

COUNCIL ON GRADUATE STUDIES

Meeting Agenda

April 29, 2025

1. Minutes

- a. Approval of the April 15, 2025, meeting minutes

2. Communication

- a. CHHS Curriculum Committee Minutes April 23, 2025

3. Items to be Added to the Agenda

- a. 25-32 CHM 5101 Probes in Chemical Biology
- b. 25-33 CHM 5106 Endogenous and Xenobiotic Metabolism
- c. 25-39 MAT SPE Program Revision (Remove EDF 5500, Add ELE 4890)
- d. 25-40 JOU 5001 Examination of Journalistic Media (New Course)
- e. 25-41 CHE 5690 Supervision & Trauma Informed Care (New Course)
- f. 25-42 CHE 5790 Crisis & Emergency Management in Higher Education (New Course)
- g. 25-43 FMD 4858 Art & Fashion (New Course)
- h. 25-44 HyFlex Modality Offerings
- i. 25-45 KSR 5270 Neuromuscular Exercise Physiology & Programming (Course Revision)
- j. 25-46 KSR 5211 Revenue in Sport (Course Revision)
- k. 25-47 CMN 5025 Applied & Professional Communication (New Course)
- l. 25-48 MA Communication Pedagogy Program Revision
- m. 25-49 MA Communication Studies Program Revision
- n. 25-50 MS CHE (School Counseling) Program Revision

4. Items to be Acted Upon

- a. 25-29 CHM 5009 Safety and Ethics in Chemical Research (New Course)
- b. 25-30 CHM 5285 Bioanalytical Problem-Solving Laboratory (New Course)
- c. 25-31 CHM 5280 Bioanalytical Problem Solving (Course Revision)
- d. 25-36 Noble, Emma Associate Graduate Faculty Waiver Request
- e. 25-37 Grube, Josh Associate Graduate Faculty Waiver Request
- f. 25-38 Remove HIS 5990 Independent Study in MA (online) History for Teachers Program

5. Items Pending

- a. None

6. Other

- a. Election of Chair and Vice Chair

7. Committee Reports

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

8. Dean's Report

- a. College Student Affairs Program Hiatus

* Note: Some agenda item numbers may appear non-sequential. Several submissions were assigned agenda numbers upon receipt; however, they were subsequently returned to the submitting department for minor revisions or clarifications. Unfortunately, a response to the revisions and/or clarifications was not received in time to include the items on the appropriate agenda.

Council on Graduate Studies Minutes

April 15, 2025

The April 15, 2025 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. Wesley Allan, Ms. Ryleigh Poe

Members Absent: Dr. Chandra Chahyadi

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

I. Minutes

The minutes of the April 1, 2025 meeting were reviewed. Hearing no changes or objections, the minutes stand as written.

II. Communication

- a) CHHS March 26, 2025 Curriculum Committee Minutes
- b) EA-CLAS-25-35 KSR 4902 (Revise Enrollment Restrictions)
- c) EA-CLAS-25-36 CHM 5210, CHM 5360, CHM 5420 (Add Asynchronous Option)
- d) EA-CLAS-25-37 MAT 5020 Remove restrictions on enrollment

Motion to accept communication items was made by Dr. Laingen, seconded by Dr. Gill. Motion carried by acclamation.

III. Items to be Added to the Agenda

- a) 25-29 CHM 5009 Safety and Ethics in Chemical Research (New Course)
- b) 25-30 CHM 5285 Bioanalytical Problem-Solving Laboratory (New Course)
- c) 25-31 CHM 5280 Bioanalytical Problem Solving (Course Revision)
- d) 25-36 Noble, Emma Associate Graduate Faculty Waiver Request
- e) 25-37 Grube, Josh Associate Graduate Faculty Waiver Request
- f) 25-38 Remove HIS 5990 Independent Study in MA (online) History for Teachers Program

Motion to approve the addition of agenda items was made by Dr. Schaljo, seconded by Dr. Gill. Motion carried by acclamation.

IV. Items to be Acted Upon

None

V. Items Pending

None

VI. Other

Interim Dean Chesnut led a discussion regarding the Graduate School reinstatement policy. He noted that the current catalog language may require revision in the upcoming year to better address issues surrounding academic dismissal.

VII. Committee Reports

- a) Graduate Student Advisory Council (GSAC):
Myra Taylor announced that GSAC has appointed a new president and vice president for the 2025–2026 academic year: Kenneth Gimauo (MBA) and Vera Agbozo (English), respectively.
- b) Booth Collaborative Advisory Committee: No report submitted.
- c) Textbook Rental Advisory: Dr. Schaljo stated there was no information to report.

VIII. Dean's Report

None

Motion to adjourn the meeting was made by Ms. Poe, seconded by Dr. Gill. Meeting adjourned at 2:05 p.m.

**COLLEGE OF HEALTH & HUMAN SERVICES
CURRICULUM COMMITTEE MINUTES
April 23, 2025**

The April 23, 2025 meeting of the College of Health & Human Services Curriculum Committee began at 1:00 pm. The meeting was conducted in a hybrid format (in person at Room 1418, Klehm Hall, and via Teams.)

Members Present:

	<i>In Person</i>	<i>Teams</i>
Dr. Lynne Cameron, Communication Disorders & Sciences (Chair)	X	
Dr. Richard Clapp, School of Nursing	X	
Dr. Nikki Hillier, Public Health & Nutrition (Vice Chair)	X	
Dr. Stacey Ruholl, Kinesiology, Sport, & Recreation	X	

Members Absent:

Major William Comstock, Military Science
Ms. Haley Hoagland (Student Representative)
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. Maranda Schaljo (Kinesiology, Sport, and Recreation).

I. Approval of Minutes:

1. Minutes of the March 26, 2025, meeting.

Dr. Clapp moved and Dr. Ruholl seconded the motion to approve the minutes. The minutes of the March 26, 2025, meeting was approved as written by acclamation.

II. Items Acted Upon:

1. 25-27, KSR 5270, Neuromuscular Exercise Physiology and Programming (Revised Course).

Dr. Schaljo presented the proposal. Dr. Ruholl moved and Dr. Clapp seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved.

2. 25-28, KSR 5211, Revenue and Sales Management in Sport (Revised Course).

Dr. Schaljo presented the proposal. Dr. Clapp moved and Dr. Ruholl seconded the motion to approve the proposal. The motion was approved by acclamation. The proposal was approved.

III. Selection of the 2025-26 CHHS CC Officers

1. Chairperson:

Dr. Nikki Hillier will serve as the 2025-26 CHHS Curriculum Committee chairperson.

2. Vice-Chairperson:

Dr. Stacey Ruholl will serve as the 2025-26 CHHS Curriculum Committee vice-chairperson.

IV. Pending Items:

None.

V. Communications:

None.

VI. Other:

1. Dr. Cameron’s term is ending on the committee. However, she agreed to return to the committee in the fall for another 3-year term representing the Communication & Disorders Sciences department. Ms. Kate Dominguez will serve a one-year term on the committee as a student representative. Captain Comstock will be leaving EIU, so the Military Science representative position will become vacant. His replacement on the committee is unknown at this time.

VII. Informational:

- 1.
2. Link to the CHHS Curriculum Committee Website:
<https://www.eiu.edu/chhs/curriculum.php>
3. 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%20Data%20base/Forms/AllItems.aspx?viewid=aaa38e73%2D140d%2D4c03%2D899b%2D65d06c0974e0>

The meeting adjourned at 1:11 p.m.

The next meeting date and time – to be determined later.

Respectfully submitted, Ms. Janet Fopay

Spring 2025 Meetings

1:00 p.m. @ 1418 Klehm Hall

Meeting Date	Item Submission Deadline
Wednesday, January 22	Monday, January 13
Wednesday, February 12	Monday, February 3
Wednesday, March 26	Monday, March 10
Wednesday, April 23	Monday, April 14

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:** CHM 5101 _____
3. **Short title:** Probes in Chemical Biology _____
4. **Long title:** Development and Use of Chemical Probes in Chemical Biology _____
5. **Hours per week:** 2 Class 0 Lab 2 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2027 _____
8. **Catalog course description:** An advanced course on the design, development, characterization, and use of chemical probes in chemical biology. _____
9. **Course attributes:**
 General education component: N/A _____
 Cultural diversity Honors Writing centered Writing intensive Writing active
 Department Capstone as Senior Seminar
10. **Instructional delivery**
Type of Course:
 Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/clinical Other, specify: _____
Mode(s) of Delivery:
 Face to Face Online Synchronous Online Asynchronous Study Abroad
 Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. **Course(s) to be deleted from the catalog once this course is approved:** None _____
12. **Equivalent course(s):** None _____
 a. **Are students allowed to take equivalent course(s) for credit?** Yes No
13. **Prerequisite(s):** CHM 3300 or CHM 3450 or CHM 4860. _____
 a. **Can prerequisite be taken concurrently?** Yes No
 b. **Minimum grade required for the prerequisite course(s)?** C _____

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

b. Degrees, colleges, majors, levels, classes which may not take the course: None

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: None

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

19. Special grading provisions: **N/A**

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

Grade for course will not count in hours toward graduation.

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

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

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee No Yes, Explain if yes _____

21. Community college transfer: **N/A**

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 MS Chemistry program _____

2. Rationale for proposal : This course is to add more graduate-level biochemistry courses to the MS Chemistry degree program. It is a unique course that focuses on topics in a popular area of modern biochemistry, chemical biology, and requires students to learn about design principles in the field and deploy their new skills in a project where they will propose new or improved probes. This be part of a new MS Chemistry degree online pathway.

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

Similarity to other courses: N/A

Prerequisites: CHM 3300, 3450 or CHM 4860 provides the biochemical background knowledge to understand course concepts.

Co-requisites: N/A

Enrollment restrictions: This is a graduate level course.

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

Online or hybrid delivery justification: Online to facilitate students enrolled in new online degree pathway.

Instruction: Course will be instructed by members of the graduate faculty who are experts in biochemistry and completed appropriate online instruction training. Instruction will be asynchronous with recorded videos providing supplementary information to the assigned reading. Section quizzes, discussion board posts, a project, and presentation will be used to assess achievement of the learning objectives.

Integrity: Academic Integrity Tools built into the course management system will be used on assignments when appropriate.

Interaction: Students will interact with the instructor during online office hours in addition to feedback on assignments and discussion board posts.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CHM 5101: Development and Use of Chemical Probes in Chemical Biology
2. Catalog description: An advanced course on the design, development, characterization, and use of chemical probes in chemical biology.

3. Learning objectives.

As a result of this course students will demonstrate:

- a. Distinguish the key properties of well-designed and developed chemical probes (Graduate Learning Goals 1, 3, 5)
- b. Analyze reports on existing chemical probes to determine if appropriately developed and characterized (Graduate Learning Goals 1, 2, 3, 4, 5).
- c. Understand recent design approaches and targets of chemical probes (Graduate Learning Goal (Graduate Learning Goals 1, 2, 3, 4).
- d. Design novel or improved chemical probes to study a biological problem and propose appropriate characterization experiments (Graduate Learning Goals 2, 3, 4).

4. Course materials.

The Discovery and Utility of Chemical Probes in Target Discovery; Brennan, P., Rodriguez, S. V., Eds.; The Royal Society of Chemistry, 2020. ISBN 978-1-78801-589-9

5. Weekly outline of content.

Week	Topic	Reading
Week 1	Introduction to Chemical Probes and Fluorogenic Probes	Ch 1 and assigned primary literature
Week 2	Common Approaches in the Design and Discovery of Chemical Probes	Ch. 3 and 4
Week 3	DNA-Encoded Chemistry in the Discovery of Chemical Probes	Ch. 2
Week 4	Characterization and Validation of Chemical Probes	Ch. 10 and 11
Week 5	Characterization and Validation of Chemical Probes (continued)	Assigned primary literature
Week 6	Cyclic Peptides and Natural Products as Chemical Probes	Ch. 5 and Ch. 6
Week 7	Chemical Probes using Targeted Degradation Mechanisms	Ch. 7 and assigned primary literature
Week 8	Chemical Probes for Kinases and to Control RNA Function	Ch. 8 and Ch. 9
Week 9	Chemical Probes for Modulating Metal Ions in Neurodegenerative Diseases	Assigned primary literature
Week 10	Chemical Probe Design Project Presentations	N/A

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

Assignments and Evaluations	Weight
Quizzes	30%

Discussion Board Posts and Participation	40%
Chemical Probe Design Project and Presentation	30%

As the Probe Design and Presentation encompasses the material covered throughout the course, it serves as a final milestone evaluation, in lieu of a final exam.

7. Grading scale.

Percentage of Points	Grade
≥ 90.0%	A
80.0% - 89.9%	B
70.0% - 79.9%	C
60.0% - 69.9%	D
< 60.0%	F

8. Correlation of learning objectives to assignments and evaluation.

Learning Goals	Quizzes (30%)	Discussion Board Posts and Participation (40%)	Chemical Probe Design Project and Presentation (30%)
a	X	X	X
b	X	X	X
c	X	X	X
d	X		X

Date approved by the department or school: 2/12/2025

Date approved by the college curriculum committee: 2/19/2025

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:** CHM 5106 _____
3. **Short title:** Metabolism _____
4. **Long title:** Endogenous and Xenobiotic Metabolism _____
5. **Hours per week:** 2 Class 0 Lab 2 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2026 _____
8. **Catalog course description:** An advanced biochemistry course covering endogenous and xenobiotic metabolic pathways with a focus on their biochemical interconnections in the context of cellular metabolism. _____
9. **Course attributes:**
General education component: N/A _____

 Cultural diversity Honors Writing centered Writing intensive Writing active

 Department Capstone as Senior Seminar
10. **Instructional delivery**
Type of Course:
 Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/clinical Other, specify: _____
Mode(s) of Delivery:
 Face to Face Online Synchronous Online Asynchronous Study Abroad
 Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. **Course(s) to be deleted from the catalog once this course is approved:** None _____
12. **Equivalent course(s):** None _____
a. **Are students allowed to take equivalent course(s) for credit?** Yes No
13. **Prerequisite(s):** CHM 3300 or CHM 3450 or CHM 4860. CHM 3460 recommended. _____
a. **Can prerequisite be taken concurrently?** Yes No
b. **Minimum grade required for the prerequisite course(s)?** C _____

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

b. Degrees, colleges, majors, levels, classes which may not take the course: None

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: None

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

19. Special grading provisions: **N/A**

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

Grade for course will not count in hours toward graduation.

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

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

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee No Yes, Explain if yes _____

21. Community college transfer: **N/A**

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 MS Chemistry program _____

2. Rationale for proposal : This course is to add more graduate-level biochemistry courses to the MS Chemistry degree program and focuses on in depth and advanced topics in metabolism to prepare students for further studies or entry into the biomedical and/or biotechnology workforce. This will additionally be part of a new MS Chemistry degree online pathway.

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

Similarity to other courses: This course covers similar topics to CHM 3460: Biochemistry II, which focuses on undergraduate level coverage of metabolism. This new course will cover topics in more depth at the graduate level and also includes unique topics on xenobiotic metabolism.

Prerequisites: CHM 3300, 3450 or CHM 4860 provides the biochemical background knowledge to understand course concepts.

Co-requisites: N/A

Enrollment restrictions: This is a graduate level course.

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

Online or hybrid delivery justification: Online to facilitate students enrolled in new online degree pathway. Exact modality (synchronous or asynchronous) to be determined by faculty desire as well as program need.

Instruction: Course will be instructed by members of the graduate faculty who are experts in biochemistry and completed appropriate online instruction training. Instruction will be asynchronous with recorded videos or synchronous lectures using video conferencing software providing supplementary information to the assigned reading. Section quizzes, a mid-term exam, a final exam, and a paper.

Integrity: Academic Integrity Tools built into the course management system will be used on assignments when appropriate.

Interaction: Students will interact with the instructor during online office hours in addition to feedback on assignments and discussion board posts.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CHM 5106: Endogenous and Xenobiotic Metabolism

2. Catalog description: An advanced biochemistry course covering endogenous and xenobiotic metabolic pathways with a focus on their biochemical interconnections in the context of cellular metabolism.

3. Learning objectives.

As a result of this course students will be able to:

- a. Distinguish the key principles of energy metabolism: glycolysis, citric acid cycle, oxidative phosphorylation, photosynthesis, and beta-oxidation of fatty acids (Graduate Learning Goals 1, 3).
- b. Describe biosynthetic pathways of biomolecule building blocks including carbohydrates, amino acids, fatty acids, and nitrogenous bases (Graduate Learning Goals 1, 2, 3)
- c. Identify xenobiotic pathways and predict the metabolic products of xenobiotics in context of individual differences in these pathways (Graduate Learning Goals 1, 2, 3).
- d. Compare catabolic and anabolic pathways and justify the biochemical logic that connects these two opposing processes (Graduate Learning Goals 1, 2, 3).
- e. Evaluate biotechnology applications of representative metabolic pathways (Graduate Learning Goals 1, 2, 3, 5).
- f. Interpret disease etiology in context of metabolic pathways (Graduate Learning Goals 1, 2, 3).
- g. Summarize and evaluate recent metabolism literature (Graduate Learning Goals 3, 4, 5).

4. Course materials.

Voet, D. and Voet, J. Biochemistry, 4th Edition; Wiley, 2010. ISBN-13: 978-0470917459

5. Weekly outline of content.

Week	Topic	Reading
Week 1	Introduction to Metabolism and Glycolysis	Ch. 16, 17
Week 2	Glycogen Metabolism	Ch. 18
Week 3	The Citric Acid Cycle	Ch. 21
Week 4	Electron Transport and Oxidative Phosphorylation	Ch. 22
Week 5	Other Pathways of Carbohydrate Metabolism	Ch. 23
Week 6	Lipid Metabolism, Mid-term Exam	Ch. 25
Week 7	Amino Acid and Nucleotide Metabolism	Ch 26, 28
Week 8	Energy Metabolism: Integration and Organ Specialization	Ch. 27
Week 9	Xenobiotic (Drug) Metabolism	<i>Special Topic</i>
Week 10	Interindividual Variability in Metabolism, Final Exam	<i>Special Topic</i>

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

Assignments and Evaluations	Weight
Mid-term Exam	30%
Final Exam	30%
Section Quizzes	20%
Metabolism Paper	20%

7. Grading scale.

Percentage of Points	Grade
≥ 90.0%	A
80.0% - 89.9%	B
70.0% - 79.9%	C
60.0% - 69.9%	D
< 60.0%	F

8. Correlation of learning objectives to assignments and evaluation

Learning Goals	Mid-term Exam (30%)	Final Exam (30%)	Section Quizzes	Metabolism Paper
a	X	X	X	X
b	X	X	X	X
c	X	X	X	X
d	X	X	X	X
e	X	X	X	X
f	X	X	X	X
g				X

Date approved by the department or school: 2/12/2025

Date approved by the college curriculum committee: 2/19/2025

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

Date approved by CAA: CGS:



Department of Special Education
1212 Buzzard Hall
600 Lincoln Avenue
Charleston IL 61920-3099
Phone: 217-581-5315
Fax: 217-581-7004

April 22, 2025

To: Alexis Jones, Chair Council on Graduate Studies

From: Cori More, Chair Department of Special Education

RE: Masters of Arts in Special Education Program Edits

Thank you for adding the MAT SPE edits to the upcoming Council on Graduate Studies Meeting April 29, 2025. In order for the edits to be able to be in effect for the upcoming Summer 2025 session, we would request that the council suspend by-laws to review and act on this proposal at this meeting. The edits include the following

- 1) Course name changes to provide clarity for reviewers of the content of the courses as well as the Illinois State Board of Education
- 2) Course substitutions from the initial program proposal to better reflect the Culturally Responsive Teaching and Leading standards and strategies to teach students who are multilingual learners.

Thank you for your consideration of this request. We look forward to seeing you at the upcoming meeting.

cc: Myra Taylor
Melissa Jones

Program Revision Proposal: Master of Arts in Teaching/Special Education**Department of Special Education****Effective Date: Summer 2025****Rationale:**

To better respond to Culturally Responsive Teaching and Leading Standards required by the Illinois State Board of Education (ISBE) for the LBS I licensure and to better align with practical application of research based practices in the field, the Department of Special Education is proposing to substitute the course ELE 4890 Culturally and Linguistically Diverse Students/English Language Learners: Instructional Methods for EDF 5500 Theory to Practice: Curriculum Development. We feel this change will be responsive to trends in the field and better prepare teachers to be responsive to a broader range of learning needs. This reflects title changes put forth as an executive action as well.

Current Program**Program Mission**

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

Accreditation

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

Admission Requirements

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

Degree Audit

The graduate plan of study is the EIU Degree Audit, which is generated automatically in the

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

Degree Requirements

Degree requirements include those outlined for master’s degrees by the Graduate School (see “Requirements for the Master’s Degree”).

Curriculum for the Master of Arts in teaching/Special Education

Total Credits: 36

Required Courses (Credits: 36)

- SPE 5002 Characteristics and Legal Issues in Special Education (3 s.h.)
- SPE 5003 Families and Collaboration in Special Education (3 s.h.)
- SPE 5004 Assessment and Methods for Teaching Students with Exceptional Learning Needs (3 s.h.)
- SPE 5005 Instructional Strategies and Assessment Approaches for Literacy and Numeracy for students with Exceptional Learning Needs (3 s.h.)
- SPE 5006 Classroom and Behavior Management in Special Education (3 s.h.)
- SPE 5007 Characteristics, Assessment and Transition Planning for Students with Intensive Learning Needs (3 s.h.)
- SPE 5008 Residency I in Special Education (6 s.h.)
- SPE 5009 Residency II in Special Education (6 s.h.)
- EDU 5520 High Quality Instruction (3 s.h.)
- EDF 5500 Theory to Practice: Curriculum Development (3 s.h.)

Concentration and Options

There are no concentrations or options in this program.

Electives

There are no electives in this program.

Thesis, Capstone, Internship

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

Graduate Assistantships

No graduate assistantships are available or associated with this program.

Proposed Program Changes

Program Mission

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

Accreditation

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

Admission Requirements

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

Degree Audit

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

Degree Requirements

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

Curriculum for the Master of Arts in teaching/Special Education

Total Credits: 36

Required Courses (Credits: 36)

- SPE 5002 Characteristics and Legal Issues in Special Education (3 s.h.)
- SPE 5003 Culturally Responsive Family and Professional Partnerships in Special Education (3 s.h.)
- SPE 5004 Assessment and Curricular Programming for Learners with Exceptional Learning Needs (3 s.h.)
- SPE 5005 Instructional Strategies and Methods for Teaching Literacy and Numeracy to Students with Diverse Learning Needs (3 s.h.)
- SPE 5006 Classroom and Behavior Management in Special Education (3 s.h.)
- SPE 5007 Transition Programming for Learners with Moderate-Intensive Learning Needs (3 s.h.)
- SPE 5008 Residency I in Special Education (6 s.h.)
- SPE 5009 Residency II in Special Education (6 s.h.)
- EDU 5520 High Quality Instruction (3 s.h.)
- ELE 4890 – Culturally and Linguistically Diverse Students/English Language Learners: Instructional Methods Concentration and Options (3 s.h.)

There are no concentrations or options in this program.

Electives

There are no electives in this program.

Thesis, Capstone, Internship

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

Graduate Assistantships

No graduate assistantships are available or associated with this program

Special Education Department Curriculum Committee

Approved November 22, 2024

Cori M. More, Department Chair, Special Education

Approved November 22, 2024

College of Education Curriculum Committee

Approved April 7, 2025

Council on Graduate Studies

Council on Teacher Education

School of Communication & Journalism

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



April 25, 2025

Dear CGS Executive Board and Members,

The School of Communication and Journalism recently approved a new CMN course proposal and curriculum changes to the on-campus Master's in Communication Studies program. These curriculum items were approved at CLASCC (College of Liberal Arts and Sciences Curriculum Committee) on Wednesday, April 23, 2025.

I am writing to request a suspension of the CGS by-laws to allow discussion and a vote on these agenda items at the next CGS meeting scheduled on Tuesday, April 29, 2025.

Respectfully,

Angela S. Jacobs

Angela S. Jacobs
Professor/Graduate Coordinator
School of Communication and Journalism
Eastern Illinois University
asjacobs@eiu.edu
217-581-2020

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:** JOU 50013. **Short title:** Examination of Journalistic Media4. **Long title:** Examination of Journalistic Media5. **Hours per week:** 3 Class 0 Lab 3 Credit6. **Terms:** Fall Spring Summer On demand7. **Initial term:** Fall Spring Summer Year: 20268. **Catalog course description:**

This course provides an overview of the media system with special focus on journalism and news media with a specific focus on the U.S. media system. Students will examine the journalistic media from a sociological perspective, investigating the tension and interaction between the societal structure and the participants of the journalism industry (news media outlets, journalists, and news content users).

9. **Course attributes:**General education component: N/A Cultural diversity Honors Writing centered Writing intensive Writing active Department Capstone as Senior Seminar10. **Instructional delivery****Type of Course:** Lecture Lab Lecture/lab combined Independent study/research Internship Performance Practicum/clinical Other, specify: _____**Mode(s) of Delivery:** Face to Face Online Synchronous Online Asynchronous Study Abroad Hybrid, specify approximate amount of on-line and face-to-face instruction _____11. **Course(s) to be deleted from the catalog once this course is approved:** None _____12. **Equivalent course(s):** None

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

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

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: None

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 NA _____

Course Fee No Yes, Explain if yes _____

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

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

Rationale, Justifications, and Assurances (Part I)

1. ___ Course is required for the major(s) of _____
___ Course is required for the minor(s) of _____
___ Course is required for the certificate program(s) of _____
X Course is used as an elective
2. **Rationale for proposal:** This course intends to provide students with foundational knowledge in the field of journalism and mass communications in the U.S. It expands their knowledge of the news media system by examining the interaction between the society (or environment) and the participants in the news media system (i.e., news organizations, journalists, and news content users). As the School of Communication and Journalism responds to the increasing interest from students with varied backgrounds from different scholarly disciplines, this course is much needed addition.

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

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: N/A

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: Online delivery affords flexibility for students who may not be able to come to campus or who need alternative schedules to take the class. It makes scheduling easier, too. Online delivery may make this course a good option to take during summer.

Instruction: The online version of JOU 5001 will use EIU's Learning Management System (LMS). The instructor will post lecture notes and instructions for class activities and assignments for each module that include overviews and outlines that align with the student learning objectives, reading assignments and other assignments. Instructors will be OCDi certified.

Integrity: Students will use the dropbox to turn in assignments in the LMS. Quizzes and exams on the LMS may be timed and may randomly assign questions to different students in order to reduce the possibility of academic dishonesty. Originality check features (e.g., Turnitin) built in the LMS will be utilized to check the integrity of submitted work.

Interaction: Students will communicate with their teachers through email and the LMS discussion board. Instructors may also comment on student essays and other written responses, as well as communicate through video discussion and/or video conferencing platforms. Students will interact with other students on various assignments on video-conferencing platforms, email, phone, texting, etc.

Students can interact with instructors during office hours by phone, video-conferencing platforms or the chat mode of the LMS.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: JOU 5001 Examination of Journalistic Media
2. Catalog description:
This course provides an overview of the media system with special focus on journalism and news media with a specific focus on the U.S. media system. Students will examine the journalistic media from a sociological perspective, investigating the tension and interaction between the societal structure and the participants of the journalism industry (news media outlets, journalists, and news content users).
3. Learning objectives.
Upon successful completion of this course, students will be able to:
 - a. articulate significance of sociological perspective in journalism and mass communication practice and scholarship [GSLG 1, 2, 3];
 - b. articulate the nature of the news media industry [GSLG 1, 2, 3];
 - c. articulate the challenges and opportunities of the news media industry [GSLG 1, 2, 3];
 - d. evaluate various theories in journalism and mass communication discipline [GSLG 1, 2, 3, 5];
 - e. utilize journalism and mass communication theories to explain observations, trends, and phenomena in journalism and mass communication [GSLG 1, 2, 3, 4, 5].

Graduate Learning Goals (Adopted fall 2021)

- (1) A depth of content knowledge
- (2) Critical thinking and problem-solving skills
- (3) Effective oral and written communication skills
- (4) Evidence of advanced scholarship through research and/or creative activity
- (5) Ethical and professional responsibility

4. Course materials.

Textbook example:

Croteau, D., Hoynes, W., & Childress, C. (2021). *Media/Society: Technology, Industries, Content, and Users* (7th ed.). SAGE Publications, Inc.

5. Weekly outline of content.

Week	Topics
1	Course overview and introduction
2	Journalism and mass communications: academic discipline
3	Models of journalism and communication media
4	Players in the news media ecosystem
5	Regulations, policies, laws for the news industry
6	Media ownership & its implications on journalistic organizations

7	Impact of technologies on the news media industry
8	Impact of technologies on the news media industry (continued)
9	Journalists in the news outlets: constraints, roles, responsibilities
10	News media contents & the representations of the world
11	News media and effects research: journalism research
12	News media and effects research: journalism research (continued)
13	Audiences: users/ participants/ creators/ consumers of news
14	Audiences and news literacy
15	Globalization and the news media

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

Discussions & participation 20%

Mid-term 20%

Concept explication paper 15%

Theory application paper 15%

Literature review 30%

7. Grading scale.

90% and above A

80-89% B

70-79% C

60-69% D

59% and below F

Date approved by the department or school: March 7, 2025

Date approved by the college curriculum committee: April 2, 2025

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

Date approved by CAA: CGS:

Department of Counseling and Higher Education

600 Lincoln Avenue
Charleston, Illinois 61920-3099

Office: (217) 581-2400



TO: Beth Gill, Chair, CGS

FROM: Catherine Polydore, Chair *Polydore*
Counseling and Higher Education

DATE: April 28, 2025

RE: MEMO: Request to Suspend the Rules of the Committee

I am requesting that the committee suspend its normal procedural rules to vote on the following:

- the MS in Counseling program revision
- CHE5690 new course proposal

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:** CHE5690
3. **Short title:** Supervision and TIC
4. **Long title:** Supervision and Trauma Informed Care
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 provides counselors with an understanding of supervision theory and how to implement supervision strategies in clinical applications. Additionally, this course teaches an understanding of trauma informed care and how to create both a trauma informed clinical space and trauma informed clinical interventions.

9. Course attributes:

General education component: N/A

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

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

Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

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

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

CHE 5400 Special Topics

12. Equivalent course(s): None

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

13. Prerequisite(s): N/A

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): N/A

15. Enrollment restrictions

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

MS Clinical Mental Health

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

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

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

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

19. Special grading provisions:

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

Grade for course will not count in hours toward graduation.

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

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

20. Additional costs to students: N/A

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 MS Clinical Mental Health
 Course is required for the minor(s) of _____
 Course is required for the certificate program(s) of _____
 Course is used as an elective
2. **Rationale for proposal:**
3. This course makes permanent the materials needed for licensure in Clinical Mental Health. The special topics course that it is replacing has remained consistent in teaching the topics - trauma informed care and supervision. Replacing the special topics with a permanent course allows for more accurate representation of the content being taught and aligns with state licensure requirements.
4. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: N/A
Co-requisites: N/A
Enrollment restrictions: Only MS Clinical Mental Health Students
Writing active, intensive, centered: N/A
Capstone as Senior Seminar: N/A
5. **General education assurances (answer N/A if not applicable)**
General education component: N/A
Curriculum: N/A
Instruction: N/A
Assessment: N/A
6. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: N/A
Instruction: N/A
Integrity: N/A
Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

1. **Course number and title:** CHE 5960 Supervision and Trauma Informed Care
2. **Catalog description:** This course provides counselors with an understanding of supervision theory and how to implement supervision strategies in clinical applications. Additionally, this course teaches an understanding of trauma informed care and how to create both a trauma informed clinical space and trauma informed clinical interventions.

3. Learning objectives: Students will:

1. Understand the impact of crisis and trauma on individuals with mental health diagnoses. (CACREP Standard 5.C.2.f) (GSLG 1, 2, and 3)
2. Understand the impact of biological and neurological mechanisms on mental health. (CACREP Standard 5.C.2.g) (GSLG 1 and 2)
3. Become familiar with the principles of clinical supervision. (GSLG 1)
4. Understand ethical/legal considerations in supervision. (GSLG 5)
5. Be introduced to theories and practices of counselor supervision. (GSLG 1)
6. Compare and contrast various supervision modalities and theories. (GSLG 1 and 2)
7. Articulate a preferred theory of supervision, linking theory and practice. (GSLG 1, 3, and 4)
8. Become familiar with principles of crisis intervention and prevention models for cross cultural groups. (GSLG 1 and 2)
9. Identify biopsychosocial impact of traumatization on human development and human functioning. (GSLG 1 and 5)
10. Become familiar with assessing, diagnosing, and treating individuals with a history of neglect, trauma, disaster exposures, and suicide ideation. (GSLG 1 and 4)
11. Articulate differentiations between diagnosis and developmentally appropriate reactions using current models of trauma and crisis interventions. (GSLG 2 and 3)
12. Identify strategies for counselor self-care when working with trauma. (GSLG 1 and 5)

4. Course materials:

- Black, L. L., & Flynn, S. V. (2020). Crisis, Trauma, and Disaster: A Clinician's Guide. SAGE Publications.
- Bernard, J., & Goodyear, R. (2018). Fundamentals of clinical supervision (6th ed.). Upper Saddle River, NJ: Pearson Education.

5. Weekly outline of content:

Date	Topic	Readings	Assignments	CACREP Standards
Week 1	Intro and Syllabus	Syllabus		5.C.f.
Week 2	Counselor toolkit, Crisis theories and models, disaster theories and models	Black and Flynn, 2021 p 21-25, Ch 2, Ch 6	Weekly discussion due	5.C.f 5.C.g
Week 3	Module 2: Caring for those affected by crisis and disaster Psychological First Aid	Black & Flynn, 2021 • Ch 3 and Ch 7 Tyler & Darrow, 2023 Psychological First Aid Guide: pgs 5-10, 13-15, 19, 23-24, 57-62, 77-89	Weekly discussion due	5.C.f 5.C.g
Week 4	Module 3: Trauma theories and models (trauma counseling models for children, teens, and adults, biopsychosocial impact of trauma)	Black & Flynn • Ch 4 Dass Brailford Ch 9 Karl, 2021	Weekly discussion due	5.C.f 5.C.g

Week 5	Module 4: Nature & Principles of Supervision Evaluation and Organizing the Supervision Experience Ethical and Legal Foundations	Bernard Ch. 1 Bernard Ch. 6 and 10 Bernard Ch. 11 Bell & Robinson, 2013	Weekly discussion due	5.C.f 5.C.g
Week 6	Module 5: Caring for those affected by trauma (skills and techniques, assessing and diagnosing) Trauma Assessments	Black & Flynn • Ch 5 Bray, 2021	Weekly discussion due Crisis Reflection Due	5.C.f 5.C.g
Week 7	Crisis Reflection Due	Bernard Ch. 2 and 4 Talley & Jones, 2019 Cormier et al., 2023	Weekly discussion due	5.C.f 5.C.g
Week 8	Module 7: Emerging Trends (diagnostics, client evaluation, neuropsychology) EMDR, TF-CBT, Polyvagal Theory	Black & Flynn • Ch 9 Shapiro, 2012 - Ch 2 Trick, 2019	Weekly discussion due	5.C.f 5.C.g
Week 9	Module 8: Emerging Trends continued Neurosequential Model of Therapeutics, Psilocybin/MDMA treatment, additional topics	Assigned readings on D2L	Weekly discussion due	5.C.f 5.C.g
Week 10	Module 9: Trauma and Self-Care	Black & Flynn • Ch 8 Smith, 2022 Berger et al., 2017	Weekly discussion due	5.C.f 5.C.g
Week 11	Module 10: Supervision Models: Developmental/Processes Models	Bernard Ch. 2 (continued) Cormier et al., 2023 Stewart & Bratton, 2019	Weekly discussion due Theory of Supervision Paper Due	5.C.f 5.C.g

Week 12	Module 11: Racial Trauma, environmental injustice, climate change, interpersonal violence, empowering interventions	Chavez-Dueñas et al., 2019 Newcomb, 2019 Williams/Metzger, 2018 Smith & Warren, 2022	Weekly discussion due	5.C.f 5.C.g
Week 13	Module 12: Supervision Interventions: Individual, Triadic, & Group, Supervising through secondary trauma	Bernard Ch. 3, 7, 8 Ellis et al., 2019	Weekly discussion due Presentations Due	5.C.f 5.C.g
Week 14	Presentations			5.C.f 5.C.g
Week 15	Presentations			5.C.f 5.C.g
Week 16	Course closure			5.C.f 5.C.g

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

Assignment Points Due:

- Participation/Professional Disposition
 - (Participation is not synonymous with attendance) 100 points
- Module Reflections (demonstration of reading) 100 points
- Crisis/Trauma Model Paper 100points
- Supervision Case Study Paper 100 points
- Critical Reflection Paper 50 points

1. Participation: (100 points) Students are expected to maintain a professional disposition and participate in class discussions and small group work designed to create a cooperative learning environment.

2. Module Reflections (Weekly Discussion Boards): (100 points) Completing and engaging in assigned readings is an integral component of this course. Ten module reflections (out of a total of 12 modules) are required.

Each reflection must include how the module's assigned reading material is impactful, meaningful, or relevant to you personally and/or professionally. The readings are often on sensitive topics, so please share what you are comfortable sharing, keeping in mind that you will be invited to share your reflections during class discussions. Reference the reading(s) by including page numbers from the article or textbook. Each module reflection needs to be at least one full paragraph (eight to ten complete sentences) and is worth a total of 10 points. Be prepared to discuss your reflection and your understanding of the weekly reading in class. Module Reflections are to be turned in at the start of class each week.

3. Crisis/Trauma Model Paper (100 points) [CACREP Standards 3.E.11; 3.E.21]

In this 6 – 8-page APA style paper (do not include title page, references page, etc. in your page total) provide the following:

Choose an evidence-based model of counseling for use with crisis or trauma (selected from class readings or information presented in class) that is a good match for you as a professional counselor and describe it in detail. It is acceptable to write this paper in first person style, but make sure to interweave in-text citations from your academic references. Please organize by using the following suggested headings or adapt these into your own words.

Compatibility of the Model

- Explain why the model seems like a good fit for you.
 - Include what you like and do not like about the model and if you
 - would integrate anything from another model.

Effectiveness for particular situations

- Include what research says this model is most effective in treating (such as PTSD, community trauma, etc.)

Further study

- What questions do you have about this model and what would you like to learn from further study or practice of this model?

Special populations/multicultural clients

- Explain what you recognize or have learned about this model's efficacy across cultures or with a special population, such as children, adolescents, elders, or those with physical or intellectual disabilities.

References

- Use a minimum of 5 credible references (textbook and academic journals). APA style is required. APA resources are provided in D2L.

4. Supervision Case Study Paper (100 points) (CACREP Standards 3.A.12; 3.E. 21.)

As a group:

- Choose a case study from those provided
- Discuss with your group members
- Agree upon on a course of action

Prepare a paper comprised of three sections, each section 3-4 pages in length. Each group member will be responsible for one section:

1. Identify the problem in detail and explain why it must be addressed by the supervisor.
 - Fully explain your concerns as a supervisor for both the supervisee and their clients
 - Explain in detail what concerns might this situation cause for others, such as colleagues or administration within the facility, the community, or you as the supervisor?
2. Identify any guidelines that may apply to this situation.
 - Which, if any, of the standards in the ACA Code of Ethics apply to this situation (be sure to cite appropriately).
 - Where else could you as the supervisor turn to find principles or guidelines that could inform your decision making? Explain.
 - What (if anything) might you as the supervisor have done to possibly have prevented this situation?
3. Describe the approach your group has decided upon.
 - Describe the supervisory model that seems most appropriate in this situation.
 - Explain what considerations led to the choice of this approach.

- If your group was unable to reach full consensus, explain why

Your group will need to discuss the case study collaboratively, but each part will be written and submitted by a single member of your group.

5. Critical Reflection Paper (50 points): Write a 2-3-page essay reflecting upon what you have learned in this class and how you feel it will affect your work going forward. Include the following sections:

Challenges and rewards of crisis/trauma counseling

- What do you believe will be the challenges and rewards of crisis/trauma Counseling for you? Based on your knowledge and experience at this point, do you think you would like to work with clients who have experienced trauma?

Difficult issues of trauma & your preparation

- What traumatic event or issue will be most difficult for you to work with and what might you do to prepare yourself?

Vicarious trauma or compassion fatigue

- Design a specific, multi-strategy self-care plan that will support your physical and mental/emotional wellness should you find yourself routinely working with clients who have experienced trauma.
- How will you hold yourself accountable for this self-care plan?

Assignment/Evaluation	Total Points
Participation	100
Module Reflections	100
Crisis/Trauma Model Paper	100
Supervision Case Study	100
Critical Reflection Paper	50
	450 Total Possible

7. Grading scale.

A = 405 – 450 points (90 – 100%), B = 360– 401 points (80% - 89%), C = 315 –356 points (70% – 79%), D = 270-314 points (60-69%), F = less than 270 points

Date approved by the department or school: 1/22/25

Date approved by the college curriculum committee:

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:** CHE 5790
3. **Short title:** Crisis Management in HE
4. **Long title:** Crisis and Emergency Management in Higher Education
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2027
8. **Catalog course description:**

This course focuses on the expansion of student affairs practitioners' roles and responsibilities, and expectations from localized emergencies and student crises to larger multi-departmental/ jurisdictional campus crises and full-scale disasters. Additionally, the course will examine the rise and conceptual framework of campus emergency management and its cyclical, multi-phase model that addresses the prevention of, preparation for, response to, and recovery from emergencies and disasters. Finally, the course will add to student knowledge by reviewing the legal underpinnings which guide the work, the individual and system response to traumatic events, as well as landmark incidents of the past and more recent events which have shaped the profession in this context. The course utilizes group discussion, a variety of assigned readings and case studies, and an array of guest speakers and subject matter experts in the field to enhance your knowledge base.

9. **Course attributes:**

General education component: N/A

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

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

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

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

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

12. Equivalent course(s): N/A

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

13. Prerequisite(s): CHE 5720 and CHE 5760, and/or one semester coursework in HECC

a. Can prerequisite be taken concurrently? Yes No

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

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: CSA majors and HECC accelerated student majors

b. Degrees, colleges, majors, levels, classes which may not take the course: Undergraduates except for those enrolled in accelerated HECC program

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

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

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

19. Special grading provisions:

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

Grade for course will not count in hours toward graduation.

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

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

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee No Yes, Explain if yes _____

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

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

Rationale, Justifications, and Assurances (Part I)

1. Course is required for the major(s) of CSA with a concentration Higher Education and Community College (HECC)
 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:** The class has been taught as an elective under the special topics course number CHE5400B but with professional literature calling for more preparation for professionals to manage this topic, as well as the student response as a well-liked class, we are making it a required and independent (not a special topics) course.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: This is considered an advanced course. Hence, the students need to have completed at least one semester before taking this class and or completed Student Development Theory (CHE5720) and Legal and Ethical Issues (CHE 5760).
Co-requisites: N/A
Enrollment restrictions: N/A
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: The entire program is delivered as asynchronous. Thus, this class is as well.
Instruction: This course will feature asynchronous learning activities, including but not limited to video lectures, posted readings, drop box assignments, and threaded discussions. All instructors teaching this course online will have completed EIU's OCDi training or an equivalent certification to ensure high-quality online instruction

Integrity: Written assignments will be reviewed using originality-checking software (e.g., Turnitin). Students will access course materials, assignments, quizzes, and exams through the online course management system (e.g., D2L) using their network credentials. Online assessments will incorporate randomized questions, enforced time limits, and a "lockdown" browser (e.g., Respondus) to restrict access to other web resources during testing.

Interaction: The faculty member and students will communicate through email, discussion boards, and chat functions available within the online course management system (e.g., D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CHE 5790

2. Catalog description

This course focuses on the expansion of student affairs practitioners' roles and responsibilities, and expectations from localized emergencies and student crises to larger multi-departmental/ jurisdictional campus crises and full-scale disasters. Additionally, the course will examine the rise and conceptual framework of campus emergency management and its cyclical, multi-phase model that addresses the prevention of, preparation for, response to, and recovery from emergencies and disasters. Finally, the course will add to student knowledge by reviewing the legal underpinnings which guide the work, the individual and system response to traumatic events, as well as landmark incidents of the past and more recent events which have shaped the profession in this context. The course utilizes group discussion, a variety of assigned readings and case studies, and an array of guest speakers and subject matter experts in the field to enhance your knowledge base.

3. Learning objectives.

Upon successful completion of this course, students will be able to:

- a. discuss and describe the emergency management model, the complexities and levels of campus incidents, and how the stages of emergency management affect our work as student affairs practitioners; (ACPA/NASPA Competencies – Leadership; Organizational and Human Resources) [GSLG 1, 2, 5]
- b. identify stakeholders and projected needs during an emergency and disaster and to be familiar with how institutions utilize mitigation, preparation, response, and recovery efforts to address stakeholder needs; (ACPA/NASPA Competencies -Law Policy, and Governance) [GSLG 1, 2, 5]
- c. analyze how historical and recent incidents occurring on and off-campus shape our work and can be a guide to current and future areas of concern. (ACPA/NASPA Competencies – Values, Philosophy, and History; Leadership) [GSLG 1, 2, 3, 4, 5]

4. Course materials.

- a. Akers, C. (2007). Evolution of emergency operations strategies: Structure and process of crisis response in college student affairs (Doctoral Dissertation). Retrieved from ProQuest Dissertation and Theses database (UMI No. 3292920).
- b. Zdziarski, II, E. L., Dunkel, N. W., Rollo, J. M., & Associates. (2021). Campus crisis management: A comprehensive guide to planning, prevention, response, and recovery. New York: Routledge (2nd edition).

***Considerable class focus will be placed on the following specific case study which will be provided to students via the course website.

- c. When It Rains, It Pours: Crises at Oakmont University – developed by Dr. C. Ryan Akers and Dr. April Heiselt

***Additional readings may be assigned from the two sources below based on the direction of the class discussion.

- d. Drabek, T. E. (2010). The human side of disaster. Boca Raton, FL: Taylor & Francis.
- e. Harper, K. S., Paterson, B. G., & Zdziarski, II., E. L. (2006). Crisis management: Responding from the heart. Washington, DC: National Association of Student Personnel Administrators.
- f. Hemphill, B. O. & LaBanc, B. H. (eds.) (2010). Enough is enough: A student affairs perspective on preparedness and response to a campus shooting. Sterling, VA: Stylus Publishing.
- g. Howitt, A. M. & Leonard, H. B. (eds.) (2009). Managing crises: Responses to large-scale emergencies. Washington, DC: CQ Press.
- h. Roy, L. (2009). No right to remain silent: The tragedy at Virginia Tech. New York: Harmony Books.
- i. Tang, I. A. (2000). The Texas aggie bonfire: Tradition and tragedy at Texas A&M. Austin, TX: Morgan Printing.
- j. U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students. (2013). Guide for developing high-quality emergency operations plans for institutions of higher education. https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf
- k. U.S. Department of Education, Office of Safe and Drug Free Schools. (2009). Action guide for emergency management at institutions of higher education. <https://files.eric.ed.gov/fulltext/ED515949.pdf>

5. Weekly outline of content.

- Week1: Introduction to the course and expectations
- Week2: Campus Emergency Management and Crisis Response in Higher Education
- Week3: Identification of Campus Stakeholders, Specific Needs, and How we Address Them
- Week4: Current Events & Case Study
- Week5: Campus Emergency Management Systems/Models: Prevention (Mitigation)
- Week6: Campus Emergency Management Systems/Models: Preparedness
- Week7: Special Topics and Current Events
- Week8: Campus Emergency Management Systems/Models: response
- Week9: Campus emergency Management Systems/Models: Recovery
- Week10: contemporary Campus Emergency Management Issues: At Risk Behaviors
- Week11: Contemporary Campus Emergency Management Issues: COVID, Public Health Emergencies, Cascading Events
- Week12: Contemporary Campus Emergency Management Issues: Psychological First Aid and the Effects of Traumatic Incidents on College Students
- Week13: Contemporary Campus Emergency Management Issues: Specialized Crisis Teams
- Week14: Contemporary Campus Emergency Management Issues: Active Shooter Training Programs.
- Week15: Contemporary Campus Emergency Management Issues: Managing expressive behaviors and Special Event Management
- Week16: Sustaining Campus Emergency Management into the Future: Course Review

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

Discussion Board Participation	30%
Journal reflections	30%
Case Study	20%
Learning Interaction & Engagement	20%

Learning Objectives	Activities to determine attainment
Discuss and describe the emergency management model, the complexities and levels of campus incidents, and how the stages of emergency management affect our work as student affairs practitioners	Discussion Board, Journal Reflections, Case Study, Learning Interaction & Engagement

identify stakeholders and projected needs during an emergency and disaster and to be familiar with how institutions utilize mitigation, preparation, response, and recovery efforts	Journal Reflections, Case Study, Learning Interaction & engagement
analyze how historical and recent incidents occurring on and off-campus shape our work and can be a guide to current and future areas of concern.	Journal reflections, Case Study, Learning Interaction & engagement

Module Discussion Board Entries (170 points – 30%)

During each Module, each student will be responsible for three discussion board posts. One designated student will generate one original discussion question/thread AND to respond to a minimum of two entries of classmates' contributions (for a minimum total number of three posts). All other students will be responsible for three responses to classmates' contributions. Continued engagement and additional posts are encouraged and welcomed. Discussion Board entries will be used to discuss concepts and content from the class readings, guest speaker contributions, Special Topics - Current and Global Events (as they pertain to the content specific for that particular module), questions posed by the instructor, etc. During each module, there are up to 10 points available for each student to obtain.

Journal Reflections (170 Points – 30%)

During each Module, each student will submit one journal reflection via the course website. These reflections must be relevant to the content of that particular Module, but they can be associated with the readings or questions arising from those, message board discussions, one of your Special Topic Current Events, and the Case Study. Each individual reflection should be at least one typed page and no more than two typed pages, and they should be submitted to the course website.

Case Study (100 points – 20%)

Course Capstone Case Study (100 points total) A large percentage of the independent work in the course will be focused on a specific case study provided by the instructor. This case study will examine a wide variety of critical incidents and campus crises for the individual players and for the entire institution and all stakeholders. You will be responsible for reading the case study and reflecting on the issues found within it. Questions have been posed in this syllabus to help guide your thought processes. You are required to work on this independently and may potentially be asked to contribute to thoughtful discussion by prompts and questions during each module. A specific rubric for the case is provided below. Case Study responses should be a minimum of 5 pages typed (not including title page and citations), double spaced with correct APA formatting. There is a maximum limit of 10 pages typed (not including title page and citations), double spaced with APA formatting. Those who begin the Case and work through it over the course of the semester will be most successful.

Learning Integration and Engagement (100 points – 20%)

There will be a total of 100 points available for Overall Class participation and engagement. Overall class participation and engagement takes into consideration ALL factors of class contributions and engagement, including Zoom meetings, of which 4 (of 30 minutes max or essentially one per month) are required over the course of the term.

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: 1/22/2025

Date approved by the college curriculum committee:

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:** FMD 4858
3. **Short title:** Art & Fashion
4. **Long title:** Art & Fashion
5. **Hours per week:** 2 Class 2 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2026
8. **Catalog course description:** Conceptualize fashion and analyze inspiration of modern-day designs in order to create wearable art with the intent for exhibition. 3 credits.

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:
25% Online, 75% F2F

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

12. Equivalent course(s): N/A

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

13. Prerequisite(s): N/A_____

- 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): N/A_____

15. Enrollment restrictions

- a. Degrees, colleges, majors, levels, classes which may take the course: All_____
- b. Degrees, colleges, majors, levels, classes which may not take the course: None

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

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

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

19. Special grading provisions: N/A

- Grade for course will not count in a student's grade point average.
- Grade for course will not count in hours toward graduation.
- Grade for course will be removed from GPA if student already has credit for or is registered in:

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

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee No Yes, Explain if yes: Supplies for use in the Fashion Lab specific to this course (muslin fabric, patterning paper, sewing machine needles, pins, tailor's chalk, sewing notions, machine maintenance), \$45 per student

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 **Fashion Merchandising**
 Course is required for the minor(s) of _____
 Course is required for the certificate program(s) of _____
 Course is used as an elective: **to be included on FMD minor list of electives, for all students**
2. **Rationale for proposal** : This course will add another construction/design course to our program, enhancing fashion students' hands-on experience. Construction experience isn't necessary as wearable art can be created from a variety materials and processes. Conceptual fashion will merge the areas of art and fashion, making this course beneficial as not only a required course for fashion merchandising majors, but also an elective for art students as well as fashion merchandising minors.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: N/A
Co-requisites: N/A
Enrollment restrictions: N/A
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: This course may be offered as a hybrid to allow for schedule flexibility; the utilization of technology to partially deliver the course will enhance the learning of the material. Certain activities, such as project construction, will be completed F2F, but other course materials and lectures will be completed/available online.
Instruction: Qualified Art faculty as approved by the department chair. Course instructor will hold online office hours as required and will have completed the proper online course training, if applicable. Instructors who teach this course online or hybrid will have completed EIU OCDI training or equivalent.
Integrity: Discussion boards and examinations will be available for limited periods of time throughout the semester and will be completed by each student. Turnitin plagiarism software will

be utilized for all written, submitted work to ensure original and authentic work by each student.

Respondus Lockdown Browser will be required for exams.

Interaction: The instructor will correspond with each student on a regular basis. Discussion boards, email, and assignment dropboxes will be used for direct communication. Each posting on the discussion board will reflect the students' names and will be monitored carefully. The discussions will be structured in a manner that will promote integration of course materials and interaction between students.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: FMD 4858, Art & Fashion, 3 credits.
2. Catalog description: Conceptualize fashion and analyze inspiration of modern-day designs in order to create wearable art with the intent for exhibition. 3 credits.
3. Learning objectives.
 - a. Analyze the complex relationship between art and fashion (University Learning Goals: CT 1-6, WR 1-7, SL 1-7, RC 1-4; Graduate Goals for Learning 1-5)
 - b. Evaluate and utilize art inspiration within surroundings and elsewhere (University Learning Goals: CT 1-6, WR 1-7, SL 1-7, QR 1-6, RC 1-4; Graduate Goals for Learning 1-5)
 - c. Apply knowledge and create wearable art: garments and accessories (University Learning Goals: CT 1-6, WR 1-7, SL 1,3,7, QR 1-6, RC 1-4; Graduate Goals for Learning 1-5)
 - d. Exhibit created wearable art (garments and accessories) (University Learning Goals: CT 1-6, WR 1-7, SL 1-7, QR 3,5, RC 1-4; Graduate Goals for Learning 1-5)
4. Course materials. No text is assigned for this course. Supplemental reading material, including current news in fashion, and tutorials will be posted on D2L throughout the semester.
5. Weekly outline of content.

<i>Week</i>	<i>Topic</i>	<i>Assignments & Activities</i>	<i>Time per week</i>
1	Introduction to course, assignments, evaluation	Syllabus D2L DQ #1: Creativity	3 hours 20 minutes
2	Discuss art & fashion, wearable art	Introduction Icebreaker In-Class Activity Points	3 hours 20 minutes
3	Assess garment inspiration, Lab Work	D2L DQ #2: Garment Inspiration	3 hours 20 minutes
4	Garment inspiration continued, Lab Work	In-Class Activity Points	3 hours 20 minutes
5	Assess accessory inspiration, Lab Work	D2L DQ #3: Accessory Inspiration	3 hours 20 minutes
6	Accessory inspiration continued, Lab Work		3 hours 20 minutes
7	Midterm Exam Lab Work	Midterm Exam Due	3 hours 20 minutes
8	Discuss concept board development, Lab Work	In-Class Activity Points	3 hours 20 minutes
9	Concept board development, Lab Work		3 hours 20 minutes
10	Concept board preparation, Lab Work	Check-in for Progress Report	3 hours 20 minutes

11	Concept board peer review, Lab Work	Accessory Due In-Class Activity Points	3 hours 20 minutes
12	Accessory presentations, Lab Work	D2L DQ #4: Design Concept Boards Check-in for Progress Report	3 hours 20 minutes
13	Exhibition preparation, Lab Work	Check-in for Progress Report	3 hours 20 minutes
14	Garment presentations, Lab Work	Garment Due	3 hours 20 minutes
15	Exhibition Week		3 hours 20 minutes
16	Final Exam	Final Exam Due	2 hours for final exam

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

<i>Course Assignment & Evaluations</i>	<i>% of Points</i>	<i>Course Learning Objective(s)</i>
Discussions/Assignments	16%	a, b
Design check-ins	14%	a, b, c
Accessory project*	16%	a, b, c, d
Garment project*	24%	a, b, c, d
Exhibition*	10%	b, c, d
Exams (2)	20%	a, b, c

*Students enrolling for graduate credit will have a separate method of evaluation for the accessory and garment projects as well as additional duties in helping prepare for exhibition.

7. Grading scale.

A = 90-100% B = 80-89% C = 70-79% D = 60-69% Below 60% = F

Date approved by the department or school: February 17, 2025

Date approved by the college curriculum committee: March 12, 2025

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

Date approved by CAA: April 10, 2025

CGS:

Memorandum**To: CAA From:**

- All 14 Communication Disorders & Sciences faculty: Angela Anthony, Heidi Ramrattan, Lynne Cameron, Aswathy Anakkathil Pradeep, Alyssa Bunfill, Valerie Pampe, Rudyard Watson, Laurel Teller, Trina Becker, Nichole Mulvey, Jill Fahy, Jacki Tish, Beth Bergstrom, Ann Dralle
- Public Health & Nutrition faculty: Amy Carie, Julie Dietz, Bethni Gill, Aimee Janssen-Robinson, Casey Strawser
- School of Nursing faculty: Richard Clapp, Jacy Ghast, Johnna Paulson, Lindsay Roberts, Drew Kirkley, Nicole Zeller.

Date: March 21, 2025

Subject: Proposal to add multi-modality delivery modes, including a single section “hyflex” option and a “combined modality” option with face-to-face and online sections combined to a single multi-modality course for minimum enrollment purposes [as we currently do combining Z -sections with their parent courses, or with sections required to have different section numbers for student billing purposes (e.g., PUBH 3750.600 for PUBH students and PUBH 3750.620 for the RN to BSN program)]. This would require changes to the CAA course proposal form and directions on the CAA website.

Rationale:

There are currently five available modalities for delivering courses at EIU: Traditional Face to Face, Online Synchronous, Online Asynchronous, Study Abroad, and Hybrid. The number of online programs at EIU has increased to 12 undergraduate and 24 graduate programs with over 15 of these programs who offer both online and traditional face to face tracks. The demand for online sections of courses continues to grow and, typically, these fill faster than face to face sections. Face-to-face classes are needed for traditional tracks for students who prefer to learn in traditional classroom settings and for international students who are allowed limited credits of online classes each semester, per the Department of Homeland Security. Academic programs which attempt to juggle the needs of both groups of students consistently find themselves struggling to meet course demand and degree completion plans while also meeting enrollment minima. If only one section can be offered, it is typically the face-to-face course that gets cancelled, which is burdensome for those who need or prefer to learn in a traditional classroom setting. Lower-level courses where enrollment minima are higher are particularly vulnerable.

To address these issues, many Universities across Illinois, as well as nationally, have adapted “hy-flex” delivery modes in which in-person and online learning are combined in multi-modality teaching. This mode of delivery typically provides flexibility for students to attend face to face or participate in an online synchronous or asynchronous

environment, enhancing opportunities to meet all students’ needs which directly impacts recruitment and retention of students. This differs from the more familiar “hybrid” model, in that both online and face to face modalities are available for each class period.

Some instructors have expressed reservation with a truly “hy-flex” model where students have the option of deciding daily how to attend and possibly having an empty classroom some days. To address this issue, we are proposing a second option of “combined modality” option with combined course sections, a practice already in place when course sections utilize the same modality (two online sections may be combined for enrollment and faculty load purposes, as may two or more face-to-face or hybrid courses). In this model there would be a face-to-face section of the course listed and an online section of the course listed. Students would enroll in one or the other and this would be their expected attendance mode unless communicating with the instructor for special circumstances. The sections would be combined, so that together they would meet course minima requirements, and they would be taught in the same multi-modality manner as a “hy-flex” course.

Some instructors or professors at EIU have volunteered to offer this delivery format in effort to be flexible for students, and the COVID era featured examples of multi-modality created to respond to those challenges. Defining and codifying these modalities would allow EIU to remain competitive with other universities and provide academic programs with more flexible course delivery options that can be deployed quickly and efficiently to adapt to emerging programmatic needs.

This proposal includes two new course modalities, “hy-flex” and “combined modality.” Both designations are needed to meet the diverse needs of departments throughout the university. Hy-flex allows students freedom and flexibility to change modalities throughout the semester with ease, and combined modality access allows students to access either a face-to-face or online offering within the same course but limits students’ ability to freely transition between modalities during the semester. While hyflex modality may align with programming for some departments, combined modality access may be more effective for other departments to meet the unique needs of their program and learners.

Please see the table below for a side-by-side comparison of the two proposed multimodality instruction options.

Multi-Modality Instruction: Hy-flex and Combined modality		
	Hy-flex	Combined modality
Multimodality instruction	A single section of a course is taught as face-to-face, online synchronous, and/or online asynchronous formats each class period.	A single course is taught as face-to-face, online synchronous, and/or online asynchronous formats each class period. Students enroll in the section with the learning modality that best meets their need, and the sections are combined for the purposes of enrollment minimum and faculty load.

Banner course listing information	The course is listed as hy-flex with the online delivery option noted as synchronous and/or asynchronous at the time of course scheduling so that potential students are aware of the necessity of participation at a certain class time, or not. Course minima and total enrollment caps determined by the program/administration as for all EIU courses, apply to the section	The course is listed as a face-to-face section and an online synchronous and/or online asynchronous section. Students enroll in one of the sections, and then, the course sections are combined and taught together as a single multi-modality section. Course minima and total enrollment caps determined by the program/ administration as for all EIU courses, apply to the combined sections.
Student Autonomy	Students may choose day-to-day which modality to utilize for course participation. If the hy-flex offering is listed as F2F and online synchronous, students must be present in person or online at the time of each class period. If the hy-flex class is listed with an asynchronous offering, then students do not need to present during the time of the class	Students register for the section and participate consistently in the modality in which they enrolled. Students may not choose to switch delivery modes for class periods unless instructor approved in advance.
Faculty Delivery of Multi-Modality Instruction	Faculty teach face-to-face and at least one additional modality as noted in banner course listing information (e.g., online synchronous and/or asynchronous). The number of students in the classroom vs online will vary due to the hy-flex nature of the course	Faculty teach face-to-face and at least one additional modality as noted in banner course listing information (e.g., online synchronous and/or asynchronous). The number of students in the classroom vs. online should be relatively consistent since students enroll for a face-to-face section or on-line section and are expected to attend in that manner unless approved by the.
Credit Hour Policy	Synchronous or asynchronous instructional time + out-of-class work = minimally 37.5 hours per credit hour	Synchronous or asynchronous instructional time + out-of-class work = minimally 37.5 hours per credit hour
Billing	New student account code will need to be created, and student accounts will need to overhaul how they do things. If students are face to face students, student will get billed face to face. If students are registered in an online track, they will get billed for online.	Student billing clear because they are registered for online or F2F.

	Online graduate students will NOT be billed out-of-state tuition rates.	
Textbooks	Do not know if the student will need online or F2F book if that model is adapted.	Textbook needs are clear.

Definitions of current delivery modes on course proposal form directions:

- **Traditional Face-to-face:** ‘In face-to-face courses, 100% of the required contact hours occur face-to-face in regularly scheduled sessions.’ (CAA Course Proposal Form directions)
- **Hybrid:** ‘In “hybrid” courses, the course combines aspects of online and face-to-face instruction in a manner that reduces the number of face-to-face or traditional classroom meetings.’ (CAA Course Proposal Form directions)
- **Online:** ‘In “online” courses, all course activity is done online; there are no required face-to-face sessions within the course and no requirements for oncampus activity.’ (CAA Course Proposal Form directions) **Proposed definitions:**

Hy-flex: In hy-flex courses, the course is offered as face-to-face, online synchronous, and/or online asynchronous formats simultaneously. Each class period is offered in multiple modalities as face-to-face, online synchronous, and/or online asynchronous formats. Students may choose which modality to utilize for course participation each class period. The online delivery format should be noted as synchronous and/or asynchronous at the time of course scheduling so that potential students are aware of whether they need to participate during set times.

Combined Modality: In combined modality courses, the course is listed as a face-to-face section and an online synchronous and/or online asynchronous section. Students enroll in one of the sections, and the course sections are combined and taught together as a single section; each class period is taught in multiple modalities based on the modalities offered in BANNER (face to face, online synchronous, and online asynchronous). Students are expected to consistently participate in the modality that they registered for.

The extent to which course content is delivered face to face or online through technological means does not affect the learning outcomes or total amount of student work per credit hour. Student will spend minimally 37.5 hours of face-to-face instruction, synchronous or asynchronous online learning plus out of class work per credit hour.

Current course proposal form and direction:

COVER SHEET

10. Check all instructional delivery attributes which apply to this course.

- Refer to EIU Credit Hour policy (IGP #46.1) describing type of courses if needed.

- In “online” courses, all course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity.
- In “hybrid” courses, the course combines aspects of online and face-to-face instruction in a manner that reduces the number of face-to-face or traditional classroom meetings. (online and hybrid justification and assurances completed in Part I, #5) In face-to-face courses, courses, 100% of the required contact hours occur face-to-face in regularly scheduled sessions.

RATIONALE, JUSTIFICATIONS, AND ASSURANCES (PART I)

5. Online Delivery Justification & Assurances Standards and implementation of online courses and programs should mirror the academic rigor, assurance of academic integrity, and close faculty-student interaction that on-campus courses provide. Online courses should be taught by trained and responsive faculty who make quality instruction and student needs their priority (See Appendix C for Course Design Resources)

Explain why the course or section of the course will be delivered in an online format and specifically:

- Describe how the instructional materials and assessments in the online course will be used to support students’ achievement of the specified learning objectives
- Describe how the integrity of student work will be assured
- Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of strategies that will be used to promote the interaction (e.g., peer discussion, collaborative learning strategies, video conferencing, etc.) Note: If students with disabilities enroll in the course, provisions for accommodating students with disabilities must be made. Also note: All instructors of online courses/sections (which include online, hybrid, and courses with more than 50% online delivery) must submit proof of having completed the Online Course Development Institute (OCDI), Illinois Online Network’s “Master Online Teacher” certificate or another documented and equivalent training activity before teaching the courses/sections for the first time.

Proposed changes to the course proposal form and directions in red/bold:

COVER SHEET

10. Check all instructional delivery attributes which apply to this course.

- Refer to EIU Credit Hour policy (IGP #46.1) describing type of courses if needed.
- In “online” courses, all course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity.
- In “hybrid” courses, the course combines aspects of online and face-to-face instruction in a manner that reduces the number of face-to-face or traditional classroom meetings. (online and hybrid justification and assurances completed in Part I, #5) In face-to-face courses, courses, 100% of the required contact hours occur face-to-face in regularly scheduled sessions.

-Hy-flex: In hy-flex courses, the course is offered as face-to-face, online synchronous, and/or online asynchronous formats simultaneously. Each class

period is offered in multiple modalities as face-to-face, online synchronous, and/or online asynchronous formats. Students may choose which modality to utilize for course participation each class period. The online delivery format should be noted as synchronous and/or asynchronous at the time of course scheduling so that potential students are aware of whether they need to participate during set times.

Combined Modality: In combined modality courses, the course is listed as a face-to-face section and an online synchronous and/or online asynchronous section. Students enroll in one of the sections, and the course sections are combined and taught together as a single section; each class period is taught in multiple modalities based on the modalities offered in BANNER (face to face, online synchronous, and online asynchronous). Students are expected to consistently participate in the modality that they registered for.

RATIONALE, JUSTIFICATIONS, AND ASSURANCES (PART I)

5. Online Delivery Justification & Assurances Standards and implementation of online courses and programs should mirror the academic rigor, assurance of academic integrity, and close faculty-student interaction that on-campus courses provide. Online courses should be taught by trained and responsive faculty who make quality instruction and student needs their priority (See Appendix C for Course Design Resources)

Explain why the course or section of the course will be delivered in an online, **hybrid, hy-flex, or combined modality** format and specifically:

- a. Describe how the instructional materials and assessments in the online course will be used to support students' achievement of the specified learning objectives
- b. Describe how the integrity of student work will be assured
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of strategies that will be used to promote the interaction (e.g., peer discussion, collaborative learning strategies, video conferencing, etc.) Note: If students with disabilities enroll in the course, provisions for accommodating students with disabilities must be made. Also note: All instructors of online courses/sections (which include online, **hy-flex, combined modality**, and hybrid courses with more than 50% online delivery) must submit proof of having completed the Online Course Development Institute (OCDI), Illinois Online Network's "Master Online Teacher" certificate or another documented and equivalent training activity before teaching the courses/sections for the first time.

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: KSR 5270 _____
3. Short title: Neuromuscular Ex Phys & Prog _____
4. Long title: Neuromuscular Exercise Physiology and Programming _____
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: Fall Spring Summer On demand
7. Initial term: Fall Spring Summer Year: 2026 _____
8. **Catalog course description:** This course examines the structure and function of the neuromuscular system. The acute and chronic effects of anaerobic exercise and programming variables for various populations (e.g., athletes, youth, older adults, and individuals with chronic neuromuscular conditions) will be explored.

9. **Course attributes:** N/A

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

13. **Prerequisite(s):** _____ KSR 3340 _____

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

___ Course is used as an elective

- 2. Rationale for proposal:** This course revision is necessary to update current information and course objectives in order to pursue rigor, align with current professional standards, and provide additional information for application of material. An online format option provides increased accessibility to students.

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

Similarity to other courses: N/A

Prerequisites: In order to maintain the rigor and pursue a higher level of learning, students must have a basic understanding of exercise physiology prior to taking the course.

Co-requisites: N/A

Enrollment restrictions: This is a required class for students pursuing an MS in Exercise Physiology because the content of the course is specific to this field.

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: Providing an online availability option may increase accessibility to students who have scheduling limitations that may otherwise prohibit enrollment in the course. This option may better meet the needs and offer flexibility of schedule for student-professionals.

Instruction: The EIU approved online learning management system will be used to provide a sound virtual learning environment for the delivery and administration of the online section of the course. Video-recorded lectures (e.g. narrated PowerPoint) will supplement assigned readings and discussions. Collaboration among classmates and the instructor will be encouraged via discussion boards and projects emphasizing pre-recorded video submission. Other assignments, quizzes, and exams will be delivered, completed, and graded via the online management system. Online sections of the course will be taught by individuals successfully completing the OCDI training or meeting the other requirements of the technology-delivered course policy.

Integrity: Online proctoring tools (https://www.eiu.edu/fdic/guides/Respondus_guidance.pdf) will be used to ensure integrity (e.g., Respondus, Turnitin).

Interaction: Instructor-student and student-student interaction will be promoted via online asynchronous discussion boards and synchronous discussion/video conferencing. Office hours will be available both face-to-face and via online platforms (e.g., Teams, Zoom). Other forms of communication (e.g., email) will also be available.

Model Syllabus (Part II)

Please include the following information:

1. Course name and title - KSR 5270 – Neuromuscular Exercise Physiology and Programming
2. Catalog description - This course examines the structure and function of the neuromuscular system. The acute and chronic effects of anaerobic exercise and programming variables for various populations (e.g., athletes, youth, older adults, and individuals with chronic neuromuscular conditions) will be explored.
3. Learning objectives.
 - a. Describe neuromuscular function during acute exercise with an in-depth analysis of neuromuscular function at the cellular level, including but not limited to – action potentials and the sliding filament theory. (Graduate learning goals 1 and 2)
 - b. Examine the factors that contribute to acute muscle force production, joint range of motion, and muscle fatigue. (Graduate learning goals 1 and 2)
 - c. Distinguish how neuromuscular function and adaptations influence anaerobic training (e.g., resistance training) principles. (Graduate learning goals 1-4)
 - d. Construct appropriate anaerobic training programs for specific populations (e.g., athletes, youth, older adults, and individuals with neuromuscular conditions). (Graduate learning goals 1-5)
4. Course materials.
 Gardiner, P.F. (2025). *Advanced Neuromuscular Exercise Physiology: 2nd Edition*. Human Kinetics.
 McArdle, W.D., Katch, F.I., & Katch, V.L. (2023). *Exercise Physiology: Nutrition, Energy, and Human Performance, 9th edition*. Wolters Kluwer.
 Other course content will be provided via the learning management system within each module.

5. Weekly outline of content.

Week	Topic
1	Neurological structure and function
2 and 3	Neuromuscular function and integrative control
4	Muscle fiber types and muscle architecture
5	Muscular contractile properties and mechanisms
6 and 7	Muscular force production
8	Muscle fatigue
9	Developing neuromuscular power
10	Training considerations for performance development
11	Neuromuscular strength training principles
12	Neuromuscular adaptations to chronic anaerobic training
13	Neuromuscular concepts and programming in youth
14	Neuromuscular concepts and programming in older adults
15	Exercise programming for individuals with neuromuscular diseases
16	Final Exam

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

Evaluation/Assessment	Percentage	Course Learning Objectives
Exams	40%	3.a – 3.c
Assignments	30%	3.a – 3.d
Quizzes	15%	3.a – 3.c
Research Project(s)	15%	3.c – 3.d

7. Grading scale.

- A 90-100%
- B 80-89.9%
- C 70-79.9%
- D 60-69.9%
- F ≤ 59.9%

Date approved by the department or school: 04/07/2025

Date approved by the college curriculum committee: 04/23/25

Date approved by the Honors Council (*if this is an honors course*): Not applicable

Date approved by CAA: Not applicable **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: KSR 5211 _____
3. Short title: Revenue in Sport _____
4. Long title: Revenue and Sales Management in Sport _____
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: Fall Spring Summer On demand
7. Initial term: Fall Spring Summer Year: 2026 _____
8. **Catalog course description:** This course applies the fundamental principles, concepts and applications associated with revenue and sales management in the sport industry. The course will cover a number of topics that will range from advertising, fundraising, multimedia, ticket sales, sales management, and sponsorship activation.
9. **Course attributes:** N/A

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

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 ___x___ Chair ___ Instructor ___ Advisor ___ Other (specify)

14. Co-requisite(s): _____ None _____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Sport Administration
Graduate Students

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

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: N/A

___ 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 ___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 ___ Masters in Sport Administration _____

___ 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:** Effective managers of sport and fitness organizations, in the public and private sector, need to have a clear understanding of the core principles of sport management which include revenue and sales management. The Marketing and Management accrediting body for sport management education programs, identifies this as an essential content area. Revenue and sales management are key to understanding those principles. The Kinesiology, Sport, and Recreation Department currently offers a course in Promotion and Sales Management but it needs to be revised with up to date information to represent what is happening in the sport world. The course will also have the option to be offered online to reach additional students.

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

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: The course will be limited to Sport Administration Graduate Students as the content of the course is specific within the field of sport.

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: As sport administration becomes more of a competitive field, many students have to work a variety of hours and require a flexible schedule. The material for this course could be transferred to an online format, if needed, to allow for the sport manager's schedule. The EIU-approved online learning management system will be used to provide a sound virtual learning environment for students enrolled in an online section of this course.

Instruction: The course management system's communication tools will be used to promote synchronous and/or asynchronous discussion and analysis of key course topics. The students will also be assigned a textbook or current research/documents for assigned readings. Assessment tools will be used to assess student learning and depth of content knowledge. Assignment 'dropbox' tools will be used to manage submission of learning activities, such as writing samples, and creative projects. Online versions of the EIU-approved assessment rubrics will be used to assess student performance. Online grading tools will be used to assist with grade finalization and confidential grade posting. Online sections of the course will be taught by individuals successfully completing the OCDI training or meeting the other requirements of the technology-delivered course policy.

Integrity: The integrity of student work with the assessment process will be assured by utilizing the course management system's assessment settings such as randomization of test questions from a question database, using short answer and essay questions to test for depth of content knowledge, limiting student views of each question to one, and limiting the amount of time for each assessment to be completed. The integrity of student writing will be assured through the use of the EIU-approved

anti-plagiarism software. This software will help assure original authorship of writing samples submitted by students.

Interaction: Regular interaction between student and instructor will be maintained through the use of EIU e-mail, the course management system's 'mail' tool and web-based conferencing technologies (Zoom, Teams). Student-to-student interaction during weekly synchronous and/or asynchronous threaded discussions centered on course content will be supported through the use of the course management system's 'discussion' tools.

Model Syllabus (Part II)

Please include the following information:

1. Course name and title - KSR 5211- Revenue and Sales Management in Sport
2. Catalog description - This course applies the fundamental principles, concepts and applications associated with revenue and sales management in the sport industry. The course will cover a number of topics that will range from advertising, fundraising, multimedia, ticket sales, sales management, and sponsorship activation.
3. Learning objectives.
 1. Describe the importance of revenue generation in sport. GLG 1
 2. Identify the various forms of revenue generation across sport. GLG 1
 3. Apply the concepts of organizing a sport promotion and sales campaign for a sport league. GLG 1, GLG 3
 4. Examine the fundamentals of sport sponsorship, ticket sales & major gift donations. GLG 1
 5. Analyze academic research related to promotions, sales, & fundraising. GLG 2, GLG 3, GLG 4
 6. Comprehend and analyze the sales management process. GLG 3, GLG 4
4. Course materials.
Shonk, D.& Weiner, J.F. (2022). Sales and Revenue Generation in Sport Business. Champaign, IL:Human Kinetics..
Other course content will be provided via the learning management system within each module.
5. Weekly outline of content.

Week	Topic
1	Introduction to Generating Revenue
2	Revenue generating process
3	Application of selling process
4-5	Ticket sales and matching inventory
6	Broadcasting and multimedia
7	Sponsorship sales
8	Corporate and foundation revenues
9-10	Fundraising and development in sport
11	Grant writing
12	Hospitality and tourism
13	Social media for revenue generation
14	Sales force management
15	Future trends in revenue generation
16	Final Exam

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

<u>Evaluation/Assessment</u>	<u>Percentage</u>	<u>Course Learning Objectives</u>
Tests and Quizzes	20%	1 -4, 6
Assignments	30%	2,4,5,6

Project(s)	30%	2,3,5,6
Discussion(s)	20%	1 – 6

Tests & Quizzes Tests/and or quizzes will be offered to assess knowledge regarding course information. Quizzes and/or tests will vary in length and may be offered via D2L or in class.

Assignments Assignments will be offered on a regular basis regarding the information that has been presented in class. Assignments will be due either in class or through D2L. Assignments may vary in the form of a short presentations or written work of an analysis of current topics within the field of revenue and sales management. An example of a potential class assignment will include presenting an effective ticket and/or sponsorship sales campaign for an assigned sport league.

Class Projects Projects for this course will be completed individually and with groups throughout the semester. Class projects may vary in length, point value and/or difficulty depending on the weekly topic. An example of a potential class project will include assessing the current revenue streams of a youth sport league. Utilizing course content and research, students will provide the league with an analysis of their current sales and provide meaningful suggestions on other revenue streams that would be effective and appropriate for their assigned league.

Class Discussion Class discussion is imperative at the graduate level to advance critical investigation regarding the future of sport administration. Students should be prepared to lead or contribute significantly (with additional outside reading sources) to each class session.

7. Grading scale
- A 90-100%
 - B 80-89.9%
 - C 70-79.9%
 - D 60-69.9%
 - F ≤ 59.9%

Date approved by the department or school: 04/07/2025

Date approved by the college curriculum committee: 04/23/2025

Date approved by the Honors Council (if this is an honors course): Not applicable

Date approved by CAA: Not applicable

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. **x** **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** CMN 5025 _____
3. **Short title:** Applied and Professional CMN _____
4. **Long title:** Applied and Professional Communication _____
5. **Hours per week:** 3 **Class** 0 **Lab** 3 **Credit**
6. **Terms:** Fall Spring Summer **X** **On demand**
7. **Initial term:** Fall **X** **Spring** Summer **Year:** 2026 _____
8. **Catalog course description:** This class focuses on applying communication perspectives to analyze problems and develop and implement solutions in various communication contexts (from interpersonal to team/small group, organizational, and/or public communication). Students further practice effective purpose-driven professional writing as well as visual and oral communication skills for different audiences in applied and professional settings. Finally, the class provides an opportunity for students to learn how to effectively present themselves and their skillset to employers, and enhance students' career readiness.
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:
 x **Lecture** **Lab** **Lecture/lab combined** **Independent study/research**
 Internship **Performance** **Practicum/clinical** **Other, specify:** _____
Mode(s) of Delivery:
 x **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):** N/A _____

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

13. Prerequisite(s): N/A _____

a. Can prerequisite be taken concurrently? Yes No

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

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

d. Who may waive prerequisite(s)? N/A

No one Chair Instructor Advisor Other (specify)

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

15. Enrollment restrictions

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

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

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

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

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

19. Special grading provisions: N/A

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

Grade for course will not count in hours toward graduation.

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

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

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee No Yes, Explain if yes _____

21. Community college transfer: N/A

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 M.A Communication Studies -Strategic Comm;
Interpersonal Comm Processes; Media Critical Studies
 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:** CMN 5025 will fill existing gaps in our on-campus MA program. Assessment and exit interview data indicate that our students need additional practice with written and oral communication skills and problem-solving in applied professional communication contexts. This course will support our graduate program learning objectives while helping prepare students for professional life after graduation.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: N/A
Co-requisites: N/A
Enrollment restrictions:
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: N/A
Instruction: N/A
Integrity: N/A
Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

1. Course number and title
CMN 5025 Applied and Professional Communication
2. Catalog description

This class focuses on applying communication perspectives to analyze problems and develop and implement solutions in various communication contexts (from interpersonal to team/small group,

organizational, and/or public communication). Students further practice effective purpose-driven professional writing as well as visual and oral communication skills for different audiences in applied and professional settings. Finally, the class provides an opportunity for students to learn how to effectively present themselves and their skillset to employers, and enhance students' career readiness.

3. Learning objectives.

After taking this class, students will be able to:

1. Apply communication theories and concepts to analyze problems in different professional and applied contexts (GLG 1, 2, 3, 4 & 5).
2. Gather and analyze information from a diverse set of sources to fully understand a problem (GLG 1, 2, 3, 4, & 5).
3. Identify and develop purpose-driven and ethical solutions informed by communication theories and concepts. (GLG 1, 2, 3, 4, & 5)
4. Make decisions and apply solutions to address problems using a variety of oral, visual, and written communication strategies in professional and applied contexts (GLG 2, 3, & 4).
5. Create effective messages for and demonstrate flexible, effective communication with different audiences in professional, applied, and cultural contexts (GLG 2, 3, 5).
6. Practice and demonstrate professional and applied written, oral, and visual communication skills (GLG 2, 3, & 5).
7. Practice and demonstrate how to advocate for themselves and others in professional contexts (GLG 2, 3, & 5).

4. Course materials.

Floyd, K., Cardon, P. (2024) Business and Professional Communication, McGraw Hill.

5. Weekly outline of content.

Week 1. Introduction/What is Professional Communication

Week 2. Problems in Professional Communication – Case Study (Interpersonal Communication)

Week 3. Seeking Information/Interviewing

Week 4. Job Interviews

Week 5. Negotiation

Week 6. Problems in Professional Communication – Case Study (Team/Group Communication)

Week 7. Groupthink/Effective Group Communication

Week 8. Team Lead/Facilitation & Executive Summaries

Week 9. Problems in Professional Communication – Case Study (Internal and external organizational communication/public relations)

Week 10. Organizational stakeholders and audiences

Week 11. Internal communication and documents

Week 12. External communication and documents

Week 13. Presentation Skills Brush-Up

Week 14. Final Project Review & Workshop

Week 15. Media Interviews

Week 16 (Finals Week). Final Project Presentation

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

	Participation & In-Class Activities 15%	Weekly Professional Communication Assignments 20%	Case/Problem Analyses 20%	Job Application Materials and Interview 15%	Applied Communication Project and Presentation 30 %
apply communication theories and concepts to analyze problems in different professional and applied contexts.	x	x	x		x
gather and analyze information from a diverse set of sources to fully understand a problem		x	x	x	x
identify and develop purpose-driven and ethical solutions informed by communication	x	x	x	x	x

theories and concepts.					
make decisions and apply solutions to address problems using a variety of oral, visual, and written communication strategies in professional and applied contexts.	x	x	x	x	x
create effective messages for and demonstrate flexible, effective communication with different audiences in professional, applied, and cultural contexts.	x	x		x	x
practice and demonstrate professional and applied written, oral, and visual communication skills.	x	x	x	x	x
practice how to advocate for themselves and others for professional advancement	x	x		x	

7. Grading scale.

A 90-100%

B 80-89.9%

C 70-79.9%

D 60-69.9%

Date approved by the department or school: 4/4/25

Date approved by the college curriculum committee:

4/23/25

Date approved by CGS:

Revised Program Proposal
Division of Communication Studies
MA in Communication Pedagogy Option

Rationale: We are seeking to make a number of program changes to the MA in Communication Pedagogy Option. These changes are as follows:

1. Update our Admissions and Degree Requirements for the on-campus MA in Communication Studies and Pedagogy Option area.
2. Limit on-campus students to on-campus classes only (with the exception of Interpersonal Communication Processes Students with a focus in Health Communication). Students currently take up to 12 hours of online classes. This change is being made to (a) ensure that online classes do not exceed seat capacity and that online students can enroll in the classes they need, and (b) to ensure that on-campus students get a fully in-person MA experience.
3. Increase the number of core required classes from 6 hours to 12 hours to provide stronger foundational knowledge for all students in Communication Studies. This 12-hour core reflects a similar 12-hour core for our online MA in Communication and Leadership program.
4. Decrease the number of concentration classes from 18 to 12 hours and add more courses to the electives list. This will provide more flexibility for students to create an MA program that fits their academic/career goals.
5. Update the required courses in each concentration area: Interpersonal Communication Processes, Media and Critical Studies, and Strategic Communication.
6. Update the pedagogy option to match changes made to our on-campus MA in Communication Studies program and to reflect current practices.

Current Catalog Language

Red strikethrough= deletion from current offerings

Blue= additions

Communication Pedagogy Option

Admission Requirements: ~~A limited number of students are accepted each year; admission to the program is competitive.~~ 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](#)”). ~~A minimum of 18 hours in communication studies with a grade of C or better is required in order to be admitted to the program.~~ An applicant must submit to MyEIU a ~~personal/goals~~ statement [of professional goals](#), an academic writing sample, a CV or resume, and three letters of recommendation attesting to the potential for successful completion of graduate work. Admission into the Communication Pedagogy option is contingent upon the candidate maintaining a graduate GPA of 3.6 after the completion of 18 semester hours of graduate communication coursework. If a student does not achieve the required GPA after 18 semester hours they cannot complete the Communication Pedagogy Option but will instead complete the MA in Communication Studies.

International applicants whose native language is not English must achieve a score consistent with the requirements of the Graduate School on a test of English language. ~~While students may be admitted to the Graduate School with fewer than 18 hours in communication studies, any deficiency in undergraduate communication hours must be made up before the student will be admitted to degree candidacy in Communication Studies.~~

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically in the Degree Audit Reporting System (DARS) 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:

The approved plan of study is the guiding document for each student’s course of study. A student, in consultation with an advisor, develops a course of study with a minimum of 39 semester hours reflecting educational development and areas of specialization. ~~No more than 12 hours can be taken from online classes.~~ [Only those students with a concentration](#)

in Interpersonal Communication Processes with a focus in Health Communication may take up to 6 hours of online health-related classes to fulfill degree requirements. The study plan should reflect the following guidelines:

- Students are required to complete ~~the two~~ a five-course department core
- Students must complete ~~the~~ 12 hours of coursework associated with their chosen concentration area
- Semester hours generated from CMN 5500: Techniques for Teaching Assistants in Communication cannot be applied towards graduation.

Core Courses

Students will complete a core of ~~6~~ 15 hours composed of the following courses:

CMN5015- Communication Ethics Credits: 3

CMN5020- Communication Theory Credits: 3

CMN5025- Applied and Professional Communication Credits: 3

CMN5040- Communication Research Methods Credits:3

CMN5240- Communication Pedagogy. Credits: 3

Concentration Area

Students will complete ~~18~~ 12 hours in one of three concentration areas composed of the following courses:

Interpersonal Communication Processes

CMN 4765- Communication in Families. Credits: 3

CMN 5150- Seminar in Interpersonal Communication. Credits: 3

CMN 5510- Interpersonal Communication. Credits: 3

CMN 5530 - Intercultural Communication Credits: 3

CMN 5520 - Social Interaction Credits: 3

CMN 5155 - Communication and Aging Credits: 3

~~CMN 5240 - Communication Pedagogy Credits: 3~~

~~CMN 5550 - Special Topics in Communication Studies Credits: 3~~

~~CMN 5740 - Small Group and Team Communication Credits: 3~~

HCM 4910 - Applied Health Communication Credits: 3

HCM 4950A- Special Topics in Health Communication. Credits: 3

PUBH5700- ~~Theories and Principles of~~ Health Behavior: Theory and Application. Credits: 3

PUBH5750- ~~Health~~ Program Planning ~~and Evaluation~~. Credits: 3

PUBH 5770 - Leadership and Ethics for Health Professionals. Credits: 3

HCM 5610 - Advanced Analysis and Development of Health Communication Campaigns. Credits: 3

Strategic Communication

CMN 4919- Principles and Practices of Public Relations Campaigns. Credits: 3
CMN 4920- Public Relations Case Studies. Credits: ~~3~~2
CMN 4921A - Seminar in Public Relations Credits: 3
CMN 5700 - Public Relations Credits: 3
CMN 5710 - Organizational Communication. Credits: 3
CMN 5720 - Seminar in Public Relations. Credits: 3
CMN 5170 - Seminar in Organizational Communication. Credits: 3
~~CMN 5015 - Communication Ethics Credits: 3~~
~~CMN 5190 - Leadership Communication Credits: 3~~
~~CMN 5240 - Communication Pedagogy Credits: 3~~
~~CMN 5260 - Science and Technical Communication Credits: 3~~
~~CMN 5530 - Intercultural Communication Credits: 3~~
~~CMN 5740 - Small Group and Team Communication Credits: 3~~
~~CMN 5550 - Special Topics in Communication Studies Credits: 3~~

Media and Critical Studies

CMN 4755- Television Genres: Production & Development. Credits: 3
CMN 4770 - Television Criticism. Credits: 3
CMN 4775 - Documentary Filmmaking Credits: 3
CMN 4820- Political Communication. Credits: 3
CMN 5610 - Media Criticism Credits: 3
~~CMN 5010 - Rhetorical Theory. Credits: 3~~
CMN 5180 - Seminar in Rhetoric. Credits: 3
CMN 5160 - Seminar in Mass Media Credits: 3
~~CMN 5015 - Communication Ethics Credits: 3~~
CMN 5030 - Critical Inquiry Credits: 3
~~CMN 5240 - Communication Pedagogy Credits: 3~~
~~CMN 5550 - Special Topics in Communication Studies Credits: 3~~
~~CMN 5650 - Digital Communications Credits: 3~~

Thesis/Creative Thesis-Option Electives

Students in the Thesis/Creative Thesis option will take a minimum of 9 hours of elective courses from the following:

~~CMN 5900 - Instructional Practicum Credits: 3~~
~~CMN 5901 - Advanced Instructional Practicum Credits: 3~~
OR
~~CMN 59801 - Internship I Credits: 3 to 9~~
~~GHE 5880 - Supervised Experience in Student Affairs Credits: 3~~
~~EDF 5500 - Theory Into Practice: Curriculum Development. Credits: 3~~

Comprehensive Exam Option Electives

Students in the Comprehensive Exam option will take a minimum of 9 hours of elective courses from the following courses:

~~CMN 5900 - Instructional Practicum Credits: 3~~

~~CMN 5901 - Advanced Instructional Practicum Credits: 3~~

~~OR~~

~~CMN 59801 - Internship I Credits: 3 to 9~~

~~CHE 5780 - Supervised Experience in College Student Affairs Credits: 3~~

~~CHE 5880 - Supervised Experience in Student Affairs Credits: 3~~

~~EDF 5500 - Theory Into Practice: Curriculum Development. Credits: 3~~

Practicum Requirement

Students in the pedagogy option will take a minimum of 6 hours in the following courses:

CMN5900- Instructional Practicum. Credits: 3

CMN5901- Advanced Instructional Practicum. Credits: 3

CMN5980- Internship. Credits: 3

Electives

Students will take ~~9 to 15~~ up to 6 semester hours of elective coursework. ~~6 semester hours of which~~ Elective credit, when taken, must come from an area outside of the students' chosen concentration area.

Students in the Thesis/Creative Thesis option ~~will take 9 hours of~~ are not required to take elective credit.

Students in the Comprehensive Exam option will take ~~15~~ 6 hours of elective credit.

Students may choose 6 hours from the following courses:

~~HCM 4910 - Applied Health Communication. Credits: 3~~

CMN 4755- Television Genres: Production & Development. Credits: 3

CMN 4765 - Communication in Families Credits: 3

CMN 4775 - Documentary Filmmaking Credits: 3

CMN 4820- Political Communication. Credits: 3

CMN 4919 - Principles and Practices of Public Relations Campaigns Credits: 3

CMN 4920 - Public Relations Case Studies Credits: ~~3~~ 2

CMN 4921A - Seminar in Public Relations Credits: 3

CMN 4900- Advanced Topics in Communication Studies. Credits: 3

CMN 4950- Workplace Relationships. Credits: 3

CMN 5010 - Rhetorical Theory. Credits: 3

CMN 5015 - Communication Ethics Credits: 3

CMN 5030 - Critical Inquiry Credits: 3

CMN 5150 - Seminar Interpersonal Communication. Credits: 3
~~CMN 5155 - Communication and Aging Credits: 3~~
CMN 5160 - Seminar in Mass Media Credits: 3
CMN 5170 - Seminar in Organizational Communication. Credits: 3
CMN 5180 - Seminar in Rhetoric. Credits: 3
CMN 5190 - Leadership Communication Credits: 3
~~CMN 5240 - Communication Pedagogy Credits: 3~~
CMN 5260 - Science and Technical Communication Credits: 3
CMN 5510 - Interpersonal Communication Credits: 3
CMN 5520 - Social Interaction Credits: 3
CMN 5530 - Intercultural Communication Credits: 3
CMN 5550 - Special Topics in Communication Studies Credits: 3
CMN 5610 - Media Criticism Credits: 3
~~CMN 5650 - Digital Communications Credits: 3~~
CMN 5700 - Public Relations Credits: 3
CMN 5710 - Organizational Communication. Credits: 3
CMN 5720 - Seminar in Public Relations. Credits: 3
~~CMN 5740 - Small Group and Team Communication Credits: 3~~
~~PUBH 5700 - Theories and Principles of Health Behavior Credits: 3~~
~~PUBH 5750 - Health Program Planning and Evaluation Credits: 3~~
~~PUBH 5770 - Leadership and Ethics for Health Professionals Credits: 3~~
CMN 5990 - Independent Study Credits: 1 to 6

Capstone Experience

Students must demonstrate comprehensive knowledge of the discipline in order to complete their degree. Students may choose between comprehensive exams or completion of a capstone project of 6 semester hours in order to graduate. . For the thesis capstone option, students may choose between an academic thesis (CMN5950) or a creative thesis (CMN5940). Students considering doctoral work are encouraged to complete an academic thesis.

- CMN 59501 - Thesis I Credits: 3 to 6
- OR
- CMN 59401 - Creative Thesis I Credits: 3 to 6

Clean Catalog Language

Communication Pedagogy Option

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”](#)). An applicant must submit to MyEIU a statement of professional goals, an academic writing sample, a CV or resume, and three letters of recommendation attesting to the potential for successful completion of graduate work. Admission into the Communication Pedagogy option is contingent upon the candidate maintaining a graduate GPA of 3.6 after the completion of 18 semester hours of graduate communication coursework. If a student does not achieve the required GPA after 18 semester hours they cannot complete the Communication Pedagogy Option but will instead complete the MA in Communication Studies.

International applicants whose native language is not English must achieve a score consistent with the requirements of the Graduate School on a test of English language.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically in the Degree Audit Reporting System (DARS) 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:

The approved plan of study is the guiding document for each student’s course of study. A student, in consultation with an advisor, develops a course of study with a minimum of 39 semester hours reflecting educational development and areas of specialization. Only those students with a concentration in Interpersonal Communication Processes with a focus in Health Communication may take up to 6 hours of online health-related classes to fulfill degree requirements. The study plan should reflect the following guidelines:

- Students are required to complete a five-course department core
- Students must complete 12 hours of coursework associated with their chosen concentration area
- Semester hours generated from CMN 5500: Techniques for Teaching Assistants in Communication cannot be applied towards graduation.

Core Courses

Students will complete a core of 15 hours composed of the following courses:

- CMN5015- Communication Ethics Credits: 3
- CMN5020- Communication Theory Credits: 3
- CMN5025- Applied and Professional Communication Credits: 3
- CMN5040- Communication Research Methods Credits:3
- CMN5240- Communication Pedagogy. Credits: 3

Concentration Area

Students will complete 12 hours in one of three concentration areas composed of the following courses:

Interpersonal Communication Processes

- CMN 4765- Communication in Families. Credits: 3
- CMN 5150- Seminar in Interpersonal Communication. Credits: 3
- CMN 5510- Interpersonal Communication. Credits: 3
- CMN 5530 - Intercultural Communication Credits: 3
- CMN 5520 - Social Interaction Credits: 3
- CMN 5155 - Communication and Aging Credits: 3
- HCM 4910 - Applied Health Communication Credits: 3
- HCM 4950A- Special Topics in Health Communication. Credits: 3
- PUBH5700- Health Behavior: Theory and Application. Credits: 3
- PUBH5750- Program Planning Credits: 3
- PUBH 5770 - Leadership and Ethics for Health Professionals. Credits: 3
- HCM 5610 - Advanced Analysis and Development of Health Communication Campaigns. Credits: 3

Strategic Communication

- CMN 4919- Principles and Practices of Public Relations Campaigns. Credits: 3
- CMN 4920- Public Relations Case Studies. Credits: 2
- CMN 4921A - Seminar in Public Relations Credits: 3
- CMN 5700 - Public Relations Credits: 3
- CMN 5710 - Organizational Communication. Credits: 3
- CMN 5720 - Seminar in Public Relations. Credits: 3
- CMN 5170 - Seminar in Organizational Communication. Credits: 3

Media and Critical Studies

- CMN 4755- Television Genres: Production & Development. Credits: 3
- CMN 4770 - Television Criticism. Credits: 3

CMN 4775 - Documentary Filmmaking Credits: 3
CMN 4820- Political Communication. Credits: 3
CMN 5610 - Media Criticism Credits: 3
CMN 5180 - Seminar in Rhetoric. Credits: 3
CMN 5160 - Seminar in Mass Media Credits: 3
CMN 5030 - Critical Inquiry Credits: 3

Practicum Requirement

Students in the pedagogy option will take a minimum of 6 hours in the following courses:

CMN5900- Instructional Practicum. Credits: 3
CMN5901- Advanced Instructional Practicum. Credits: 3
CMN5980- Internship. Credits: 3

Electives

Students will take up to 6 semester hours of elective coursework. Elective credit, when taken, must come from an area outside of the students' chosen concentration area. Students in the Thesis/Creative Thesis option are not required to take elective credit. Students in the Comprehensive Exam option will take 6 hours of elective credit.

Students may choose 6 hours from the following courses:

CMN 4755- Television Genres: Production & Development. Credits: 3
CMN 4765 - Communication in Families Credits: 3
CMN 4775 - Documentary Filmmaking Credits: 3
CMN 4820- Political Communication. Credits: 3
CMN 4919 - Principles and Practices of Public Relations Campaigns Credits: 3
CMN 4920 - Public Relations Case Studies Credits: 2
CMN 4921A - Seminar in Public Relations Credits: 3
CMN 4900- Advanced Topics in Communication Studies. Credits: 3
CMN 4950- Workplace Relationships. Credits: 3
CMN 5010 - Rhetorical Theory. Credits: 3
CMN 5015 - Communication Ethics Credits: 3
CMN 5030 - Critical Inquiry Credits: 3
CMN 5150 - Seminar Interpersonal Communication. Credits: 3
CMN 5160 - Seminar in Mass Media Credits: 3
CMN 5170 - Seminar in Organizational Communication. Credits: 3
CMN 5180 - Seminar in Rhetoric. Credits: 3
CMN 5190 - Leadership Communication Credits: 3
CMN 5260 - Science and Technical Communication Credits: 3
CMN 5510 - Interpersonal Communication Credits: 3
CMN 5520 - Social Interaction Credits: 3
CMN 5530 - Intercultural Communication Credits: 3

CMN 5550 - Special Topics in Communication Studies Credits: 3
CMN 5610 - Media Criticism Credits: 3
CMN 5700 - Public Relations Credits: 3
CMN 5710 - Organizational Communication. Credits: 3
CMN 5720 - Seminar in Public Relations. Credits: 3
CMN 5990 - Independent Study Credits: 1 to 6

Capstone Experience

Students must demonstrate comprehensive knowledge of the discipline in order to complete their degree. Students may choose between comprehensive exams or completion of a capstone project of 6 semester hours in order to graduate. . For the thesis capstone option, students may choose between an academic thesis (CMN5950) or a creative thesis (CMN5940). Students considering doctoral work are encouraged to complete an academic thesis.

- CMN 59501 - Thesis I Credits: 3 to 6
- OR
- CMN 59401 - Creative Thesis I Credits: 3 to 6

Date approved by the department or school: 4/16/25

Date approved by the college curriculum committee: 4/23/25

Date approved by CGS:

Revised Program Proposal

Division of Communication Studies

MA in Communication Studies (On-Campus Program)

Rationale: We are seeking to make a number of program changes to the on-campus MA in Communication Studies program. These changes are as follows:

1. Update our Admissions and Degree Requirements for the on-campus MA in Communication Studies and Pedagogy Option area.
2. Limit on-campus students to on-campus classes only (with the exception of Interpersonal Communication Processes Students with a focus in Health Communication). Students currently take up to 12 hours of online classes. This change is being made to (a) ensure that online classes do not exceed seat capacity and that online students can enroll in the classes they need, and (b) to ensure that on-campus students get a fully in-person MA experience.
3. Increase the number of core required classes from 6 hours to 12 hours to provide stronger foundational knowledge for all students in Communication Studies. This 12-hour core reflects a similar 12-hour core for our online MA in Communication and Leadership program.
4. Decrease the number of concentration classes from 18 to 12 hours and add more courses to the electives list. This will provide more flexibility for students to create an MA program that fits their academic/career goals.
5. Update the required courses in each concentration area: Interpersonal Communication Processes, Media and Critical Studies, and Strategic Communication.
6. Update the pedagogy option to match changes made to our on-campus MA in Communication Studies program and to reflect current practices.

Current Graduate Catalog Language

Red strikethrough= deletion from current offerings

Blue= additions

Communication Studies

Admission Requirements: ~~A limited number of students are accepted each year; admission to the program is competitive.~~ 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](#)”). ~~A minimum of 18 hours in communication studies with a grade of C or better is required in order to be admitted to the program.~~ An applicant must submit to MyEIU a ~~personal/goals~~ statement [of professional goals](#), an academic writing sample, a CV or resume, and three letters of recommendation attesting to the potential for successful completion of graduate work. International applicants whose native language is not English must achieve a score consistent with the requirements of the Graduate School on a test of English language. ~~While students may be admitted to the Graduate School with fewer than 18 hours in communication studies, any deficiency in undergraduate communication hours must be made up before the student will be admitted to degree candidacy in Communication Studies.~~

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically in the Degree Audit Reporting System (DARS) 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:

The approved plan of study is the guiding document for each student’s course of study. A student, in consultation with an advisor, develops a course of study with a minimum of 36 semester hours reflecting educational development and areas of specialization. ~~No more than 12 hours can be taken from online classes.~~ [Only those students with a concentration in Interpersonal Communication Processes with a focus in Health Communication may take up to 6 hours of online health-related classes to fulfill degree requirements.](#) The study plan should reflect the following guidelines:

- Students are required to complete the ~~two~~[four](#)-course department core
- Students must complete ~~the 12 hours~~ [of](#) coursework associated with their chosen concentration area

- Semester hours generated from CMN 5500: Techniques for Teaching Assistants in Communication cannot be applied towards graduation.

Core Courses

Students will complete a core of 6-12 hours composed of the following courses:

CMN5015- Communication Ethics Credits: 3
 CMN5020- Communication Theory Credits: 3
 CMN5025- Applied and Professional Communication Credits: 3
 CMN5040- Communication Research Methods Credits:3

Concentration Area

Students will complete 18-12 hours in one of three concentration areas composed of the following courses:

Interpersonal Communication Processes

CMN 4765- Communication in Families. Credits: 3
 CMN 5150- Seminar in Interpersonal Communication. Credits: 3
 CMN 5510- Interpersonal Communication. Credits: 3
 CMN 5530 - Intercultural Communication Credits: 3
 CMN 5520 - Social Interaction Credits: 3
 CMN 5155 - Communication and Aging Credits: 3
~~CMN 5240 - Communication Pedagogy Credits: 3~~
~~CMN 5550 - Special Topics in Communication Studies Credits: 3~~
~~CMN 5740 - Small Group and Team Communication Credits: 3~~
 HCM 4910 - Applied Health Communication Credits: 3
 HCM 4950A- Special Topics in Health Communication. Credits: 3
 PUBH 5700- ~~Theories and Principles of~~ Health Behavior: Theory and Application. Credits: 3
 PUBH 5750- ~~Health~~ Program Planning ~~and Evaluation~~. Credits: 3
 PUBH 5770 - Leadership and Ethics for Health Professionals Credits: 3
 HCM 5610 - Advanced Analysis and Development of Health Communication Campaigns Credits: 3

Strategic Communication

CMN 4919- Principles and Practices of Public Relations Campaigns. Credits: 3
 CMN 4920- Public Relations Case Studies. Credits: 3-2
 CMN 4921A - Seminar in Public Relations Credits: 3
 CMN 5700 - Public Relations Credits: 3

CMN 5710 - Organizational Communication. Credits: 3
CMN 5720 - Seminar in Public Relations. Credits: 3
CMN 5170 - Seminar in Organizational Communication. Credits: 3
~~CMN 5015 - Communication Ethics Credits: 3~~
~~CMN 5190 - Leadership Communication Credits: 3~~
~~CMN 5240 - Communication Pedagogy Credits: 3~~
~~CMN 5260 - Science and Technical Communication Credits: 3~~
~~CMN 5530 - Intercultural Communication Credits: 3~~
~~CMN 5740 - Small Group and Team Communication Credits: 3~~
~~CMN 5550 - Special Topics in Communication Studies Credits: 3~~

Media and Critical Studies

CMN 4755- Television Genres: Production & Development. Credits: 3
CMN 4770 - Television Criticism. Credits: 3
CMN 4775 - Documentary Filmmaking Credits: 3
CMN 4820- Political Communication. Credits: 3
CMN 5610 - Media Criticism Credits: 3
~~CMN 5010 - Rhetorical Theory. Credits: 3~~
CMN 5180 - Seminar in Rhetoric. Credits: 3
CMN 5160 - Seminar in Mass Media Credits: 3
~~CMN 5015 - Communication Ethics Credits: 3~~
CMN 5030 - Critical Inquiry Credits: 3
~~CMN 5240 - Communication Pedagogy Credits: 3~~
~~CMN 5550 - Special Topics in Communication Studies Credits: 3~~
~~CMN 5650 - Digital Communications Credits: 3~~

Electives

Students will take 6 to 12 semester hours of elective coursework, six semester hours of which must come from an area outside of the students' chosen concentration area. Students in the Thesis/Creative Thesis option will take 6 hours of elective credit; Students in the Comprehensive Exam option will take 12 hours of elective credit. Elective hours may be comprised of the following courses:

CMN 4755- Television Genres: Production & Development. Credits: 3
CMN 4765 - Communication in Families Credits: 3
CMN 4775 - Documentary Filmmaking Credits: 3
CMN 4820- Political Communication. Credits: 3
CMN 4919 - Principles and Practices of Public Relations Campaigns Credits: 3
CMN 4920 - Public Relations Case Studies Credits: ~~3~~2
CMN 4921A - Seminar in Public Relations Credits: 3
CMN 4900- Advanced Topics in Communication Studies. Credits: 3
CMN 4950- Workplace Relationships. Credits: 3

CMN 5010 - Rhetorical Theory. Credits: 3
CMN 5015 - Communication Ethics Credits: 3
CMN 5030 - Critical Inquiry Credits: 3
CMN 5150 - Seminar Interpersonal Communication. Credits: 3
~~CMN 5155 - Communication and Aging. Credits: 3~~
CMN 5160 - Seminar in Mass Media Credits: 3
CMN 5170 - Seminar in Organizational Communication. Credits: 3
CMN 5180 - Seminar in Rhetoric. Credits: 3
CMN 5190 - Leadership Communication Credits: 3
~~CMN 5240 - Communication Pedagogy Credits: 3~~
CMN 5260 - Science and Technical Communication Credits: 3
CMN 5510 - Interpersonal Communication Credits: 3
CMN 5520 - Social Interaction Credits: 3
CMN 5530 - Intercultural Communication Credits: 3
CMN 5550 - Special Topics in Communication Studies Credits: 3
CMN 5610 - Media Criticism Credits: 3
~~CMN 5650 - Digital Communications Credits: 3~~
CMN 5700 - Public Relations Credits: 3
CMN 5710 - Organizational Communication. Credits: 3
CMN 5720 - Seminar in Public Relations. Credits: 3
~~CMN 5740 - Small Group and Team Communication Credits: 3~~
CMN 5900 - Instructional Practicum Credits: 3
CMN 5901 - Advanced Instructional Practicum Credits: 3
CMN 5980 - Internship. Credits: 3
CMN 5990 - Independent Study. Credits: 1 to 6
~~PUBH 5700 - Theories and Principles of Health Behavior. Credits: 3~~
~~PUBH 5770 - Leadership and Ethics for Health Professionals Credits: 3~~
~~PUBH 5750 - Health Program Planning and Evaluation Credits: 3~~
~~HGM 4910 - Applied Health Communication Credits: 3~~

Capstone Experience

Students must demonstrate comprehensive knowledge of the discipline in order to complete their degree. Students may choose between comprehensive exams or completion of a capstone project of 6 semester hours in order to graduate. For the thesis capstone option, students may choose between an academic thesis (CMN5950) or a creative thesis (CMN5940). Students considering doctoral work are encouraged to complete an academic thesis.

- CMN 59501 - Thesis I Credits: 3 to 6
- OR
- CMN 59401 - Creative Thesis I Credits: 3 to 6

Clean Catalog Language

Communication Studies

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”](#)). An applicant must submit to MyEIU a statement of professional goals, an academic writing sample, a CV or resume, and three letters of recommendation attesting to the potential for successful completion of graduate work. International applicants whose native language is not English must achieve a score consistent with the requirements of the Graduate School on a test of English language.

Degree Audit: The graduate plan of study is the EIU Degree Audit, which is generated automatically in the Degree Audit Reporting System (DARS) 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:

The approved plan of study is the guiding document for each student’s course of study. A student, in consultation with an advisor, develops a course of study with a minimum of 36 semester hours reflecting educational development and areas of specialization. Only those students with a concentration in Interpersonal Communication Processes with a focus in Health Communication may take up to 6 hours of online health-related classes to fulfill degree requirements. The study plan should reflect the following guidelines:

- Students are required to complete the four-course department core
- Students must complete 12 hours of coursework associated with their chosen concentration area
- Semester hours generated from CMN 5500: Techniques for Teaching Assistants in Communication cannot be applied towards graduation.

Core Courses

Students will complete a core of 12 hours composed of the following courses:

CMN5015- Communication Ethics Credits: 3

CMN5020- Communication Theory Credits: 3

CMN5025- Applied and Professional Communication Credits: 3

CMN5040- Communication Research Methods Credits:3

Concentration Area

Students will complete 12 hours in one of three concentration areas composed of the following courses:

Interpersonal Communication Processes

CMN 4765- Communication in Families. Credits: 3
CMN 5150- Seminar in Interpersonal Communication. Credits: 3
CMN 5155 - Communication and Aging Credits: 3
CMN 5510- Interpersonal Communication. Credits: 3
CMN 5530 - Intercultural Communication Credits: 3
CMN 5520 - Social Interaction Credits: 3
HCM 4910 - Applied Health Communication Credits: 3
HCM 4950A- Special Topics in Health Communication. Credits: 3
PUBH5700- Health Behavior: Theory and Application. Credits: 3
PUBH5750- Program Planning Credits: 3
PUBH 5770 - Leadership and Ethics for Health Professionals Credits: 3
HCM 5610 - Advanced Analysis and Development of Health Communication Campaigns Credits: 3

Strategic Communication

CMN 4919- Principles and Practices of Public Relations Campaigns. Credits: 3
CMN 4920- Public Relations Case Studies. Credits: 2
CMN 4921A - Seminar in Public Relations Credits: 3
CMN 5700 - Public Relations Credits: 3
CMN 5710 - Organizational Communication. Credits: 3
CMN 5720 - Seminar in Public Relations. Credits: 3
CMN 5170 - Seminar in Organizational Communication. Credits: 3

Media and Critical Studies

CMN 4755- Television Genres: Production & Development. Credits: 3
CMN 4770 - Television Criticism. Credits: 3
CMN 4775 - Documentary Filmmaking Credits: 3
CMN 4820- Political Communication. Credits: 3
CMN 5610 - Media Criticism Credits: 3
CMN 5180 - Seminar in Rhetoric. Credits: 3
CMN 5160 - Seminar in Mass Media Credits: 3
CMN 5030 - Critical Inquiry Credits: 3

Electives

Students will take 6 to 12 semester hours of elective coursework, six semester hours of which must come from an area outside of the students' chosen concentration area. Students in the Thesis/Creative Thesis option will take 6 hours of elective credit; Students in the Comprehensive Exam option will take 12 hours of elective credit. Elective hours may be comprised of the following courses:

- CMN 4755- Television Genres: Production & Development. Credits: 3
- CMN 4765 - Communication in Families Credits: 3
- CMN 4775 - Documentary Filmmaking Credits: 3
- CMN 4820- Political Communication. Credits: 3
- CMN 4919 - Principles and Practices of Public Relations Campaigns Credits: 3
- CMN 4920 - Public Relations Case Studies Credits: 2
- CMN 4921A - Seminar in Public Relations Credits: 3
- CMN 4900- Advanced Topics in Communication Studies. Credits: 3
- CMN 4950- Workplace Relationships. Credits: 3
- CMN 5010 - Rhetorical Theory. Credits: 3
- CMN 5015 - Communication Ethics Credits: 3
- CMN 5030 - Critical Inquiry Credits: 3
- CMN 5150 - Seminar Interpersonal Communication. Credits: 3
- CMN 5160 - Seminar in Mass Media Credits: 3
- CMN 5170 - Seminar in Organizational Communication. Credits: 3
- CMN 5180 - Seminar in Rhetoric. Credits: 3
- CMN 5190 - Leadership Communication Credits: 3
- CMN 5260 - Science and Technical Communication Credits: 3
- CMN 5510 - Interpersonal Communication Credits: 3
- CMN 5520 - Social Interaction Credits: 3
- CMN 5530 - Intercultural Communication Credits: 3
- CMN 5550 - Special Topics in Communication Studies Credits: 3
- CMN 5610 - Media Criticism Credits: 3
- CMN 5700 - Public Relations Credits: 3
- CMN 5710 - Organizational Communication. Credits: 3
- CMN 5720 - Seminar in Public Relations. Credits: 3
- CMN 5900 - Instructional Practicum Credits: 3
- CMN 5901 - Advanced Instructional Practicum Credits: 3
- CMN 5980- Internship. Credits: 3
- CMN 5990- Independent Study. Credits: 1 to 6

Capstone Experience

Students must demonstrate comprehensive knowledge of the discipline in order to complete their degree. Students may choose between comprehensive exams or completion of a capstone project of 6 semester hours in order to graduate. For the

thesis capstone option, students may choose between an academic thesis (CMN5950) or a creative thesis (CMN5940). Students considering doctoral work are encouraged to complete an academic thesis.

- CMN 59501 - Thesis I Credits: 3 to 6
- OR
- CMN 59401 - Creative Thesis I Credits: 3 to 6

Date approved by the department or school: 4/16/25

Date approved by the college curriculum committee: 4/23/25

Date approved by CGS:

**Program Revision Request
M.S. in Counseling
Eastern Illinois University**

Current Graduate Catalog

Program Mission: The M. S. in Counseling provides dynamic curricula for students interested in obtaining certification as School counselors or licensure as Licensed Professional Counselors (LPC) and Licensed Clinical Professional Counselors (LCPC). Students choose a concentration either in Clinical Mental Health or School Counseling, both accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These concentrations lead to a terminal degree and prepare students for employment either as School Counselors within K-12 school systems or as Clinical Mental Health Counselors within mental health agencies, health care facilities, employee assistance programs (EAP), or human service agencies. Students who complete the program are eligible to pursue Ph.D./Ed.D. studies in Counselor Education, Counseling Psychology, Clinical Psychology, and other related fields or to pursue specialized training in Marriage and Family Counseling, Play Therapy, or Private Practice.

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”). In addition, students must:

- Complete and submit the departmental admission application;
- Submit two departmental recommendation forms from individuals familiar with applicant’s academic or work performance. (The department prefers academic reference if possible.);
- Deadline for submitting materials: See department web site for specific deadline date (typically mid-February).
- Based on application material supplied by departmental deadline, applicants will be invited to attend a Pre-Admission/Orientation Interview approximately two weeks after deadline for submitting materials (see department web site for specific date). If not selected for an interview, you may request your file to be held for next year’s review.

Admission requirements for Post Master’s students seeking alternative certification as a School Counselor: Post Master’s students seeking alternative certification as a School Counselor are required to request a transcript analysis by the department and meet admission requirements listed above.

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.

Program Course Restriction: Courses 5540 and above are open only to students who have been admitted to the Department of Counseling and Higher Education or who have permission of the Department Chair.

Degree Requirements

Degree requirements include those outlined for the master of science degree by the Graduate School (see "Requirements for the Master of Science Degree"). The courses for the Master of Science in Counseling must total a minimum of 60 semester hours. The plan, therefore, requires that the student complete the following courses identified below:

Curriculum for Concentration in School Counseling

Required Courses: 57

Electives: 3

Elective must be a CHE course. The 3-hour elective credit will be met for those students choosing the thesis option.

Total Credits: 60

- CHE 5500 - Research Methods Credits: 4
- CHE 5510 - Professional Orientation. Credits: 3
- CHE 5520 - Theories of Counseling Credits: 3
- CHE 5530 - Basic Counseling Skills Credits: 4
- CHE 5600 - Cross-Cultural Counseling Credits: 3
- CHE 5610 - Human Development for Counselors Credits: 3
- CHE 5620 - Group Counseling. Credits: 3
- CHE 5630 - Practicum Credits: 4
- CHE 5640 - Play Therapy Credits: 3
- CHE 5900 - Appraisal. Credits: 3
- CHE 5920 - Career Counseling Credits: 3
- CHE 5941 - Emerging Issues in School Counseling Credits: 3
- CHE 5942 - Collaboration, Consultation and Intervention Credits: 3
- CHE 5943 - Foundations and Management of School Counseling Programs Credits: 3
- CHE 6920 - Supervised Experience Credits: 3
- CHE 6921 - School Supervised Experience Credits: 3
- CHE 6922 - Supervised Experience Credits: 3
- EDF 5500 - Theory into Practice: Curriculum Development. Credits: 3

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree.

Students are required to submit to a fingerprint based criminal background investigation, and are responsible for the cost of this background investigation.

Curriculum for the Concentration in Clinical Mental Health Counseling

Required Courses:

Total. Credits: 60

- [CHE 5400 - Special Issues](#) Credits: 3
- [CHE 5500 - Research Methods](#) Credits: 4
- [CHE 5510 - Professional Orientation.](#) Credits: 3
- [CHE 5520 - Theories of Counseling](#) Credits: 3
- [CHE 5530 - Basic Counseling Skills](#) Credits: 4
- [CHE 5600 - Cross-Cultural Counseling](#) Credits: 3
- [CHE 5610 - Human Development for Counselors](#) Credits: 3
- [CHE 5620 - Group Counseling.](#) Credits: 3
- [CHE 5630 - Practicum](#) Credits: 4
- [CHE 5640 - Play Therapy](#) Credits: 3
- [CHE 5900 - Appraisal.](#) Credits: 3
- [CHE 5920 - Career Counseling](#) Credits: 3
- [CHE 5930 - Foundations of Clinical Mental Health Counseling.](#) Credits: 3
- [CHE 5960 - Family Counseling.](#) Credits: 3
- [CHE 5970 - Addictions Counseling](#) Credits: 3
- [CHE 5980 - Diagnosing and Treatment Planning](#) Credits: 3
- Abnormal Psychology must have been completed within 5 years prior to taking this course.
- [CHE 6900 - Supervised Clinical Experience](#) Credits: 3
- [CHE 6901 - Supervised Clinical Experience](#) Credits: 3
- [CHE 6902 - Supervised Clinical Experience](#) Credits: 3

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree. Credits / Units: 3

Graduate Assistantships

Information on graduate assistantships may be obtained by contacting the Department of Counseling and Student Development by phone 217-581-2400, email csd@eiu.edu, or in person Room 2102, Buzzard Hall, EIU.

Proposed Graduate Catalog Eastern Illinois University

Program Mission: The M. S. in Counseling provides dynamic curricula for students interested in obtaining certification as School counselors or licensure as Licensed Professional Counselors (LPC) and Licensed Clinical Professional Counselors (LCPC). Students choose a concentration either in Clinical Mental Health or School Counseling, both accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These concentrations lead to a terminal degree and prepare

students for employment either as School Counselors within K-12 school systems or as Clinical Mental Health Counselors within mental health agencies, health care facilities, employee assistance programs (EAP), or human service agencies. Students who complete the program are eligible to pursue Ph.D./Ed.D. studies in Counselor Education, Counseling Psychology, Clinical Psychology, and other related fields or to pursue specialized training in Marriage and Family Counseling, Play Therapy, or Private Practice.

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”). In addition, students must:

- Complete and submit the departmental admission application;
- Submit two departmental recommendation forms from individuals familiar with applicant’s academic or work performance. (The department prefers academic reference if possible.);
- Deadline for submitting materials: See department web site for specific deadline date (typically mid-February).
- Based on application material supplied by departmental deadline, applicants will be invited to attend a Pre-Admission/Orientation Interview approximately two weeks after deadline for submitting materials (see department web site for specific date). If not selected for an interview, you may request your file to be held for next year’s review.

Admission requirements for Post Master’s students seeking alternative certification as a School Counselor: Post Master’s students seeking alternative certification as a School Counselor are required to request a transcript analysis by the department and meet admission requirements listed above.

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.

Program Course Restriction: Courses 5540 and above are open only to students who have been admitted to the Department of Counseling and Higher Education or who have permission of the Department Chair.

Degree Requirements

Degree requirements include those outlined for the master of science degree by the Graduate School (see “Requirements for the Master of Science Degree”). The courses for the Master of Science in Counseling must total a minimum of 60 semester hours. The plan, therefore, requires that the student complete the following courses identified below:

Curriculum for Concentration in School Counseling

Total Credits: 60

Required Courses: 54

Electives: 3

Elective must be a CHE course. The 3-hour elective credit will be met for those students choosing the thesis option.

- CHE 5500 - Research Methods Credits: 4
- CHE 5510 - Professional Orientation. Credits: 3
- CHE 5520 - Theories of Counseling Credits: 3
- CHE 5530 - Basic Counseling Skills Credits: 4
- CHE 5600 - Cross-Cultural Counseling Credits: 3
- CHE 5610 - Human Development for Counselors Credits: 3
- CHE 5620 - Group Counseling. Credits: 3
- CHE 5630 - Practicum Credits: 4
- CHE 5640 - Play Therapy Credits: 3
- CHE 5900 - Appraisal. Credits: 3
- CHE 5920 - Career Counseling Credits: 3
- CHE 5941 - Emerging Issues in School Counseling Credits: 3
- CHE 5942 - Collaboration, Consultation and Intervention Credits: 3
- CHE 5943 - Foundations and Management of School Counseling Programs Credits: 3
- CHE 6920 - Supervised Experience Credits: 3
- CHE 6921 - School Supervised Experience Credits: 3
- CHE 6922 - Supervised Experience Credits: 3

Electives: 6

- EDF 5500 - Theory into Practice: Curriculum Development. Credits: 3
- CHE 5645 - Advanced Play Therapy: 3
- CHE 5960 - Family Counseling: 3
- CHE 5970 - Addictions Counseling: 3
- CHE 5980 - Diagnosing and Treatment Planning: 3
- CHE 5950 - Thesis and Research: 3

For students choosing the thesis option, it will count as a 3-hour elective credit.

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree.

Students are required to submit to a fingerprint based criminal background investigation, and are responsible for the cost of this background investigation.

Curriculum for the Concentration in Clinical Mental Health Counseling

Required Courses:

Total. Credits: 60

- ~~CHE 5400 - Special Issues Credits: 3~~
- CHE 5500 - Research Methods Credits: 4
- CHE 5510 - Professional Orientation. Credits: 3
- CHE 5520 - Theories of Counseling Credits: 3
- CHE 5530 - Basic Counseling Skills Credits: 4
- CHE 5600 - Cross-Cultural Counseling Credits: 3
- CHE 5610 - Human Development for Counselors Credits: 3
- CHE 5620 - Group Counseling. Credits: 3
- CHE 5630 - Practicum Credits: 4
- CHE 5640 - Play Therapy Credits: 3
- **CHE 5690 - Supervision and Trauma Informed Care**
- CHE 5900 - Appraisal. Credits: 3
- CHE 5920 - Career Counseling Credits: 3
- CHE 5930 - Foundations of Clinical Mental Health Counseling. Credits: 3
- CHE 5960 - Family Counseling. Credits: 3
- CHE 5970 - Addictions Counseling Credits: 3
- CHE 5980 - Diagnosing and Treatment Planning Credits: 3
- ~~Abnormal Psychology must have been completed within 5 years prior to taking this course.~~
- CHE 6900 - Supervised Clinical Experience Credits: 3
- CHE 6901 - Supervised Clinical Experience Credits: 3
- CHE 6902 - Supervised Clinical Experience Credits: 3

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree. Credits / Units: 3

Graduate Assistantships

Information on graduate assistantships may be obtained by contacting the Department of Counseling and Student Development by phone 217-581-2400, email csd@eiu.edu che@eiu.edu, or in person Room 2102, Buzzard Hall, EIU.

**Final Graduate Catalog
Eastern Illinois University**

Program Mission: The M. S. in Counseling provides dynamic curricula for students interested in obtaining certification as School counselors or licensure as Licensed Professional Counselors (LPC) and Licensed Clinical Professional Counselors (LCPC). Students choose a concentration either in Clinical Mental Health or School Counseling, both accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These concentrations lead to a terminal degree and prepare students for employment either as School Counselors within K-12 school systems or as Clinical Mental Health Counselors within mental health agencies, health care facilities, employee assistance programs (EAP), or human service agencies. Students who complete the program are eligible to pursue Ph.D./Ed.D. studies in Counselor Education, Counseling Psychology, Clinical Psychology, and other

related fields or to pursue specialized training in Marriage and Family Counseling, Play Therapy, or Private Practice.

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”). In addition, students must:

- Complete and submit the departmental admission application;
- Submit two departmental recommendation forms from individuals familiar with applicant’s academic or work performance. (The department prefers academic reference if possible.);
- Deadline for submitting materials: See department web site for specific deadline date (typically mid-February).
- Based on application material supplied by departmental deadline, applicants will be invited to attend a Pre-Admission/Orientation Interview approximately two weeks after deadline for submitting materials (see department web site for specific date). If not selected for an interview, you may request your file to be held for next year’s review.

Admission requirements for Post Master’s students seeking alternative certification as a School Counselor: Post Master’s students seeking alternative certification as a School Counselor are required to request a transcript analysis by the department and meet admission requirements listed above.

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.

Program Course Restriction: Courses 5540 and above are open only to students who have been admitted to the Department of Counseling and Higher Education or who have permission of the Department Chair.

Degree Requirements

Degree requirements include those outlined for the master of science degree by the Graduate School (see “Requirements for the Master of Science Degree”). The courses for the Master of Science in Counseling must total a minimum of 60 semester hours. The plan, therefore, requires that the student complete the following courses identified below:

Curriculum for Concentration in School Counseling

Total Credits: 60

Required Courses: 54

- CHE 5500 - Research Methods Credits: 4
- CHE 5510 - Professional Orientation. Credits: 3

- CHE 5520 - Theories of Counseling Credits: 3
- CHE 5530 - Basic Counseling Skills Credits: 4
- CHE 5600 - Cross-Cultural Counseling Credits: 3
- CHE 5610 - Human Development for Counselors Credits: 3
- CHE 5620 - Group Counseling. Credits: 3
- CHE 5630 - Practicum Credits: 4
- CHE 5640 - Play Therapy Credits: 3
- CHE 5900 - Appraisal. Credits: 3
- CHE 5920 - Career Counseling Credits: 3
- CHE 5941 - Emerging Issues in School Counseling Credits: 3
- CHE 5942 - Collaboration, Consultation and Intervention Credits: 3
- CHE 5943 - Foundations and Management of School Counseling Programs Credits: 3
- CHE 6920 - Supervised Experience Credits: 3
- CHE 6921 - School Supervised Experience Credits: 3
- CHE 6922 - Supervised Experience Credits: 3

Electives: 6

- EDF 5500 - Theory into Practice: Curriculum Development. Credits: 3
- CHE 5645 - Advanced Play Therapy: 3
- CHE 5960 - Family Counseling: 3
- CHE 5970 - Addictions Counseling: 3
- CHE 5980 - Diagnosing and Treatment Planning: 3
- CHE 5950 - Thesis and Research: 3

For students choosing the thesis option, it will count as a 3-hour elective credit.

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree.

Students are required to submit to a fingerprint based criminal background investigation, and are responsible for the cost of this background investigation.

Curriculum for the Concentration in Clinical Mental Health Counseling

Required Courses:

Total. Credits: 60

- CHE 5500 - Research Methods Credits: 4
- CHE 5510 - Professional Orientation. Credits: 3
- CHE 5520 - Theories of Counseling Credits: 3
- CHE 5530 - Basic Counseling Skills Credits: 4
- CHE 5600 - Cross-Cultural Counseling Credits: 3
- CHE 5610 - Human Development for Counselors Credits: 3
- CHE 5620 - Group Counseling. Credits: 3

- CHE 5630 - Practicum Credits: 4
- CHE 5640 - Play Therapy Credits: 3
- CHE 5690 - Supervision and Trauma Informed Care
- CHE 5900 - Appraisal. Credits: 3
- CHE 5920 - Career Counseling Credits: 3
- CHE 5930 - Foundations of Clinical Mental Health Counseling. Credits: 3
- CHE 5960 - Family Counseling. Credits: 3
- CHE 5970 - Addictions Counseling Credits: 3
- CHE 5980 - Diagnosing and Treatment Planning Credits: 3
- CHE 6900 - Supervised Clinical Experience Credits: 3
- CHE 6901 - Supervised Clinical Experience Credits: 3
- CHE 6902 - Supervised Clinical Experience Credits: 3

All students are required to complete a final comprehensive examination or write a thesis prior to completion of the graduate degree. Credits / Units: 3

Graduate Assistantships

Information on graduate assistantships may be obtained by contacting the Department of Counseling and Student Development by phone 217-581-2400, email che@eiu.edu, or in person Room 2102, Buzzard Hall, EIU.

Departmental Program Proposal Approval Date: 9/18/2024

Revised voted by electronic ballot: 10/10/2024

Revised: 3/27/25

Program Effective Date: Fall, 2025

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:** CHM 5009
3. **Short title:** Safety and Ethics in Chemical Research
4. **Long title:** Safety and Ethics In Chemical Research
5. **Hours per week:** _2_ Class _0_ Lab _2_ Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2026
8. **Catalog course description:** An advanced course for graduate research with an emphasis on laboratory safety and research ethics.

9. **Course attributes:**

General education component: N/A _____

Cultural diversity Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

10. **Instructional delivery**

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

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

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

12. **Equivalent course(s):** N/A

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

13. **Prerequisite(s):** N/A

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 only

b. Degrees, colleges, majors, levels, classes which may not take the course: Chemistry MS thesis students

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: 2

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

19. Special grading provisions:

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

Grade for course will not count in hours toward graduation.

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

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

20. Additional costs to students:

Supplemental Materials or Software no additional costs, free software is available

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 MS Chemistry (non-thesis option) _____

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 be part of a new MS Chemistry degree online pathway. We cannot deliver the current CHM5002 (Introduction Graduate Chemical Research) to these students since it is delivered in face-to-face mode in conjunction with CHM3005 (Introduction to Undergraduate Chemical Research). Additionally CHM5002 makes use of software available only to on-campus students, and has an in-person laboratory inspection as a requirement.

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

Similarity to other courses: CHM 5002 (see above).

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: N/A

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: Online to facilitate students enrolled in new online degree program.

Instruction: Course will be instructed by members of the graduate faculty who are experts in chemical research and completed appropriate online instruction training. Instruction will be asynchronous with recorded videos providing supplementary information to the assigned reading. Quizzes, discussion board posts, case studies, and homework assignments will be used to assess achievement of the learning objectives.

Integrity: Academic Integrity Tools built into the course management system will be used on assignments when appropriate.

Interaction: Students will interact with the instructor during online office hours in addition to feedback on assignments and discussion board posts

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CHM5009, Safety and Ethics in Chemical Research

2. Catalog description: An advanced course for graduate research with an emphasis on laboratory safety and research ethics.
3. Learning objectives:
Students will
- Recognize safety protocols needed to perform chemical research in a laboratory (Graduate Learning Goals 1, 5)
 - Identify hazards in the laboratory and perform a risk assessment as well as their mitigation (Graduate Learning Goals 1, 2, 3, 4).
 - Develop a strong professional responsibility and accountability of ethical standard in the research laboratory (Graduate Learning Goal 5).

4. Course materials: a) *Safety in Academic Chemistry Laboratory*, 8th edition by American Chemical Society Committee on Chemical Safety, Washington, D.C., 2017; Brennan, P.

b) *On Being a Scientist: Responsible Conduct in Research*, 3rd Ed. By Committee on Science, Engineering, and Public Policy of National Academy of Sciences, National Academies Press: Washington, DC, 2009

5. Weekly outline of content:

Week	Modules
1	<ol style="list-style-type: none"> Being safe in the laboratory Responsibility for safety in laboratory Guide to chemical hazardous
2	<ol style="list-style-type: none"> Laboratory techniques Safety equipment and emergency response
3	<ol style="list-style-type: none"> Responsible conduct of research Research misconduct Human participation and animal subjects in research
4	<ol style="list-style-type: none"> Data storage, sharing and allocation of credits Intellectual property

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

Assignments and Evaluations	Weight
Quizzes	30%
Discussion Board Posts and Participation	40%
Homework assignments	30%

7. Grading scale:

Percentage of Points	Grade
≥ 90.0%	A
80.0% - 89.9%	B
70.0% - 79.9%	C
60.0% - 69.9%	D

< 60.0%	F
---------	---

8. Include a table that correlates the course’s learning objectives to the course’s categories of assignments and evaluations. The learning objectives should be listed in the left column; the categories of assignments and evaluations (including grading weights) should be listed across the top row. An “X” should be placed in the appropriate cells to indicate which assignments and evaluations correspond to each learning objective.

Learning Goals	Quizzes (30%)	Discussion Board Posts and Participation (40%)	Homework assignment (30%)
a	X	X	X
b	X	X	X
c	X	X	X

Date approved by the department or school: 02/12/2025
Date approved by the college curriculum committee: 02/19/2025
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:** CHM 5285 _____
3. **Short title:** Bioanalytical Problem-Solving Laboratory _____
4. **Long title:** Bioanalytical Problem-Solving Laboratory _____
5. **Hours per week:** 1__ Class 3__ Lab 2__ Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2025__
8. **Catalog course description:** Experimental design and practical applications of bioanalytical concepts to solve real-world biological problems as a team. _____
9. **Course attributes:**
 General education component: N/A _____
 Cultural diversity Honors Writing centered Writing intensive Writing active
 Department Capstone as Senior Seminar
10. **Instructional delivery**
Type of Course:
 Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/clinical Other, specify: _____
Mode(s) of Delivery:
 Face to Face Online Synchronous Online Asynchronous Study Abroad
 Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. **Course(s) to be deleted from the catalog once this course is approved:** None _____
12. **Equivalent course(s):** None _____
 a. **Are students allowed to take equivalent course(s) for credit?** Yes No
13. **Prerequisite(s):** CHM 3780; CHM 3300 or 3450; and CHM 5280 (may be taken concurrently) _____
 a. **Can prerequisite be taken concurrently?** Yes (for 5280) No (for 3780 and 3300/3450)

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

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): see above with respect to 5280

15. Enrollment restrictions

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

b. Degrees, colleges, majors, levels, classes which may not take the course: None

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: None

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

19. Special grading provisions: N/A

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

Grade for course will not count in hours toward graduation.

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

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

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee No Yes, Explain if yes to cover laboratory expenses (supplies, chemicals, etc).
Proposed fee of \$45.

21. Community college transfer: N/A

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 MS in Chemistry (Biochemistry option)

Course is required for the minor(s) of _____

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

__X_ Course is used as an elective (for MS in Chemistry other options)

2. Rationale for proposal : A stand-alone laboratory course covering bioanalytical concepts applied to solve real-world biochemical problems is required for MS in Chemistry and Biochemistry degrees to supplement the lecture Bioanalytical Problem Solving (CHM 5280) Course. This course is created as a separate laboratory course from previous offering of CHM 5180 (which was a combined lecture/lab course).

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

Similarity to other courses: CHM5180, but this course is being altered as well.

Prerequisites: As a graduate level course in biochemistry that employs analytical methods, courses in both biochemistry (3300/3450) and instrumental (3780) chemistry are needed to ensure student success.

Co-requisites: As labs build on material discussed in CHM 5180, lecture course is needed.

Enrollment restrictions: N/A

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): N/A

Online or hybrid delivery justification:

Instruction:

Integrity:

Interaction:

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CHM 5285; Bioanalytical Problem-Solving Laboratory
2. Catalog description: Experimental design and practical applications of bioanalytical concepts to solve real-world biological problems as a team.
3. Learning objectives.

As a result of this course students will demonstrate:

1. Advanced understanding of biochemical and analytical experimental design and quality control principles. (Graduate Learning Goal 1)

2. Advanced understanding of modern techniques and instrumentation as applied to biomolecular analysis. (Graduate Learning Goal 1, 2)
3. Successful application of principles of advanced analytical chemistry and biochemistry in solving inquiry-based problems in chemistry, biochemistry, and medical science. (Graduate Learning Goal 2, 4)
4. Critical analysis and incorporation of modern primary chemistry and biochemistry literature sources in development of experimental designs and methods to solve bioanalytical problems. (Graduate Learning Goal 2, 4, 5)
5. Effective participation in a team problem-solving environment (mimicking a common private sector scenario). (Graduate Learning Goal 3)
6. Effective use of writing to communicate approaches to analytical problem-solving. (Graduate Learning Goal 3, 5)

4. Course materials.

Published bioanalytical, analytical and biochemical literature
 Biochemistry, 7th Edition, Garrett and Grisham, Thomson-Brooks/Cole, 2023

5. Weekly outline of content.

Week	Topic
Week 1	Lab Safety; Lab procedures
Week 2 - 3	Lab 1: Pipetman, Buffer, Spectrophotometry Lab report 1 due
Week 4-5	Lab 2: Utilizing Spectroscopic techniques for quantitative measurements Lab report 2 due
Week 6 - 7	Lab 3: Chromatography; Protein purification Lab report 3 due
Week 8-9	Lab 4: Fundamentals of Chromatography for quantitative measurements.
Week 10-13	Lab 5: HPLC and NMR based carbohydrate analysis
Week 13-15	Lab 6: Quantitative measurements with NMR/HPLC

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

Assignments and Evaluations	Weight
Section Quiz	20%
Exam	20%
Lab reports	60%

7. Grading scale.

Percentage of Points	Grade
≥ 90.0%	A
80.0% - 89.9%	B
70.0% - 79.9%	C
60.0% - 69.9%	D
< 60.0%	F

8. Correlation of learning objectives to assignments and evaluation.

Learning Goals	Quizzes (20%)	Exam (20%)	Lab Reports (60%)
1	X	X	X
2	X	X	X
3	X	X	X
4			X
5			X
6		X	X

Date approved by the department or school: 2/12/2025

Date approved by the college curriculum committee:

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: CHM 5280 _____
3. Short title: Bioanalytical Problem Solving _____
4. Long title: Bioanalytical Problem Solving _____
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: Fall Spring Summer On demand (every other year)
7. Initial term: Fall Spring Summer Year: 2025 _____
8. **Catalog course description:** Theoretical basis and application principles of bioanalytical chemistry focusing on solving biological problems using analytical techniques.
9. **Course attributes:**
 General education component: N/A _____
 Cultural diversity Honors Writing centered Writing intensive Writing active
 Department Capstone as Senior Seminar
10. **Instructional delivery**
Type of Course:
 Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/clinical Other, specify: _____
Mode(s) of Delivery:
 Face to Face Online Synchronous Online Asynchronous Study Abroad
 Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. **Course(s) to be deleted from the catalog once this course is approved:** Will replace existing CHM 5180 _____
12. **Equivalent course(s):** 5180 _____
 - a. Are students allowed to take equivalent course(s) for credit? Yes No
13. **Prerequisite(s):** (CHM 3780; CHM 3300 or 3450) or permission of the department chair _____
 - a. Can prerequisite be taken concurrently? Yes No
 - b. Minimum grade required for the prerequisite course(s)? C _____

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 _____

b. Degrees, colleges, majors, levels, classes which may not take the course: None _____

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

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

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

19. Special grading provisions: N/A

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: None

Supplemental Materials or Software _____

Course Fee No Yes, Explain if yes _____

21. Community college transfer: N/A

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 MS in Chemistry _____

Course is required for the minor(s) of _____

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

Course is used as an elective (for Chem Dept Honors students)

2. Rationale for proposal : This course is part of our established MS in Chemistry graduate program that focuses on advanced knowledge of the subdisciplines of chemistry (for this course analytical chemistry and biochemistry). It is well suited for graduate students planning to pursue a Ph.D. or, in particular, those students seeking an advanced position in the private sector. This revised online offering broadens enrollment opportunities, to allow for a completely online pathway to completion for nonthesis students. This course is revised from CHM 5180, to separate the lecture and laboratory components as separate courses. The course number change is necessary to distinguish this as a core course (all start as 52XX) from the new 2-credit elective courses (all start as 51XX).

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

Similarity to other courses: See above regarding 5180.

Prerequisites: As a graduate level course in biochemistry that employs analytical methods, courses in both biochemistry (3300/3450) and instrumental (3780) chemistry are needed to ensure student success.

Co-requisites: N/A

Enrollment restrictions: N/A

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: Online to facilitate students enrolled in new online degree pathway. Exact modality (synchronous or asynchronous) to be determined by faculty desire as well as program need, with face-to-face only offered if numbers allow.

Instruction: Course will be instructed by members of the graduate faculty who are experts in biochemistry and completed appropriate online instruction training. Instruction will be asynchronous with recorded videos or synchronous lectures using video conferencing software providing supplementary information to the assigned reading. Section quizzes, a mid-term and final exam, discussion board posts, and a presentation.

Integrity: Academic Integrity Tools built into the course management system will be used on assignments when appropriate.

Interaction: Students will interact with the instructor during online office hours in addition to feedback on assignments and discussion board posts.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CHM 5280; Bioanalytical Problem Solving
2. Catalog description: Theoretical basis and application principles of bioanalytical chemistry focusing on solving biological problems using analytical techniques.
3. Learning objectives.
As a result of this course students will demonstrate:
 1. Advanced understanding of basic and advanced theoretical concepts biochemical and analytical chemistry. (Graduate Learning Goal 1)
 2. Advanced understanding of the theoretical background of biochemical separations, biomolecular spectroscopy, mass spectrometry and electrochemistry as applied to biochemical systems. (Graduate Learning Goal 1)
 3. Ability to critically analyze principles of advanced analytical chemistry and biochemistry in solving inquiry-based problems in chemistry, biochemistry, and medical science. (Graduate Learning Goal 2, 4)
 4. Knowledge in incorporating modern primary chemistry and biochemistry literature sources in solving analytical problems. (Graduate Learning Goal 2, 3, 4, 5)
 5. Effective oral and visual communication of analytical problem-solving issues class peers, and course instructors (Graduate Learning Goal 3)
 6. Effective scientific communication approaches as applied to analytical problem-solving. (Graduate Learning Goal 3)
4. Course materials.
Biochemistry, 7th Edition, Garrett and Grisham, Thomson-Brooks/Cole, 2023 and a Student Solution Manual.
Tools and Trends in Bioanalytical Chemistry, Kubota, Lauro Tatuso, editor, Springer 2022.

5. Weekly outline of content.

Week	Topic
Week 1	Introduction to biomolecules
Week 2	Chemical measurement statistics and statistical analysis
Week 3	Experimental Design and Quality Control
Week 4 - 6	Analytical Principles of Spectroscopy and other analytical techniques Representative topics: Spectroscopic techniques, fluorescence spectroscopy, bio fluorophore chemistry, instrumentation and applications (Tags, RT-PCR, molecular imaging, genomics, proteomics, FRET). Week 4 - Exam I (Week 1-3 content)
Week 7-9	Separation Science topics as applied to biomolecules and biosystems.
Week 10-12	Week 10 - Exam II (Week 4-9 content) Chemical/Analytical Concepts of Electrochemistry; Electrochemistry as applied to biological systems Representative topics: Basics of electrochemistry (redox chemistry) Instrumentation and applications (amperometric, potentiometric and voltammetric methods). Detection

	of biomolecules to connect with the other topic: redox couples, electron transfer proteins, neurotransmitters, free radical chemistry
Week 13	Bioanalytical Applications of Mass spectrometry and Chromatography coupled mass spectrometry
Week 14-15	Student presentations

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

Assignments and Evaluations	Weight
Two term exams	20%
Comprehensive Final Exam	25%
Chapter/Section Quizzes	25%
Online Discussion Board	10%
Presentation	20%

7. Grading scale.

Percentage of Points	Grade
≥ 90.0%	A
80.0% - 89.9%	B
70.0% - 79.9%	C
60.0% - 69.9%	D
< 60.0%	F

8. Correlation of learning objectives to assignments and evaluation.

Learning Goals	Exams (20%)	Final Exam (25%)	Quizzes (25%)	Online Discussion Board (10%)	Presentation (20%)
1	X	X	X	X	X
2	X	X	X	X	X
3	X	X	X	X	X
4	X	X	X	X	X
5				X	X
6				X	X

Date approved by the department or school: 2/12/2025

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS:

To: Dr. Bob Chesnut
Interim Dean, Graduate School

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

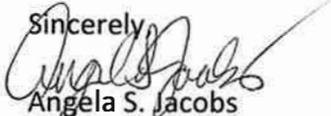
Date: March 4, 2025

Subject: Waiver request for Emma Noble

I would like to request that the limitations on associate graduate faculty to serve on thesis be waived for Emma Noble. Emma has held an associate graduate faculty status with the School of Communication and Journalism over the last year. She remains a valuable asset to the Division of Communication Studies as she continues to serve on student thesis committees that focus on health communication and public health.

Emma previously served as the Assistant Director for Health Education and Promotion at Eastern Illinois University. She is now an adjunct instructor within the Department of Public Health and Nutrition. Emma has an abundance of experience with health-related programming and would be a critical addition to our students' research interests.

Sincerely,



Angela S. Jacobs

Graduate Coordinator
School of Communication and Journalism
asjacobs@eiu.edu

GRADUATE FACULTY NOMINATION FORM

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:

Emma Noble

4. Nominee's ENumber:

E 12471251

5. Nominee's Preferred Email Address:

eanoble@eiu.edu

6. Department/School:

School of Communication and Journalism

7. Nominee's Current Faculty Rank:

- Not Applicable
- Adjunct
- Instructor
- Assistant Professor
- Associate Professor
- Professor

8. Highest Degree Earned by Nominee:

M.A. in Communication Studies

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

Eastern Illinois University, 2018

10. Nominee's Field of Specialization:

Communication Studies

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

NTR5155	

12. FOR ASSOCIATE AND ADJUNCT GRADUATE FACULTY NOMINEES ONLY:

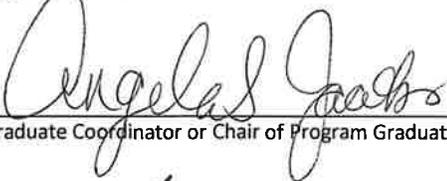
Provide evidence of other education, professional activity, and specialization in teaching areas within the last three years (workshops, research, service, creative activity, etc.) in Vita format and submit with nomination.

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:

 _____ Graduate Coordinator or Chair of Program Graduate Committee	3-4-25 _____ Date	 _____ Department Chair	3/5/25 _____ Date
 _____ Academic College Dean	7 April 25 _____ Date	 _____ Graduate School Dean	3-11-25 _____ Date

- OFFICE USE ONLY
- o SIAINST
 - o LISTING



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		Y	N
The nominee:			
Has at least five (5) years of experience in the profession or current employment in the field.		<input checked="" type="radio"/>	<input type="radio"/>
Holds appropriate professional certifications and licenses (as appropriate to the field and if applicable).		<input type="radio"/>	<input type="radio"/>
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.		<input checked="" type="radio"/>	<input type="radio"/>
<p>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.</p> <p>Emma Noble has extensive knowledge and experience in health communication and public health. She was responsible for the planning and delivery of evidence-based and evidence-informed health promotion programs and services at EIU. She is currently an instructor of Public Health at EIU. Her qualifications directly align with our graduate students' thesis goals.</p>			

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 not needed.


 Graduate Coordinator or Chair of Department's Graduate Committee _____
 Date

 3/5/25
 Department Chair _____
 Date


 Academic Dean _____
 Date 7 March '25

ONLY IF REQUIRED

 Vice President of Academic Affairs _____
 Date

Throughout my academic career, I have been deeply committed to health communication and its role in shaping public understanding and decision-making. My passion for this field led me to higher education, where I have had the privilege of teaching Public Health courses that emphasize health literacy, communication strategies, and overall well-being. I find great fulfillment in mentoring students, guiding them as they navigate their own healthcare decisions, and fostering their confidence in making informed health choices.

My previous experience serving on thesis committees and overseeing capstone projects has allowed me to support graduate students in applying health communication principles to real-world challenges. These projects not only advance academic scholarship but also create tangible resources that contribute to the field. Teaching Public Health courses has further reinforced my belief in the importance of effective communication in health-related fields.

Many of the topics I cover—such as health literacy, behavior change, and public messaging—align directly with the work being done in health communication. I guide them in developing the skills necessary to translate complex health information into accessible, meaningful messages that can improve health outcomes.

I would be honored to continue serving as a graduate faculty member in the School of Communication and Journalism. My background in Public Health and health education uniquely positions me to support students in bridging academic research with practical application. I look forward to further contributing to the program through mentorship, collaboration, and scholarship.

Emma Noble, M.A.
eanoble@eiu.edu
EIU Instructor
Public Health and Nutrition

Emma Ann Noble

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

EDUCATION

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

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

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

TEACHING EXPERIENCE:

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

Course Title	Face to Face or Hybrid	Online	Total
PUBH 2000: Principles of Human Health	2	1	3
PUBH 2200: Health Citizenship	5	2	7
PUBH 2500: Motivational Interviewing		1	1
PUBH 2270: Community and Public Health		1	1
PUBH 2700: Foundations in Health Literacy	1		1
PUBH 2900: Human Diseases		1	0
PUBH 3200: School Health for K-12 Teachers		3	3
PUBH 3500: Human Sexuality	1	3	4
PUBH 4644: Honors Thesis/Capstone Project			2
NTR 5155: Nutrition Education, Behavior, and Communication	1		1

WORK EXPERIENCE:

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

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

- Responsible for monitoring Shield testing Emails and Phone lines to answer Campus community members questions regarding COVID-19 testing and vaccines
- Collaborate with key stakeholders to address campus health and wellness issues (i.e., Everfi Educational Programs, Campus Influenza Immunization Project, Health Fair)
- Lead and supervise campus/community health organizing efforts (i.e., alcohol and other drug coalition, tobacco coalition); actively participate in similar efforts led by other departments
- Provide budgetary oversight for health promotion/health education and prevention efforts, including budget allocation, travel, staffing, etc.
- Provided departmental leadership and assistance in the seeking, planning, preparing and submission of grant applications; Provides departmental leadership and assistance in the implementation and monitoring of funded grant proposals
- Monitor, maintain, and report the University's compliance to the Federal Safe and Drug Free Schools mandate; Assist with monitoring, maintaining, and reporting compliance with other Federal and State mandates (e.g. VAWA, Sexual Violence)
- Coordinate the promotional and marketing efforts of the Health and Counseling Services; including print media, on-line media, social media, social networking efforts, etc.
- Applied for and awarded Redden Grant in the Fall 2021 Semester

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

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

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

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

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

PRESENTATION EXPERIENCE:

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

HONORS STUDENT ADVISORY:

- Kinsey Romack, Public Health and Nutrition, Spring 2022
 - *Resident Assistant's Sexual Health Toolkit*

- Haley Hoagland, Public Health and Nutrition, Fall 2023
 - *Resiliency Resources for Firefighters*

FUNDED GRANTS AND PROJECTS:

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

CERTIFICATIONS:

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

AWARDS AND HONORS:

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

To: Dr. Bob Chesnut
Interim Dean, Graduate School

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

Date: March 4, 2025

Subject: Associate Graduate Faculty Status/Waiver request for Josh Grube

I am requesting that Josh Grube's associate graduate faculty status be renewed for an additional three-year period. Josh has extensive work experience in the field of mass communication and is well suited to teach our 5000-level courses. Josh is one of only a few faculty members in the School of Communication and Journalism with a background in Media and Critical Studies who can teach our CMN5610 Media Criticism, CMN5160 Seminar in Mass Media, and CMN5650 Digital Media courses.

I am also requesting that the limitations on associate graduate faculty to serve on thesis committees be waived for Josh Grube. We would like him to serve as a committee member for three different graduate students whose thesis research investigates issues related to mass media. Josh's abundant knowledge and experience with digital media would be a critical addition to these students' thesis committees.

Sincerely,



Angela S. Jacobs
Graduate Coordinator
School of Communication and Journalism
asjacobs5@eiu.edu

GRADUATE FACULTY NOMINATION FORM

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:

Josh Grube

4. Nominee's ENumber:

E 124 06081

5. Nominee's Preferred Email Address:

jsgrube@eiu.edu

6. Department/School:

School of Communication and Journalism

7. Nominee's Current Faculty Rank:

- Not Applicable
- Adjunct
- Instructor
- Assistant Professor
- Associate Professor
- Professor

8. Highest Degree Earned by Nominee:

M.A. In Communication Studies

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

Eastern Illinois University, 2022

10. Nominee's Field of Specialization:

Communication Studies: Media and Critical Studies

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

CMN5160

CMN5650

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:

 _____ Graduate Coordinator or Chair of Program Graduate Committee	3/4/25 _____ Date	 _____ Department Chair	3/3/25 _____ Date
 _____ Academic College Dean	4 March 25 _____ Date	 _____ Graduate School Dean	3-11-25 _____ Date

OFFICE USE ONLY

- SIAINST
- LISTING



TESTED EXPERIENCE EXCEPTION RUBRIC

For use with Adjunct Graduate Faculty nomination.

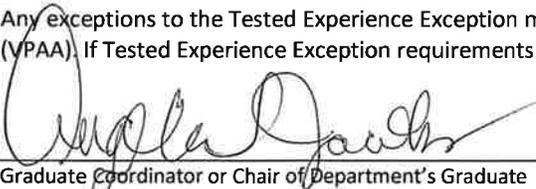
In lieu of the Terminal Degree Criteria, tested experience may be utilized. Tested experience should be coupled with advanced experience in the profession, specialized licensure, clinical training, and/or considerable post-graduate work beyond the master's degree to the greatest extent possible. (IGP #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		Y	N
The nominee:			
Has at least five (5) years of experience in the profession or current employment in the field.		<input checked="" type="radio"/>	<input type="radio"/>
Holds appropriate professional certifications and licenses (as appropriate to the field and if applicable).		<input type="radio"/>	<input type="radio"/>
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.		<input checked="" type="radio"/>	<input type="radio"/>
<p>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.</p> <p>There are no certifications or licensing requirements to teach in the field of Communication Studies. Josh does, however, have extensive work experience (9+ years) working in the mass communication industry. He has also taught (either as the instructor of record or as a graduate teaching assistant) several courses in the area of Communication Studies and Mass Communication.</p>			

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 not needed.


 Graduate Coordinator or Chair of Department's Graduate Committee 3/4/25 Date


 Department Chair 3/5/25 Date


 Academic Dean


 Date

ONLY IF REQUIRED

Vice President of Academic Affairs Date

GRADUATE FACULTY LETTER
FOR RENEWAL

I would like to maintain my role as an Associate Graduate Faculty Member. As an Instructor in the School of Communication and Journalism, I have successfully served graduate students in meeting their degree requirements both inside and outside of the class context. Since being awarded graduate faculty status in Fall 2022, I have instructed three sections of our online graduate course CMN 5650: Digital Communication and one section of our online graduate course CMN 5160: Seminar in Mass Media. Additionally, I have served on Cole Belcher's graduate thesis committee (graduated Spring 2023) and am currently serving on Brooke Wilson's graduate thesis committee (expected graduation Spring 2025). As an educator, being able to explore mass communication with students at a deeper theoretical level has been a rewarding experience.

I plan to continue serving our Communication Studies graduate students next academic year. I am currently scheduled to teach CMN 5160: Digital Communication online in the fall. Additionally, I have been asked by three graduate students (Eric Senyo, Maya Kurth, and Jenna Strauss) to serve on their thesis committees beginning next fall. This is largely due to my expertise in media studies being relevant to their research projects. I am excited for the opportunity to continue serving our students as an Associate Graduate Faculty Member.

Josh Grube

Instructor, School of Communication and Journalism

3/3/2025

Josh Grube

Instructor | EIU School of Communication and Journalism
jsgrube@eiu.edu | Charleston, IL

Education

M.A. Media and Critical Studies with Communication Pedagogy Option | Eastern Illinois University
May 2022 | Charleston, IL | GPA: 4.0

Thesis: “Q/A: A Semiotic Deconstruction of Narrative Transportation on Episodic Television”
(Advisor: Dr. S.M. Walus)

Awards:

- Distinguished Graduate Student Award (2022)
- Williams Travel Grant (2022)

Relevant Courses:

- CMN 5240: Communication Pedagogy
- CMN 5020: Communication Theory
- CMN 5610: Media Criticism
- CMN 5160: Seminar in Mass Media
- CMN 5030: Critical Inquiry
- CMN 5550: Feminist and Queer Rhetorics
- CMN 5040: Communication Research Methods
- CMN 5700: Public Relations
- CMN 5170: Seminar in Organizational Communication

B.A. Communication Studies | Eastern Illinois University

December 2013 | Charleston, IL | Summa cum laude - GPA: 4.0 | Departmental Honors

Honors Thesis: “Battle of the Brands: Producing Medium-Specific Video Promotion of Music Commodity Signs for the New Media Epoch” (Advisor: Dr. S.M. Walus)

Notable Coursework: Mini-documentaries on Eastern Illinois University’s unofficial mascot Napoleon; Champaign, Illinois noncommercial radio station WPCD; Champaign, Illinois band That’s No Moon; and Champaign, Illinois record label Skeletal Lightning; Public service announcement on noncommercial radio broadcasting

Registered Student Organization: Alternative Television and Film Club

Awards:

- Multimedia Contest (2013): First Place in Video TV Ad/PSA Division
- Multimedia Contest (2013): Third Place in Video Creative Division
- Multimedia Contest (2013): Third Place in Video Documentary Division

Certificate: Adult Mental Health First Aid from National Council for Mental Wellbeing
February 2025

Teaching Experience

Instructor | Eastern Illinois University | School of Communication and Journalism
August 2022 – Present | Charleston, IL

Teaching in-person and online asynchronous courses.

Courses Taught:

- CMN 5160: Seminar in Mass Media

- CMN 5650: Digital Communication
- CMN 2520: Intro to Mass Communication
- CMN 2500: Production I
- CMN 3000: Communication Research Methods
- CMN 2040: Argumentation and Critical Thinking
- CMN 1390: Introduction to Speech Communication, Honors

Additional duties:

- Thesis Chair for undergraduate honors independent study.
- Thesis Committee Member for multiple graduate thesis committees.
- Faculty Advisor for Registered Student Organizations.
 - K-Pop Club
 - Film Club

Moviemaking Merit Badge Counselor | Scouting America (formerly Boy Scouts of America)
 2023 - present | Charleston, IL

I volunteer as a Moviemaking Merit Badge Counselor for EIU's annual STEM on CAMPUS event, organized by Scouting America's Greater St. Louis Area Council. In this course, I educate scouts on basic video production principles and facilitate their application in creating a short film.

Graduate Teaching Assistant | Eastern Illinois University
 August 2020 – May 2022 | Charleston, IL

FA20-SP22: Independent Instructor for CMN 1310G: Introduction to Speech Communication
 Basic communication course required for all Eastern Illinois University students educating on fundamental principles of oral communication, focused on developing speaking, listening, and critical thinking skills. I ensured students could effectively and ethically present their perspectives while meeting the Illinois Articulation Initiative objectives.

SP21: Teaching Assistant for CMN 4370: Small Group Communication and CMN 3650: Case Studies in Organizational Communication | Instructor: Dr. Chigozirim Utah Sodeke
 I provided constructive and actionable feedback in my evaluation of coursework to help educate students core organizational communication concepts. I assisted the CMN 3650 lecture on "organizational expectation vs. reality" by providing a critical perspective on organizational communication as a guest speaker.

Practicum | Eastern Illinois University (FA21-SP22) | Instructor: Dr. Marita Gronnvoll

I assisted in the development and instruction of EIU 4116G: Conspiracy Theories in the U.S., a senior seminar examining conspiracy theories in contemporary U.S. culture. This course is designed to fulfill the university's five Undergraduate Learning Goals (Critical thinking, writing and critical reading, speaking and listening, quantitative reasoning, and responsible citizenship) through analyzing and discussing rhetorical practices utilized by conspiracy theorists and evaluating source credibility.

FA21: Developing EIU 4116G

I worked alongside the instructor to develop the syllabus, required readings, important topics, lesson plans, and course content to help students achieve course objectives of critical thinking, media literacy, and responsible citizenship.

SP 22: Teaching Assistant for EIU 4116

I independently prepared and instructed lessons for the course and evaluated students based on course objectives of critical thinking, media literacy, and responsible citizenship.

Guest Lecturer for BRCO370: Broadcast Journalism | Gonzaga University (2020-2022) | Instructor: Dr. David Gracon

I met virtually with a synchronous undergraduate broadcast journalism class to provide insights and advice regarding the field of television news, drawing from my career experience and industry knowledge.

Research

Walus, S.M., & Grube, J. (2022). "The Medium is the Message": Especially When Breaking Up With Someone. G.I.F.T. for 2022 Central States Communication Association conference in Madison, WI. **Top Paper Panel.**

Related Work Experience

Newscast Director | FOX23 News | Cox Media Group, Inc.
July 2017 – August 2020 | Tulsa, OK

FOX23 News KOKI is a Fox affiliate serving northeast Oklahoma in the Tulsa area. I directed and technical directed the production of live newscasts, special programming, promotional commercials, and prerecorded special programming. I worked alongside producers and oversaw the crew and all aspects of production of the evening news. I additionally operated Chyron graphics, audio, camera, & teleprompter. I trained the production team on operating various technical positions and on the best practices of producing television content.

Notable broadcasts and projects:

- **Presidential Rally Coverage (2020):** Special programming of then-president Donald Trump's arrival to Tulsa and his re-election rally at the BOK Center in Tulsa. I directed and technical directed live cut-ins and continuous coverage of the event.
- **High School Football Tonight:** Sponsored live weekly broadcast covering local high school football. I fulfilled all aspects of production on this program.

Newscast Director | WCIA-TV | Nexstar Broadcasting

September 2011 – July 2017 (formerly Production Assistant until August 2014) | Champaign, IL

WCIA-TV is a CBS affiliate serving central Illinois in the Champaign, Springfield, and Decatur areas. I directed and technical directed the production of live newscasts, magazine programming, and promotional commercials. I also conceptualized, produced, and edited promotional videos using Adobe Premiere. I worked alongside producers and oversaw the crew and all aspects of production. I additionally operated Deko graphics, audio, camera, & teleprompter. I trained the production team on operating various technical positions and on the best practices of producing live content.

Notable broadcasts and projects:

- **Current (2014-2016, 400+ episodes):** Daily live interview-based women's news-magazine program. I assisted in launching the show by working through logistical and technical issues. In addition to usual director responsibilities, I assisted with finding guests, developing topic ideas, and managing daily studio set setup and tear down.
- **Capitol Connection:** Weekly interview-based political program pre-recorded at the state capitol in Springfield. I managed the production alone, directing and technical directing live-to-tape, preparing guests, timing the program segments, and setting up and tearing down the cameras, lighting, and set.
- **ciLiving:** Daily live interview-based magazine program highlighting companies and events in the community. Throughout my time at WCIA I directed and fulfilled various production

roles on this program. I frequently operated camera during their quarterly special remote broadcasts at the City Center with a live studio audience.

- *The Extra Mile*: Annual special three-hour broadcast covering the Christie Clinic Illinois Marathon with multiple sponsors. In 2015 I directed the production, working alongside the News Director and team of producers and overseeing the crew and all aspects of production. On other years I was field camera operator or grip.
- *Our Town*: Annual series of live on-location broadcasts of ciLiving and the evening news profiling towns in the viewing area. Throughout my time at WCIA I fulfilled various production roles on this program, primarily field camera operator.

Announcer/Operator | WDWS/WHMS/WKIO | The News-Gazette

March 2014 – August 2014 | Champaign, IL

WDWS Newstalk 1400, Lite Rock 97.5 WHMS, and Classic Hits 107.9 WKIO are a commercial radio group broadcasting from Champaign, Illinois. I operated the Wheatstone audio board and WideOrbit automation system, assisted in the production of the WDWS morning show, and voice-tracked for WHMS using WideOrbit. I board-operated in-studio for Illini sports broadcasts. I screened listener phone calls and connected them on air.

Disc Jockey | 88.7 WPCD FM | Parkland College

August 2009 – September 2014 | Champaign, IL

88.7 WPCD FM is an indie/alternative noncommercial radio station in Parkland College in Champaign, Illinois. I worked with the station to promote independent music, local musicians, and community events occurring in the Champaign-Urbana area. I developed, produced, and hosted a weekly sponsored radio show *TGIF*. I scheduled and conducted interviews with touring and local musicians for broadcast and print publication with Parkland College's newspaper Prospectus News. I managed live on-air music performances by setting up technical equipment and sound mixing. I operated the Wheatstone audio board and WideOrbit and Scott Studios automation systems and helped train students on technical aspects of broadcasting.

Media Intern | Cavetone Records

September 2013 - December 2013 | Charleston, IL

Cavetone Records is a vinyl-only record label in Charleston, Illinois. I expanded their online branding by conceptualizing, producing, and editing videos using Adobe Premiere. I designed print and digital advertising materials using Adobe Photoshop.

Additional Media Production Experience

Production Film Crew

- **Grip** | *C.O.R.N. 3. (in post-production)* | Dreamscape Cinema feature film | Director: Robin Christian
- **Actor** | *Mitchell Robert's House* (2016) | TV pilot | Director: Dakota Pruemer
- **Production Assistant** | *Teach* (2015) | Short film | Director: Esteban Gast
- **Sound & Grip** | *Chances* (2014) | Short film for CU Film Society's Pens to Lens competition | Director: Victor Miely

Video Producing

- **Ryan and Yvonne - Walk Outside** (2022) | Music video for Charleston, Illinois folk duo
- **ciLiving - "That Good Show" Commercials** (2017) | A series of three television commercials for Champaign, Illinois magazine program on CBS | *Produced with WCIA*

- **ciLiving - Ryan Burk Image Commercial** (2017) | Television commercial highlighting storyteller Ryan Burk for Champaign, Illinois magazine program on CBS | *Produced with WCIA*
- **ciLiving - Story Plea** (2017) | Television commercial for Champaign, Illinois magazine program on CBS | *Produced with WCIA*
- **Ag-Vision by Ag-Sensus** (2016) | Informative online video for Champaign, Illinois agricultural tech startup Ag-Sensus | *Produced with Neutral Design Studio*
- **Smith & Bradley - Springfield Watch Kickstarter Video** (2016) | Advertisement for Kickstarter campaign for Champaign, Illinois watch company | *Produced with Everchange Productions*
- **Om Nomaste! Quinoa** (2016) | Cooking demonstration for chef Karen Pope
- **Steampunk Asylum** (2016) | Promotional video showcasing a Halloween photography event | *Produced with Everchange Productions*
- **LA Tan Photoshoot Behind the Scenes** (2016) | Promotional video for an LA Tan billboard photoshoot | *Produced with Everchange Productions*
- **Cavetone In Cyberspace** (2016) | Promotional video for Charleston, IL record label's eighth anniversary event
- **Royal Son of a Guns - The Night I Stole a Lock of Drucilla Morganstern's Hair** (2015) | Music video for Chicago band
- **CU Gentleman's Expo** (2015) | Promotional video for Champaign-Urbana's Gentleman's Expo event | *Produced with Everchange Productions*
- **The Ex-Bombers - Five Star Night** (2015) | Video promoting an album release by a Charleston, Illinois band
- **Vote Yes for Unit 4 Students** (2014) | Political commercial for Friends of Champaign Schools
- **Dr. Quinn - On My Cool** (2013) | Music video for Chicago hip-hop artist
- Freelance video producing for weddings and private events (since 2013)

Additional Video Experience

- **The Ex-Bombers – Get the Experience** (2024) | Camera for music video by a Charleston, Illinois band
- **The Ex-Bombers - I Keep Trying to Fix Bad with Worse** (2023) | Camera for music video by a Charleston, Illinois band
- **The Ex-Bombers - Business Deal** (2023) | Camera for music video by a Charleston, Illinois band
- **ciLiving Storyteller Packages** (2015-2017) | Camera for multiple story packages for WCIA magazine program *ciLiving* | *Produced by WCIA*
- **Southtown Sound - Looming** (2017) | Camera for two live music performance videos at a recording studio in Springfield, Illinois | *Produced by V Mullen Media*
- **Stephen Neal** (2016) | Event and behind-the-scenes videography documenting Nashville musician
- **This Is It Furniture Pilot** (2013) | Production assistant for reality TV show pilot | *Produced by Dreamscape Cinema*

Photography

- **Ryan Noir – Self-titled LP** (2024) | Album photography for Charleston, Illinois folk musician
- **Ryan and Yvonne** (2021) | Event photography for Charleston, Illinois folk music duo
- **Ryan Burk** (2017) | Promotional photoshoot for storyteller of WCIA (CBS) magazine program *ciLiving* in Champaign, Illinois

- **Smith & Bradley** (2016) | Product photography for Champaign, Illinois watch company | *Produced with Everchange Productions*
- **Dreaming of Ghosts - CD** (2016) | Inside album photography for Champaign, Illinois electronic artist Snayl
- **Snayl** (2016) | Promotional photography for Champaign, Illinois electronic artist
- **Expressions** (2015-2016) | Event photography for recurring multimedia event in Champaign, Illinois
- **Ghouls Night Out** (2016) | Event photography for a concert in Champaign, Illinois
- **The Ex-Bombers - Five Star Night - LP** (2015) | Album photography for Charleston, Illinois band
- **The Ex-Bombers** (2015) | Promotional photography for Charleston, Illinois band
- **Free Music Friday** (2013, 2015) | Event photography for music concert series in Charleston, Illinois
- **The Ex-Bombers/Malt Liquor split – 7"** (2013) | Single cover photo for Charleston, Illinois band
- **Dr. Quinn** (2013) | Promotional photography for Chicago hip-hop artist
- Freelance photography for weddings, private events, and personal photoshoots (since 2013)

Visual Design

- **Ryan Noir – Self-titled LP** (2024) | Album design layout for Charleston, Illinois folk musician
- **Colfax!** (2022) | Logo design for cassette and record label
- **Survival of the Fittest** (2019) | Logo design for gaming podcast
- **Cavetone In Cyberspace** (2016) | Website for Charleston, IL record label's eighth anniversary event
- **Free Music Friday** (2013, 2015) | Numerous posters for concerts at Top of the Roc in Charleston, Illinois
- **The Down-fi** (2014) | Logo design for Indianapolis band

Sound Board Operator | Free Music Friday at Top of the Roc

2013 – 2014 | *Charleston, IL*

Free Music Friday was a recurring concert series in Charleston, Illinois. I set up the technical equipment, operated the sound mixing, and assisted musicians in setting up and tearing down for live performances.



Department of History
 600 Lincoln Avenue
 Charleston, Illinois
 61920-3099
 Office: (217) 581-3310

Requested Change: This request is to change the status of the independent study (HIS 5990) in the curriculum of the Online MA in History for Teachers, effective Summer 2025. As shown in the old catalog language below, HIS 5990 is currently a requirement for graduation. The change will remove that requirement and replace those three credit hours with an elective, resulting in no change to the total number of required credit hours. We are also updating the language in the catalog on how the Summer Institute is delivered.

Rationale: The independent study (HIS 5990) will still be available to all students in the teacher-option, as it is in our traditional MA program. However, requiring HIS 5990 has proven difficult to sustain given the current structure of the program and available staffing. Additionally, the updated language on the Summer Institute will accurately reflect the shift to the synchronous online format that we implemented during the COVID pandemic and continue to use today.

Effective Year/Term: Fall 2025

Old Graduate Catalog Language

Degree Requirements

Total Credit hours: 32

Degree requirements include those outlined for the master's degree by the Graduate School (see "[Requirements for the Master's Degree](#)"). Students must also complete the residential Summer Institute held on EIU's campus, Historiography, three proseminars, and an independent study. Additionally, students must complete all elements of the capstone (HIS 5999) that constitute the final examination process and must submit their revised independent study research project in order to be awarded the certificate of comprehensive knowledge.

Required Courses

Total Credits hours: 17

- [HIS 5001 - Summer Institute in Graduate History](#) Credits: 1
- [HIS 5000 - Historiography](#). Credits: 3
- [HIS 5800 - Proseminar in American History](#) Credits: 3
- [HIS 5810 - Proseminar in Premodern History](#) Credits: 3
- [HIS 5820 - Proseminar in Modern World History](#) Credits: 3

- [HIS 59901 - Independent Study I](#) Credits: 1 to 6
- [HIS 5999 - Capstone in Graduate History](#) Credits: 1

Electives

Total Credit hours: 9

Students must also take one seminar in each area (premodern, modern, and U.S.) plus

Total Credit Hours: 6

Students may take two further courses in U.S. or World (non-U.S) history.

Students may take no more than nine credit hours of courses numbered 4750-4999

New Graduate Catalog Language

Degree Requirements

Total Credit hours: 32

Degree requirements include those outlined for the master's degree by the Graduate School (see "[Requirements for the Master's Degree](#)"). Students must also complete the online residential Summer Institute held on EIU's campus, Historiography, and three proseminars, and an independent study. Additionally, students must complete all elements of the capstone (HIS 5999) that constitute the final examination process and must submit their revised independent study research project in order to be awarded the certificate of comprehensive knowledge.

Required Courses

Total Credits hours: ~~17~~ 14

- [HIS 5001 - Summer Institute in Graduate History](#) Credits: 1
- [HIS 5000 - Historiography](#). Credits: 3
- [HIS 5800 - Proseminar in American History](#) Credits: 3
- [HIS 5810 - Proseminar in Premodern History](#) Credits: 3
- [HIS 5820 - Proseminar in Modern World History](#) Credits: 3
- ~~[HIS 59901 - Independent Study I](#) Credits: 1 to 6~~
- [HIS 5999 - Capstone in Graduate History](#) Credits: 1

Electives

Total Credit hours: 9

Students must also take one seminar in each area (premodern, modern, and U.S.) plus

Total Credit Hours: ~~6~~ 9

Students ~~may~~ must take ~~two~~ three further courses in U.S. or World (non-U.S) history. (Students may take no more than nine credit hours of courses numbered 4750-4999.)

Date approved by the department or school: 10/18/24

Date approved by the college curriculum committee: 2/19/25

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

Date approved by CAA: CGS: