COUNCIL ON GRADUATE STUDIES
Meeting Agenda
December 3, 2024

1. **Minutes**
   a. Approval of the November 12, 2024 meeting minutes

2. **Communication**
   a. **CHHS Curriculum Committee Minutes** November 14, 2024
   b. **EA-LCBT-25-14** MS Talent Development Prefix Changes
   c. **EA-**LCBT-**25-15** MS Technology ACCELERATED PROGRAM Prefix Changes
   d. **EA-LCBT-25-16** Quality System Certificate Prefix Changes
   e. **EA-LCBT-25-17** Quality System Certificate Program Add Course EGT 4753 (formerly TEC 4753)
   f. **EA-LCBT-25-18** Training and Development Certificate Prefix Changes
   g. **EA-LCBT-25-19** Work Performance Improvement Certificate Program Prefix Changes

3. **Items to be Added to the Agenda**
   a. **25-10** **PSY 5170** Theories of Learning (Add hybrid delivery)
   b. **25-11** **PSY 5024** Academic Assessment and Intervention (New Course Proposal)
   c. **25-12** **PSY 6980** Theories of Psychotherapy (Course Name Change)
   d. **25-13** **PSY 5024** Academic Assessment & Intervention (Add as Pre-req for PSY 6890A)
   e. **25-14** Syllabus Revision (University Wide)*****
   f. **25-15** Coady, Angela Associate Faculty Waiver of Limitations Request

4. **Items to be Acted Upon**
   a. **25-08** Program Elimination of Master's Degree in Biochemistry & Biotechnology
   b. **25-09** Program Elimination of Mathematics Secondary Education

5. **Items Pending**
   a. None

6. **Other**
   a. **None**

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

8. **Dean's Report**
   a. Please be sure to attend the Graduate School Dean Interviews (December 3, 4, and 5)

* A request to suspend by-laws and vote on Agenda Item 25-14 Syllabus Revision (University Wide) has been made.

Council on Graduate Studies Minutes November 12, 2024

The November 12, 2024 hybrid meeting of the Council on Graduate Studies met in 3108 Blair Hall at 2:00 pm.

Members Present: Dr. Alexis Jones, Dr. Nichole Hugo, Dr. Maranda Schaljo, Dr. Elizabeth Gill, Dr. Chris Laingen, Dr. Candra Chahyadi, Ms. Carrie Wennerdahl
Members Absent: Dr. Wesley Allan
Staff Present: Interim Dean Dr. Robert Chesnut, Ms. Myra Taylor, Ms. Lana Beasley, Mr. Christobal Dominguez
Guests Present: Dr. Rebecca Throneburg, Chair, Communication Disorders and Sciences

1. **Minutes**
   The minutes of the October 29, 2024 meeting were reviewed. Hearing no changes or objections, the minutes stand as written.

2. **Communication**
   a. CLAS Curriculum Committee Minutes October 2, 2024
   Motion to accept communication items made by Dr. Gill, seconded by Dr. Schaljo. Motion carried by acclamation.

3. **Items to be Added to the Agenda:**
   a. **25-08** Program Elimination of Master's Degree in Biochemistry & Biotechnology
   b. **25-09** Program Elimination of Mathematics Secondary Education
   Motion to add agenda items 25-08 and 25-09 made by Dr. Laingen, seconded by Dr. Gill. Motion carried by acclamation.

4. **Items to be Acted Upon:**
   a. **25-07** CDS 5920 Audiology and Diversity for the Speech-Language Pathologist (Course Revision)

   Dr. Rebecca Throneburg discussed agenda item 25-07. Motion to approved agenda item 25-07 CDS 5920 Audiology and Diversity for the Speech-Language Pathologist (Course Revision) made by Dr. Schaljo, seconded by Dr. Laingen. Motion approved unanimously by roll call vote. (8-0-0)

5. **Items Pending:** None

6. **Other:** None

7. **Committee Reports**
   a. **Graduate Student Advisory Council (GSAC):** Myra Taylor reported GSAC held a "Haunted Scavenger Hunt" in the MLK Union at their last meeting, and will be volunteering at the Hour House on November 15 to aid in creating care bags for children whose lives have been affected by substance abuse.
   b. **Booth Collaborative Advisory Committee (BCAC):** Dr. Lauri DeRuiter-Willems submitted a summary of the past two BCAC meetings.
   c. **Textbook Rental Advisory:** Dr. Schaljo was unable to attend the October 28, 2024, Textbook Rental Advisory Council meeting, but noted from the minutes that the student textbook fee will decrease now that the Textbook Rental Center building has been paid off. The council also discussed future access to electronic textbooks

8. **Dean's Report:**

    a. **Syllabus Policy:** Interim Dean Chesnut shared a proposed change to the University syllabus policy which has been initiated by the VPAA.

    b. **Diversifying Faculty in Illinois (DFI) Scholarship:** The DFI Scholarship process was historically managed by the Graduate School. When former Graduate School Dean Hendrickson transitioned to the role of Provost, responsibility for the scholarship shifted to the Vice President for Academic Affairs. Going forward, oversight of the DFI Scholarship will be provided by John Blue, Senior Diversity and Inclusion Officer in the Office of Belonging, Access, and Engagement.

    c. **Update on Graduate School Dean Search:** Interim Dean Chesnut stated 21 applications had been received, with nine chosen for interviews. It is hoped the first round of interviews will be done by November 8th, 2024.

Motion to adjourn meeting at 2:16 p.m. made by Dr. Schaljo.

COLLEGE OF HEALTH & HUMAN SERVICES
CURRICULUM COMMITTEE MINUTES
November 14, 2024

The November 14, 2024, meeting of the College of Health & Human Services Curriculum Committee began at 9:30 a.m. The meeting was conducted in a hybrid format (in person at Room 1418, Klehm Hall, and via Teams.)

Members Present:

	In Person	*Via Teams*
Mrs. Lynne Cameron, Communication Disorders & Sciences (Chair)	X	
Dr. Nikki Hillier, Public Health & Nutrition (Vice Chair)	X	
Ms. Haley Hoagland	X	
Dr. Stacey Ruholl, Kinesiology, Sport, & Recreation		X

Members Absent:

Dr. Richard Clapp, School of Nursing
Major William Comstock, Military Science
Dr. Kathleen O'Rourke, Human Services

Ex-Officio Members Present:

Dr. Jill Bowers, College of Health & Human Services
Ms. Janet Fopay, College of Health & Human Services

Guests: Dr. Julie Dietz (Public Health & Nutrition) and Dr. Holly Farley (School of Nursing).

The meeting was called to order by Mrs. Cameron (Chair).

I. **Introduction of Ms. Haley Hoagland who will serve as the committee's student representative.**
Ms. Hoagland was introduced to the committee.

II. **Approval of Minutes:**
1. **Minutes of the October 10, 2024, meeting.**
Dr. Hillier moved and Dr. Ruholl seconded the motion to approve the minutes. The minutes of the October 10, 2024, meeting was approved with the following vote:

Yes: Cameron, Hillier, and Ruholl
No: None
Abstention: Hoagland

III. **Items Acted Upon:**
1. **24-50, Public Health or Health Administration: Limit Course Completion Attempts (New).**
Dr. Dietz presented the proposal and answered questions. Revisions were requested.   Dr. Ruholl moved and Dr. Hillier seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved with revisions.

2. **24-51, CDS 3450A, B, D-F, H-M, O-Q, T-Y, Undergraduate Seminar in Communication Disorders and Sciences (New Course).**
   Mrs. Cameron presented the proposal and answered questions. Revisions were requested.   Dr. Hillier moved and Ms. Hoagland seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved with revisions.

3. **24-52, CDS 4275, Internship in Communication Disorders and Sciences (New Course).**
   Mrs. Cameron presented the proposal and answered questions. Revisions were requested.   Dr. Hillier moved and Ms. Hoagland seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved with revisions.

4. **24-53, NUR 4355, Teaching and Learning in Nursing: A Capstone Course (New Course).**
   Dr. Farley presented the proposal and answered questions. Revisions were requested.   Dr. Hillier moved and Dr. Ruholl seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved with revisions.

5. **24-54, NUR 4644, Teaching and Learning in Nursing: A Capstone Course Honors (New Honors Course).**
   Dr. Farley presented the proposal and answered questions. Revisions were requested.   Dr. Hillier moved and Dr. Ruholl seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved with revisions.

6. **24-48 - Revised, School of Nursing Departmental Honors Program.**
   Dr. Farley presented the proposal and answered questions.   Dr. Ruholl moved and Dr. Hillier seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved.

IV. Pending Items:
   None.

V. Communications:
   None.

VI. Other:
   1. **Discuss committee members' availability for Spring meetings.**
      Mrs. Cameron will send a Doodle poll to the committee members in order to narrow meeting times for next semester.

VII. Informational:
   1. Link to the CHHS Curriculum Committee Website: https://www.eiu.edu/chhs/curriculum.php
   2. Link to the CHHS Curriculum SharePoint site housing the committee's agenda, minutes, proposals, executive requests, and other curriculum materials:
      https://pmaileiu.sharepoint.com/sites/chhsdean/CHHS%20Curriculum%20Management%20Database/Forms/AllItems.aspx?viewid=aaa38e73%2D140d%2D4c03%2D899b%2D65d06c0974e0

The meeting adjourned at 10:06 a.m.

The next meeting will be held at 9:30 a.m. on December 5, 2024. The meeting will be held in Room 1418, Klehm Hall, and electronically via Teams.

Respectfully submitted, Janet Fopay

****
Fall 2024 Meetings

9:30 a.m. @ 1418 Klehm Hall

September 12
October 10
November 14
December 5

****
Submission deadlines for the Fall 2024 CHHS Curriculum Committee meetings:

Submission Deadline		CHHSCC Meeting Dates
September 3	for the	September 12 meeting
October 1	for the	October 10 meeting
November 5	for the	November 14 meeting
November 26	for the	December 5 meeting

LUMPKIN COLLEGE OF BUSINESS AND TECHNOLOGY
EXECUTIVE ACTION REQUEST

TO: Council on Graduate Studies

FROM: Austin Cheney, Lumpkin College of Business and Technology

DATE: November 14, 2024

RE: Request for Executive Action from the School of Technology

ACTION REQUESTED: The MS in Talent Development program (ATD) is requesting changes from the current prefix with TEC to the current ATD prefix for all core courses.

RATIONALE: This change will provide consistency within the program scheduling and marketing of the Master of Science in Talent Development (ATD).

EFFECTIVE DATE: (i.e.: Fall 20XX, Spring 20XX):   Spring 2025

CURRENT CATALOG COPY:

Core Courses
27-30 Credit Hours
- TEC 5203 - Analysis of Training and Development Issues. Credits: 3
- TEC 5293 - Strategic Employee Development Credits: 3
- TEC 5283 - Instructional Design Credits: 3
- TEC 5443 - Assessment and Evaluation in Workforce Preparation. Credits: 3
- TEC 5213 - Work Performance Technology. Credits: 3
- TEC 5253 - Consulting for Performance Improvement Credits: 3
- ATD 5255 - Facilitating Talent Development Credits: 3
- ATD 5230 - Talent Development Administration Credits: 3
- ATD 5900 - Capstone in Talent Development Credits: 3
- ODL 4840 - Training Program Development. Credits: 3
  (Required in 1st semester if no equivalent). A request for an equivalent course must be approved prior to enrollment in the 1st semester.

Elective Courses
3-6 Credit Hours

Other elective courses may be permitted but must be approved by the program coordinator in advance.

- ODL 4820 - Change Strategies in Organizations Credits: 3
- ODL 4855 - Web-Based Training and Instruction Credits: 3
- ODL 4845 - Improvement in Organizations Credits: 3

Accelerated Program
Admission to the accelerated … Program Application.

Shared Coursework

Share Credit Course Options: Students may select from the following courses for a total of 9 credit hours of shared credit.

- ODL 4840 - Training Program Development. Credits: 3
- TEC 5203 - Analysis of Training and Development Issues. Credits: 3
- TEC 5213 - Work Performance Technology. Credits: 3
- TEC 5293 - Strategic Employee Development Credits: 3
- ATD 5230 - Talent Development Administration Credits: 3

PROPOSED CATALOG COPY:

Core Course

27-30 Credit Hours
- ATD 5203 - Analysis of Training and Development Issues. Credits: 3
- ATD 5293 - Strategic Employee Development. Credits: 3
- ATD 5283 - Instructional Design. Credits: 3
- ATD 5443 - Assessment and Evaluation in Workforce Preparation. Credits: 3
- ATD 5213 - Work Performance Technology. Credits: 3
- ATD 5253 - Consulting for Performance Improvement. Credits: 3
- ATD 5255 - Facilitating Talent Development. Credits: 3
- ATD 5230 - Talent Development Administration. Credits: 3
- ATD 5900 - Capstone in Talent Development. Credits: 3
- ODL 4840 - Training Program Development. Credits: 3
  (Required in 1st semester if no equivalent). A request for an equivalent course must be approved prior to enrollment in the 1st semester.

Elective Courses

3-6 Credit Hours

Other elective courses may be permitted but must be approved by the program coordinator in advance.

- ODL 4820 - Change Strategies in Organizations. Credits: 3
- ODL 4855 - Web-Based Training and Instruction. Credits: 3
- ODL 4845 - Improvement in Organizations. Credits: 3
- TEC 5103 – Leadership in Technology. Credits: 3
- ~~TEC~~ ATD 5233 – Training Systems Management. Credit: 3

Accelerated Program

Admission to the accelerated … Program Application.

Shared Coursework

Share Credit Course Options: Students may select from the following courses for a total of 9 credit hours of shared credit.

- ODL 4840 - Training Program Development. Credits: 3
- ATD 5203 - Analysis of Training and Development Issues. Credits: 3
- ATD 5213 - Work Performance Technology. Credits: 3
- ATD 5293 - Strategic Employee Development. Credits: 3
- ATD 5230 - Talent Development Administration. Credits: 3

LUMPKIN COLLEGE OF BUSINESS AND TECHNOLOGY
EXECUTIVE ACTION REQUEST

TO: Council on Graduate Studies

FROM: Austin Cheney, Lumpkin College of Business and Technology

DATE: 11/14/2024

RE: Request for Executive Action from the School of Technology

ACTION REQUESTED: The MS in Talent Development program (ATD) is requesting changes from the current prefix with TEC to the current ATD prefix for all core courses. This change requires changes in the Accelerated Graduate Program in the MS in Technology program.

RATIONALE: This change requires changes in the Accelerated Graduate Program in the MS in Technology program, so as to be consist with the Master of Science in Talent Development (ATD).

EFFECTIVE DATE: (i.e.: Fall 20XX, Spring 20XX):   Spring 2025

CURRENT CATALOG COPY:

Accelerated Program
Admission to the accelerated MS in Technology … Program Application.

Shared Coursework

- TEC 5213 - Work Performance Technology. Credits: 3
- TEC 5243 - Design for Quality. Credits: 3
- TEC 5293 - Strategic Employee Development Credits: 3

PROPOSED CATALOG COPY:

Shared Coursework

- ATD 5213 - Work Performance Technology. Credits: 3
- TEC 5243 - Design for Quality. Credits: 3
- ATD 5293 - Strategic Employee Development Credits: 3

LUMPKIN COLLEGE OF BUSINESS AND TECHNOLOGY
EXECUTIVE ACTION REQUEST

TO: Council on Graduate Studies

FROM: Austin Cheney, Lumpkin College of Business and Technology

DATE: November 14, 2024

RE: Request for Executive Action from the School of Technology

ACTION REQUESTED: The MS in Talent Development program (ATD) is requesting changes from the current prefix with TEC to the current ATD prefix for all core courses.

RATIONALE: This change requires changes in the Quality Systems Certificate Program in MS in Technology, so as to be consist with the Master of Science in Talent Development (ATD).

EFFECTIVE DATE: (i.e.: Fall 20XX, Spring 20XX):   Spring 2025

CURRENT CATALOG COPY:

Elective Courses

6 semester hours from the following list:

Other special topics COS 4850, INT 4970, and TEC 5970 courses as approved by the graduate coordinator.

- TEC 5213 - Work Performance Technology. Credits: 3
- TEC 5233 – Training Systems Management. Credits: 3

Electives

PROPOSED CATALOG COPY:

Elective Courses

Electives: 6 credit hours from the list of courses below:

Other special topics ODL 4850, EGT 4970, and TEC 5970 courses as approved by the graduate coordinator.

- ATD 5213 - Work Performance Technology. Credits: 3
- ATD 5233 – Training Systems Management. Credits: 3

LUMPKIN COLLEGE OF BUSINESS AND TECHNOLOGY
EXECUTIVE ACTION REQUEST

TO: Council on Graduate Studies

FROM: Austin Cheney, Lumpkin College of Business and Technology

DATE: November 14, 2024

RE: Request for Executive Action from the School of Technology

ACTION REQUESTED: The Quality Systems (QS) Certificate program requesting the addition of EGT 4753 to the certificate.

RATIONALE: This addition of the TEC 4753, Lean Manufacturing course as an elective which fits in line with the Quality Systems Certificate Program in MS in Technology.

EFFECTIVE DATE: (i.e.: Fall 20XX, Spring 20XX):   Spring 2025

CURRENT CATALOG COPY:

Elective Courses

6 semester hours from the following list:

Other special topics COS 4850, INT 4970, and TEC 5970 courses as approved by the graduate coordinator.

- EGT 4943 – Manufacturing Management. Credits: 3
- …

Electives

PROPOSED CATALOG COPY:

Elective Courses

Electives: 6 credit hours from the list of courses below:

Other special topics ODL 4850, EGT 4970, and TEC 5970 courses as approved by the graduate coordinator.

- EGT 4753 – Lean Manufacturing. Credits: 3
- EGT 4943 – Manufacturing Management. Credits: 3

LUMPKIN COLLEGE OF BUSINESS AND TECHNOLOGY
EXECUTIVE ACTION REQUEST

TO: Council on Graduate Studies

FROM: Austin Cheney, Lumpkin College of Business and Technology

DATE: November 14, 2024

RE: Request for Executive Action from the School of Technology

ACTION REQUESTED: The MS in Talent Development program (ATD) is requesting changes from the current prefix with TEC to the current ATD prefix for all core courses.

RATIONALE: This change requires changes in the Training and Development Certificate Program in MS in Technology, so as to be consist with the Master of Science in Talent Development (ATD).

EFFECTIVE DATE: (i.e.: Fall 20XX, Spring 20XX):   Spring 2025

CURRENT CATALOG COPY:

Course/Curriculum Requirements
Total Credits:18

ODL 4840 - Training Program Development will be required for students with no training or human resource development backgrounds. This course will be required in 1st semester if no equivalent course has been taken.

12 semester hours of required courses are listed below:

- TEC 5203 - Analysis of Training and Development Issues. Credits: 3
- TEC 5293 - Strategic Employee Development Credits: 3
- TEC 5283 - Instructional Design Credits: 3
- TEC 5443 - Assessment and Evaluation in Workforce Preparation. Credits: 3

Electives

Electives: 6 credit hours from the list of courses below:

Other special topics ODL 4850, TEC 4970, and TEC 5970 courses as approved by the graduate coordinator.

- ODL 4840 - Training Program Development. Credits: 3
  Required in the first semester if no equivalent
- TEC 5213 - Work Performance Technology. Credits: 3
- TEC 5253 - Consulting for Performance Improvement Credits: 3

PROPOSED CATALOG COPY:

Course/Curriculum Requirements

The School of Technology Certificate in Training and Development requires 18 semester hours of study including both required and elective courses. The specific requirements are as follows:

Required Courses

Total Credits:18

ODL 4840 - Training Program Development will be required for students with no training or human resource development backgrounds. This course will be required in 1st semester if no equivalent course has been taken.

12 semester hours of required course work are listed below. The remaining 6 semester hours are electives that may be selected from the list below.

- Elective. Credits: 6
- ATD 5203 - Analysis of Training and Development Issues. Credits: 3
- ATD 5293 - Strategic Employee Development. Credits: 3
- ATD 5283 - Instructional Design. Credits: 3
- ATD 5443 - Assessment and Evaluation in Workforce Preparation. Credits: 3

Electives Courses

Electives: 6 credit hours from the list of courses below:

Other special topics ODL 4850, TEC 4970, and TEC 5970 courses as approved by the graduate coordinator.

- ODL 4840 - Training Program Development. Credits: 3
  Required in the first semester if no equivalent
- ATD 5213 - Work Performance Technology. Credits: 3
- ATD 5253 - Consulting for Performance Improvement. Credits: 3

**LUMPKIN COLLEGE OF BUSINESS AND TECHNOLOGY
EXECUTIVE ACTION REQUEST**

TO: Council on Graduate Studies

FROM: Austin Cheney, Lumpkin College of Business and Technology

DATE: November 14, 2024

RE: Request for Executive Action from the School of Technology

ACTION REQUESTED: The MS in Talent Development program (ATD) is requesting changes from the current prefix with TEC to the current ATD prefix for all core courses.

RATIONALE: This change requires changes in the Work Performance Improvement Certificate Program in MS in Technology, so as to be consist with the Master of Science in Talent Development (ATD).

EFFECTIVE DATE: (i.e.: Fall 20XX, Spring 20XX): Spring 2025

CURRENT CATALOG COPY:

Required Courses
Total Credits:18

12 semester hours of required course work are listed below. The remaining 6 semester hours are electives that may be selected from the list below.

- Elective. Credits: 6
- TEC 5103 – Leadership in Technology. Credits: 3
- TEC 5213 - Work Performance Technology. Credits: 3
- TEC 5293 - Strategic Employee Development Credits: 3
- TEC 5253 - Consulting for Performance Improvement Credits: 3

PROPOSED CATALOG COPY:

Required Courses
Total Credits:18

12 semester hours of required course work are listed below. The remaining 6 semester hours are electives that may be selected from the list below.

- Elective. Credits: 6
- TEC 5103 – Leadership in Technology. Credits: 3
- ATD 5213 - Work Performance Technology. Credits: 3
- ATD 5293 - Strategic Employee Development. Credits: 3
- ATD 5253 - Consulting for Performance Improvement. Credits: 3

College of Liberal Arts
& Sciences
EASTERN ILLINOIS UNIVERSITY™

MEMORANDUM

| Michael W. Cornebise, Ph.D. | Phone: | 217.581.2922 |
| Associate Dean | Email: | mwcornebise@eiu.edu |

To: Alexis Jones, Chair, CGS
Date: Nov 13, 2024
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 13, 2024. I ask that similar action be taken at the Council on Graduate Studies.

Requested Change: Providing the option of hybrid delivery for PSY 5170 – Theories of Learning.

Rational for change: Our graduate students take PSY 5170 in the four-week session during the summer along with one additional four-week summer course. Allowing PSY 5170 to be delivered via hybrid will allow more flexibility to students during an intense four-week session.

Effective Year/Term: Summer 2025

PSY 5170 - Theories of Learning. (3-0-3) A survey and comparison of theories of response acquisition emphasizing the biological preparedness for and internal representation of acquired responses. **Prerequisites & Notes:** Enrollment in the School Psychology program. Credits: 3

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. _x___New Course or _____Revision of Existing Course

2. **Course prefix and number:** ___PSY 5024_____

3. **Short title:** ____Academic Assmt and Intrv_____

4. **Long title:** ____Academic Assessment and Intervention_____

5. **Hours per week:** _3__ Class   _NA__ Lab   _3__ Credit

6. **Terms:** ___ Fall   ___ Spring   _x__ Summer   ___ On demand

7. **Initial term**: ___ Fall   ___ Spring   _x__ Summer   Year: __2025____

8. **Catalog course description:** __This graduate course will focus on the assessment, treatment, and prevention of academic skills deficits and learning problems. This course will provide students an opportunity to develop skills in the areas of academic assessment, evidence-based treatment for learning problems, analysis of research, and report writing.

    _____

9. **Course attributes:** N/A (this is a graduate course)

    General education component: _____

    ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive ___Writing active

    ___ Department Capstone as Senior Seminar

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

    _x__ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship   _ _ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery: (Check all instructional delivery attributes which apply to this course)

    ___ Face to Face   __ Online Synchronous ___ Online Asynchronous   ___ Study Abroad

    _x__ Hybrid, specify approximate amount of on-line and face-to-face instruction.___

    *No more than 50% of the class will be delivered via on-line instruction.

11. **Course(s) to be deleted from the catalog once this course is approved:** ___ _____

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

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

13. **Prerequisite(s): __**Admission into the school psychology graduate program. PSY 5020 Advanced Measurement Principles (C).

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

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

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

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

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

14. **Co-requisite(s):** _None_____

15. **Enrollment restrictions**

   a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course:** _Must be admitted to the School Psychology Graduate Program_____

   b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course:** _____

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:** NA

   ___ Grade for course will <u>not</u> count in a student's grade point average.

   ___ Grade for course will <u>not</u> 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, Explain if yes__Test kits and record forms will need to be purchased to teach this course._____

21. **Community college transfer:**

   ___ A community college course may be judged equivalent.

   _x__ A community college may <u>not</u> be judged equivalent.

   Note: Upper division credit (3000+) will <u>not</u> 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 __School Psychology Graduate Students_____

   ___Course is required for the minor(s) of _____

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

   ___ Course is used as an elective

2. **Rationale for proposal**: This course will fulfill a gap in the current curriculum. Our students need to provide academic assessment as school psychologists. They administer academic assessments in their second practicum (fall semester, 2nd year); however, they do not take a course that covers this material prior to practicum. This class would fill this instructional gap.

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

   Similarity to other courses: N/A

   Prerequisites:

   Admission to the School Psychology Graduate Program. This course is a graduate level course intended to train students to administer academic assessment and intervention. This is a specific skill set used by School Psychologists and therefore is only offered to students who have been accepted into the School Psychology Graduate Program.

   PSY 5020 Advanced Measurement Principles. This course covers basic psychological measurement principles and procedures used in the construction and evaluation of psychological and educational tests. It is therefore appropriate for students to demonstrate mastery of this content prior to taking the proposed course PSY 5024 where students are taught to administer, score, and interpret academic assessments.

   Co-requisites: N/A

   Enrollment restrictions: Must be admitted to the School Psychology Graduate Program.

   Writing active, intensive, centered: N/A

   Capstone as Senior Seminar: N/A

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

   General education component: N/A

   Curriculum: N/A

   Instruction: N/A

   Assessment: N/A

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

   Online or hybrid delivery justification:
   Offering this course online and in person will provide flexibility to graduate students who simultaneously take a second 4-week course during summer session 1.
   Instruction:
   Online instruction will include video recorded lectures (e.g., narrated PowerPoint) which will supplement assigned readings and synchronous discussions. In addition, online instruction allows students to familiarize themselves with presenting their own learning via pre-recorded video for their peers to view.
   Integrity:
   Online proctoring tools (https://www.eiu.edu/fdic/guides/Respondus_guidance.pdf) will be used to ensure integrity (e.g., Respondus, Turnitin).

Interaction:
Intructor-student and student-student interaction will be promoted via on-line synchronous discussion and asynchronous discussion boards. Peers will also work together to review and practice administering academic assessments. Office hours will be available both face-to-face and via online platforms (e.g., Zoom). Other forms of communication (e.g., email) will also be available.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title
   PSY 5024: Academic Assessment and Intervention

2. Catalog description
   This graduate course will focus on the assessment, treatment, and prevention of academic skills deficits and learning problems. This course will provide students an opportunity to develop skills in the areas of academic assessment, evidence-based treatment of learning problems, analysis of research, and report writing.

3. Learning objectives (Aligned with Graduate Learning Goals [GLG] and the National Association of School Psychology [NASP] Domains of Practice).

   Upon successful completion of this course you will be able to:
   1. Conduct a norm reference standardized assessment of academic skills
      (NASP Domain 1; GLG 1)
   2. Conduct a curriculum-based assessment/evaluation
      (NASP Domain 1; GLG 1)
   3. Link an academic assessment to an evidence-based intervention
      (NASP Domain 1, 3, 9; GLG 1, 2)
   4. Demonstrate the ability to utilize assessment and intervention procedures that encompass individual differences in student learning
      (NASP Domain 1, 3, 8; GLG 1, 2, 5)
   5. Effectively communicate assessment results and recommendations through various modes including written report, visual presentation, and verbal communication
      (NASP Domain 1, 7, 10; GLG 1, 3)
   6. Utilize technology in the management and presentation of data
      (NASP Domain 10; GLG 3)
   7. Review and critique an academic assessment/intervention instrument
      (NASP Domain 1, 9; GLG 1, 2, 3)
   8. Demonstrate an understanding of how academic assessment is utilized to effectively implement a multi-tiered system of support (i.e., Multi-Tier Systems of Support [MTSS], Response to Intervention [RTI])
      (NASP Domain 1, 3, 5; GLG 1, 2, 5)

   NASP Domains Addressed
   Domain 1: Data-Based Decision Making
   Domain 2: Consultation & Collaboration
   Domain 3: Academic Interventions and Instructional Supports
   Domain 5: School-Wide Practices to Promote Learning
   Domain 7: Family, School, and Community Collaboration
   Domain 8: Equitable Practices for Diverse Student Populations
   Domain 9: Research and Evidence-Based Practice
   Domain 10: Legal, Ethical, and Professional Practice

Graduate Learning Goals Addressed
1: Depth of Content Knowledge
2: Critical Thinking and Problem-Solving
3: Effective Oral and Written Communication Skills
5: Ethical and Professional Responsibility

4. Course materials.
   Possible textbooks for this class include:

   Hosp, M. K., Hosp, J. L., Howell, K. W. (2015). *The ABC's of CBM: A Practical Guide to Curriculum-Based Measurement* (2nd ed.). Guilford. New York, NY.

   Kazdin, A. E. (2010). *Single-Case Research Designs: Methods for Clinical and Applied Settings* (2nd ed.). Oxford. New Yok, NY.

   Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (EdS). (2016). *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support (*2nd ed.). Springer.

   Shapiro, E. S., & Clemens, N. H. (2023). *Academic Skill Problems: Direct Assessment and Intervention*. Guilford.

   Shapiro, E. S., & Clemens, N. H. (2023). *Academic Skill Problems Workbook*. Guilford.

   Additional readings will be assigned ~~on D2L~~

5. Weekly outline of content (example).

   Week 1
       Day 1 - Review syllabus and course requirements
           Introduction to the problem-solving models; MTSS vs. Test and Place
       Day 2 – Observing academic environments
           Ecological assessment
           Multicultural considerations in instruction
       Day 3 – Literacy (reading, spelling, writing) CBM for the Elementary Grades
           Introduction to data-based decision making
       Day 4 – CBM for early literacy

   Week 2
       Day 1 –Graphing Data & Monitoring academic progress
           Introduction to evidence quality
       Day 2 – Reading Comprehension Difficulties
           Interventions for vocabulary
       Day 3 – CBM for Mathematics
       Day 4 – Conducting Survey-Level Assessment Within the Context of Problem Analysis

   Week 3
       Day 1 – Broadband Assessment 1 (WIAT)
       Day 2 – Broadband Assessment 2 (WJ-ACH)
       Day 3 – Broadband Assessment 3 (KTEA)
       Day 4 - Brief Experimental Analysis for Problem Analysis

   Week 4
       Day 1 – Establishing Meaningful Goals, Benchmarks, and Norms Across the Tiers
       Day 2 – Psychometrics of CBM: Frequency of Measurement and Decision Rules
       Day 3 - Presentations
       Day 4 – Final

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

   Examples of possible assignments and evaluation:

   Norm Referenced Standardized Achievement Measures (150 points)
   Brief Assessment Reports (75 points)
   Survey Level Assessments (50 points)
   Intervention Presentation (50 points)
   Final Exam (100 points)

7. Grading scale.

Example of Course Grading Scale
A = (92%+)
B = (83-91%)
C = (74-82%)
D = 188 points or below

Date approved by the department or school:
Date approved by the college curriculum committee:
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: **CGS:**

College of Liberal Arts
& Sciences
EASTERN ILLINOIS UNIVERSITY™

MEMORANDUM

Michael W. Cornebise, Ph.D.   Phone: 217.581.2922
Associate Dean   Email: mwcornebise@eiu.edu

To: Alexis Jones, Chair, CGS
Date: Nov 13, 2024
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 13, 2024. I ask that similar action be taken at the Council on Graduate Studies.

Requested Change: Adding "Theories of Psychotherapy" to the current title of the course "Psychotherapeutic Interventions in Schools" for PSY 6980.

Rational for change: The PSY 5040-Theories of Psychotherapy course will be removed from the school psychology graduate program curricula to accommodate a new class (i.e., Academic Assessment and Intervention; currently under review at the college level). Our students currently take 77 credits and adding an additional course is not feasible. However, we plan to cover theories of psychotherapy at the beginning of the existing course (i.e., Psychotherapeutic Interventions in Schools). Therefore, changing the name of PSY 6980 to Theories of Psychotherapy and Psychotherapeutic Interventions in Schools will more accurately portray the material covered in this course.

Effective Year/Term: Summer 2025

PSY 6980 - Theories of Psychotherapy and Psychotherapeutic Interventions in the Schools. (3-0-3) An advanced course integrating theory and practice of psychotherapy. Major theoretical approaches are briefly reviewed. Emphasis is on application of empirically-based individual and group cognitive-behavioral techniques. **Prerequisites & Notes** PSY 5005, 5050, and 6500. Enrollment in School Psychology program. Credits: 3

College of Liberal Arts
& Sciences
EASTERN ILLINOIS UNIVERSITY™

MEMORANDUM

Michael W. Cornebise, Ph.D.   Phone: 217.581.2922
Associate Dean   Email: mwcornebise@eiu.edu

To: Alexis Jones, Chair, CGS
Date: Nov 13, 2024
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 13, 2024. I ask that similar action be taken at the Council on Graduate Studies.

Requested Change: Adding PSY 5024 as a pre-requisite for PSY 6890A – Advanced Practicum – Assessment and Intervention.

Rational for change: Currently there are two courses (i.e., PSY 5021 – Social, Emotional, and Behavioral Assessment and PSY 5022 – Individual Intellectual Assessment) which are pre-requisite courses for PSY 6890A – Advanced Practicum – Assessment and Intervention. PSY 5024 – Academic Assessment and Intervention is also an appropriate pre-requisite because students need to achieve classroom-based proficiency prior to using these assessment skills with children in practice (i.e., practicum).

Effective Year/Term: Fall 2025

PSY 6890A - Advanced Practicum- Assessment and Intervention. (Arr.-Arr.-3) (Credit/No Credit) Supervised experience in the assessment of and intervention with school-age children. Provides for integration and application of previous course work. **Prerequisites & Notes** PSY 5890, 5020, ~~and~~ 5022, and 5024, and enrollment in the School Psychology program. Credits: 3

To: Council on Academic Affairs and Council on Graduate Studies

Date: November 13, 2024

From: Ryan C. Hendrickson, VPAA and Provost

Michael Gillespie, Director, FDIC

Alexis Jones, CGS Chair

Jeannie Ludlow, CAA Chair

Proposal: Revision of Required Syllabus Statements

Rationale: Locations and names have changed for the Academic Support Center and the Office of Accessibility and Accommodations. In addition, revised language is proposed regarding Academic Alerts

Current Policy With Proposed Edits

Revised Syllabus Policy (CAA Approved: April 10, 2014 and CGS Approved: April 15, 2014)

Effective Fall 2014

During the first week of class, instructors shall provide the department chairperson and students in each class with a course syllabus (printed or electronic). The course syllabus should include, but not be limited to, the following information:

1) Course identification information (course number, course title, number of credit hours, semester)

 2) Instructor contact information (instructor name, office hours, at least one method of communication such as email, phone, video conferencing, etc.)

3) Catalog course description

4) Learning objectives as stated on the approved course proposal (note: instructor may add to these core objectives)

 5) Course materials as applicable (e.g. textbook, other required reading, course packet, required software, personal response system, lab materials, etc.)

6) Topical outline and tentative schedule

 7) Assignments (such as required text/readings, projects, papers, observations) and other evaluations (such as exams, quizzes, performances) including final exam information, (see IGP 44 regarding required final exams during the final exam period). For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include course objectives;

projects that require application and analysis of the course content; and separate methods of evaluation for undergraduate and graduate students.

8) Grading policy (weighting of assignments and other evaluations, grading scale)

9) Instructor's policies for the course as appropriate (e.g. attendance-see IGP 43 and catalog; make-up work, extra credit)

10) Required statements for

a. Academic integrity1

b. Students with disabilities2

c. The Student Success Center3

The course syllabus may include additional requirements based on department or college policies. For nontraditional courses (e.g. theses, independent study, internships) the syllabus may be replaced with a learning contract/proposal providing it includes items 1-6 above.

Departments are encouraged to develop review procedures for syllabi. Review of the syllabus should provide evidence that 1) the required components listed above are present in the syllabus; 2) the expected learning objectives/outcomes are being evaluated; and 3) student engagement in academic work for the course through instructional time and out-of-class student work meets or exceeds the minimum 37.5 hours per semester hour of course credit (see IGP 46.1 for EIU credit hour policy that complies with the Federal credit hour definition and Higher Learning Commission policy).

1 Academic integrity- Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct https://www.eiu.edu/deanofstudents/conductcode.php. Violations will be reported to the Dean of Students. https://www.eiu.edu/deanofstudents/

2 Students with disabilities- If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Accessibility and Accommodations. All accommodations must be approved through Office of Accessibility and Accommodations. Please stop by McAfee Gym, Room 1336, or call 217-581-6583 to make an appointment.

3 -Academic Support Center-Students who could use additional help achieving their academic goals are encouraged to contact the Academic Support Center https://www.eiu.edu/academicsupportcenter/. The Academic Support Center provides individual consultations, as well as assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. In addition, Academic Alerts may be utilized by faculty to help students who are not making academic progress or are not attending classes regularly get connected with the Academic Support Center and other important resources. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 2230.

Proposed Policy with All Revisions Incorporated

Revised Syllabus Policy (CAA Approved: April 10, 2014 and CGS Approved: April 15, 2014)

Effective Fall 2014

During the first week of class, instructors shall provide the department chairperson and students in each class with a course syllabus (printed or electronic). The course syllabus should include, but not be limited to, the following information:

1) Course identification information (course number, course title, number of credit hours, semester)

2) Instructor contact information (instructor name, office hours, at least one method of communication such as email, phone, video conferencing, etc.)

3) Catalog course description

4) Learning objectives as stated on the approved course proposal (note: instructor may add to these core objectives)

5) Course materials as applicable (e.g. textbook, other required reading, course packet, required software, personal response system, lab materials, etc.)

6) Topical outline and tentative schedule

7) Assignments (such as required text/readings, projects, papers, observations) and other evaluations (such as exams, quizzes, performances) including final exam information, (see IGP 44 regarding required final exams during the final exam period). For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include course objectives; projects that require application and analysis of the course content; and separate methods of evaluation for undergraduate and graduate students.

8) Grading policy (weighting of assignments and other evaluations, grading scale)

9) Instructor's policies for the course as appropriate (e.g. attendance-see IGP 43 and catalog; make-up work, extra credit)

10) Required statements for

a. Academic integrity[1]

b. Students with disabilities[2]

c. The Student Success Center[3]

The course syllabus may include additional requirements based on department or college policies. For nontraditional courses (e.g. theses, independent study, internships) the syllabus may be replaced with a learning contract/proposal providing it includes items 1-6 above.

Departments are encouraged to develop review procedures for syllabi. Review of the syllabus should provide evidence that 1) the required components listed above are present in the syllabus; 2) the expected learning objectives/outcomes are being evaluated; and 3) student engagement in academic work for the course through instructional time and out-of-class student work meets or exceeds the

minimum 37.5 hours per semester hour of course credit (see IGP 46.1 for EIU credit hour policy that complies with the Federal credit hour definition and Higher Learning Commission policy).

1 Academic integrity- Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct https://www.eiu.edu/deanofstudents/conductcode.php. Violations will be reported to the Dean of Students. https://www.eiu.edu/deanofstudents/

2 Students with disabilities- If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Accessibility and Accommodations. All accommodations must be approved through Office of Accessibility and Accommodations. Please stop by McAfee Gym, Room 1336, or call 217-581-6583 to make an appointment.

3 Academic Support Center-Students who could use additional help achieving their academic goals are encouraged to contact the Academic Support Center https://www.eiu.edu/academicsupportcenter/. The Academic Support Center provides individual consultations, as well as assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. In addition, Academic Alerts may be utilized by faculty to help students who are not making academic progress or are not attending classes regularly get connected with the Academic Support Center and other important resources. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 2230.

Department of Teaching,
Learning and Foundations
2220 Buzzard Hall
600 Lincoln Avenue
Charleston, Illinois 61920-3099

Office: 217-581-5728

MEMO

DATE: 11/07/2024

TO: Robert Chesnut, Graduate School Interim Dean

FROM: Daniel Carter, Graduate Coordinator, Teaching, Learning, & Foundations Department

RE: Thesis Committee Member Waiver for Angela Coady

Dear Interim Dean Chesnut,

Please accept this memo as a formal request that the limitations for Associate Graduate Faculty serving on thesis committees be waived for Angela Coady. She is a Unit B Instructor in our department, has instructed numerous reading content and methods courses for undergraduate elementary students, and served in the public school sector as a reading specialist. She is highly qualified to perform this very important work for our graduate student with thesis emphasis in reading instruction. Thank you for your consideration of this matter.

Respectfully,

Daniel Carter, PhD
MSED C&I Graduate Coordinator

TESTED EXPERIENCE EXCEPTION RUBRIC

For use with Adjunct Graduate Faculty nomination.

In lieu of the Terminal Degree Criteria, tested experience may be utilized. Tested experience should be coupled with advanced experience in the profession, specialized licensure, clinical training, and/or considerable post-graduate work beyond the master's degree to the greatest extent possible. (IGP #47)

Please review the Tested Experience Exception minimum requirements in the following table.
For each requirement, please select Y if the requirement is met, N if the requirement is not met.

TESTED EXPERIENCE EXCEPTION MINIMUM REQUIREMENTS		
The nominee:	**Y**	**N**
Has at least five (5) years of experience in the profession or current employment in the field.	◉	○
Holds appropriate professional certifications and licenses (as appropriate to the field and if applicable.	◉	○
Holds a baccalaureate degree (BA, BFA, BS, etc.) to teach undergraduate students; or, a graduate degree (MA, MS, MEd, EdS, etc.) with additional coursework in the field or discipline of instruction.	◉	○
If candidate does not meet the minimum requirements for the Tested Experience Exception, use the space below to explain why they should still be considered for an adjunct instructor position.		

Approved by:

Any exceptions to the Tested Experience Exception must have approval of the Vice President for Academic Affairs (VPAA). If Tested Experience Exception requirements are met, VPAA approval is <u>not</u> needed.
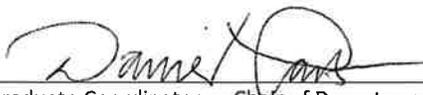
_Daniel _____	11/07/24	_Ngozi Onuora_	11/07/2024
Graduate Coordinator or Chair of Department's Graduate Committee	Date	Department Chair	Date
Henderson	11/11/24	ONLY IF REQUIRED	
Academic Dean	Date	Vice President of Academic Affairs	Date

Please complete and submit the following, making sure to acquire all applicable signatures.

1. **Nomination Type:**
   - [ ] Regular Graduate Faculty
   - [✓] Associate Graduate Faculty
   - [ ] Adjunct Graduate Faculty

2. *Associate* and *Adjunct* Graduate Faculty may be appointed for one (1) to (3) years. (Regular Graduate Faculty are appointed for five (5) year terms.) **Please select the requested appointment length for the Associate or Adjunct nominee below.**
   - [✓] One (1) Year
   - [ ] Two (2) Years
   - [ ] Three (3) Years

3. **Name of Nominee:**

   Angela Coady

4. **Nominee's ENumber:**

   E 12024635

5. **Nominee's Preferred Email Address:**

   ancoady@eiu.edu

6. **Department/School:**

   Teaching, Learning, & Foundations

7. **Nominee's Current Faculty Rank:**
   - [ ] Not Applicable
   - [ ] Adjunct
   - [✓] Instructor
   - [ ] Assistant Professor
   - [ ] Associate Professor
   - [ ] Professor

8. **Highest Degree Earned by Nominee:**

   Master's in Elementary Education - Reading Teacher Certification

9. **Degree Granting Institution, Year Received (Ex. Eastern Illinois University, 2022):**

   Eastern Illinois University

THE **GRADUATE SCHOOL**
EASTERN ILLINOIS UNIVERSITY

10. Nominee's Field of Specialization:

Elementary Education - Reading

11. If applicable, list graduate courses taught by the candidate during the last three (3) years (Prefix & Course Number):

12. FOR ASSOCIATE AND ADJUNCT GRADUATE FACULTY NOMINEES ONLY:

Provide evidence of other education, professional activity, and specialization in teaching areas within the last three years (workshops, research, service, creative activity, etc.) in Vita format and submit with nomination.

13. FOR REGULAR GRADUATE FACULTY NOMINEES ONLY:

If nominee will be teaching in a discipline which differs from their highest earned degree, provide evidence of relevant professional activities and teaching specializations from the past three years (e.g., workshops, research, service, creative activities) in Vita format with nomination.

14. If Tested Experience is required, please complete the Tested Experience Exception Rubric and submit with the nomination form.

Approved by:

signature 10/24/24		_Ngozi Onuora_ 10/28/2024	
Graduate Coordinator or Chair of Program Graduate Committee Date		Department Chair Date	
signature 11/1/24			
Academic College Dean Date		Graduate School Dean Date	

OFFICE USE ONLY
- o SIAINST
- o LISTING

This request is for participation as a member of a thesis committee. This does not extend to instruction and workload assignment of graduate level coursework. The thesis defense is scheduled for May 2025. Included with the nomination form are the instructor's vita and a narrative of relevant professional activities and expertise connected to the thesis research topic.

Angela Coady

227 Maris Cove
Tuscola, IL 61953
(217) 855-0786
acoady@eiu.edu

Education

2010   Eastern Illinois University – Obtained Master's in Elementary Education
2010   Eastern Illinois University – Obtained Reading Teacher Certification
2006   Eastern Illinois University – Obtained Middle Level Endorsement
2005   Eastern Illinois University – Obtained Bachelor of Science in Education English Concentration

Academic Qualifications

2010   Master's in Elementary Education
2005   Bachelor of Science in Education English Concentration

License/Endorsements

2021   Reading Teacher Pre-Kindergarten through Grade 12 Certification
2010   Reading Teacher Kindergarten through Grade 4 Certification
2006   Middle Level Language Arts Grade 5 through 8 Endorsement
2005   Elementary Education Teacher Kindergarten through Grade 9 License

Professional Experiences

2021-Present   Eastern Illinois University Teaching, Learning, & Foundations – Assistant Professor
2010-2021   Villa Grove Elementary School – Title I Reading Instructor & Title I Director
2009-2010   Eastern Illinois University Early Childhood, Elementary, and Middle Level Education – Graduate Assistant ELE 2000 under supervision of Dr. Carrie Dale
2007-2009   Rochester Elementary School – Teacher/Grade 3
2005-2007   Taylorville West Elementary School – Teacher/Grade 3

Faculty Load

Fall 2023

ELE 3350.001: Language Arts in ELE/MLE	3 Hours
ELE 4100.001: Assessing Student Learning: A Field-Based Experience	4 Hours
ELE 4880.002: Diagnostic and Prescriptive Reading Instruction	3 Hours
ECACE Grant – Faculty Mentor	1 CU

Spring 2023

ELE 4100.001: Assessing Student Learning: A Field-Based Experience	4 Hours
ELE 4280.001: Content Area Reading in the Elementary, Middle, and Secondary School	3 Hours
ELE 4880.001: Diagnostic and Prescriptive Reading Instruction	3 Hours
ELE 4880.002: Diagnostic and Prescriptive Reading Instruction	3 Hours
ECACE Grant – Faculty Mentor	1 CU

Fall 2022

ELE 4100.001: Assessing Student Learning: A Field-Based Experience	4 Hours
ELE 4280.003: Content Area Reading in the Elementary, Middle, and Secondary School	3 Hours
ELE 4880.001: Diagnostic and Prescriptive Reading Instruction	3 Hours
ELE 4880.003: Diagnostic and Prescriptive Reading Instruction	3 Hours

MLE 4280.001: Content Area Reading in the Elementary, Middle, and Secondary School
ECACE Grant – Faculty Mentor   1 CU

Spring 2022
    ELE 4100.001: Assessing Student Learning: A Field-Based Experience   4 Hours
    ELE 4280.001: Content Area Reading in the Elementary, Middle, and Secondary School   3 Hours
    ELE 4770.001: Teaching Science and Social Science in Primary Grades (K-3)   3 Hours

Fall 2021
    ELE 4100.001: Assessing Student Learning: A Field-Based Experience   4 Hours
    ELE 4280.001: Content Area Reading in the Elementary, Middle, and Secondary School   3 Hours
    ELE 4770.001: Teaching Science and Social Science in Primary Grades (K-3)   3 Hours

Professional Development
2021   Making Excellence Inclusive Rise Conference - October 15th, 2021 – Eastern Illinois University

Volunteer/Service
2023   Department Curriculum Committee Member – Eastern Illinois University
2023   Faculty Advisor for previous SAEYC now currently being started as Early Childhood Education
      Organization– Eastern Illinois University
2023   Screening Committee – Eastern Illinois University – New Hire Unit B Spring 2023
2023   PDR Committee – Eastern Illinois University
2022   Department Curriculum Committee Member – Eastern Illinois University
2022   Faculty Advisor for previous SAEYC now currently being started as Early Childhood Education
      Organization– Eastern Illinois University
2021   EIU Welcome and Transfer – November 11th, 2021 – Eastern Illinois University

Current Association Memberships
2023   Faculty Advisor for Early Childhood Education Organization– Eastern Illinois University
2022   Faculty Advisor for previous SAEYC now currently being started as Early Childhood Education
      Organization– Eastern Illinois University

Mrs. Coady's expertise in relation to this study includes educational background, teaching experience, professional development, and courses taught at EIU both in direct relation and indirect relation, and to the effects explicit and systematic phonics instruction has on student achievement. More on each of those different components is included below.

Educational Background:

Ms. Coady's educational background comes from obtaining her Master's Degree in Elementary Education, as well as her Bachelor of Science in Education with an English Concentration. In addition, she has also obtained her Reading Teacher Pre-Kindergarten through 12th Grade Certification, as well as a Middle Level Language Arts Grade 5th through 8th Endorsement. All degrees and endorsements were received through Eastern Illinois University where she received a wealth of information and practice in learning the importance of various language arts learning approaches, including specifically phonics instruction.

Teaching Experience:

With two decades of teaching experience as an educator ranging from levels Kindergarten through Pre-Service teachers their senior year of college, Ms. Coady's expertise in explicit and systematic phonics instruction is evident. She spent 11 of those 20 years as a Title I Reading Instructor and Title I Director where she not only worked via a push-in and pull-out method with students who struggled to learn reading components on pace in the regular education classroom, but also collected, reviewed, and wrote periodic data reports based on all of the Big Five Reading components with a focus on phonics instruction growth. Ms. Coady was also a core member of the RTI team that then developed into the MTSS team where she worked with students in Tier 2 and Tier 3, again in all areas of the Big Five Reading components, including intense phonics interventions. Ms. Coady's expertise in this specific thesis study lies in not only having the experience and exposure of teaching students explicit and systematic phonics instruction, but also teaching college students striving to become teachers learning how to teach phonics to students. Ms. Coady has a wealth of practice that correlates directly to this study, both in the elementary field and in teaching at the collegiate level. Her experience and knowledge directly align with the study of this thesis in multiple ways based on the mixed methods approach, both qualitative and quantitative data, pre and post-test uses, perceptions of explicit phonics instruction and how to implement those routines in the classroom, data collection and progress monitoring, again both as a past elementary teacher collecting the data as well as teaching college students how to collect and interpret the data. Her expertise has even come full circle from teaching a student as a third grader phonics instruction to instructing that exact same student years later in her college course where she not only taught that student how to teach phonics to students but also how to administer diagnostic assessments and interpret the data in order to determine if the student is fully comprehending the phonics, in addition to the other Big Five components while reading.

Professional Development:

Ms. Coady's expertise in phonics instruction goes further than just in the walls of the elementary classrooms, college course classrooms, and field base experiences. Ms. Coady has attended a multitude of professional development opportunities throughout the years, such as repeated attendance at the IRC, ESSA Conference, and IATD Conference. In addition to those conferences, Ms. Coady has also attended the IL ASCD Statewide Conference for PreK and Kindergarten Educators, a Tim Rasinski conference Maximizing Reading Achievement for Your Struggling Students, Practical Strategies for Meeting the Rigorous CCSS for Reading through the Bureau of Education, Dyslexia: Finding the Missing Link, ILLINI: 21st Century Dyslexia Diagnosis and Advocacy, and Balanced Literacy & SMART Centers with DI. Ms. Coady has also received multiple trainings, both through school districts as well as on site, on programs such as Shurley English, NWEA Maps, AIMSWeb Plus, Lexia, Reading Plus, Scholastic Assessments, and Renaissance Learning in addition to being trained in RTI, PBIS, and MTSS.

Courses Taught at EIU:

Ms. Coady's expertise in phonics instruction to elementary students is reinforced through all her courses she teaches here at EIU. The majority of courses Ms. Coady instructs here on campus are literacy based for the students to benefit from her expertise in the area based on classroom experience of teaching it, as well as trainings and research in the field. Among the courses Ms. Coady teaches that truly dive into all components of phonics instruction, an extremely vital course, is ELE 4880: Diagnostic and Prescriptive Reading Instruction. In this course, students not only learn all the components of The Big Five but dive deep into how to teach each of them. After showing mastery of understanding themselves, as well as knowing how to teach the components, students are then taught by Ms. Coady how to use diagnostic assessments using quantitative and qualitative analysis, with phonics and various cuing systems being an extremely important portion of the course. In addition to that course, Ms. Coady also instructs ELE 4280: Content Area Reading in the Elementary, Middle, and Secondary School, in which the main focus relates to the concept of learning to read, moving into reading to learn and how to help those students who are still struggling to learn how to read using strategies to help them understand the information. Ms. Coady uses information on how explicit and systematic phonics instruction can help those students still struggling to learn to read achieve the ability to read to learn information in not just reading but also content area courses. Another course Ms. Coady teaches is ELE 3350: Language Arts in ELE/MLE, in which the overall goal for the course is to provide future teachers with information on the learning objectives, the research base, instructional methods, and materials for teaching and evaluating the language arts which have been aligned with Common Core State Standards for English Language Arts, as well as address the recommendations set forth by the National Council of teachers of English and the International Reading Association. Students in this course have a heavy focus on cuing systems, the six language arts, the six traits of writing, steps of the writing process, developmental stages

of spelling and handwriting, phonemic awareness, and phonics. Ms. Coady also instructs ELE & MLE 4100: Assessing Student Learning: A Field-Based Experience, ELE 3100: Instructional Strategies for the Elementary Classroom, and ELE 4770: Teaching Science and Social Science in Primary Grades (K-3), in which she included information relevant to explicit and systematic phonics instruction throughout each and every course.

Conclusion:

In conclusion, Ms. Coady's expertise in the field of phonics instruction in multiple facets is evident and she would be an integral part of this committee in order to best serve the student and EIU. Her educational background, teaching experience, professional development, courses taught at EIU, and overall expertise on the subject matter would be a benefit to the committee, as would be her rapport with the student writing the thesis as well as with others on the committee.

The Graduate School
EASTERN ILLINOIS UNIVERSITY™

TO: Dr. Canam, Graduate Coordinator, BCT
           Dr. Bulla, Chair, Biological Sciences
           Dr. Treadwell, Chair, Chemistry
           Dr. Semeniuc, Graduate Coordinator, Chemistry
           Dr. Nathan, Assistant Chair and Graduate Coordinator, Biological Sciences

FROM: Ryan C. Hendrickson, Dean

RE: BioChemisty-BioTechnology Graduate Program Status

DATE: October 20, 2020

This memo is provided to reflect the shared decision to place the BioChemistry-BioTechnology graduate program on an admissions moratorium until Fall 2024, effective immediately. At the request of the graduate coordinator to temporarily halt the program, a consultative process ensued involving BCT program leaders and faculty, as well as myself, Dean Bonnekessen and Provost Gatrell. All have concurred that an admissions hiatus/moratorium will best serve the program at this time.

All current BCT program students will be provided the opportunity to complete the degree.

Graduate coordinator duties will cease at the conclusion of the current academic year.

Current applicants will be directed toward the Master of Science in Biological Sciences non-thesis graduate program, where many similar graduate skills can be acquired, including the opportunity to take graduate courses in Chemistry. Admissions staff in both the Office of International Students and Scholars and Graduate School have been notified.

In Fall 2023, graduate faculty leaders and university leadership will revisit the enrollment prospects for this degree and determine the value in reopening admissions and/or revise the program accordingly. This additional time allows all contributing graduate faculty members to later reevaluate the enrollment and curriculum potential for this degree.

Thank you for your contributions and engagement in this process.

cc: Provost Jay Gatrell
Dean Barbara Bonnekessen
CGS Chair Lee Patterson
CGS Vice Chair Nikki Hillier
Chair John Willems, Business

TO: Dr. Alexis Jones, CGS Chair

FROM: Robert Chesnut, Interim Dean of the Graduate School

RE: Program Elimination of the Masters degree in Biochemistry and Biotechnology

DATE: November 5, 2024

Cc: Tom Canam, Chair of the Biological Sciences Department
               Edward Treadwell, Chair of the Chemistry and Biochemistry Department
               Michael Cornebise, Associate Dean, College of Liberal Arts and Sciences
               Barbara Bonnekessen, Dean, College of Liberal Arts and Sciences
               Ryan Hendrickson, Provost and VPAA

Dear Dr. Jones:

This is a request that CGS approve the elimination of a graduate program: Biochemistry and Biotechnology. CGS bylaw II.B.3. states that CGS has authority for: "Making recommendations concerning the status of graduate programs."

This request is the culmination of a process that began with an enrollment moratorium in 2020. The attached memo documents the understanding that enrollment prospects would be revisited in the Fall of 2023. At that time, neither department indicated an interest in pursuing the program any further.

This memo was circulated in draft form for comments within both departments.

No faculty lines will be affected by termination of the program.

If CGS recommends termination, the recommendation will be communicated in a memo from CGS to the chair of Faculty Senate, the chair of the Council on Academic Affairs, the Provost, the Dean and Associate Dean of the College of Liberal Arts and Sciences, the chairs of both departments (Biological Sciences and Chemistry and Biochemistry), and the Dean of the Graduate School.

Thank you for your assistance and leadership.

The Graduate School
EASTERN ILLINOIS UNIVERSITY™

TO: Dr. Alexis Jones, CGS Chair

FROM: Robert Chesnut, Interim Dean of the Graduate School
            Andrew Mertz, Chair of the Mathematics Department

RE: Program Elimination of Mathematics Secondary Education

DATE: November 5, 2024

CC: Andrew Mertz, Chair, Department of Mathematics and Computer Science
            Peter Wiles, Graduate Coordinator, Department of Mathematics and Computer Science
            Michael Cornebise, Associate Dean, College of Liberal Arts and Sciences
            Barbara Bonnekessen, Dean, College of Liberal Arts and Sciences
            Ryan Hendrickson, Provost and VPAA

Dear Dr. Jones:

This is a request that CGS approve the elimination of a graduate program: Mathematics Secondary Education. CGS bylaw II.B.3. states that CGS has authority for: "**Making recommendations concerning the status of graduate programs.**"

This request is the culmination of a process that began in 2021. The attached memo documents the understanding that enrollment should be at least 10 by the Fall of 2024 in order for the program to continue. Actual enrollments since 2018 are shown in the table below:

Program Description	Major	2018 Fall	2019 Fall	2020 Fall	2021 Fall	2022 Fall	2023 Fall	2024 Fall
MA in Mathematics	MathSecondary Ed	1	2	2	3	2	2	3

Program enrollment was discussed in a meeting that took place during the Spring 2024 semester. Besides the two authors of this memo, the meeting included the Mathematics graduate coordinator and the Dean and Associate Dean of the College of Liberal Arts and Sciences.

The anticipated termination was also discussed within the Mathematics department, where there is broad expectation that the program will end. This memo was circulated in draft form for comments within the department.

The program will conduct a teach out so that any currently enrolled student who wished to complete their degree may do so within six semesters. No new students will be admitted to the program. No faculty lines will be affected by termination of the program.

If CGS recommends termination, the recommendation will be communicated in a memo from CGS to the chair of Faculty Senate, the chair of the Council on Academic Affairs, the Provost, the Dean and Associate Dean of the College of Liberal Arts and Sciences, the Mathematics department chair, and the Dean of the Graduate School.

Thank you for your assistance and leadership.

Memorandum of Understanding on the Status of the M.A. in Mathematics

Fall 2021

The purpose of this memorandum is to document the mutually agreed upon benchmarks, outcomes, and timelines discussed at a meeting held on Tuesday October 26, 2017. Specifically, the Graduate School, College of Liberal Arts & Sciences, and the Department of Mathematics & Computer Science agreed to the following items as it relates to the future of the M.A. degree in Mathematics and the two options—Mathematics & Math Education:

1. All parties agree the Math Education graduate program is consistent with the mission of the University, has the potential expand enrollments, and that enrollment growth will require an alternate mode of delivery (online).

2. The department agrees to propose a fully online Math Education program that would enroll no less than 10 Math Education degree-seeking students as of the Fall 2024 census of student enrollments (i.e., 10-day report). If the program does not enroll the agreed upon minimum, the program would sunset over the course of the 2025-2026 academic year and the program applications would be suspended effective Fall 2024 with no admits permitted for future terms.

3. The revised Math Education program and associated curriculum changes (including modality) is required to undergo review and approval by all appropriate curriculum committees. Additionally, the curriculum proposal is required to articulate the final disposition of the suspended traditional mathematics program.

4. No marketing for the revised Math Education program will occur until all necessary curriculum steps have been taken to place Math Education online.

5. The Office of Academic Affairs agrees to continue to support the commitments and deadlines associated with the April 2020 memo as it relates to graduate assistantships.

6. The Graduate School staff will assist Math Education leaders in crafting their curriculum in order to ensure catalog clarity.

7. The AOD Guidelines will determine the CU assignments for graduate courses and tutorial equivalents should be assigned when and where appropriate.

8. The AOD Guidelines will determine CU values for a single graduate coordinator beginning in Summer 2022.
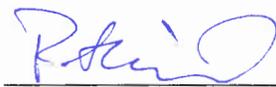

Dean, CLAS
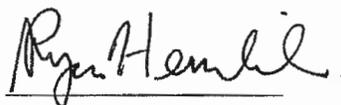
Dean, Graduate School

Chair, Math & Computer Science

Graduate Coordinator, Math Education