

COUNCIL ON GRADUATE STUDIES
Meeting Agenda
December 05, 2023

1. Minutes

- a. Approval of the 111423 meeting minutes

2. Communication

- a. **EA-CHHS-24-11** Request to add **PLS 5183** to the accelerated shared coursework listing for the MA in PLS and the MA in PLS w/Public Administration & Public Policy Option
- b. **EA-CLAS-24-12** Change Pre-req for MAT 53351 Topics in Mathematics I "C or better in MAT 3530"
- c. **EA-CLAS-24-13** Change Pre-req for CSM 4985 "C or better in CSM 3560, CSM 3870 & MAT 3701"
- d. **EA-CLAS-24-14** Change Pre-req for CSM 4885 to "C or better in 3870"; move CSM 4885 to Spring offering

3. Items to be Added to the Agenda

- a. **24-23** MAT ELE Program Proposal & MAT ELE Creation Considerations
- b. **24-25** ELE 5005 Developmental-Diagnostic Reading (New Course)
- c. **24-26** ELE 5007 Assessment (New Course)
- d. **24-27** ELE 5003 Child Family Dev (New Course)
- e. **24-28** ELE 5004 Pedagogy (New Course)
- f. **24-29** STG 5008 Residency 1. (New Course)
- g. **24-30** STG 5009 Residency 2 (New Course)
- h. **24-31** ELE 5006 Curriculum in the Content Areas (New Course)
- i. **24-32** MS Nutrition Coordinated Grad Program (Including a Study Plan as reference)

4. Items to be Acted Upon

- a. **24-18** Revision to Graduate School Policy: Loss of Graduate Degree or Certificate Candidacy
- b. **24-19** PLS 5980 Graduate Internship (Course Revision)
- c. **24-20** PLS 5183 Race and Politics in the United States (New Course)
- d. **24-21** Revision to the MA in Political Science (Add course, change completion options, change a course title, update catalog listing)
- e. **24-22** Revision to the MA in Political Science: Public Administration/Public Policy Option (Add course, change completion options, change a course title, update catalog listing)

5. Items Pending

- a. **None**

6. Other

7. Committee Reports

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

8. Dean's Report

- a. **None**

Council on Graduate Studies Minutes November 14, 2023

The November 14, 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. Alexis Jones, Dr. Chris Laingen, Dr. Farhad Sadeh, Chavionne Thomas

Members Absent: Dr. Nichole Hugo, Dr. Wesley Allan

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

Guests Present: None

1. Minutes

A correction was requested to move Drs. Havercroft and Vietto from the category of "Staff Present," to the category of "Guests Present." Myra Taylor noted Dr. Allan had not been listed as "absent."

Motion to approve with corrections made by Dr. Sadeh, seconded by Dr. Hillier. Motion approved by acclamation.

2. Communication

- a. College of Liberal Arts & Sciences Curriculum Committee October 18, 2023 minutes
- b. College of Health & Human Services Curriculum Committee November 9, 2023 minutes
- c. SB-49 Compliance regarding Public Act 102-0998 release of transcripts
- d. EA-CHHS-24-10 CDS 5450 Offer online delivery mode of course

Motion to accept all communication items made by Dr. Hillier, seconded by Dr. Laingen. Approved by acclamation.

3. Items to be Added to the Agenda

- a. **24-18** Revision to Graduate School Policy: Loss of Graduate Degree or Certificate Candidacy
- b. **24-19 PLS 5980** Graduate Internship (Course Revision)
- c. **24-20 PLS 5183** Race and Politics in the United States (New Course)
- d. **24-21** Revision to the MA in Political Science (Add course, change completion options, change a course title, update catalog listing)
- e. **24-22** Revision to the MA in Political Science: Public Administration/Public Policy Option (Add course, change completion options, change a course title, update catalog listing)

Motion to add items to the December 5, 2023 agenda made by Dr. Hillier, motion seconded by Dr. Sadeh.

Motion passed by acclamation.

4. Items to be Acted Upon:

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

Motion to approve items 24-15 through 24-17 made by Chavionne Thomas, motion seconded by Dr. Hillier. Motion approved by roll call vote.

5. Items Pending: None

6. Other: Credit for Prior Learning (CPL) approval pathway clarification

A request was made to the Council on Graduate Studies (CGS) to clarify the approval pathway to be followed when seeking to offer credit for prior learning (CPL) for a course.

CGS stipulated that all CPL Course proposals must be approved by the respective college curriculum committee prior to being sent to CGS for approval.

7. Committee Reports

- a. **Graduate Student Advisory Council (GSAC):** Ms. Myra Taylor shared the GSAC Committee will be holding its first social activity, a pizza and bowling night at Panther Lanes on December 2, 2023.
- b. **Booth Collaborative Advisory Committee:** (Dr. DeRuiter-Willems) No report
- c. **Textbook Rental Advisory:** No report

8. Dean's Report

Interim Dean Chesnut had no report.

Motion to adjourn meeting made by Dr. Hillier, seconded by Dr. Sadeh. Meeting adjourned at 2:09 p.m.



MEMORANDUM

Michael W. Cornebise, Ph.D.
Associate Dean

Phone: 217.581.2922
Email: mwcornebise@eiu.edu

To: Bonnie Laughlin-Schultz, Chair, CGS
Date: Nov 13, 2023
RE: Executive Action taken by the CLAS Curriculum Committee

The following request was approved by executive action at the CLAS Curriculum Committee meeting on Nov 8, 2023. I ask that similar action be taken at the Council on Graduate Studies.

We request that our new course offering, PLS 5183/Race and Politics in the United States be added to the accelerated graduate course shared coursework listing in the Graduate Catalog for the MA in Political Science and the MA in Political Science with the Public Administration and Public Policy Option.

Effective Date/Term: Fall 2024



MEMORANDUM

Michael W. Cornebise, Ph.D.
Associate Dean

Phone: 217.581.2922
Email: mwcornebise@eiu.edu

To: Bonnie Laughlin-Schultz, Chair, CGS
Date: Nov 30, 2023
RE: Executive Action taken by the CLAS Curriculum Committee

The following request was approved by executive action at the CLAS Curriculum Committee meeting on Nov 29, 2023. I ask that similar action be taken at the Council on Graduate Studies.

Request: Add the prerequisite "A grade of C or better in MAT 3530" to MAT 53351 – *Topics in Mathematics I*.

Rationale: MAT 53351 is a graduate level mathematics course that assumes a certain level of mathematical aptitude. Currently because there is no listed prerequisite, graduate students from other departments quite often attempt to enroll without having the proper background needed for the topic selected. By adding a prerequisite of MAT 3530 – *Abstract Algebra*, we can better communicate the mathematical preparedness expectations for the course.

MAT 53351 - Topics in Mathematics I. (Arr.-Arr.-2 to 4) Topics selected from advanced areas in mathematics. Topics may vary depending on student and faculty interests. May be repeated once for credit. **Prerequisites & Notes:** A grade of "C" or better in MAT 3530. Credits: 2 to 4

Effective Year/Term: Fall 2024



MEMORANDUM

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Associate Dean

Phone: 217.581.2922
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To: Bonnie Laughlin-Schultz, Chair, CGS
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RE: Executive Action taken by the CLAS Curriculum Committee

The following request was approved by executive action at the CLAS Curriculum Committee meeting on Nov 29, 2023. I ask that similar action be taken at the Council on Graduate Studies.

Request: Change the prerequisites for CSM 4985 to: A grade of "C" or better in CSM 3570, CSM 3870, and MAT 3701.

Rationale: Because of course timing and the continuing requirement of MAT 3701, most students in CSM 4985 already meet the new prerequisites. However, this requirement should be formalized to ensure that transfer students and others are prepared for CSM 4985 since the course builds on the methods used in CSM 3570.

CSM 4985 - Artificial Intelligence and Machine Learning. (3-0-3) S. Survey of methods and applications of artificial intelligence (AI) and machine learning. Topics could include: knowledge representation, neural networks, genetic algorithms, unsupervised learning, and ethical issues related to the use of AI. **Prerequisites & Notes:** A grade of "C" or better in ~~MAT 2345 or MAT 2800, and "C" or better in CSM 2670,~~ CSM 3570, CSM 3870 and ~~"C" or better in~~ MAT 3701.
Credits: 3

Effective Year/Term: Fall 2024



MEMORANDUM

Michael W. Cornebise, Ph.D.
Associate Dean

Phone: 217.581.2922
Email: mwcornebise@eiu.edu

To: Bonnie Laughlin-Schultz, Chair, CGS
Date: Nov 30, 2023
RE: Executive Action taken by the CLAS Curriculum Committee

The following request was approved by executive action at the CLAS Curriculum Committee meeting on Nov 29, 2023. I ask that similar action be taken at the Council on Graduate Studies.

Request: Change the prerequisite for CSM 4885 to: A grade of "C" or better in CSM 3870. We also need to move CSM 4885 to be a spring class.

Rationale: CSM 3870 will give students more experience with the methods they need to be successful than the current prerequisite of MAT 2345, as the material from MAT 2345 is used in CSM 3870. Additionally, CSM 2670 is already a prerequisite for CSM 3870. As CSM 4885 would now require CSM 3870, which is a fall class, CSM 4885 should be taught in the Spring.

CSM 4885 - Theory of Computation. (3-0-3) F S. Proof techniques, finite automata, regular expressions and languages, properties of regular languages, context-free grammars and languages, pushdown automata, properties of context-free languages, Turing machines, and undecidability. **Prerequisites & Notes:** A grade of "C" or better in **CSM 2670 and MAT 2345** **CSM 3870**. Credits: 3

Effective Year/Term: Fall 2024

ELE MAT Creation Considerations

- **Application requirements:**
 - Letter of interest (writing sample)
 - 32 hours in content areas (internally, we can focus on students with the appropriate courses instead of accepting just anyone who hasn't taken quality coursework)
 - 2.65 minimum GPA
- **Timeline:**
 - Summer 2024 - Fall 2024 - Spring 2025
 - Same timeline as SPE MAT
 - Quick, yes. But comparable to other programs in the state of Illinois
- **Grading scales:**
 - 90-100%, 80-89%, etc.
 - The same grading scale as SPE and SED
 - There is one EDF course and one SPE course in the sequence, so we aimed for consistency
- **Content vs. pedagogy delivery:**
 - We can expect a certain level of background knowledge most candidates arrive with
 - During the summer session, students will complete a number of content-related modules to address ISBE requirements and supplement background knowledge in content areas (e.g., Illinois history, algebra)
 - Several courses combine content knowledge and pedagogy (e.g., ELE 5006: Curriculum in the Content Areas, ELE 5007: Assessment in the Content Areas)
- **ELE content test preparation:**
 - Candidates will take the practice test during Summer 2024
 - Candidates will take the real test during Fall 2024
 - Passing candidates will proceed to Spring 2025 residency + coursework
 - Non-passing candidates will proceed to Spring 2025 coursework only (completing their final residency at another time)
- **BS from a “regionally accredited university”:**
 - Dr. Hooser said this is the language we need to use to ensure we get Bachelor's degrees with gen ed requirements completed
- **Upcoming (current?) ISBE requirements (as per IACTE mtg. 10-19-23):**
 - Safety education - worked into residency seminars
 - ESL/bilingual ed - worked into residency seminars, reading course, content course
 - Trauma-informed education - worked into residency seminars and the child development course
 - Literacy plan - incorporated language from the literacy plan into the reading course
- **Professional development requirement:**
 - SPE MAT has no professional development requirement for their MAT
 - SEC MAT has no professional development requirement for their MAT - the rationale being that many of these folks will be full-time employees of their districts (e.g., full-time paras, long-term subs) and will be engaged in PD through their districts

Program Proposal: Master of Arts in Teaching - Elementary Education

Department of Teaching, Learning, and Foundations

Effective Date: Summer 2024, pending IBHE and ISBE approval

Program Mission

The mission of the Master of Arts in Teaching for Elementary Education is to provide an accessible, efficient route to teacher licensure for candidates who possess a qualifying undergraduate or graduate degree from a regionally accredited institution. The online modality caters to the needs of place-bound and nontraditional candidates who want to gain professional credentials without sacrificing their current work roles. The full-year residency enables candidates to select unpaid, paid, or third-party-funded placements in their local communities.

This program is aligned with the Illinois Professional Educator Standards, Illinois' Social and Emotional Learning Standards, Illinois' Culturally Relevant Teaching and Leading Standards, and EIU's Graduate Learning Goals.

Accreditation

Accreditation is consistent with existing initial teacher licensure programs (e.g., through an individual program's Specialized Professional Association). Additionally, the program will be approved by the Illinois Board of Higher Education and 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 from a regionally accredited institution 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 working in public schools (if any); (c) 32 semester hours combined in language arts, math, science, and social studies coursework; (d) passage of a criminal history background check through the College of Education's designated vendor; and (e) submission of a signed 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 system 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 - Elementary Education

Total Credits: 36

Required Courses: (Credits: 36 student hours)

- SPE 5002: Characteristics and Legal Issues in Special Education (3 s.h.)
- ELE 5003: Child and Community (3 s.h.)
- ELE 5004: Elementary Pedagogy (3 s.h.)
- ELE 5005: Developmental and Diagnostic Reading (3 s.h.)
- ELE 5006: Curriculum in the Content Areas (3 s.h.)
- ELE 5007: Assessment in the Content Areas (3 s.h.)
- STG 5008: Residency I in Elementary Education (6 s.h.)
- STG 5009: Residency II in Elementary Education (6 s.h.)
- EDU 5520: High Quality Instruction (3 s.h.)
- EDF 5510: Theory to Practice: Social Foundations (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 (STG 5008 and STG 5009) for 12 semester hours of credit.

Graduate Assistantships

No graduate assistantships are available or associated with this program.

Elementary MAT Program:
Course Sequence

Summer Session 1 - 4 weeks	<p>SPE 5002: Characteristics and Legal Issues in Special Education (3 s.h.) ELE 5003: Child and Community (3 s.h.)</p> <p>*Practice content test given Week 1 as a diagnostic assessment</p>
Summer Session 2 - 4 weeks	<p>EDF 5510: Theory to Practice: Social Foundations (3 s.h.) ELE 5004: Elementary Pedagogy (3 s.h.)</p> <p>*Modules assigned based on results of diagnostic assessment</p>
Fall	<p>STG 5008: Residency I in Elementary Education (6 s.h.) - 16 weeks</p> <p>ELE 5005: Developmental and Diagnostic Reading (3 s.h.) - 8 weeks EDU 5520: High Quality Instruction (3 s.h.) - 8 weeks</p> <p>*Content test taken</p>
Spring	<p>STG 5009: Residency II in Elementary Education (6 s.h.) - 16 weeks</p> <p>ELE 5006: Curriculum in the Content Areas (3 s.h.) - 8 weeks ELE 5007: Assessment in the Content Areas (3 s.h.) - 8 weeks</p>

*If the ILTS (content test) is not passed in the fall, students cannot proceed to STG 5009 in the spring. However, they can proceed to their other spring coursework.

Robert Klein, Department Chair, Teaching, Learning, and Foundations

Approved 10/30/2023

Teaching, Learning, and Foundations Department Curriculum Committee

Approved 10/30/2023

College of Education Curriculum Committee

Approved 11/06/2023

Council on Graduate Studies

Approved

Council on Teacher Education

Approved

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:** ELE 5005
3. **Short title:** Reading
4. **Long title:** Developmental & Diagnostic Reading in the Elementary School
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:** This course introduces the progression and acquisition of emergent literacy development to advanced literacy skills in the following areas: concepts of print, phonological awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and oracy, in elementary grades, Kdg-6th grade. Students will understand high-quality, evidence literacy practices and the basics of diagnostic assessments, progress monitoring and differentiating instruction for elementary grade levels including English language learners (ELLs).
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:

n/a

12. Equivalent course(s): none

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

13. Prerequisite(s): Admission to the Graduate College and the ELE MAT Program. University teacher education requirements apply, and department requirements for enrollment must be met.

a. **Can prerequisite be taken concurrently?** Yes No **N/A**

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):** EDF 5520 High Quality Instruction Foundations 2, and ELE 5001 Residency 1
15. **Enrollment restrictions**
- a. **Degrees, colleges, majors, levels, classes which may take the course:** College of Education candidates who have met the conditions for the MAT program and admission to the Graduate College
- b. **Degrees, colleges, majors, levels, classes which may not take the course:** everyone else
16. **Repeat status:** X 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:** X 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 X No Yes, Explain if yes _____

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 ELE MAT Program

 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 new course (as part of the new ELE MAT program) is an essential introduction to some basic elements of teaching in the elementary classroom. The purpose of ELE 5005 Taken during the fall semester, this course teaches teacher candidates about the developmental progression of reading in children, and assessment/diagnostic tools to use for planning differentiated instruction and monitoring reading growth. These MAT students will enter the fieldwork (observation and practice teaching) part of their program during this fall semester.

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

Similarity to other courses: This course is somewhat similar to the current ELE 3280 and ELE 4880 course taken by traditional undergraduates in the elementary education program. Because the MAT program is a graduate-level program and students will be taking courses asynchronously, we were required to create a new course.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This course is restricted to students in the ELE MAT program primarily because it was designed solely for them in mind; this program is an accelerated teacher certification program and is designed to provide pedagogical supports for students with a bachelor's degree.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

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

General education component:

Curriculum:

Instruction:

Assessment:

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

Online or hybrid delivery justification: This is a course designed for nontraditional candidates seeking their degrees in elementary education. Because many of the anticipated candidates will be full-time employees of a school district (e.g., paraprofessionals), the online delivery of this coursework is essential to meet the need for flexibility.

Instruction: The skills from the learning goals will be taught in an explicit manner using video lectures, class discussions via D2L forums, and weekly reflective assignments. Students will interact with the instructor and fellow students through the D2L discussion forums. Faculty members who teach this course will have completed the OCDI training or equivalent.

Integrity: The syllabus includes statements about academic dishonesty and plagiarism as well as professional dispositions required of all College of Education majors. The software available within D2L will address academic integrity during exams and assignment submissions.

Interaction: The professor and students will interact frequently through email and discussion forums available within D2L. The professor will encourage students to attend regular office hours, and individual meeting times can be arranged.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: ELE 5005: Developmental & Diagnostic Reading in the Elementary School

2. Catalog description

This course is an introduction to the nature of the development of literacy skills and diagnostic assessment tools for effectively planning differentiated reading instruction in the elementary classroom. Topics include: Oracy, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing; Informal (Formative and Summative) Assessments for diagnosing reading needs and monitoring reading growth (progress monitoring); Using analysis to plan instruction and reading interventions; and Using Research based instructional programs and strategies for teaching reading._

3. Learning objectives.

1. Build knowledge of reading processes and instruction by analyzing and synthesizing research, literary, and informational sources. (Graduate Learning Goals 1, 4)
2. Select informal assessments that will yield useful diagnostic data for planning literacy instruction and intervention. (Graduate Learning Goals 1, 2)
3. Analyze data from literacy assessments. (Graduate Learning Goals 1, 2)
4. Apply evidence-based criteria for selecting and/or designing instructional materials for differentiating literacy instruction. (Graduate Learning Goals 1, 2, 3, 4, 5)
5. Plan, implement, and assess literacy lessons considering student diversity. (Graduate Learning Goals 1, 2, 3)
6. Demonstrate knowledge of the unique nature of individuals, recognizing characteristics of culturally pluralistic and at-risk populations, and foster appreciation for those differences. (Graduate Learning Goals 1, 2, 4, 5)

4. Course materials.

Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). *Assessment for reading instruction*. (4th ed.). The Guilford Press. <https://www.guilford.com/books/Assessment-for-Reading-Instruction/Stahl-Flanigan-McKenna/9781462541577>

Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T. (2017). *Comprehensive literacy basics: An anthology by capstone professional*. Capstone.

<https://shop.capstonepub.com/classroom/products/comprehensive-literacy-basics-1/>

Moats, L. C. (2020). *Speech to print*, (3rd ed.). Paul H. Brookes Publishing Co.

https://products.brookespublishing.com/Speech-to-Print-P1167.aspx?gclid=CjwKCAiA0syqBhBxEiwAeNx9N800XtXBMIgAtWdmClRcdJsvLX_GQPy7eQ6Ipo_hmNsKWbfQf0fm8RoCG1MQAvD_BwE

Moats, L. C., & Rosow, B. L. (2020). *Speech to print workbook: Language exercises for teachers*. Paul H. Brookes Publishing Co.

<https://products.brookespublishing.com/Speech-to-Print-Workbook-P1180.aspx>

5. Weekly outline of content.

Week 1	<p>Assessment & Interventions to Support Literacy</p> <p>Literacy Assessment</p> <ul style="list-style-type: none"> - Universal Screening - Benchmarking - Diagnostic Assessments - Progress Monitoring - Formative & Summative Assessments - State Assessment <p>Multi-Tiered Systems of Support (MTSS) & Response to Intervention (Rti)</p> <ul style="list-style-type: none"> - Universal Screening - Tiered Support (Tier 1 – Whole class, Tier 2 – Small Group Interventions, Tier 3 – Small Groups – intensive support)
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	<ul style="list-style-type: none"> - Integrated plans – academic, behavioral, social & emotional - Family Involvement - Progress Monitoring - Evidence-based strategies - Data-Driven Decision Making - Equity & Cultural Responsiveness - Factors impacting reading development: Neurological, physiological, and physical factors, Cognitive factors, Linguistic factors, Sociocultural, social and emotional factors <p>Supporting Text: Chapter 1: Introduction to Reading Assessment Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p> <p>Chapter 1: Why Study Language? Moats, L. C. (2020). <i>Speech to print</i>, (3rd ed.). Paul H. Brookes Publishing Co.</p> <p>Witherell, N. L., & McMackin, M. C. (2017). Intervention: Differentiated instruction with the classroom. In Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T. (Eds.). <i>Comprehensive literacy basics: An anthology by capstone professional</i> (pp. 189-198). Capstone.</p> <p>Supporting Articles: Darling-Hammond, L., & Adamson, F. (2013). The costs and benefits of using tests that help students learn. Stanford, CA: Stanford University: <i>Stanford Center for Opportunity Policy in Education</i>.</p> <p>Jones, J. S., Conradi, K., & Amendum, S. J. (2016). Matching interventions to reading needs: A case for differentiation. <i>The Reading Teacher</i>, 70(3), 307-316.</p> <p>Koran, J., & Kopriva, R. J. (2017). Framing appropriate accommodations in terms of individual need: Examining the fit of four approaches to selecting text accommodations of English language learners. <i>Applied Measurement in Education</i>, 30(2), 71-81.</p>
<p>Weeks 2 & 3</p>	<p>Emergent/Early Literacy Characteristics & Development</p> <ul style="list-style-type: none"> - Oral Language and Listening Development - Concepts of Print (Directionality, genres) - Environmental Print - Alphabetic Principle/Recognition - Phonemic Awareness (manipulation of individual phonemes including blending, segmentation, isolation, and substitution) - Phonological Awareness (Identify and manipulate syllables, onset-rime and phonemes) - Story Sense - Writing (Invented spelling & basic grammar) - Emergent literacy skills for English language learners <p>Assessments: Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p>

Concept of Word Scale (4.1)
Checklist for Concepts of Print (4.2)
Book-Handling Knowledge Guidelines (4.3)
Alphabet Recognition Chart (4.4)
Tests of Phonological Awareness (4.5)
Hearing and Recording Sounds in Words (4.6)
Modified Emergent Storybook Reading Scale (4.7)
Picture Walk Scoring Guidelines (4.8)
Retelling Evaluation Guidelines (4.9)

The Yopp-Singer Phoneme Segmentation

<https://www.cde.state.co.us/sites/default/files/docs/assessmentresourcebank/ReadingWritingCommunicating/AssessmentReviews/Grade1/RWC-YoppSingerTestPhonemeSeg-Grade1/RWC-YoppSingerTestPhonemeSeg-Grade1-Assessment.pdf>

Supporting Text:

Chapter 4: Emergent Literacy

Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). *Assessment for reading instruction*. (4th ed.). The Guilford Press.

Chapter 2: Phonetics: The Sounds in Speech

Chapter 8 – Structured Language and Literacy Instruction

Moats, L. C. (2020). *Speech to print*, (3rd ed.). Paul H. Brookes Publishing Co.

Chapter 2: Phonetics

Moats, L. C., & Rosow, B. L. (2020). *Speech to print workbook: Language exercises for teachers*. Paul H. Brookes Publishing Co.

Supporting Articles:

Oral Language Development

Reed, J., & Lee, E. L. (2020). The importance of oral language development in young literacy learners: Children need to be seen and heard. *Dimensions of Early Childhood*, 48(3), 6-9.

Riley, J., & Burrell, A. (2007). Assessing children's oral storytelling in their first year at school. *International Journal of Early Years Education*, 15(2), 181-196.

Tamanna, M., Crossley, S. A., & YouJin, K. (2021). Predictors of English as second language learners' oral proficiency development in a classroom context. *International Journal of Applied Linguistics*, 31(3), 526-548.

Alphabetic Principle

Gehsmann, K. M., & Mesmer, H. A. (2023). The alphabetic principle and concept of word in text: Two priorities for learners in the emergent stage of literacy development. *The Reading Teacher*, 77(2), 156-166.

Phonemic Awareness

Ehri, L. C. (2022). What teachers need to know and do to teach letter-sounds, phonemic awareness, word reading, and phonics. *The Reading Teacher*, 76(1), 53-61.

Rice, M., Erbeli, F., Thompson, C. G., Sallèse, M. R., & Fogarty, M. (2022). Phonemic awareness: A meta-analysis for planning effective instruction. *Reading Research Quarterly*, 57(4), 1259-1289.

Phonological Awareness

Bruck, M., & Genesee, F. (1995). Phonological awareness in young second language learners. *Journal of Child Language*, 22(2), 307-324.

Foy, J. G., & Mann, V. (2001). Does strength of phonological representations predict phonological awareness in preschool children? *Applied Psycholinguistics*, 22(3), 301-325.

Week 4

Word Recognition & Spelling

- Explicit & Systematic Phonics Instruction
- Encoding and Decoding (Letter Sound Relationships)
- Orthographic Mapping
- High Frequency/Sight Words
- Stages of Spelling Development: Emergent, Letter Name-Alphabetic, Within-Word Pattern, Syllables & Affixes, Derivational Relations
- Morphological Analysis – Affixes & Root words

Assessments:

Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). *Assessment for reading instruction*. (4th ed.). The Guilford Press.

Z-Test (Form 5.1)

Informal Phonics Inventory (Form 5.2)

Informal Decoding Inventory (5.3)

Fry Sight-Word Inventory (5.4)

Dolch Wordlist (5.5)

Developmental Spelling Analysis (DSA) Screening Inventory (5.6)

Supporting Text:

Chapter 5: Word Recognition and Spelling

Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). *Assessment for reading instruction*. (4th ed.). The Guilford Press.

Chapter 3: Phonology: Speech Sounds in Use

Chapter 4: The Structure of English Orthography

	<p>Moats, L. C. (2020). <i>Speech to print</i>, (3rd ed.). Paul H. Brookes Publishing Co.</p> <p>Chapter 3: Phonology Chapter 4: The Structure of English Orthography</p> <p>Moats, L. C., & Rosow, B. L. (2020). <i>Speech to print workbook: Language exercises for teachers</i>. Paul H. Brookes Publishing Co.</p> <p>Vaughn, S. (2017). Phonics and word recognition instruction: What elementary teachers need to know. In Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T. (Eds.). <i>Comprehensive literacy basics: An anthology by capstone professional</i> (pp. 37-46). Capstone.</p> <p>Supporting Articles: Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. <i>Scientific Studies of Reading</i>, 18(1), 5-21.</p> <p>Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the national reading panel’s meta-analysis. <i>Review of Educational Research</i>, 71(3), 393-447.</p> <p>Mesmer, H. A. E., & Griffith, P. L. (2005). Everybody’s selling it but what is explicit, systematic phonics instruction? <i>The Reading Teacher</i>, 59(4), 366-376.</p>
<p>Week 5</p>	<p>Vocabulary Development</p> <ul style="list-style-type: none"> - Academic Vocabulary in and out of context - Tier 1, Tier 2, and Tier 3 – Selection process - Morphological Analysis - English language learners and vocabulary background knowledge - Teacher-generated content-specific assessments: multiple choice, true/false, examples & non-examples, writing tasks using academic vocabulary, similarities & differences, responding to vocabulary in context <p>Assessment: Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p> <p>Vocabulary Assessment Measures Teacher Self-Study (Form 7.1)</p> <p>Supporting Text: Chapter 7: Vocabulary Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p> <p>Chapter 5: Morphology for Reading, Spelling, and Vocabulary Chapter 7: Semantics Moats, L. C. (2020). <i>Speech to print</i>, (3rd ed.). Paul H. Brookes Publishing Co.</p> <p>Chapter 5: Morphology Chapter 7: Semantics Moats, L. C., & Rosow, B. L. (2020). <i>Speech to print workbook: Language exercises for teachers</i>. Paul H. Brookes Publishing Co.</p>

	<p>Supporting Articles: Beck, I., & McKeown, M. G. (2007). Increasing young low-income children’s oral vocabulary repertoires through rich and focused instruction. <i>The Elementary Journal</i>, 107(3), 251-271.</p> <p>Dixon, C., Thomson, J., & Fricke, S. (2020). Evaluation of an explicit vocabulary teaching intervention for children learning English as an additional language in primary school. <i>Child Language Teaching and Therapy</i>, 36(2), 91-1087.</p> <p>Puimège, E., & Peters, E. (2019). Learners’ English vocabulary knowledge prior to formal instruction: The role of learner-related and word-related variables. <i>Language Learning</i>, 69(4), 943-977.</p> <p>Sulistyawati, E., Nugroho, A., & Bram, B. (2021). Morphological teaching strategies to enhance students’ vocabulary knowledge and reading comprehension. <i>Developmental Psychology</i>, 51(4), 179-190.</p> <p>Yoon, H., Pae, S., & Chung, B. J. (2018). The role of vocabulary breadth and depth on reading comprehension in grades 1-4. <i>Communication Sciences & Disorders</i>, 23(2), 519-527.</p>
<p>Week 6</p>	<p>Reading Comprehension</p> <ul style="list-style-type: none"> - Listening comprehension - Interacting with text – speaking, reading, writing, and listening - Hone critical thinking skills - Engage in critical analysis of text - Comprehensible Input for English language learners - Approaches to comprehension instruction - questioning, oral retellings, written responses to text, graphic organizers <p>Assessments: Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p> <p>Sample Cloze Test (8.1) Narrative Retelling Record (8.2) Informational Retelling Record (8.3) San Diego Quick Assessment, Form I (8.4)</p> <p>Supporting Texts: Boyles, N. (2017). The rigor of independent close reading: Teaching students to think deeply – on their own. In Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T. (Eds.). <i>Comprehensive literacy basics: An anthology by capstone professional</i> (pp. 37-46). Capstone.</p> <p>Chapter 8: Comprehension Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p> <p>Frost, S. (2017). Supporting background knowledge in a comprehensive literacy program. In Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T.</p>

	<p>(Eds.). <i>Comprehensive literacy basics: An anthology by capstone professional</i> (pp. 47-56). Capstone.</p> <p>Supporting Articles/Books: Duke, N. K., & Cartwright, K. B. (2021). The science of reading processes: Communicating advances beyond the simple view of reading. <i>Reading Research Quarterly, 56</i>(S1), S25-S44.</p> <p>Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The science of reading comprehension. <i>The Reading Teacher, 74</i>(6), 663-672.</p> <p>Echevarria, J., & Vogt, M. E. (2017). <i>Making content comprehensible for English learners: The SIOP model (5th ed.)</i>. Pearson.</p>
<p>Week 7</p>	<p>Fluency Development</p> <ul style="list-style-type: none"> - Automaticity: Accurate and Automatic Word Recognition - Prosody and inflection - Endurance and stamina - Instructional approaches - Echo Reading, Choral Reading, Partner Reading, Paired Reading, Buddy Reading, Performances, Recorded Readings,(Reader’s Theaters, Famous Speeches, Poems, Songs) - Curriculum-based Measurement - Oral Reading Norms - Fluency for English language learners <p>Supporting Texts: Chapter 6 – Fluency Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p> <p>Young, C., & Rasinski, T. V. (2017). Why reading fluency matters. In Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T. (Eds.). <i>Comprehensive literacy basics: An anthology by capstone professional</i> (pp. 95-104). Capstone.</p> <p>Supporting Articles: Johnston, L. E., Mercer, S. H., & Geres-Smith, R. (2018). Incorporating vocabulary instruction in individual reading fluency interventions with English language learners. <i>Canadian Journal of School Psychology, 33</i>(1), 63-81.</p> <p>Pikulski, J., Vogt, M. E., & Short, D. (2005). Fluency: Bridging between decoding and reading comprehension. <i>The Reading Teacher, 58</i>(6), 510-519.</p>
<p>Week 8</p>	<p>Writing Development</p> <ul style="list-style-type: none"> - Syntax – Sentence Construction - Grammar - Basic Writing Skills – Sentence and paragraph construction - Writing Traits – Voice, Ideas, Presentation, Conventions, Organization, Word Choice, and Sentence Fluency

**Supporting Texts:**

Chapter 6: Syntax

Moats, L. C. (2020). *Speech to print*, (3rd ed.). Paul H. Brookes Publishing Co.

Chapter 6: Syntax

Moats, L. C., & Rosow, B. L. (2020). *Speech to print workbook: Language exercises for teachers*. Paul H. Brookes Publishing Co.

Wolfe, H. (2017). Writing is back! How to start and maintain the conversation about writing. In Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T. (Eds.). *Comprehensive literacy basics: An anthology by capstone professional* (pp. 105-114). Capstone.

Supporting Articles:

Collins, J. L., Jaekyung, L., Fox, J. D., & Madigan, T. (2017). Bringing together reading and writing: An experimental study of writing intensive reading comprehension in low-performing urban elementary schools. *Reading Research Quarterly*, 52(3), 311-332.

Graham, S. (2020). The sciences of reading and writing must become more fully integrated. *Reading Research Quarterly*, 55(S1), 332-339.

Graham, S., & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review*, 81(4), 710-744.

Raooft, S., Jalal, G., & Gharibi, H. (2017). Self-efficacy and its relation to esl writing proficiency and academic disciplines. *International Journal of Applied Linguistics and English Literature*, 6(5), 127-132.

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

- Discussion forum/participation (20%)
(Related course learning objectives 1, 6)
 - Quizzes on course readings (20%)
(Related course learning objectives 1, 6)
 - Reading Curriculum Plan including Word Study (Phonemic Awareness/Phonics/Structural Analysis), Fluency, Comprehension/Vocabulary, and Writing. Scaffolding for differentiating instruction. (60%)
 - Planning
 - Implementation
 - Assessment & Reflection
- (Related course learning objectives 2, 3, 4, 5)

7. Grading scale.

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 59% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/06/2023

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

Date approved by CGS: **COTE:**

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:** ELE 5007: Assessment in the Content Areas
3. **Short title:** Assessment
4. **Long title:** Assessment in the Content Areas
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:** This course emphasizes monitoring student learning through data-driven assessment to meet the needs of diverse learners. Students will learn to design assessments in various content areas (e.g., math, science), use these assessments to plan for student learning, and reflect on effective grading practices.
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:**
N/A
12. **Equivalent course(s):** none
a. **Are students allowed to take equivalent course(s) for credit?** Yes No (N/A)
13. **Prerequisite(s):** Admission to the Graduate College and the ELE MAT Program. University teacher education requirements apply, and department requirements for enrollment must be met.
a. **Can prerequisite be taken concurrently?** Yes No (N/A)
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):** ELE 5006, ELE 5002

15. **Enrollment restrictions**

a. **Degrees, colleges, majors, levels, classes which may take the course:** _College of Education candidates who have met the conditions for the MAT program and admission to the Graduate College_

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

16. **Repeat status:** _X_ 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:** X 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 _X_ No ___ Yes, Explain if yes _____

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 ___ELE MAT Program_

___ 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 new course (as part of the new ELE MAT program) is an essential introduction to basic elements of assessment in the elementary classroom. Taken during their second residency (i.e., fieldwork) experience, this course prepares students to design assessments and to use them to plan effective lessons. Using their content area understandings, students will design, implement, and review student assessments; they will also use research-based practices to give appropriate and effective feedback to students.

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

Similarity to other courses: This course is somewhat similar to portions of the ELE 4100 course taken by traditional undergraduates in the elementary education program. Because the MAT program is a

graduate-level program and students will be taking courses asynchronously, we were required to create a new course.

Prerequisites: N/A

Co-requisites: The co-requisites (their second residency and a curriculum development course) are also taken during the spring term to maximize candidates' use of course content. Being in their residency that semester will allow students to practice what is taught in ELE 5007.

Enrollment restrictions: This course is restricted to students in the ELE MAT program primarily because the course was designed for precisely this level of student background and this grade focus; this program is an accelerated teacher certification program and is designed to provide developmental awareness and family engagement strategies for students with a bachelor's degree.

Writing active, intensive, centered: (N/A)

Capstone as Senior Seminar: (N/A)

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

General education component:

Curriculum:

Instruction:

Assessment:

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

Online or hybrid delivery justification: This is a course designed to accommodate nontraditional candidates seeking their degrees in elementary education. Many of the prospective candidates will be full-time employees of a school district (e.g., paraprofessionals), so the online modality meets the needs of these students for flexibility. The ELE MAT program itself responds directly to the crushing teacher shortage in Illinois and the United States.

Instruction: The skills from the learning goals will be taught in an explicit manner using video lectures, class discussions via D2L forums, and weekly reflective assignments. Students will interact with the instructor and fellow students through the D2L discussion forums. Faculty members who teach this course will have completed the OCDI training or equivalent.

Integrity: The syllabus includes statements about academic dishonesty and plagiarism as well as professional dispositions required of all College of Education majors. The software available within D2L will address academic integrity during exams and assignment submissions.

Interaction: The professor and students will interact frequently through email and discussion forums available within D2L. The professor will encourage students to attend regular office hours, and individual meeting times can be arranged.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

ELE 5007: Assessment in the Content Areas

2. Catalog description

This course emphasizes monitoring student learning through data-driven assessment to meet the needs of diverse learners. Students will learn to design assessments in various content areas (e.g., math, science), use these assessments to plan for student learning, and reflect on effective grading practices.

3. Learning objectives.

1. The teacher candidate will design assessments appropriate to various content areas (i.e., reading, writing, math, science, and social studies). (Graduate Learning Goals 1, 2, 4)
2. The teacher candidate will reflect on the assessments currently used in their classrooms and identify their purposes and potential. (Graduate Learning Goals 1, 3, 5)
3. The teacher candidate will review the above content areas in order to identify their own areas of professional development. (Graduate Learning Goals 1, 2, 5)
4. The teacher candidate will analyze and apply assessment data to inform instruction. (Graduate Learning Goals 1, 2, 5)
5. The teacher candidate will use a variety of approaches to analyze the needs of all learners and apply their understanding of RtI and differentiation. (Graduate Learning Goals 1, 2, 4, 5)

Course materials.

- Wormeli, R. (2018). *Fair isn't always equal*. Stenhouse Publishing.
- Colby, R. L. (2017). *Competency-based education: A new architecture for K-12 schooling*. Harvard Education Press.
- Selected articles

4. Weekly outline of content

Weeks 1-2

- Common Core State Standards, NGSS, Illinois SEL Standards
- High-leverage teaching practices – focused on assessment
- Content area (i.e., reading, writing, math, science, social studies) review

Weeks 3-4

- Formative assessment
- Differentiated instruction
- Content area review

Weeks 5-6

- RtI and MTSS
- Minimizing cultural bias in assessment practices
- Competency-based education
- Standards-based grading
- Content area review

Weeks 7-8

- Providing effective feedback
- Analyzing student work for future instruction
- Effective grading practices
- Content area review

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

- 3 lesson plans with student-created assessments (15%) – Objectives 1, 3

- Assessment inventory (10%) – Objective 2
- Student work analysis (20%) – Objectives 3, 4
- Discussion forum/participation (15%) – Objectives 2, 4
- Quizzes on course readings (15%) – Objectives 1, 2, 3, 4, 5, 6
- Final exam (25%) – Objectives 1, 2, 3, 4, 5, 6

6. Grading scale.

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/06/2023

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

Date approved by CGS: **COTE:**

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:** ELE 5003
3. **Short title:** The Child and Community
4. **Long title:** The Child and Community: Child Development and Family Engagement
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:** This course introduces students to the influences that development (physical, social, emotional, cognitive, linguistic), past experience, economic circumstances, and culture have on the learning process. Along with the child's development, this course addresses best practices for family and community engagement.
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:**

N/A

12. **Equivalent course(s):** none

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

13. **Prerequisite(s):** Admission to the Graduate College and the ELE MAT Program. University teacher education requirements apply, and department requirements for enrollment must be met.

a. **Can prerequisite be taken concurrently?** Yes No (N/A)

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):** EDF 5510, SPE 5002, ELE 5004

15. **Enrollment restrictions**

a. **Degrees, colleges, majors, levels, classes which may take the course:** _College of Education candidates who have met the conditions for the MAT program and admission to the Graduate College_

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

16. **Repeat status:** _X_ 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:** _X_ 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 _X_ No Yes, Explain if yes _____

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

Course is required for the minor(s) of _____

X Course is required for the certificate program(s) of _ELE MAT Program_

Course is used as an elective

2. **Rationale for proposal :**

This new course (as part of the new ELE MAT program) is an essential introduction to basic elements of teaching in the elementary classroom. Taken during the summer, this course prepares teacher candidates for an awareness of child development and best practices for effective and responsive work with families. This course is offered in the summer term of the MAT program in order to facilitate developmentally appropriate work when students enter their fall semester and begin their first residency (fieldwork) requirements.

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

Similarity to other courses: This course is somewhat similar to the current ELE 2050 course taken by traditional undergraduates in the elementary education program. Because the MAT program is a graduate-level program and students will be taking courses asynchronously, we were required to create a new course.

Prerequisites: N/A

Co-requisites: The three co-requisites (a foundations course, a special education course, and a pedagogy course) are also taken during the summer term in order to prepare candidates for their first official residency experience.

Enrollment restrictions: This course is restricted to students in the ELE MAT program primarily because the course was designed for precisely this level of student background and this grade focus; this program is an accelerated teacher certification program and is designed to provide developmental awareness and family engagement strategies for students with a bachelor's degree.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

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

General education component:

Curriculum:

Instruction:

Assessment:

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

Online or hybrid delivery justification: This is a course designed to accommodate nontraditional candidates seeking their degrees in elementary education. Many of the prospective candidates will be full-time employees of a school district (e.g., paraprofessionals), so the online modality meets the needs of these students for flexibility. The ELE MAT program itself responds directly to the crushing teacher shortage in Illinois and the United States.

Instruction: The skills from the learning goals will be taught in an explicit manner using video lectures, class discussions via D2L forums, and weekly reflective assignments. Students will interact with the instructor and fellow students through the D2L discussion forums. Faculty members who teach this course will have completed the OCDI training or equivalent.

Integrity: The syllabus includes statements about academic dishonesty and plagiarism as well as professional dispositions required of all College of Education majors. The software available within D2L will address academic integrity during exams and assignment submissions.

Interaction: The professor and students will interact frequently through email and discussion forums available within D2L. The professor will encourage students to attend regular office hours, and individual meeting times can be arranged.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

ELE 5003: The Child and Community: Child Development and Family Engagement

2. Catalog description

This course is an introduction to the influences that development (physical, social, emotional, cognitive, linguistic), past experience, economic circumstances, and culture have on the learning process. Along with the child's development, this course addresses best practices for family and community engagement.

3. Learning objectives.

1. The teacher candidate will recognize and reflect on how teaching and student learning are influenced by development (physical, social-emotional, cognitive, and linguistic), past experiences (including trauma), prior knowledge, economic circumstances, and issues of diversity. (Graduate Learning Goals 1, 3, 5)
2. The teacher candidate will recognize and reflect on the impact educational issues have (both current and historical) on children's learning. (Graduate Learning Goals 1, 3, 4)
3. The teacher candidate will interpret how teachers' backgrounds, philosophies, and personal choices within the larger school and community context shape dispositional behavior and pedagogical decisions. (Graduate Learning Goals 2, 5)
4. The teacher candidate will develop and display professional behavior that reflects honesty, integrity, confidentiality, altruism, respect, and other identified professional dispositions that lead to becoming a reflective practitioner. (Graduate Learning Goals 1, 2, 3, 5)
5. The teacher candidate will develop a plan for collaborative work with diverse families. (Graduate Learning Goals 1, 2, 3, 4, 5)

4. Course materials:

Mayes, L. (2021). *The educator's guide to understanding child development: Supporting healthy academic and emotional growth*. Scholastic.

Santrock, J. (2019). *Children* (14th ed.) McGraw Hill.

Selected articles

5. Weekly outline of content.

Week 1

Development: Birth to Age 6

- Biological beginnings
- Educational theories and theorists in child development
- Current debates in child development (e.g., nature vs. nurture)
- Assessing children's development
- Motor, cognitive, emotional, and social development of children birth-6
- Educational impacts of trauma

Week 2 – Development: Ages 7 to 12

- Educational theories and theorists in child development
- Current debates in child development (e.g., nature vs. nurture)
- Assessing children's development
- Motor, cognitive, emotional, and social development of children 7-12
- Educational impacts of trauma

Week 3 – Adolescent Development

- Current debates in child and adolescent development
- Needs specific to adolescents (e.g., changes in sleep schedules)

- Educational impacts of trauma

Week 4 - Family Engagement

- Families as partners in the education process
- The impact of family engagement on the educational process
- Developing relationships with families from diverse language and cultural backgrounds

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

- Written reflections (20%) – Objectives 1, 2, 3, 4
- Current event report and discussion (10%) – Objectives 2, 3
- Educational autobiography (10%) – Objectives 3, 4
- Family engagement plan (20%) – Objectives 4, 5
- Quizzes and exams (40%) – Objectives 1, 2, 3, 4, 5

7. Grading scale.

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/06/2023

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

Date approved by CGS:

COTE:

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:** ELE 5004: Elementary Pedagogy
3. **Short title:** Elementary Pedagogy _____
4. **Long title:** Elementary Pedagogy: Classroom Management and High-Leverage Teaching Practices _____
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:** This course is an introduction to the nuts and bolts of teaching in the elementary classroom. Topics include classroom management, effective lesson planning, differentiated instruction, professional dispositions, and high-leverage teaching practices.
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:** n/a _____
12. **Equivalent course(s):** none _____
 - a. **Are students allowed to take equivalent course(s) for credit?** Yes No (N/A)
13. **Prerequisite(s):** Admission to the Graduate College and the ELE MAT Program. University teacher education requirements apply, and department requirements for enrollment must be met.
 - a. **Can prerequisite be taken concurrently?** Yes No (N/A)
 - 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):** EDF 5510, SPE 5002, ELE 5003

15. **Enrollment restrictions**

- a. **Degrees, colleges, majors, levels, classes which may take the course:** College of Education candidates who have met the conditions for the MAT program and admission to the Graduate College.
- b. **Degrees, colleges, majors, levels, classes which may not take the course:** everyone else
16. **Repeat status:** X 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:** X 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 X Yes, **\$30.00** Explain if yes: Students will be required to purchase the Illinois Licensure Testing System practice test in order to target content areas needing improvement on the Elementary Education Content Exam (ILTS).

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 ELE MAT Program
 Course is required for the minor(s) of _____
 Course is required for the certificate program(s) of ELE MAT Program
 Course is used as an elective

2. **Rationale for proposal :**

This new course (as part of the new ELE MAT program) is an essential introduction to some basic elements of teaching in the elementary classroom. Taken during the summer, this course builds student capacity to plan effective lessons and create an environment of respect and rapport among students. MAT students will enter the fieldwork (observation and practice teaching) part of their program in the fall semester after this summer introduction, and this class is essential to their productive work with students during their fall fieldwork.

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

Similarity to other courses: This course is somewhat similar to the current ELE 3100 and ELE 4100 courses taken by traditional undergraduates in the elementary education program. Because the MAT program is a graduate-level program and students will be taking courses asynchronously, we were required to create a new course.

Prerequisites: N/A

Co-requisites: The three co-requisites (a foundations course, a special education course, and a child development course) are also taken during the summer term in order to prepare candidates for their first official residency experience.

Enrollment restrictions: This course is restricted to students in the ELE MAT program primarily because the course was designed for precisely this level of student background and this grade focus; this program is an accelerated teacher certification program and is designed to provide pedagogical support for students with a bachelor's degree.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

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

General education component:

Curriculum:

Instruction:

Assessment:

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

Online or hybrid delivery justification: This is a course designed to accommodate nontraditional candidates seeking their degrees in elementary education. Many of the prospective candidates will be full-time employees of a school district (e.g., paraprofessionals), so the online modality meets the needs of these students for flexibility. The ELE MAT program itself responds directly to the crushing teacher shortage in Illinois and the United States.

Instruction: The skills from the learning goals will be taught in an explicit manner using video lectures, class discussions via D2L forums, and weekly reflective assignments. Students will interact with the instructor and fellow students through the D2L discussion forums. Faculty members who teach this course will have completed the OCDI training or equivalent.

Integrity: The syllabus includes statements about academic dishonesty and plagiarism as well as professional dispositions required of all College of Education majors. The software available within D2L will address academic integrity during exams and assignment submissions.

Interaction: The professor and students will interact frequently through email and discussion forums available within D2L. The professor will encourage students to attend regular office hours, and individual meeting times can be arranged.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

ELE 5004: Elementary Pedagogy

2. Catalog description

This course is an introduction to the nuts and bolts of teaching in the elementary classroom. Topics include classroom management, effective lesson planning, differentiated instruction, professional dispositions, and high-leverage teaching practices._

3. Learning objectives:

1. The teacher candidate will consider students' cognitive and SEL needs when planning lessons. (Graduate Learning Goals 1, 2, 3, 4, 5)
2. The teacher candidate will develop a plan for a safe and challenging learning environment that encourages risk-taking. (Graduate Learning Goals 1, 2, 3, 4, 5)
3. The teacher candidate will develop a plan to respond thoughtfully to classroom behaviors with a culturally responsive mindset. (Graduate Learning Goals 1, 2, 3, 4, 5)
4. The teacher candidate will differentiate lessons both proactively and responsively. (Graduate Learning Goals 1, 2, 5)
5. The teacher candidate will use the Common Core State Standards and related Illinois State Standards thoughtfully and effectively. (Graduate Learning Goals 1, 2, 3, 5)
6. The teacher candidate will design formative assessments and know what to do with the results. (Graduate Learning Goals 1, 2, 3, 5)
7. The teacher candidate will develop a lifelong learning mindset and set goals for growth as a professional. (Graduate Learning Goal 5)

4. Course materials.

- Wormeli, R. (2018). *Fair isn't always equal*. Stenhouse Publishing.
- Orlich, D., Harder, R. J., Trevisan, M. S., Brown, A. H., & Miller, D. E. (2018). *Teaching strategies: A guide to effective instruction* (11th ed.). Cengage Learning.
- Fisher, D., & Frey, N. (2014). *Checking for understanding: Formative assessment techniques for your classroom* (2nd ed.).
- Selected articles

5. Weekly outline of content

Week 1

- Effective lesson planning using the departmental lesson plan template
- Common Core State Standards, NGSS, Illinois SEL Standards, ELD Standards
- High-leverage teaching practices

Week 2

- Formative assessment
- Differentiated instruction
- Differentiated instruction for English Language Learners

Week 3

- Proactive and responsive classroom management
- Procedures and routines in the classroom

Week 4

- Planning for student engagement and considering student diversity
- Professional dispositions and growth

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

- Three (3) lesson plans (25%) – Objectives 1, 4, 5, 6
- Discussion forum/participation (15%) – Objectives 1, 2, 3, 4, 5, 6
- Quizzes on course readings (15%) – Objectives 1, 2, 3, 4, 5, 6
- Classroom management plan (10%) – Objectives 2, 3
- Professional development plan (10%) – Objective 7
- Final exam (25%) – Objectives 1, 2, 3, 4, 5, 6

7. Grading scale.

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/17/2023

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

Date approved by CGS: **COTE:**

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:** STG 5008
3. **Short title:** Residency I
4. **Long title:** Residency I in Elementary 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:**

STG 5008 Residency I in Elementary Education

This course involves 16 weeks of full-time placement in a Grades 1-6 classroom. Credit for this residency is earned by successful completion of the experience and all departmental requirements that may apply.

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 80% online,
20% face-to-face

*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 X No

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

a. **Can prerequisite be taken concurrently?** ___ Yes ___ No X N/A – no pre-req

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

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

d. **Who may waive prerequisite(s)?**

___ No one X 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 ELE only

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

16. **Repeat status:** X 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:** X 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 Elementary 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 their elementary education licensure. Because the MAT program itself is designed specifically for full-time employees (e.g., paraprofessionals), the supervision can be considered both synchronous (e.g., streaming video observations or in-person observations) and asynchronous (e.g., classroom lessons recorded and submitted for feedback via D2L). 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 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 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 and the ELE MAT program address the teacher shortage in Illinois and across the United States. The course will serve a population of candidates who cannot attend classes on campus and online delivery makes the course accessible to candidates who work in schools and/or those who are changing careers.

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 (LMS). Assignments/projects, discussion postings, reflections, and a weekly mentor-mentee log will be completed or submitted within the LMS. Feedback from the instructor will be provided through the LMS, email, online discussion boards, and synchronous video conferences. 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 the instructor (supervisor) to debrief. Evaluation, coaching, and mentoring will be completed asynchronously (instructor feedback/responses) and synchronously (live individual meetings/sessions). Seminar attendance will be required. Faculty members who teach this course will have completed OCDI training or the 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 promote academic integrity, the EIU learning management system includes software for the detection of plagiarism in assessments submitted through the LMS.

Interaction:

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

Model Syllabus (Part II)

Please include the following information:

1. Course

STG 5008 Residency I in Elementary Education (Arr-Arr-6).

2. Course Description:

This course involves 16 weeks of full-time placement in a Grades 1-6 classroom. Credit for this residency is earned by successful completion of the experience and all departmental requirements which may apply.

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 (unit) and short-term plans (lesson). (Graduate Learning Goals 1, 2, 3, 4, 5)
2. Students will implement research-based, trauma-informed, and 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 held individually, 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 Professional Educator Standards

Illinois Social and Emotional Learning Standards

Illinois Culturally Responsive Teaching and Learning Standards

4. Course Materials

Reading, videos, and other learning materials related to monthly seminars will be available via the LMS.

5. Weekly Outline of Content

Weeks	Practicum On-Site 16 Weeks
Weeks 1-2	Introduction to the course Establishing your classroom expectations/Classroom environment considerations Assignment: Procedures and routines
Weeks 3-4	Observations and reflections: Content understandings (PE, Health, & Fine Arts) Activities to support classroom instruction Assignment: Lesson plans 1 and 2 Assignment: Informal Observation 1 due
Weeks 5-6	Observations and reflections: (Science and social studies) Activities to support classroom instruction Assignment: Informal Observation 2 due
Weeks 7-8	Observations and reflections: Content understandings (ELA) Activities to support classroom instruction Assignment: Lesson plans 3 and 4
Weeks 9-10	Observations and reflections: Content understandings (Math) Activities to support classroom instruction Assignment: Professional growth plan Assignment: Formal Observation 1 due
Weeks 11-12	Observations and reflections: Assessments Activities to support classroom instruction

	Assignment: Lesson plans 5 and 6
Weeks 13-14	Observations and reflections: Classroom management & trauma-informed education Assignment: Formal Observation 2 due
Weeks 15-16	Observations and reflections: Final reflection on the full semester residency Assignment: Mini-Unit (6 lesson plans) due

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

Readings: Candidates are expected to complete all readings for the course which are listed on the syllabus and housed in the LMS.

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

Reflections: Candidates will complete weekly reflections related to content understanding, assessment, trauma-informed education, instruction, management, and other topics as specified by the instructor. (20%)

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

Mentor-Mentee Log: A weekly mentor-mentee log will be maintained, submitted, and discussed with the instructor. (10%)

Related Course Learning Objectives: 3, 4

Teaching Evaluations: Candidates will be evaluated informally at least two times during the semester and evaluated formally 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 complete the course successfully. Evaluations will not be calculated into the grade earned in the course.

Related Course Learning Objectives: 2, 3, 4

Seminars: Seminars will be held a minimum of three times across the semester and candidates will be expected to attend virtually. These meetings will cover licensure requirements/processes; ESL/bilingual education; safety education; legal updates; best practices in collaboration, assessment, instruction, and management; and ethical challenges and considerations.

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

Instructor Meetings: Individual meetings with the instructor will be held at predetermined intervals no fewer than four times across the semester. (10%)

Related Course Learning Objectives: 3, 4

Course Projects (60%)

- Midterm project: Candidates will identify areas of strength and need in order to create a professional growth plan and detailed reflection paper. This professional growth plan may include resources (e.g., workshops) available in their school buildings, online coursework, professional organization membership, and other professional growth opportunities as approved by their instructor.
- Final project: Candidates will complete a minimum of six detailed lesson plans using the departmental lesson planning template. These lesson plans will address multiple content

areas and will have related assessments as discussed in prerequisite coursework. Students will submit drafts of these lessons over the course of the semester for feedback and will revise and resubmit as their final project.

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

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

7. Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 59% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/17/2023

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:** STG 5009
3. **Short title:** Residency II
4. **Long title:** Residency II in Elementary 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: 2025
8. **Catalog course description:**

ELE 5002 Residency II in Elementary Education

This course involves 16 weeks of full-time placement in a Grades 1-6 classroom. Credit for this residency is earned by successful completion of the experience and all departmental requirements that may apply.

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 80% online,
20% face-to-face

*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 X No

13. **Prerequisite(s):** Admission to the ELE MAT program or permission of the Department Chair. Successful completion of Residency I. Students must pass the Illinois Licensure Testing System Elementary Education exam to be admitted to Residency II.

a. **Can prerequisite be taken concurrently?** ___ Yes ___ No X N/A – no pre-req

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

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

d. **Who may waive prerequisite(s)?**

___ No one X Chair ___ Instructor ___ Advisor ___ Other (specify)

14. **Co-requisite(s):** ELE 5006 and ELE 5007

15. **Enrollment restrictions**

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

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

16. **Repeat status:** X 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:** X 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 Elementary 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 second of two supervised clinical experiences needed to meet the professional standards required for teacher candidates in Illinois seeking their elementary education licensure. Because the MAT program itself is specifically designed for full-time employees (e.g., paraprofessionals), the supervision can be considered both synchronous (e.g., streaming video observations or in-person observations) and asynchronous (e.g., classroom lessons recorded and submitted for feedback via D2L). This course will allow candidates to apply theory to practice in their final semester-long residency experience.

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

Similarity to other courses: N/A

Prerequisites: Students will be conducting their final practicum experiences as part of this second residency. (Some would consider this experience analogous to a student teaching period.) Because this is their final semester of the program, they must be candidates in the Elementary MAT program and must have completed their required coursework and first residency experience in order to complete assignments and reflect on their teaching experiences.

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 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 addresses the teacher shortage in Illinois and across the United States. The course will serve a population of candidates who cannot attend classes on campus, and online delivery makes the course accessible to candidates who work in schools and/or those who are changing careers.

Instruction:

Candidates will access audio and/or video recordings and other instructional materials and resources through EIU's online learning management system (LMS). Assignments/projects, discussion postings, reflections, and a weekly mentor-mentee log will be completed or submitted within the LMS. 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 an instructor (supervisor) to debrief. Evaluation, coaching, and mentoring will be completed asynchronously (instructor feedback/responses) and synchronously (live individual meetings/sessions). Seminar attendance will be required. Faculty members who teach this course will have completed OCDI training or the equivalent.

Integrity:

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

Interaction:

The instructor and students will 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. Individual meetings about formal evaluations will be required. Candidates will be encouraged to collaborate with one another through the learning management system. Interaction with the instructor will be frequent and leverage various modes of communication.

Model Syllabus (Part II)

Please include the following information:

1. Course

ELE 5002 Residency I in Elementary Education (Arr-Arr-6).

2. Course Description:

This course involves 16 weeks of full-time placement in a Grades 1-6 classroom. Credit for this residency is earned by successful completion of the experience and all departmental requirements which may apply.

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 (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 reflect critically and regularly on their experiences; these reflections will be held individually, with their residency supervisor, and with their peers in seminar settings. (Graduate Learning Goals 1, 2, 3, 5)
4. Students will demonstrate their readiness to enter the teaching profession through the creation of a reflective, professional portfolio. (Graduate Learning Goals 1, 2, 3, 4, 5)
5. Students will prepare a six-lesson, integrated unit of study for their chosen grade level. (Graduate Learning Goals 1, 2, 3, 4, 5)

Additional Standards Addressed in this Course:

Illinois Professional Educator Standards

Illinois Culturally Responsive Teaching and Learning Standards

4. Course Materials

No texts will be required for this course. Individualized readings will be used to supplement the weekly reflections students complete as part of their field experience.

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

5. Weekly Outline of Content

Weeks	Practicum On-Site 16 Weeks
Weeks 1-2	Introduction to the course Introduction to Understanding by Design Assignment: Classroom reflection
Weeks 3-4	Activities to support classroom instruction Classroom reflection Assignment: Understanding by Design outline Informal Observation 1 due
Weeks 5-6	Activities to support classroom instruction Classroom reflection Assignment: Lesson plans 1 and 2 Informal Observation 2 due
Weeks 7-8	Activities to support classroom instruction Classroom reflection Assignment: Lesson plans 3 and 4

	Assignment: Midterm project due
Weeks 9-10	Activities to support classroom instruction Classroom reflection Formal Observation 1 due
Weeks 11-12	Activities to support classroom instruction Classroom reflection Assignment: Lesson plans 5 and 6
Weeks 13-14	Classroom reflection Formal Observation 2 due
Weeks 15-16	Final reflection on the full semester residency Assignment: Mini-Unit (6 lesson plans) due

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

Reflections: Candidates complete weekly reflections related to content understanding, assessment, instruction, management, and other topics as specified by the instructor (20%)
Related Course Learning Objectives: 1, 2, 3, 4

Mentor-Mentee Log: A weekly mentor-mentee log will be maintained, submitted, and discussed with the instructor. (10%)
Related Course Learning Objectives: 3, 4

Teaching Evaluations: Candidates will be evaluated informally at least two times during the semester and evaluated formally 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 complete the course successfully. Evaluations will not be calculated into the grade earned in the course.
Related Course Learning Objectives: 2, 3, 4

Seminars: Seminars will be held a minimum of three times across the semester and candidates will be expected to attend virtually. These meetings will cover licensure requirements/processes; legal updates; ESL/bilingual education; safety education; best practices in collaboration, assessment, instruction, and management; and ethical challenges and considerations.
Related Course Learning Objectives: 1, 2, 3, 4

Individual Instructor Meetings: Individual meetings with the instructor will be held at predetermined intervals no fewer than four times across the semester. (10%)
Related Course Learning Objectives: 3, 4

Course Projects (60%)

- Midterm project: Prepare a professional portfolio that includes a minimum of the following pieces: professional background information (e.g., updated resume and cover letter), teaching philosophy, documentation of planning and teaching practices, documentation of student success, and professional development.

- Final project: Candidates will complete a minimum of six detailed lesson plans using the Understanding by Design framework and the departmental lesson planning template. These lesson plans will be integrated across content areas and will have related assessments as discussed in prerequisite coursework. Students will submit drafts of these lessons over the course of the semester for feedback and will revise and resubmit as their final project.

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

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

7. Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 59% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/17/2023

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:** ELE 5006
3. **Short title:** Content Curriculum
4. **Long title:** Curriculum in the Content Areas
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:** This course addresses curriculum development in the following content areas: science, social studies, and mathematics addressing the Next Generation Science Standards, the National Curriculum Standards for Social Studies, and the Common Core State Standards in Mathematics. Research-based frameworks for curriculum/lesson development will be used that will meet the developmental levels of students.
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:**
n/a
12. **Equivalent course(s):** none
13. **Prerequisite(s):** Admission to the Graduate College and the ELE MAT Program. University teacher education requirements apply, and department requirements for enrollment must be met.
 - a. **Can prerequisite be taken concurrently?** Yes No **N/A**
 - 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):** ELE 5007 and ELE 5002
15. **Enrollment restrictions**
- a. **Degrees, colleges, majors, levels, classes which may take the course:** College of Education candidates who have met the conditions for the MAT program and admission to the Graduate College
- b. **Degrees, colleges, majors, levels, classes which may not take the course:** everyone else
16. **Repeat status:** X 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:** X 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 X No Yes, Explain if yes _____

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 ELE MAT Program
- 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 new course (as part of the new ELE MAT program) is an essential introduction to some basic elements of teaching in the elementary classroom. Taken during the spring semester, this course teaches teacher candidates about curriculum development in four primary content areas: science, social studies, literacy, and mathematics. These MAT students will enter the final fieldwork (observation and practice teaching) part of their program during this spring semester.

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

Similarity to other courses: This course is somewhat similar to the current ELE 3290, ELE 3340, and Math 3420 courses taken by traditional undergraduates in the elementary education program. Because

the MAT program is a graduate-level program and students will be taking courses asynchronously, we were required to create a new course.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This course is restricted to students in the ELE MAT program primarily because it was designed solely for them in mind; this program is an accelerated teacher certification program and is designed to provide pedagogical supports for students with a bachelor's degree.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

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

General education component:

Curriculum:

Instruction:

Assessment:

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

Online or hybrid delivery justification: This is a course designed for nontraditional candidates seeking their degrees in elementary education. Because many of the anticipated candidates will be full-time employees of a school district (e.g., paraprofessionals), the online delivery of this coursework is essential to meet the need for flexibility.

Instruction: The skills from the learning goals will be taught in an explicit manner using video lectures, class discussions via D2L forums, and weekly reflective assignments. Students will interact with the instructor and fellow students through the D2L discussion forums. Faculty members who teach this course will have completed the OCDI training or equivalent.

Integrity: The syllabus includes statements about academic dishonesty and plagiarism as well as professional dispositions required of all College of Education majors. The software available within D2L will ensure honesty during exams and assignment submissions.

Interaction: The professor and students will interact frequently through email and discussion forums available within D2L. The professor will encourage students to attend regular office hours, and individual meeting times can be arranged.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: ELE 5006: Curriculum in the Content Areas
2. Catalog description: This course addresses curriculum development in the following content areas: science, social studies, and mathematics addressing the Next Generation Science Standards, the National Curriculum Standards for Social Studies, and the Common Core State Standards in

Mathematics. Researched-based frameworks for curriculum/lesson development will be used that will meet the developmental levels of students.

3. Learning objectives.
 1. The teacher candidate will know how the standards are organized and how to use them when planning curriculum/lessons. The Next Generation Science Standards, the National Curriculum Standards for Social Studies, and the Common Core State Standards in Mathematics. (Graduate Learning Goals 1, 2, 4)
 2. The teacher candidate will demonstrate a working knowledge of appropriate hands-on inquiry and critical thinking experiences for children in all content areas. (Graduate Learning Goals 1, 2, 3, 4)
 3. The teacher candidate will apply evidence-based criteria for selecting and/or designing instructional materials, methods, and assessment for differentiating instruction and considering student diversity. (Graduate Learning Goals 1, 2, 3, 4, 5)
 4. The teacher candidate will build their own content knowledge in each domain. (Graduate Learning Goal 1)
 5. The teacher candidate will use the following frameworks to develop curriculum: (Graduate Learning Goals 1, 2, 3, 4, 5)
 - o Universal Design for Learning: Representation, Action and Expression, and Engagement <http://udlguidelines.cast.org>
 - o The 5E Learning Cycle: Engage, Explore, Explain, Extend, and Evaluate
 - o The C3 Framework for Social Studies Standards K-12: <https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>
 - o Best Practices in Mathematics (NCTM) <https://www.cde.state.co.us/comath/math-teaching-practices>
4. Course materials.
 - a. *Illustrative Mathematics*: <https://illustrativemathematics.org/>
 - i. K-5 <https://im.kendallhunt.com/k5/curriculum.html>
 - ii. 6-8 <https://im.kendallhunt.com/MS/index.html>
 - b. *Inquiry Design Model: Building Inquiries in Social Studies* (2018) by Kathy Swann, John Lee, and S. G. Grant, published by the National Council for the Social Studies.
 - c. *Universal Design for Learning Science: Reframing Elementary Instruction in Physical Science* (2020) by Deborah Hanuscin and Delinda Van Garderen published by NSTA.
5. Weekly outline of content.
 - Weeks 1-2
 - o Overview of the NGSS Standards, the National Curriculum Standards for Social Studies, and the Common Core State Standards in Mathematics, the ELD Standards, and the Universal Design for Learning.
 - o Development of background knowledge of upper elementary topics such as algebra and statistics
 - o Development of classroom curriculum using the appropriate standards and content understandings
 - Weeks 3-4
 - o Overview of The 5 E Model for Teaching Science
 - o Development of classroom curriculum using the appropriate standards and content understandings
 - Weeks 5-6
 - o Overview of The C3 Framework for Social Studies Standards and Illinois history requirements

- Development of classroom curriculum using the appropriate standards and content understandings
- Weeks 7-8 -
 - Overview of high-quality approaches for integrating literacy and math, social studies, and science knowledge
 - Development of classroom curriculum using the appropriate standards and content understandings

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

- Discussion forum/participation - reflective responses (20%)
(Related course learning objectives 1, 2, 4)
- Quizzes on course readings (20%)
(Related course learning objectives 1, 2, 4)
- Planning, implementing, and assessing lesson plans meeting standards (60%)
(Related course learning objectives 1, 2, 3, 5)
 - Two Science Lessons
 - Two Social Studies Lessons
 - Two Math Lessons

7. Grading scale.

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 59% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/06/2023

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

Date approved by CAA: **CGS:**

Proposed Catalog Copy Revision

MS Nutrition & Dietetics

Effective Date: Fall 2024

Request: Add a Coordinated Program option to our MS Nutrition & Dietetics: Dietetic Internship program. Only EIU BS Nutrition students would be eligible to participate in the Coordinated Program.

Rationale: In response to changes in the accreditation standards, and the move to a required master's degree to be eligible for the Register Dietician Nutritionist credential, we propose to add a Coordinated Program option to our MS Nutrition & Dietetics: Dietetic Internship program. Only EIU BS Nutrition students would be eligible to participate in the Coordinated Program.

This programmatic change aligns with credentialing changes at the national level, but also offers EIU Nutrition students a number of advantages:

- Direct admission to the graduate program, without requiring the DICAS/DND match process (and expense).
- Completion of both degrees (undergraduate and graduate) in 5 academic years.
- Completion of 18 credits of graduate courses as Z sections, allowing coursework to double count toward both undergraduate and graduate degree requirements.

The Dietetics program will be able to keep our best and brightest undergraduate students here for their graduate work, and will have substantial recruiting advantage over our regional competitors, especially in overall cost and time to completion.

Current Catalog Copy:

Nutrition and Dietetics



← Return to: [Graduate Degree Programs](#)

The Master of Science in Nutrition and Dietetics offers two options: Dietetic Internship and Nutrition Education. While both programs of study provide students with a focus on nutrition education and research, the Dietetic Internship Option includes the Accreditation Council for Education of Nutrition and Dietetics (ACEND) accredited Dietetic Internship that will allow the successful student to take the Registration Examination for Dietitian Nutritionists. The MSND: Dietetic Internship Option coursework may be completed online or on campus. Internship placements are coordinated by the Dietetic Internship Coordinator for students in both delivery options.

Revised Catalog Copy:

The Master of Science in Nutrition and Dietetics offers two options: Dietetic Internship and Nutrition Education. While both programs of study provide students with a focus on nutrition education and

research, the Dietetic Internship Option includes the Accreditation Council for Education of Nutrition and Dietetics (ACEND) accredited Dietetic Internship that will allow the successful student to take the Registration Examination for Dietitian Nutritionists. The MSND: Dietetic Internship Option coursework may be completed online or on campus. Internship placements are coordinated by the Dietetic Internship Coordinator for students in both delivery options.

Students enrolled in the BS Nutrition program at EIU are eligible to apply for admission to the **Coordinated Program in Nutrition & Dietetics** which provides a second pathway to completing the MS Nutrition & Dietetics: Dietetic Internship. Applications to the EIU Coordinated Program in Nutrition & Dietetics are accepted in spring of junior year for admission in the fall of the senior year. Students accepted into the Coordinated Program are direct admitted to the graduate program, and are not required to participate in the DICAS match process. Students will complete their remaining undergraduate courses along with 18 credits of graduate course work during their senior year; the 18 credits of graduate course work will also count toward completion of their undergraduate degree. Upon completion of all coursework, students will be issued a verification statement which permits them to enroll in their mandatory 1000 clock hour Dietetic Internship. Internship placements are coordinated by the Dietetic Internship Coordinator.

Admission Requirements for the Coordinated Program:

- Currently enrolled in the B.S. Nutrition program at EIU
- Cumulative EIU GPA of 3.00/4.00
- Completion of all required NTR course work with a grade of C or better
- A failed prerequisite course (D, F, NF) may not be repeated more than once to receive a passing grade of C or higher.

Course of Study: Coordinated Program

Fall Year 4: enter CP

Course	S.H.
NTR 5600Z: Research Methods	3
NTR 5150Z: Med Nutr Therapy	3
NTR 5155Z: Nutr Ed, Beh, Comm	3
PUBH 4783: Health Politics & Policy	3
TOTAL	12

Spring Year 4

Course	S.H.
NTR 5610Z: Systematic Reviews	3
NTR 5154Z: Med Nutr Therapy	3
NTR 5156Z: Leadership Devt	3
NTR 3756: Comm Nutr Interv	3
TOTAL	12

Summer*

Course	S.H.
Grad elective(s)	3
NTR 5151: Nutrition in Pub Health	3
TOTAL	6

Fall Year 5*

Course	S.H.
NTR 5981, 5982: DI	6

Spring Year 5*

Course	S.H.
NTR 5983, 5984: DI	6

TOTAL	6	TOTAL	6
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***Actual schedule may vary based on DI placement schedule.**

DCC approval: 10/31/2023

CHHS Curriculum Committee Approval: 11/9/2023

CGS approval:

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

Fall Year 1

Course	S.H.
ENG 1001G: Comp I	3
CHM 1310G/1315G: Gen Chem I	4
PSY 1879G: Intro Psych	3
NTR 1120: Food Science	3
PHI 1900G: Logic Crit Reason	3
TOTAL	16

Spring Year 1

Course	S.H.
Eng 1002G: Comp II	3
CHM 1410/1415: Gen Chem II	4
BIO 1001G: Bio Principles & Issues	3
NTR 2100: Personal Nutrition	3
CMN 1310G: Intro Comm Studies	3
TOTAL	16

Fall Year 2

Course	S.H.
BIO 2210: A&P I	4
CHM 2430: Survey Organic Chem	3
NTR 1121: Food Svc Sanitation	1
NTR 2750: Nutr Assess & Counsel	4
MAT 2250G: Elementary Statistics	4
TOTAL	16

Spring Year 2

Course	S.H.
BIO 2220: A&P II	4
Bio 1004G: Practical Microbiology	3
PUBH 2800: Research Methods I	3
Fine Arts Gen Ed	3
NTR 3755: Nutr Across Lifespan	3
TOTAL	16

Fall Year 3

Course	S.H.
BUS 3010: Mgt & Org Behavior	3
NTR 3500: Professionalism I	1
NTR 4750: Adv Human Nutrition	3
NTR 4940: Food Svc Mgt	6
Soc/Beh Sci Gen Ed	3
TOTAL	16

Spring Year 3: apply to CP

Course	S.H.
CHM 3300: Survey Biochemistry	3
NTR 3501: Professionalism II	1
GEO 2200G: Food & Agriculture	3
HUM/FA Gen Ed	3
NTR 4751: Nutrition Therapy	4
Soc/Beh Sci Gen Ed	3
TOTAL	17

Fall Year 4: enter CP

Course	S.H.
NTR 5600Z: Research Methods	3
NTR 5150Z: Med Nutr Therapy	3
NTR 5155Z: Nutr Ed, Beh, Comm	3
PUBH 4783: Health Politics & Policy	3
TOTAL	12

Spring Year 4

Course	S.H.
NTR 5610Z: Systematic Reviews	3
NTR 5154Z: Med Nutr Therapy	3
NTR 5156Z: Leadership Devt	3
NTR 3756: Comm Nutr Interv	3
TOTAL	12

Total hours: BS Nutrition 121

Fall Year 4: BS Nutrition (no CP)

Course	S.H.
PUBH 4783: Health Politics & Policy	3
PUBH 4175:	2
Major elective	3
Major elective	3
Major elective	1
TOTAL	12

Spring Year 4

Course	S.H.
NTR 3756: Comm Nutr Interv	3
NTR 4275: Internship	9
TOTAL	12

Summer*

Course	S.H.
Grad elective(s)	3
NTR 5151: Nutrition in Pub Health	3
TOTAL	6

Fall Year 5*

Course	S.H.
NTR 5981, 5982: DI	6

Spring Year 5*

Course	S.H.
NTR 5983, 5984: DI	6

TOTAL	6
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TOTAL	6
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Total hours: MSND:DI 36

TO: College of Health and Human Services Curriculum Committee, Council on Graduate Studies
FROM: Dr. Andrew Kerins, Graduate Coordinator, Kinesiology, Sport, and Recreation
Dr. Nikki Hillier, Graduate Coordinator, Health Promotion
DATE: October 24, 2023
SUBJECT: Proposed Programmatic Revision
DATE TO GO IN EFFECT: Spring 2024

Rationale:

The existing Graduate School policy allows for the option of disqualifying a candidate for degree candidacy if they earn a grade below a B in more than 9 semester hours of graduate credit. In our experience, graduate students who earn three or more C's, especially in their first semester, do not make sufficient progress to complete their degree. Allowing such students to continue when we know degree completion is extremely unlikely does them a disservice. Therefore, we request a change in policy so graduate programs have the option to disqualify a graduate student with a grade below B in 9 or more semester hours of graduate credit.

Existing language:

Loss of Graduate Degree or Certificate Candidacy

- GPA: If a degree or certificate candidate in academic warning fails to return the cumulative GPA to the required 3.00 level during the next term in which he/she is enrolled, degree and/or certificate candidacy may be lost and the student may be reclassified as a non-degree graduate student. It is the candidate's responsibility to monitor the GPA.
- Grades Below B: A degree or certificate candidate receiving more than nine semester hours of graduate credit with a grade below B may be disqualified from degree or certificate candidacy and may be reclassified as a non-degree graduate student upon recommendation of the program or the Graduate School.
- Other Reasons: Academic programs may rescind degree or certificate candidacy for other reasons not specified in this catalog. It is the candidate's responsibility to be in compliance with university and program policies.
- Non-degree Requirements: Non-degree students must maintain a cumulative GPA of 2.50 or higher to continue to pursue graduate course work. It is the candidate's responsibility to monitor the GPA.

Proposed language:

Loss of Graduate Degree or Certificate Candidacy

- GPA: If a degree or certificate candidate in academic warning fails to return the cumulative GPA to the required 3.00 level during the next term in which he/she is enrolled, degree and/or certificate candidacy may be lost and the student may be reclassified as a non-degree graduate student. It is the candidate's responsibility to monitor the GPA.
- Grades Below B: A degree or certificate candidate receiving **more than nine or more** semester hours of graduate credit with a grade below B may be disqualified from degree or certificate candidacy and may be reclassified as a non-degree graduate student upon recommendation of the program or the Graduate School.
- Other Reasons: Academic programs may rescind degree or certificate candidacy for other reasons not specified in this catalog. It is the candidate's responsibility to be in compliance with university and program policies.
- Non-degree Requirements: Non-degree students must maintain a cumulative GPA of 2.50 or higher to continue to pursue graduate course work. It is the candidate's responsibility to monitor the GPA.

Additional Information:

The current policy is discussed with KSR graduate students during their advising meetings, is included on their advising checklist, and is shared during a mandatory meeting of all KSR graduate students at the beginning of the fall semester. If this new policy were adopted we would ensure the policy is similarly shared with future graduate students. In addition, we are in the process of updating our website and would be sure to include this information with any updates.

Date approved by the college curriculum committee: 11/9/2023

Date approved by CGS: _____

Eastern Illinois University
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: PLS 5980
3. Short title: Graduate Internship
4. Long title: Graduate Internship
5. Hours per week: Class ARR Lab ARR Credit 1-6
6. Terms: Fall Spring Summer On demand
7. Initial term: Fall Spring Summer Year: 2024

8. Catalog course description:

Practical experience in an organization to allow students to apply and develop, outside the traditional classroom, the skills learned in their graduate education. Internships must be approved by the graduate internship coordinator.

9. Course attributes:

General education component: NA

- 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:

NA

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21, Effective SP 2022)

12. Equivalent course(s): NA

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

13. Prerequisite(s):

At least 9 hours of graduate level courses in the Political Science MA. For students in the internship completion option, at least 24 hours of graduate level courses in the Political Science MA.

a. Can prerequisite be taken concurrently? Yes No

b. Minimum grade required for the prerequisite course(s)? 3.0 gpa

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):

NA

15. Enrollment restrictions

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

Students enrolled in the MA in Political Science or the MA in Political Science with the Public Administration and Public Policy option.

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: 6

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:

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21, Effective SP 2022)

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
 Course is used as an elective in the MA in Political Science, as an elective or a completion pathway for the degree.

2. Rationale for proposal :

This revisions permits us to provide an internship completion option to students enrolled in the MA program, and better reflects current internship procedures and opportunities for students.

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

Similarity to other courses:

NA

Prerequisites:

Students need to complete some graduate coursework in able to benefit from the internship experience. For students pursuing typical internships, 9 hours of graduate credit is reasonable to allow them to make connections between their internship experience and their coursework. For students in the internship completion option, 24 hours is a more appropriate point at which to begin their internships.

Co-requisites:

NA

Enrollment restrictions:

This course is specifically for students in the MA in Political Science or the MA in Political Science with the Public Administration and Public Policy option.

Writing active, intensive, centered:

NA

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21, Effective SP 2022)

Capstone as Senior Seminar:

NA

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

General education component:

NA

Curriculum:

NA

Instruction:

NA

Assessment:

NA

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

Online or hybrid delivery justification:

Internship academic requirements are submitted typically via Panthermail for students in both the face-to-face or online options. Students can obtain internships in a wide range of offices; this option is appropriate for online MA students as well as face-to-face students.

Instruction:

The internship coordinator will communicate weekly via email, Zoom, or other communications, promoting student reflection, connections, and analysis. All faculty supervising internships have completed OCDI training.

Integrity:

The internship coordinator will communicate with the internship supervisor prior to registration to gain their approval. The coordinator may also check in with the supervisor as needed to follow up on the student's progress in the internship. The supervisor will also formally evaluate the student. Weekly communications and student writing assignments may be scanned by Turnitin for integrity.

Interaction:

This is an individualized learning environment--interaction will primarily be between the internship coordinator and the student, and between the internship environment and the student.

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21, Effective SP 2022)

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: PLS 5980/Graduate Internship

2. Catalog description:

Practical experience in an organization to allow students to apply and develop, outside the traditional classroom, the skills learned in their graduate education. Internships must be approved by the graduate internship coordinator.

3. Learning objectives:

- a. Students will analyze and apply concepts, models and theories learned in their graduate coursework to their internship experience. (G1, G2)
- b. Students will write effectively in both weekly analytic updates and in their final papers. (G3)
- c. Students will demonstrate ethical and professional responsibility in their internship experience. (G5)
- d. Students will develop their applied professional skills in the internship setting. (G4)
- e. Internship Option students will demonstrate effective oral communication skills in presenting their internship experience. (G3)

4. Course materials:

Course materials will vary depending on the internship and student experience. Students will draw from materials from their graduate coursework, as well as from guidance from the internship coordinator.

5. Weekly outline of content:

Weeks 1-15: Graduate interns will complete assignments from their supervisors, communicate with the internship coordinator, and work on their final papers.

Week 16: Graduate interns will turn in their final paper to the internship coordinator. Students in the internship completion option will make a presentation on their internship to faculty and other graduate students.

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

	Regular Internship	Internship Completion Option
Weekly analytic logs	30%	20%
Supervisor evaluation	30%	20%
Final paper	40%	50%
Internship completion option oral presentation		10%
Total	100%	100%

7. Grading scale:

CR: 80-100%

NC: 0-79%

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21, Effective SP 2022)

Date approved by the department or school: 10/27/23

Date approved by the college curriculum committee: 11/8/2023

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

Date approved by CAA: CGS:

Date approved by General Education Committee:

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:** PLS 5183 _____
3. **Short title:** Race and Politics _____
4. **Long title:** Race and Politics in the United States _____
5. **Hours per week:** 3 **Class** 0 **Lab** 3 **Credit**
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2023 _____
8. **Catalog course description:** This course examines political participation and behavior among racial minorities in the United States.
9. **Course attributes:**

General education component: NA _____

Cultural diversity Honors Writing centered Writing intensive Writing active

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 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):** NA _____

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:** Graduate students enrolled in the MA in Political Science or the MA in Political Science with the Option in Public Administration and Public Policy may enroll. Other students may enroll with the instructor's approval.

b. **Degrees, colleges, majors, levels, classes which may not take the course:** Students who are not enrolled in the MA in Political Science or the MA in Political Science with the Option in Public Administration and Public Policy may not enroll.

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: NA

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 _____ 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 _____
___ Course is required for the minor(s) of _____
___ Course is required for the certificate program(s) of _____
__x__ Course is used as an elective: The course will be a PLS elective in both Political Science MA options.
2. **Rationale for proposal:** One of fastest growing areas of study in political science is the area of race and politics. According to many scholars working in area, race may be the single most important factor that guides how Americans vote on election day. Race also plays a role in public opinion and public policy at every level of government. This course will introduce students to some of the most important scholarly research in the field of race and politics.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: Other departments' graduate programs offer classes addressing race, but this is the only course on that topic in the MA program in Political Science.
Prerequisites: NA
Co-requisites: NA
Enrollment restrictions: NA
Writing active, intensive, centered: NA
4. **General education assurances (answer N/A if not applicable)**
General education component: NA
Curriculum: NA
Instruction: NA
Assessment: NA
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: Our MA in Political Science with the option in Public Administration and Public Policy is all online. This course must be online for students to complete the program.
6. Instruction: The course will be delivered primarily via the LMS at EIU (currently D2L), although email and other online technologies may be used occasionally. The primary difference between the online course and the face-to-face course will be the conduit for discussion, with a discussion board instead of a classroom. The faculty and students can facilitate a rich discussion in either learning environment. The technology will be used to support student achievement by allowing them to interact with one another and the instructor

at times which are convenient for them. All online instructors must complete OCDi training or the equivalent before teaching the course.

Integrity: The integrity of student work will be assured through repeated writing assignments. Given that students often have signature writing styles or voices, having someone else submit a single assignment will be evident to the instructor. In addition, all assignments are checked through on-line mechanisms for plagiarism.

7. Interaction: Instructor-student and student-student interaction will be promoted through a variety of means, including (but not limited to) the LMS discussion board, email, feedback on individual assignments, peer review, and online chats. Faculty are also available to meet students via phone conversation or on campus for a face-to-face meeting.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: PLS 5183/Race and Politics in the United States
2. Catalog description: This course examines political participation and behavior among racial minorities in the United States.
3. Learning objectives.
 - a. Identify, interpret, critique and apply relevant scholarly sources, information, and data about race and politics in the United States. (G1/content knowledge, G2/critical thinking)
 - b. Understand, analyze, synthesize, and apply Political Science methods and models used to study race and politics in the United States. (G1/content knowledge, G2/critical thinking, G4/advanced research)
 - c. Identify and evaluate the major issues and actors that play a role in shaping race and politics in the United States. (G1/content knowledge, G2/critical thinking, G4/advanced research)
 - d. Present ideas, research, and analysis using effective critical thinking and communication skills. (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
4. Course materials.

Sample journal article readings include:

- a. *Journal of Race Ethnicity and Politics* - Journal
 - b. *The Journal of Race and Policy* – Journal
 - c. *Journal of Politics* - Journal
 - d. *American Political Science Review* – Journal
 - e. *Journal of Politics* - Journal
5. Weekly outline of content.
 - Week 1: Introduction to Race in the American Political Process
 - Week 2: Competitions and Coalitions
 - Week 3: Media and Public Opinion
 - Week 4: Political Participation and Attitudes
 - Week 5: Voting Rights
 - Week 6: Ideology
 - Week 7: Representation
 - Week 8: Race in the Age of Obama
 - Week 9: Race and Public Policy

Week 10: Immigration
Week 11: Criminal Justice
Week 12: Protest Politics and Social Movements
Week 13: Cleavages in Public Opinion on Social Issues
Week 14: Cleavages in Public Opinion on Economic Issues
Week 15: The Future of Race and Politics in the United States
Week 16/Finals: Final Project Presentations

6. Assignments and evaluation, including weights for final course grade.
 - a. Writing assignments, 30%: Students will have 6 short assignments to complete, based on readings and class materials.
 - b. Class participation, 30%: Students will engage in the classroom and/or online discussion forums and participate in the collaborative reading exercises.
 - c. Research paper, 30%: Students will write a research paper focusing on some aspect of race and politics in the United States. Students will turn in a proposal and draft before the final paper is due.
 - d. Presentation, 10%: Students will present the findings of their research paper in person or via Zoom to the rest of the class and answer questions about the contents of the project.
7. Grading scale.

A 90-100% B 80-89% C 70-79% D 60-69% F less than 60%

Date approved by the department or school: Oct 18, 2023

Date approved by the college curriculum committee: Nov 8, 2023

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

Date approved by CAA: **CGS:**

Request for Revision to the MA in Political Science

Rationale: The revisions update the MA in Political Science to account for a course addition, a change to program completion options, a course title change, and course catalog listing update.

Effective Date: Fall 2024

Current Catalog

Program Mission: The Master of Arts in Political Science program provides a flexible curriculum for students interested in American government, comparative politics, and international relations. Students will receive training in the advanced analytical, methodological, and theoretical approaches used in political science. The curriculum prepares students for work in public affairs, including employment in all levels of government, legal careers, campaigns, lobbying, private sector government relations, and higher education. The program also prepares students for Ph.D. or legal studies. Internships related to government, politics and the legal system are available.

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”). All applicants must submit a statement of personal goals and two letters of recommendation from faculty or professionals familiar with the applicant’s academic training and potential for success in graduate school.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically at the time of degree or certificate 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 the Degree Audit process specified on the “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 the master’s degree by the Graduate School (see “Requirements for the Master’s Degree”). Additional requirements include a total of 33-36 semester hours, including research methods, a **program completion option, thesis or capstone project, and** required courses, and electives. Students completing the Thesis must complete 27 hours in addition to the 6 hour Thesis. Students completing the Capstone Project **or Internship Option** must complete 30 hours in addition to ~~the~~ a 3 hour Capstone Project **or Internship**. **Students completing the Portfolio Option must complete 36 hours.**

Required Courses

Required courses. Total Credits 6-9

PLS 5053 - Research Methods in Political Science Credits: 3

And **one of the following program completion options**

PLS 5950 - Thesis. Credits: 3 to 6

OR

PLS 5940 - Political Science Capstone Project Credits: 3

OR

PLS 5980 – Graduate Internship Credits: 3

Students in the Internship Option must earn at least 24 graduate credit hours in the MA in Political Science before enrolling in their internship.

OR

Portfolio Option: Two additional courses from the 5000-level in Political Science Credits: 6

Students in the Portfolio Option must complete a professional portfolio comprised of a resume, a professional statement, one oral presentation recording, and three documents from coursework and/or professional development. Students will complete the portfolio no later than their final semester of study. The Certificate of Comprehensive Knowledge will not be issued until the portfolio is complete.

Proseminars

Complete two of the following. Total Credits 6

PLS 5023 - Proseminar in International Politics. Credits: 3

PLS 5373 - Proseminar on American Politics Credits: 3

~~PLS 5023 – Proseminar in International Politics. Credits: 3~~

PLS 5433 - Proseminar in Comparative Politics. Credits: 3

Political Science Electives

Choose two courses from the following list. Total Credits 6

PLS 4763 - Environmental Politics and Policy Credits: 3

PLS 4774 - American Constitutional Law. Credits: 3

PLS 4783 - Health Politics and Policy Credits: 3

PLS 4823 - Comparative Public Policy Credits: 3

PLS 4853 - The Supreme Court Credits: 3

~~PLS 4783 – Health Politics and Policy Credits: 3~~

~~PLS 4853 – The Supreme Court Credits: 3~~

PLS 4903 - Classic Political Theory. Credits: 3

PLS 4913 - Contemporary Political Theory. Credits: 3

PLS 4923 - African American Political Thought Credits: 3

PLS 4943 - American Political Thought Credits: 3

PLS 5033 - Comparative Institutional Analysis. Credits: 3

PLS 5073 - Seminar in Political Behavior. Credits: 3

PLS 5153 - Cities and Urban Policy in the U.S. Federal System Credits: 3

PLS 5163 - State Governments and Policy in the U.S. Federal System Credits: 3

PLS 5173 - Congress and the Presidency Credits: 3

PLS 5183 – Race and Politics in the United States Credits: 3

~~PLS 5033 – Comparative Institutional Analysis~~ Credits: 3

PLS 5533 - Seminar in Political Modernization. Credits: 3

~~PLS 4903 – Classic Political Theory.~~ Credits: 3

~~PLS 4913 – Contemporary Political Theory.~~ Credits: 3

~~PLS 4923 – African-American Political Thought~~ Credits: 3

~~PLS 4943 – American Political Thought~~ Credits: 3

~~PLS 5153 – Cities and Urban Policy in the U.S. Federal System~~ Credits: 3

~~PLS 5163 – State Governments and Policy in the U.S. Federal System~~ Credits: 3

~~PLS 4823 – Comparative Public Policy~~ Credits: 3

PLS 5900 - Special Topics in Political Science, Public Administration and Public Policy Credits: 1-3

Public Administration and Public Policy Electives

Choose two courses from the following list. Total Credits 6

PLS 4763 - Environmental Politics and Policy Credits: 3

PLS 4783 - Health Politics and Policy Credits: 3

PLS 4793 - Civic and Nonprofit Leadership Credits: 3

PLS 4823 - Comparative Public Policy Credits: 3

PLS 4873 - Human Resource Management in Public and Nonprofit Organizations Credits: 3

PLS 4893 - Budgeting in Government and Nonprofit Organizations Credits: 3

PLS 5153 - Cities and Urban Policy in the U.S. Federal System Credits: 3

PLS 5163 - State Governments and Policy in the U.S. Federal System Credits: 3

PLS 5200 - Public Administration Ethics Credits: 3

PLS 5543 - Proseminar in Public Administration Credits: 3

PLS 5843 - Proseminar in Public Policy Research and Analysis Credits: 3

PLS 5900 - Special Topics in Political Science, Public Administration and Public Policy Credits: 1-3

PLS 4763, 4783, 4823; 5153; and 5163 may satisfy either elective category, but will not double-count. PLS 5900 will count in the elective category appropriate to course content, but will not double count in both categories.

Additional Coursework

Students must take additional 6-13 hours of graduate-level courses from the all of the electives listed above, or the courses below.

Students completing a Thesis may count no more than 3 hours from the following courses, and students completing the Capstone Project may count no more than 6 hours from the following courses.

PLS 5980 – ~~Administrative Graduate~~ Internship. Credits: 1 to 6

PLS 5990 - Independent Study. Credits: 1 to 6

PLS 5997 - Study Abroad. Credits: 3 to 6

Graduate Assistantships

Information on graduate assistantships may be obtained by contacting the Coordinator of Graduate Studies or Chair, Department of Political Science, 2135 Coleman Hall, EIU.

Accelerated Graduate Program

Admission to the accelerated MA in Political Science requires that a student have completed a minimum of 60 hours of undergraduate course credit and have a minimum undergraduate cumulative GPA of 3.25. In addition, applicants must have completed a minimum of 9 hours of Political Science (PLS) courses, including at least 6 hours at the 3000 level.

To apply for the accelerated MA in Political Science, applicants meeting the above requirements must submit two letters of reference and a professional goals statement to the Graduate Coordinator and must also complete the Graduate School's Accelerated Program Application.

Shared Coursework

Students may select up to three of the following courses:

PLS 4763 - Environmental Politics and Policy Credits: 3

PLS 4774 - American Constitutional Law. Credits: 3

PLS 4783 - Health Politics and Policy Credits: 3

PLS 4793 - Civic and Nonprofit Leadership Credits: 3

PLS 4823 - Comparative Public Policy Credits: 3

PLS 4853 - The Supreme Court Credits: 3

PLS 4873 - Human Resource Management in Public and Nonprofit Organizations Credits: 3

PLS 4893 - Budgeting in Government and Nonprofit Organizations Credits: 3

PLS 4903 - Classic Political Theory. Credits: 3

PLS 4913 - Contemporary Political Theory. Credits: 3

PLS 4923 - African American Political Thought Credits: 3

PLS 4943 - American Political Thought Credits: 3

PLS 5023 - Proseminar in International Politics. Credits: 3

PLS 5033 - Comparative Institutional Analysis. Credits: 3

PLS 5073 - Seminar in Political Behavior. Credits: 3

PLS 5153 - Cities and Urban Policy in the U.S. Federal System Credits: 3

PLS 5163 - State Governments and Policy in the U.S. Federal System Credits: 3

PLS 5173 - Congress and the Presidency Credits: 3

PLS 5183 – Race and Politics in the United States Credits: 3

PLS 5200 - Public Administration Ethics Credits: 3

PLS 5373 - Proseminar on American Politics Credits: 3

PLS 5433 - Proseminar in Comparative Politics. Credits: 3

PLS 5533 - Seminar in Political Modernization. Credits: 3

PLS 5543 - Proseminar in Public Administration Credits: 3

PLS 5843 - Proseminar in Public Policy Research and Analysis Credits: 3

PLS 5900 - Special Topics in Political Science, Public Administration and Public Policy Credits: 1-3

Clean Copy

Program Mission: The Master of Arts in Political Science program provides a flexible curriculum for students interested in American government, comparative politics, and international relations. Students will receive training in the advanced analytical, methodological, and theoretical approaches used in political science. The curriculum prepares students for work in public affairs, including employment in all levels of government, legal careers, campaigns, lobbying, private sector government relations, and higher education. The program also prepares students for Ph.D. or legal studies. Internships related to government, politics and the legal system are available.

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"). All applicants must submit a statement of personal goals and two letters of recommendation from faculty or professionals familiar with the applicant's academic training and potential for success in graduate school.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically at the time of degree or certificate 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 the Degree Audit process specified on the "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 the master's degree by the Graduate School (see "Requirements for the Master's Degree"). Additional requirements include a total of 33-36 semester hours, including research methods, a program completion option, required courses, and electives. Students completing the Thesis must complete 27 hours in addition to the 6 hour Thesis. Students completing the Capstone Project or Internship Option must complete 30 hours in addition to a 3 hour Capstone Project or Internship. Students completing the Portfolio Option must complete 36 hours.

Required Courses

Required courses. Total Credits 6-9

PLS 5053 - Research Methods in Political Science Credits: 3

And one of the following program completion options

PLS 5950 - Thesis. Credits: 3 to 6

OR

PLS 5940 - Political Science Capstone Project Credits: 3

OR

PLS 5980 – Graduate Internship Credits: 3

Students in the Internship Option must earn at least 24 graduate credit hours in the MA in Political Science before enrolling in their internship.

OR

Portfolio Option: Two additional courses from the 5000-level in Political Science Credits: 6

Students in the Portfolio Option must complete a professional portfolio comprised of a resume, a professional statement, one oral presentation recording, and three documents from coursework and/or professional development. Students will complete the portfolio no later than their final semester of study. The Certificate of Comprehensive Knowledge will not be issued until the portfolio is complete.

Proseminars

Complete two of the following. Total Credits 6

PLS 5023 - Proseminar in International Politics. Credits: 3

PLS 5373 - Proseminar on American Politics Credits: 3

PLS 5433 - Proseminar in Comparative Politics. Credits: 3

Political Science Electives

Choose two courses from the following list. Total Credits 6

PLS 4763 - Environmental Politics and Policy Credits: 3

PLS 4774 - American Constitutional Law. Credits: 3

PLS 4783 - Health Politics and Policy Credits: 3

PLS 4823 - Comparative Public Policy Credits: 3
PLS 4853 - The Supreme Court Credits: 3
PLS 4903 - Classic Political Theory. Credits: 3
PLS 4913 - Contemporary Political Theory. Credits: 3
PLS 4923 - African American Political Thought Credits: 3
PLS 4943 - American Political Thought Credits: 3
PLS 5033 - Comparative Institutional Analysis. Credits: 3
PLS 5073 - Seminar in Political Behavior. Credits: 3
PLS 5153 - Cities and Urban Policy in the U.S. Federal System Credits: 3
PLS 5163 - State Governments and Policy in the U.S. Federal System Credits: 3
PLS 5173 - Congress and the Presidency Credits: 3
PLS 5183 – Race and Politics in the United States Credits: 3
PLS 5533 - Seminar in Political Modernization. Credits: 3
PLS 5900 - Special Topics in Political Science, Public Administration and Public Policy Credits: 1-3

Public Administration and Public Policy Electives

Choose two courses from the following list. Total Credits 6

PLS 4763 - Environmental Politics and Policy Credits: 3
PLS 4783 - Health Politics and Policy Credits: 3
PLS 4793 - Civic and Nonprofit Leadership Credits: 3
PLS 4823 - Comparative Public Policy Credits: 3
PLS 4873 - Human Resource Management in Public and Nonprofit Organizations Credits: 3
PLS 4893 - Budgeting in Government and Nonprofit Organizations Credits: 3
PLS 5153 - Cities and Urban Policy in the U.S. Federal System Credits: 3
PLS 5163 - State Governments and Policy in the U.S. Federal System Credits: 3
PLS 5200 - Public Administration Ethics Credits: 3
PLS 5543 - Proseminar in Public Administration Credits: 3
PLS 5843 - Proseminar in Public Policy Research and Analysis Credits: 3
PLS 5900 - Special Topics in Political Science, Public Administration and Public Policy Credits: 1-3
PLS 4763, 4783, 4823; 5153; and 5163 may satisfy either elective category, but will not double-count. PLS 5900 will count in the elective category appropriate to course content, but will not double count in both categories.

Additional Coursework

Students must take additional 6-13 hours of graduate-level courses from the all of the electives listed above, or the courses below.

Students completing a Thesis may count no more than 3 hours from the following courses, and students completing the Capstone Project may count no more than 6 hours from the following courses.

PLS 5980 - Graduate Internship. Credits: 1 to 6
PLS 5990 - Independent Study. Credits: 1 to 6

PLS 5997 - Study Abroad. Credits: 3 to 6

Graduate Assistantships

Information on graduate assistantships may be obtained by contacting the Coordinator of Graduate Studies or Chair, Department of Political Science, 2135 Coleman Hall, EIU.

Accelerated Graduate Program

Admission to the accelerated MA in Political Science requires that a student have completed a minimum of 60 hours of undergraduate course credit and have a minimum undergraduate cumulative GPA of 3.25. In addition, applicants must have completed a minimum of 9 hours of Political Science (PLS) courses, including at least 6 hours at the 3000 level.

To apply for the accelerated MA in Political Science, applicants meeting the above requirements must submit two letters of reference and a professional goals statement to the Graduate Coordinator and must also complete the Graduate School's Accelerated Program Application.

Shared Coursework

Students may select up to three of the following courses:

PLS 4763 - Environmental Politics and Policy Credits: 3

PLS 4774 - American Constitutional Law. Credits: 3

PLS 4783 - Health Politics and Policy Credits: 3

PLS 4793 - Civic and Nonprofit Leadership Credits: 3

PLS 4823 - Comparative Public Policy Credits: 3

PLS 4853 - The Supreme Court Credits: 3

PLS 4873 - Human Resource Management in Public and Nonprofit Organizations Credits: 3

PLS 4893 - Budgeting in Government and Nonprofit Organizations Credits: 3

PLS 4903 - Classic Political Theory. Credits: 3

PLS 4913 - Contemporary Political Theory. Credits: 3

PLS 4923 - African American Political Thought Credits: 3

PLS 4943 - American Political Thought Credits: 3

PLS 5023 - Proseminar in International Politics. Credits: 3

PLS 5033 - Comparative Institutional Analysis. Credits: 3

PLS 5073 - Seminar in Political Behavior. Credits: 3

PLS 5153 - Cities and Urban Policy in the U.S. Federal System Credits: 3

PLS 5163 - State Governments and Policy in the U.S. Federal System Credits: 3

PLS 5173 - Congress and the Presidency Credits: 3

PLS 5183 – Race and Politics in the United States Credits: 3

PLS 5200 - Public Administration Ethics Credits: 3

PLS 5373 - Proseminar on American Politics Credits: 3

PLS 5433 - Proseminar in Comparative Politics. Credits: 3

PLS 5533 - Seminar in Political Modernization. Credits: 3

PLS 5543 - Proseminar in Public Administration Credits: 3

PLS 5843 - Proseminar in Public Policy Research and Analysis Credits: 3

PLS 5900 - Special Topics in Political Science, Public Administration and Public Policy Credits: 1-3

Approvals

Department of Political Science: October 18, 2023

CLAS Curriculum Committee: November 8, 2023

Council on Graduate Studies:

Request for Revision to the MA in Political Science with the Option in Public Administration/Public Policy

Rationale: The revisions below update the MA in Political Science with the Public Administration and Public Policy option to include a course addition, a change to program completion options, a title change, and course catalog listing update.

Effective Date: Fall 2024

Current Catalog Copy

Program Mission: The Master of Arts in Political Science with the Option in Public Administration/Public Policy program provides an online curriculum for students interested in public administration, nonprofits, and public policy. Students will receive training in the advanced analytical, methodological, and theoretical approaches used in political science. The curriculum prepares students for work in public administration, including employment in all levels of government, non-profit management, lobbying, private sector government relations, and public policy analysis. Internships related to public administration, public policy and nonprofits are available.

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](#)"). All applicants must submit a statement of personal goals and two letters of recommendation from faculty or professionals familiar with the applicant's academic training and potential for success in graduate school.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically at the time of degree or certificate 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 the Degree Audit process specified on the "[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: Degree requirements include those outlined for the master's degree by the Graduate School (see "Requirements for the Master's Degree"). Additional requirements include a total of ~~33-36~~ 32 semester hours, including research methods, a ~~capstone project~~ **program completion option**, required courses, and electives.

- PLS 5054 - Research Methods in Public Administration and Public Policy Credits: 3

AND one of the following program completion options:

- PLS 5940 - Political Science Capstone Project Credits: 3
- OR
- PLS 5980 – Graduate Internship Credits: 3
Students in the Internship Option must earn at least 24 graduate credit hours in the MA in Political Science before enrolling in their internship.
- OR
Portfolio Option: Two Additional Courses from the 5000-level in Political Science Credits: 6
Students in the Portfolio Option must complete a professional portfolio comprised of a resume, a professional statement, one oral presentation recording, and three documents from coursework and/or professional development. Students will complete the portfolio no later than their final semester of study. The Certificate of Comprehensive Knowledge will not be issued until the portfolio is complete.

Complete both of the following courses. Total Credits 6

- PLS 5543 - Proseminar in Public Administration Credits: 3
- PLS 5843 - Proseminar in Public Policy Research and Analysis Credits: 3
- ~~PLS 5543 - Proseminar in Public Administration Credits: 3~~

Public Administration and Public Policy Electives

Choose two of the following. Total Credits 6

- PLS 4763 - Environmental Politics and Policy Credits: 3
- PLS 4783 - Health Politics and Policy Credits: 3
- PLS 4793 - Civic and Nonprofit Leadership Credits: 3
- PLS 4823 - Comparative Public Policy Credits: 3
- PLS 4873 - Human Resource Management in Public and Nonprofit Organizations Credits: 3
- PLS 4893 - Budgeting in Government and Nonprofit Organizations Credits: 3
- ~~PLS 4823 - Comparative Public Policy Credits: 3~~
- PLS 5153 - Cities and Urban Policy in the U.S. Federal System Credits: 3
- PLS 5163 - State Governments and Policy in the U.S. Federal System Credits: 3
- PLS 5200 - Public Administration Ethics Credits: 3
- PLS 5900 - Special Topics in Political Science, Public Administration and Public Policy Credits: 1-3

Political Science Electives

Choose two of the following. Total Credits 6

- PLS 4763 - Environmental Politics and Policy Credits: 3

- PLS 4774 - American Constitutional Law. Credits: 3
- PLS 4783 - Health Politics and Policy Credits: 3
- ~~PLS 4774 - American Constitutional Law. Credits: 3~~
- PLS 4823 - Comparative Public Policy Credits: 3
- PLS 4853 - The Supreme Court Credits: 3
- PLS 4903 - Classic Political Theory. Credits: 3
- PLS 4913 - Contemporary Political Theory. Credits: 3
- PLS 4923 - African American Political Thought Credits: 3
- PLS 4943 - American Political Thought Credits: 3
- PLS 5023 - Proseminar in International Politics. Credits: 3
- PLS 5033 - Comparative Institutional Analysis. Credits: 3
- PLS 5073 - Seminar in Political Behavior. Credits: 3
- PLS 5153 - Cities and Urban Policy in the U.S. Federal System Credits: 3
- PLS 5163 - State Governments and Policy in the U.S. Federal System Credits: 3
- PLS 5173 - Congress and the Presidency Credits: 3
- **PLS 5183 – Race and Politics in the United States Credits: 3**
- ~~PLS 5033 - Comparative Institutional Analysis. Credits: 3~~
- PLS 5373 - Proseminar on American Politics Credits: 3
- PLS 5433 - Proseminar in Comparative Politics. Credits: 3
- PLS 5533 - Seminar in Political Modernization. Credits: 3
- ~~PLS 4903 - Classic Political Theory. Credits: 3~~
- ~~PLS 4913 - Contemporary Political Theory. Credits: 3~~
- ~~PLS 4923 - African American Political Thought Credits: 3~~
- ~~PLS 4943 - American Political Thought Credits: 3~~
- ~~PLS 5373 - Proseminar on American Politics Credits: 3~~
- ~~PLS 5023 - Proseminar in International Politics. Credits: 3~~
- ~~PLS 5433 - Proseminar in Comparative Politics. Credits: 3~~
- ~~PLS 4823 - Comparative Public Policy Credits: 3~~
- ~~PLS 5153 - Cities and Urban Policy in the U.S. Federal System Credits: 3~~
- ~~PLS 5163 - State Governments and Policy in the U.S. Federal System Credits: 3~~
- PLS 5900 - Special Topics in Political Science, Public Administration and Public Policy Credits: 1-3
- PLS 4763, 4783, 4823; 5153; and 5163 may satisfy either elective category, but will not double-count. PLS 5900 will count in the elective category appropriate to course content, but will not double-count in both categories.

Additional Coursework

Students must take an additional 8-12 hours of graduate-level courses from the electives lists above or the courses listed below.

Students may count no more than 6 hours from the following courses.

Total Credits 8-12

- PLS 5980 – **Administrative Graduate** Internship. Credits: 1 to 6

- PLS 5990 - Independent Study. Credits: 1 to 6

Graduate Assistantships

Information on graduate assistantships may be obtained by contacting the Coordinator of Graduate Studies or Chair, Department of Political Science, 2135 Coleman Hall, EIU.

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Program Mission: The Master of Arts in Political Science with the Option in Public Administration/Public Policy program provides an online curriculum for students interested in public administration, nonprofits, and public policy. Students will receive training in the advanced analytical, methodological, and theoretical approaches used in political science. The curriculum prepares students for work in public administration, including employment in all levels of government, non-profit management, lobbying, private sector government relations, and public policy analysis. Internships related to public administration, public policy and nonprofits are available.

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”](#)). All applicants must submit a statement of personal goals and two letters of recommendation from faculty or professionals familiar with the applicant’s academic training and potential for success in graduate school.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically at the time of degree or certificate 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 the Degree Audit process specified on the [“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: Degree requirements include those outlined for the master’s degree by the Graduate School (see [“Requirements for the Master’s Degree”](#)). Additional requirements include a total of 33-36 semester hours, including research methods, a program completion option, required courses, and electives.

- PLS 5054 - Research Methods in Public Administration and Public Policy Credits: 3

AND one of the following program completion options:

- PLS 5940 - Political Science Capstone Project Credits: 3
- OR
- PLS 5980 – Graduate Internship Credits: 3
- OR
- Two Additional Courses from the 5000-level in Political Science Credits: 6

If students take the additional course option, they must complete a professional portfolio comprised of a resume, a professional statement, one oral presentation recording, and three documents from coursework and/or professional development. Students will complete the portfolio no later than their final semester of study. The Certificate of Comprehensive Knowledge will not be issued until the portfolio is complete.

Proseminars

Complete both of the following courses. Total Credits 6

- PLS 5543 - Proseminar in Public Administration Credits: 3
- PLS 5843 - Proseminar in Public Policy Research and Analysis Credits: 3
-

Public Administration and Public Policy Electives

Choose two of the following. Total Credits 6

- PLS 4763 - Environmental Politics and Policy Credits: 3
- PLS 4783 - Health Politics and Policy Credits: 3
- PLS 4793 - Civic and Nonprofit Leadership Credits: 3
- PLS 4823 - Comparative Public Policy Credits: 3
- PLS 4873 - Human Resource Management in Public and Nonprofit Organizations Credits: 3
- PLS 4893 - Budgeting in Government and Nonprofit Organizations Credits: 3
- PLS 5153 - Cities and Urban Policy in the U.S. Federal System Credits: 3
- PLS 5163 - State Governments and Policy in the U.S. Federal System Credits: 3
- PLS 5200 - Public Administration Ethics Credits: 3
- PLS 5900 - Special Topics in Political Science, Public Administration and Public Policy Credits: 1-3

Political Science Electives

Choose two of the following. Total Credits 6

- PLS 4763 - Environmental Politics and Policy Credits: 3
- PLS 4774 - American Constitutional Law. Credits: 3
- PLS 4783 - Health Politics and Policy Credits: 3
- PLS 4823 - Comparative Public Policy Credits: 3

- PLS 4853 - The Supreme Court Credits: 3
- PLS 4903 - Classic Political Theory. Credits: 3
- PLS 4913 - Contemporary Political Theory. Credits: 3
- PLS 4923 - African American Political Thought Credits: 3
- PLS 4943 - American Political Thought Credits: 3
- PLS 5023 - Proseminar in International Politics. Credits: 3
- PLS 5033 - Comparative Institutional Analysis. Credits: 3
- PLS 5073 - Seminar in Political Behavior. Credits: 3
- PLS 5153 - Cities and Urban Policy in the U.S. Federal System Credits: 3
- PLS 5163 - State Governments and Policy in the U.S. Federal System Credits: 3
- PLS 5173 - Congress and the Presidency Credits: 3
- PLS 5183 – Race and Politics in the United States Credits: 3
- PLS 5373 - Proseminar on American Politics Credits: 3
- PLS 5433 - Proseminar in Comparative Politics. Credits: 3
- PLS 5533 - Seminar in Political Modernization. Credits: 3
- PLS 5900 - Special Topics in Political Science, Public Administration and Public Policy Credits: 1-3
- PLS 4763, 4783, 4823; 5153; and 5163 may satisfy either elective category, but will not double-count. PLS 5900 will count in the elective category appropriate to course content, but will not double-count in both categories.

Additional Coursework

Students must take an additional 8-12 hours of graduate-level courses from the electives lists above or the courses listed below.

Students may count no more than 6 hours from the following courses.

Total Credits 8-12

- PLS 5980 – Graduate Internship. Credits: 1 to 6
- PLS 5990 - Independent Study. Credits: 1 to 6

Graduate Assistantships

Information on graduate assistantships may be obtained by contacting the Coordinator of Graduate Studies or Chair, Department of Political Science, 2135 Coleman Hall, EIU.

Approvals

Department of Political Science: Oct 18, 2023

CLAS Curriculum Committee: Nov 8, 2023

Council on Graduate Studies: