virtual advising we must look back to the future*. Session presented at the Illinois Academic Advising Association Annual Conference, Charleston, Illinois

Webb, A., Verdin, B., & Jackson, K. (2021, April). *Community Cultural wealth*. Session presented at Staff Development, Lake Land College, Mattoon, IL

Niebrugge, A., & Webb, A. (2021, April). *Supporting first gen students*. Session presented at Staff Development at Lake Land College, Mattoon, Illinois

Niebrugge, A., & Webb, A. (2020, November). *Supporting first gen students*. Session presented at Staff Development at Lake Land College, Mattoon, Illinois

Niebrugge, A., & Webb, A. (2019, November). *Supporting first gen students*. Session presented at Staff Development at Lake Land College, Mattoon, Illinois

Webb, A. & Polydore, C. (2019, March). *The lived experiences of moderately to highly non-traditional students*. Poster session at the American College Personnel Association, Hynes Convention Center, Boston, MA.

Polydore, C. & Webb, A. (2019, January). *Owning your value: Mining your cultural wealth*. Session presented at the EIUnity Diversity Conference, Eastern Illinois University, Charleston, IL

Webb, A., & Krausen, R. (2018, October). *The nextgen experience: What to expect*. Session presented at the Student Affairs 101 Conference, Eastern Illinois University, Charleston, IL

Rumann, C., Bemba, Y., Rodriguez, N., Terrell, S., Cundy, B., & Webb, A. (2018, October) *Successfully navigating graduate school in student affairs*. Session presented at the ACPA Midwest Conference, Kauffman Foundation Conference Center, Kansas City, MO

Webb, A. (2018, October). *The Midwestern graduate experience through the eyes of one student organization*. Session presented at the ACPA Midwest Conference, Kauffman Foundation Conference Center, Kansas City, MO

Polydore, C. & Webb, A. (2018, October). *Making excellence inclusive: Advancing equity-minded practice*. Session presented at the Student Success Conference, Indiana State University, Terre Haute, IN

Webb, A. & Polydore, C. (2018, September). *What does the first year look like for a non-traditional undergraduate student?* Session presented at The Midwest First-Year Conference, University of St. Francis, Joliet, IL

- Webb, A. & Polydore, C. (2018, September). *Spotlight on non-traditional students: How can advisors aid their success?* Session presented at ILACADA Academic Advising Conference, University of Illinois Springfield, Springfield, IL
- Webb, A., Garner, A. Frye, A., Gonzalez, P., Krausen, R., Polydore, C. (2018, April). *First-Generation student knowledge, use, and satisfaction of academic resources*. Poster session at the Distinguished Graduate Awards, Eastern Illinois University, Charleston, IL.
- Webb, A., Garner, A. Frye, A., Gonzalez, P., Krausen, R., Polydore, C. (2018, March). *First-Generation student knowledge, use, and satisfaction of academic resources*. Poster session at Student Research and Creative Discovery Conference, Eastern Illinois University, Charleston, IL.
- Webb, A., Garner, A. Frye, A., Gonzalez, P., Krausen, R., Polydore, C. (2017, February). *First-Generation student knowledge, use, and satisfaction of academic resources*. Poster session at College of Education and Professional Studies Research Fair, Eastern Illinois University, Charleston, IL.
- Krausen, R., Webb, A., & Garner, A. (2017, October). *What I wish I knew about grad school: SA edition*. Session presented at Student Affairs 101 Conference, Illinois State University, Bloomington, IL.
- 

### REFERENCES

- John Henderson, Assistant Vice President of Academic Affairs of Technology Emeritus, Eastern Illinois University, [jghenderson@eiu.edu](mailto:jghenderson@eiu.edu), 408 East Vine Street, Linden, Indiana, 47955, (217) 722-2236
- Dr. Catherine Polydore, Associate Professor, Eastern Illinois University, 600 Lincoln Avenue, Charleston, Illinois, 61920, [cpolydore@eiu.edu](mailto:cpolydore@eiu.edu), (217) 581-2400
- Dr. Jennifer Sipes, Special Assistant to the Vice President for Student Affairs, Eastern Illinois University, 600 Lincoln Avenue, Charleston, Illinois, 61920, [jlsipes@eiu.edu](mailto:jlsipes@eiu.edu), (217) 581-3221

From: Catherine Bolivar  
To: Jura E Todd  
Subject: Re: Graduate Faculty Nominations  
Date: Friday, October 6, 2023 7:59:41 PM  
Attachments: image001.png

Hi Myra,

The faculty fills out the nomination for the thesis committee, and I sign. :) They do it every year so did something change? In any event, I'll be mindful of that the next time with regard to completing the correct form and I will share that with the faculty so they too will be aware. So, yes, you can change them.

Regarding Chris, ok will do the tested experience form. It was assumed that he is a faculty here.

Yes, they are both sitting on thesis committee on the department. My excuse is the same, they complete. I sign. But you are right the department should be CHE, right? It's the hiring department right?

Great regarding Jessica's.

Sent from my iPhone

On Oct 6, 2023, at 4:33 PM, Myra E Taylor <metaylor4@siu.edu> wrote:

Hey Catherine,

I was taking a look at the graduate faculty nominations you sent over. Had a few things come up:

1. All of the nominations you submitted were for adjunct faculty members. However, Chris Mitchell, Nathan Wahr, and Amber Webb are all employees of EIU. Consequently, they cannot be adjuncts. Are you amenable to me changing the nomination forms to Associate faculty nominations? If so, will change them and then put them on the CGS committee for a vote to waive Associate Faculty restrictions and allow them to serve on the thesis committee.

2. Chris Mitchell's form did not have

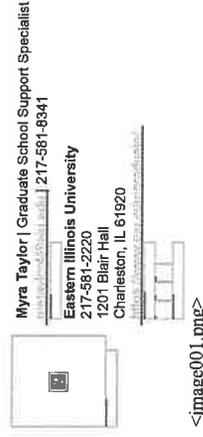
a vitae/tested experience form attached to his nomination form. Could you send at minimum the tested experience form?

3. Are Amber Webb and Nathan Wehr sitting on a thesis committee for a CSA students? The department on Amber's nomination was listed as EIU-Academic Support, Nathan's as Counseling & Higher Education-College of Ed. Just wanted to double check.

4. Jessica Ward's nomination will be good-to-go. Her last term had expired in 2022, so I think she may have gotten taken off the list before I started at the Grad School.

I hope you have a great weekend! Maybe I'll see you at tent city again this year!

Myra



<image001.png>

Associate - per Polydore  
(see attached)

Name of nominee: Nathan J. Wehr Date: 8/23/23

Department/school: Counseling & Higher Education - College of Ed

E-mail address of nominee: njwehr@eiu.edu

Graduate course(s) to be taught: Thesis Committee Only

Semester/term and year of approval: Fall 2023

Need for this assignment: Department need - to serve on Thesis Committee for CSA Students

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

Profile of the candidate:

A. Current position (Include academic rank if applicable): Director of Leadership & Engagement

B. Education and professional experience:

Highest degree earned: Masters Date awarded: May 2015

Degree granting institution: Eastern Illinois Univeristy

Field of specialization: College Student Affairs

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

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

See attached CV  
Nathan has specific knowledge and experience on the unique topic and faculty have been unable to locate any other candidate on campus that has that knowledge and experience.

  
\_\_\_\_\_  
Graduate Coordinator or Chair, Department Graduate Committee

  
\_\_\_\_\_  
Department Chair

  
\_\_\_\_\_  
Academic Dean

  
\_\_\_\_\_  
Dean, Graduate School

After form is completed, please print to obtain signatures.

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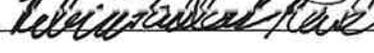
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**Tested Experience Exception Rubric**

Potential Instructor: Nathan Wehr Date 8/30/23

Tested Experience Exception Minimum Requirements	Expectation Met (✓)
At-least <u>five years of experience</u> in the profession or current employment in the field; .....	<hr/>
Hold appropriate professional certifications and licenses (as appropriate to the field and if applicable); and .....	<u>X</u> <hr/>
A baccalaureate degree (B.A., B.F.A., B.S., and so on) to teach undergraduate students or a graduate degree (M.A., M.S., M.Ed. or Ed.S.) with additional coursework in the field or discipline of instruction.....	<u>X</u> <hr/>
If the minimum requirements are not met, please provide justification for why this candidate should be considered as an adjunct instructor. <ul style="list-style-type: none"> <li>• Director, Office of Leadership Engagement 2022-present</li> <li>• six years as director of fraternity and sorority life</li> <li>• Appropriate for service on this committee</li> </ul>	

**Signatures:**

Date: 8-30-2023  
 Date: 8/30/23  
 Date: 8/30/23

**If Needed:**

**VP of Academic Affairs**

\_\_\_\_\_  
 Date: \_\_\_\_\_

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**Nathan J. Wehr**

natew422@gmail.com | (812) 661-0632 | Charleston, IL

SEP 26 2023

**EDUCATION****Eastern Illinois University**, Charleston, IL*Master of Science in College Student Affairs*

- Thesis Title: Being Bromo in a Heterosexual Dominated Culture: A Qualitative Study

**University of Southern Indiana**, Evansville, IN*Bachelor of Science in Public Relations and Advertising*

- Minor: Communication Studies

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May 2015

May 2012

**PROFESSIONAL EXPERIENCE****Director – Office of Leadership and Engagement**, *Eastern Illinois University*

Nov. 2022 – Present

- **All duties of the Director of Fraternity and Sorority Life, plus the additional job responsibilities listed below:**
- Supervision of one (1) Associate Director for the Office of Leadership and Engagement
- Supervision of four (4) OLE Graduate Assistants in their roles within the Office of Leadership and Engagement
- Oversee programming, supervision, and recruitment/intake for two (2) governing councils:
  - Interfraternity Council and Panhellenic Council.
- Responsible for leadership and engagement efforts, including, but not limited to, leadership development programming, the fraternity and sorority community, and civic/student engagement at Eastern Illinois University
- Direct and manage all programs and initiatives that fall under the Office of Leadership and Engagement, including strategic planning, staffing, budgeting, marketing/promotion, and programming.
- Serve as liaison for leadership development programming & activities between the Division of Student Affairs and other constituents on campus and in the community.
- On behalf of the University, this position creates relationships with community partners to ensure positive relations with the Office of Leadership and Engagement.
- Identify opportunities for leadership development programming and facilitate implementation as appropriate.
- Provide leadership for civic engagement activities and serve as an advocate and liaison between EIU and the community for civic engagement activities.
- Identify opportunities to support classroom activities through civic engagement activities.
- Serve as an advocate and liaison between EIU and the community for student engagement activities.
- Identify opportunities to support classroom activities through student engagement.
- Facilitate collaboration between the office and campus partners.
- In close consultation with the Interim Dean of Students, provide oversight for the Office of Leadership & Engagement budget.
- Oversee and manage the Office of Leadership and Engagement awards that cover the areas of civic engagement, volunteerism, registered student organizations, and fraternity and sorority life.
- Work collaboratively with the Office of Student Life staff and provide support to programmatic offerings from this department.
- Assist the Assoc. Director of OLE in managing the EIU Campus Food Pantry.
- Creation & implementation of the PEI (Panther Engagement Initiative) that covers the following initiatives:
  - Research of a student engagement platform, survey and focus groups concerning engagement and leadership across campus, retention efforts, and a holistic approach to student engagement.
- Creation & implementation of the PLA (Panther Leadership Academy) that covers the following initiatives:
  - Panther Leadership Awards, Emerging Leaders, Camp Billy, First-Year Experience, Leadership Legacy Series, Civic Engagement Service Days (MLK Jr. Service Day and Panther Service Day), and Leadership Speakers.
- Assist in the planning, execution, and evaluation of large-scale annual service days. Examples of such may include JumpStart, Panther Service Day, Family Weekends Service Day, and Dr. Martin Luther King, Jr. Day of Service.
- Represent Eastern Illinois University by attending various functions, events, meetings, and programs on campus and in the community, which may include serving in an advisory capacity on program or local agency boards.
- Creation and lead organizer for SAW (Student Appreciation Week).

**Director of Fraternity & Sorority Life, Eastern Illinois University**

July 2016 – Nov. 2022

- Oversight of a fraternity and sorority community of 300+ fraternity and sorority members
- Supervision of one Graduate Assistant for the Fraternity and Sorority Life office
- Supervision of two Greek Court Assistant Resident Directors in their roles related to the FSL Office
- Oversee programming, supervision, and recruitment/intake for three governing councils:
  - Interfraternity Council, Panhellenic Council, and National Pan-Hellenic Council
- Serve as fiscal agent for all council accounts, FSL office, and Eastern Illinois University Foundation Scholarships
- Work closely with NPC Release Figure Specialist to implement and process recruitment through ICS
- Spearhead logistics for the annual FSL Leadership Retreat for chapter and council leadership
- Recruit, select, and advise Greek Week Overall Co-Chairs, along with lead support on logistics for Greek Week
- Assist in coordination for annual National Pan-Hellenic Council Stroll-Off and Step-Show
- Coordinate recognition programs such as Order of Omega National Honor Society & Chapter Excellence Awards
- Partner with the Office of Student Accountability and Support on organizational investigations and policy issues
- Coordinate logistics for annual attendance at Association for Fraternal Leadership and Values Conference
- Maintain communication with (Inter) National Headquarters staff and Chapter Advisors concerning campus issues, judicial matters, or organizational investigations
- Manage updates for FSL social media accounts, office webpage, and marketing materials
- Experience creating, implementing, and enforcing social event policies and procedures
- Created and oversee newly implemented Hazing and Prevention Education Team, along with Hazing Prevention and Education Training sessions for all chapters.
- Advise the Fraternity and Sorority Review Board for the fraternity and sorority community
- Implemented an FSL Strategic Plan that covers a span of 1-3-5 years
- Coordinated and implemented an FSL Accreditation Program for the EIU fraternity and sorority community
- Created a Leadership Legacy program spanning from new member to graduating members (i.e Greek 101, etc.)

**Assistant Director of Student Life, Eastern Illinois University**

January 2015-June 2016

- Coordinated planning, contract negotiations, logistics, and budgets totaling \$36,000+ of four Welcome Back Weekend events for a campus of 6,000+ students
- Assisted in planning, logistics, and budgets totaling \$15,000+ for Family Fun Fest, EIU's Family Weekend
- Advised the University Board student Homecoming Committee comprised of 2 Homecoming Chairs and 12 Committee Chairs with a budget of \$20,000+
- Supervised 5 Student Life Office Graduate Assistants, 1 full-time Administrative Clerk, and 2 Student Workers
- Spearheaded the campus-wide Homecoming Steering Committee comprised of 6 representatives from various campus departments
- Managed Registered Student Organization registration, renewal, and updating process
- Advised the Black Student Union and Latin American Student Organization
- Directed the Miss Black Eastern Illinois University Scholarship Pageant
- Managed all hospitality arrangements for artists, stage and student crews, and staff for all major concerts

**ADDITIONAL UNIVERSITY SERVICE AND COMMITTEE WORK****Eastern Illinois University**

- |  |                         |
|--|-------------------------|
| ▪ EIU Campus-Wide Homecoming Steering Committee                    | Jan. 2015 – Fall 2022   |
| ▪ Sexual Violence Prevention Team                                  | July 2016 - Present     |
| ▪ College Student Affairs Interview Days Committee                 | Sept. 2013 - Present    |
| ▪ Student Affairs Division Demonstration Response Team             | Fall 2020 – Present     |
| ▪ Gender and Sexual Diversity (GSD) Committee                      | Fall 2021 – Present     |
| ▪ Student Affairs Recognition & Professional Development Committee | Fall 2020 – Spring 2023 |

**CONFERENCE ATTENDANCE**

- **Association of Fraternity/Sorority Advisors (AFA)**
  - Fall 2016, 2017, 2018, 2019, 2020, 2021, 2022.
- **Association of Fraternal Leadership & Values Central Fraternal Leadership Conference**  
*St. Louis, MO- 2011 and 2012. Indianapolis, IN – 2017, 2018, 2019, 2020, 2022, 2023*

- Lambda Chi Alpha Neville Advisor's College (2019, 2020, 2021)

### CONFERENCE PRESENTATIONS

**EIUnity Diversity Conference**, *Eastern Illinois University* (February 2016)

- Presentation Title: "*Being Bromo in a Heterosexual Dominated Culture*"

Delta Chi International Convention, *St. Louis, MO* (2022)

- Presentation Title: "*Collaboration – Campus Connections and How to Utilize Them!*"

Association for Fraternal Leadership and Values, *Indianapolis, IN* (2023)

- Presentation Title: "*Campus Collaborations and How to Utilize Them!*"

### FACILITATION EXPERIENCE

- Northern Interfraternity Conference, IMPACT Institute (*October 2016*)
  - *Illinois State University*
- AFLV Undergraduate Interfraternity Institute (*July 2018, 2019, May 2022, June 2023*)
- Lambda Chi Alpha Fraternity
  - Stead Leadership Seminar (August 2019)
  - High Alpha Summit (Jan. 2020)
  - Selected as a Lambda Chi Alpha Certified Facilitator (April 2022 – Present)
- Delta Chi Fraternity
  - "A's" Academy (*2020, 2021, 2023*)
  - Region V – Regional Leadership Conference (AMC Track) (Feb. 2023)
- Sigma Sigma Sigma Sorority – STRIDES Visit
  - Grand Valley State University, Michigan (March 2023)

### PROFESSIONAL AFFILIATIONS

- Association of Fraternity/Sorority Advisors July 2016 - Present
  - Team member for the Region III Membership, Engagement, and Recruitment Team
  - Special Events Committee for AFA Annual Meeting (*2018, 2019, 2020, 2021, 2022*)
    - *Help assist with the AFA Variety Show and Ignite Fraternity*
  - Membership Engagement Committee for AFA Annual Meeting (2023)
    - *Lead for Membership Engagement Subgroup*
- Association for Fraternal Leadership and Values
  - AFLV Awards and Assessment Committee (*2019, 2020, 2021, 2022, 2023*)
  - AFLV Awards and Assessment Program Review Team (*2021*)
  - AFLV Education Programs Reviewer (*2018, 2019*)

### ALUMNI INVOLVEMENT

- Chapter Advisor for the Phi-Xi Zeta chapter of Lambda Chi Alpha fraternity (*Fall 2020 – Fall 2022*)
- Lambda Chi Alpha, Alumni Advisory Board
  - Vice President of the Phi-Xi Zeta Alumni Association (*2019 – 2020*)
  - Co-Chair for Phi-Xi Zeta 35<sup>th</sup> Anniversary Celebration (*2019*)
  - Phi-Xi Zeta chapter at the University of Southern Indiana
- Core Report Reviewer for Lambda Chi Alpha International Headquarters (*2018, 2019*)

### VOLUNTEER INVOLVEMENT

- Charleston Food Pantry Fall 2018 - Present
  - Volunteer every Thursday evening from 5:00pm till 7:00pm
- Sigma Sigma Sigma Sorority Fall 2022 - Present
  - Tri-Sigma Safe Team, STRIDES facilitator
- One Stop Community Christmas – Coles County Fall 2021 - Present
  - Assist in blanket making, set-up and tear-down for the event, and work blanket table.
  - Serve over 1,000+ families through One Stop Community Christmas

From: Catherine Polyzaris  
To: Myra E Taylor  
Subject: Re: Graduate Faculty Nominations  
Date: Friday, October 6, 2023 7:59:44 PM  
Attachments: image001.png

Hi Myra,

The faculty fills out the nomination for the thesis committee, and I sign. :) They do it every year so did something change in any event, I'll be mindful of that the next time with regard to completing the correct form and I will share that with the faculty so they too will be aware. So, yes, you can change them.

Regarding Chris, ok will do the re-tested experience form. It was assumed that he is a faculty here.

Yes, they are both sitting on the thesis committee on the department. My excuse is the same, they complete. I sign. But you are right the department should be CHE, right? It's the hiring department right?

Great regarding Jessica's.

Sent from my iPhone

On Oct 6, 2023, at 4:33 PM, Myra E Taylor <metaylor4@eiu.edu> wrote:

Hey Catherine,

I was taking a look at the graduate faculty nominations you sent over. Had a few things come up:

<!--[if supportLists]-->1. <!--[endif]-->All of the nominations you submitted were for adjunct faculty members. However, Chris Mitchell, Nathan Wehr, and Amber Webb are all employees of EIU. Consequently, they cannot be adjuncts. Are you amenable to me changing the nomination forms to Associate faculty nominations? If so, I will change them and then put them on the CGS committee for a vote to waive Associate Faculty restrictions and allow them to serve on the thesis committee.

<!--[if supportLists]-->2. <!--[endif]-->Chris Mitchell's form did not have

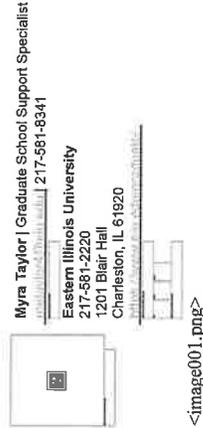
a vitae/tested experience form attached to his nomination form. Could you send at minimum the tested experience form?

<!--[if supportLists]-->3. <!--[endif]-->Are Amber Webb and Nathan Wehr sitting on a thesis committees for a CSA students? The department on Amber's nomination was listed as EIU-Academic Support, Nathan's as Counseling & Higher Education-College of Ed. Just wanted to double check.

<!--[if supportLists]-->4. <!--[endif]-->Jessica Ward's nomination will be good-to-go. Her last term had expired in 2022, so I think she may have gotten taken off the list before I started at the Grad School.

I hope you have a great weekend! Maybe I'll see you at tent city again this year!

Myra



<image001.png>

**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:  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:  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  No \_\_\_\_ Yes, Explain if yes \_\_\_\_\_

20. 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 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 attain the Graduate Goals for Learning:

1. A depth of content knowledge. (Reading Assignments)
2. Critical thinking and problem solving skills (Writing Assignments)
3. Effective oral and written communication skills. (Presentations and online discussions)
4. Evidence of advanced scholarship through research and/or creative activity. (Research Essay)
5. Ethical and professional responsibility (Discussion topics)

Participants will...

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

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.

<b>Online or In-person Discussion Topics</b>	35%
Discussion posts and follow-up posts related to each module	
<b>Draft Deadlines or Peer Review</b>	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	
<b>Shorter Writing Assignments</b>	5%
Memo of Introduction, Research Question, and Reflection Memo	
<b>Presentations</b>	10%
<b>Major Writing Assignments</b>	40%
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 attain the Graduate Goals for Learning:

1. A depth of content knowledge. (Reading Assignments)
2. Critical thinking and problem solving skills (Writing Assignments)
3. Effective oral and written communication skills. (Presentations and online discussions)
4. Evidence of advanced scholarship through research and/or creative activity. (Research Essay)
5. Ethical and professional responsibility (Discussion topics)

Participants will...

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

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

**Presentations** 10%

**Major Writing Assignments** 45%

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:

**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* (12<sup>th</sup> 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:**




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**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




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**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* (8<sup>th</sup> 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 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 (12<sup>th</sup> ed.)*. AAIDD.

Wehman, P. (2020). *Essentials of Transition Planning (2<sup>nd</sup> 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:**

**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* (12<sup>th</sup> 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* (3<sup>rd</sup> ed.). CORE.

Hougen, M. & Smartt, S. (2020). *Fundamentals of literacy instruction and assessment* (2<sup>nd</sup> 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* (14<sup>th</sup> 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:**




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**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: