

# COUNCIL ON GRADUATE STUDIES

## Meeting Agenda

November 12, 2024

### 1. Minutes

- a. Approval of the October 29, 2024 meeting minutes

### 2. Communication

- a. CLAS Curriculum Committee Minutes October 2, 2024

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

- a. **25-08** Program Elimination of Master's Degree in Biochemistry & Biotechnology
- b. **25-09** Program Elimination of Mathematics Secondary Education

### 4. Items to be Acted Upon

- a. **25-07** CDS 5920 Audiology and Diversity for the Speech-Language Pathologist (Course Revision)

### 5. Items Pending

- a. None

### 6. Other

- a. None

### 7. Committee Reports

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

### 8. Dean's Report

- a. Syllabus Policy
- b. Diversifying Faculty in Illinois (DFI) Scholarship process will be overseen by John Blue, Senior Diversity/Inclusion Officer, Office of Belonging, Access & Engagement

## Council on Graduate Studies Minutes October 29, 2024

The October 29, 2024 hybrid meeting of the Council on Graduate Studies met in 3108 Blair Hall at 2:00 pm.

**Members Present:** Dr. Alexis Jones, Dr. Nichole Hugo, Dr. Maranda Schaljo, Dr. Elizabeth Gill, Dr. Chris Laingen, Dr. Wesley Allan, Dr. Candra Chahyadi, Ms. Carrie Wennerdahl

**Members Absent:** None

**Staff Present:** Interim Dean Dr. Robert Chesnut, Ms. Lana Beasley, Mr. Christobal Dominguez

**Guests Present:** Dr. Marjorie Worthington, English Program Graduate Coordinator; Dr. Melissa Ames, English, Kehinde Omosor, Technology Program Student; Funmilayo Oyewole, MBA Program Student

### 1. Minutes

The minutes of the October 15, 2024 meeting were reviewed. Hearing no changes or objections, the minutes stand as written.

### 2. Communication

- a. CHHS Curriculum Committee Minutes October 10, 2024

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

### 3. Items to be Added to the Agenda: None

### 4. Items to be Acted Upon:

- a. **25-04** MA in English Proposed Program Revisions
- b. **25-05** ENG 5800 Secondary ELA Methods (New Course)
- c. **25-06** ENG 5802 Integrating the English Language Arts in the Middle & Secondary Classroom (New Course)
- d. **25-07** CDS 5920 Audiology and Diversity for the Speech-Language Pathologist (Course Revision)

Motion to approved agenda item 25-04 MA in English Proposed Program Revisions made by Dr. Schaljo, seconded by Dr. Gill. Motion approved unanimously by roll call vote. (8-0-0)

Motion to approve both agenda items 25-05 ENG 5800 and 25-06 ENG 5802 made by Dr. Schaljo and seconded by Dr. Laingen. Motion approved unanimously by roll call vote. (8-0-0)

Agenda item 25-07 CDS 5920 tabled for vote at the November 12, 2024 CGS meeting as no CDS representative had been contacted to discuss the proposal.

### 5. Items Pending: None

### 6. Other: None

### 7. Committee Reports

- a. **Graduate Student Advisory Council (GSAC):** No report
- b. **Booth Collaborative Advisory Committee (BCAC):** No report
- c. **Textbook Rental Advisory:** Dr. Schaljo could not attend the Textbook Rental Advisory Council meeting on October 28, 2024, but has requested the minutes and will report after they are received.

**8. Dean's Report:**

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

Dr. Gill shared she will be serving as the CGS representative on the ADA Committee reviewing new federal Title II ADA guidelines regarding web and mobile content, and if anyone on the Council had issues regarding to the ADA rules for providing online instruction, they could bring them to her attention

Motion to adjourn meeting made by Dr. Schaljo. Seconded by Dr. Gill.

## College of Liberal Arts and Sciences Curriculum Committee

October 2, 2024 (Synchronous - Zoom) ELECTRONIC MEETING

**Participating Members:** Dave Richardson, ART; Sanghoon Kang, BIO; Cesar Ortiz, CHM; Chigozirim Sodeke, SCJ-CMN; Linda Ghent, ECN; Melissa Caldwell, ENG; Chris Laingen, GEO; Aura Jirau Arroyo, HIS; Joe Gisondi, SCJ-JOU; Grant Lakeland, MCS; Julie Park, MUS; Teresa Britton, PHI; Isaiah Lim, PHY; Jeff Ashley, PLS; Nick Shaw, THA; Irene Jacobsen, WLC; Associate Dean Mike Cornebise, ex-officio; Associate Dean Chris Mitchell, ex-officio; Angie Cawthon, recorder

**Members not Participating:** Jerry Zhu, PSY; Caitlin Lynch, SOC; Taeveon Gaines, Student Member (Sciences)

**Guests:** Melissa Ames, ENG; Angela Vietto, ENG; Marjorie Worthington, ENG; Marshall Lassak, MCS

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

### I. Minutes

On the motion of Lakeland and the second of Richardson, the CLASCC minutes of September 18, 2024 (Synchronous electronic meeting) were approved.

### II. Executive Actions

The following Executive Actions were approved:

25.13E From MCS— BS in Computer Science Revised Program

### III. Items Acted On

#### 25.7 Mathematics Minor (Revised Program)

Motion made (Lakeland) and seconded (Jacobsen) to consider. Grant Lakeland presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (15-0)

*Marshall Lassak departed the meeting at 3:09 pm.*

#### 25.8 ENG 5800, “Methods of Teaching English Language Arts at the Middle & Secondary Levels” (New Course)

Motion made (Jirau Arroyo) and seconded (Richardson) to consider. Melissa Ames presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (15-0)

*Joe Gisondi entered the meeting at 3:17 pm.*

**25.9           ENG 5802, “Integrating the Language Arts in the Middle and Secondary Classroom” (New Course)**

Motion made (Jacobsen) and seconded (Lim) to consider. Melissa Ames presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (16-0)

**25.10           BA in English Professional Writing Emphasis (Revised Program)**

Motion made (Jirau Arroyo) and seconded (Sodeke) to consider. Melissa Caldwell presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (16-0)

**25.11           Professional Writing Minor (Revised Program)**

Motion made (Richardson) and seconded (Lim) to consider. Melissa Caldwell presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (16-0)

**25.12           MA in English (Revised Program)**

Motion made (Jacobsen) and seconded (Jirau Arroyo) to consider. Marjorie Worthington presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (16-0)

**IV.   Other Business**

None.

**V.   Adjournment**

On the motion of Richardson and the second of Jacobsen, the meeting was adjourned at 3:24 p.m.

Minutes taken by Angie Cawthon and prepared by Chris Mitchell

Approved by CLASCC: October 23, 2024

**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:  CDS 5920\_\_\_\_\_
3. Short title:  Audiology & Diversity for SLP\_\_\_\_\_
4. Long title:  Audiology and Diversity for the Speech-Language Pathologist\_\_\_\_\_
5. Hours per week:  0\_ Class  1\_ Lab  1\_ Credit
6. Terms:  Fall  Spring  Summer  On demand
7. Initial term:  Fall  Spring  Summer Year:  2025\_\_\_\_\_
8. **Catalog course description:** Students participate in a supervised diagnostic evaluation for suspected central auditory processing (CAP) disorder or other auditory disorders. Clinicians conduct speech and language evaluations as part of the audiology-SLP multi-disciplinary team to interpret the impact of hearing on speech, language, literacy and other school/employment or social interaction implications and make recommendations. Students also rotate in half of the semester to participate in supervised treatment with a client with linguistic and cultural differences. The clinicians use knowledge of the client's culture and family in choosing appropriate assessments, therapy goals, determining most appropriate vocabulary, materials, and activities to utilize during therapy sessions.
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): 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:** Course is restricted to students accepted into the Master of Science program in Communication Disorders & Sciences,

b. **Degrees, colleges, majors, levels, classes which may not take the course:** Any student not in the Master of Science program in Communication Disorders & Science.

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: 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  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 Master of Science in Communication Disorders and Sciences  
 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 previous versions of CDS 5920, Audiology for the SLP, allowed students to participate in supervised diagnostic evaluations with a variety of auditory disorders, complete speech and hearing screenings, and clinical practicum once per week with a hearing-impaired client. Updates to program accreditation standards and graduate's professional certification requirements have changed to include a greater emphasis considering cultural, socio-economic, and linguistic diversity within speech-language pathology assessment and treatment. The revision to this clinical practicum allows the program to continue to have all graduate students have some experience with hearing impairment/auditory processing but also includes a "diversity" clinical experience as half of the practicum. The revision allows us to meet new accreditation and certification guidelines within existing credit hours and faculty CUs.
3. **Justifications for (answer N/A if not applicable)**  
Similarity to other courses: N/A  
Prerequisites: N/A  
Co-requisites: N/A  
Enrollment restrictions: Course is restricted to students accepted into the Master of Science program in Communication Disorders and Sciences  
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 CDS 5920 Audiology and Diversity for the Speech-Language Pathologist
2. Catalog description  
 Students participate in a supervised diagnostic evaluation for suspected central auditory processing (CAP) disorder or other auditory disorders. Clinicians conduct speech and language evaluations as part of the audiology-SLP multi-disciplinary team to interpret the impact of hearing on speech, language, literacy and other school/employment or social interaction implications and make recommendations. Students also rotate in half of the semester to participate in supervised treatment with a client with linguistic and cultural differences. The clinicians use knowledge of the client’s culture and family in choosing appropriate assessments, therapy goals, determining most appropriate vocabulary, materials, and activities to utilize during therapy sessions.
3. Learning objectives.
  - LO1 Students will develop clinical diagnostic skills through review of case history; selection, administration, scoring and interpretation of informal and formal assessments; and development of appropriate recommendations for clients regarding speech-language and hearing disorders (Depth of Content Knowledge, Critical Thinking & Problem Solving)
  - LO2 Students will demonstrate knowledge of the physiology of auditory processing of speech and sounds. (Depth of Content Knowledge)
  - LO3 Students will explain basic audiometrics including audiograms and audiological reports. (Depth of Content Knowledge)
  - LO4 Students will demonstrate assessment planning and interpretation with regard to the impact of hearing and auditory processing skills on speech, language, literacy, and social skills. (Depth of Content Knowledge, Critical Thinking & Problem Solving)
  - LO5 Students will manage the care of individuals receiving services to ensure an inter-professional, team-based, and family collaborative practice (Effective Oral and Written Communication Skills)
  - LO6 Students will plan assessment and treatment services and communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others. (Ethical and Professional Responsibility)
  - LO7 Students will produce professionally written assessment reports and therapy notes. (Effective Oral and Written Communication Skills)
4. Course materials.  
 Richard, G. (2017). *The Source for Processing Disorders 2<sup>nd</sup> ed.* Austin Tx: Pro Ed Inc.  
 Assigned journal articles (available through EIU library or posted on D2L)  
 Other reading available on ASHA website: [www.asha.org](http://www.asha.org)

See example below

Audiology-SLP Evaluation and Screening	Diversity SLP Therapy Experience
American Speech-Language-Hearing Association. (n.d.). <i>Central Auditory Processing Disorder</i> [Practice Portal].  <a href="https://www.asha.org/practice-portal/clinical-topics/central-auditory-processing-disorder/">https://www.asha.org/practice-portal/clinical-topics/central-auditory-processing-disorder/</a>	American Speech-Language-Hearing Association. (2010). Cultural Competence Checklist: Personal reflection. Available from <a href="http://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf">http://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf</a> .
Bellis, T. (1999). Subprofiles of central auditory	American Speech-Language-Hearing Association.

<p>processing disorders. <i>Educational Audiology</i>, 16, 4-9.</p> <p>McGrath, M. A., Fletcher, K. L., &amp; Bielski, L. M. (2023). Executive functioning skills of children with listening difficulties. <i>Psychology in the Schools</i>, 60, 3520-3541.</p> <p>Richard, G. (2017). <i>The Source for Processing Disorders</i>, 2<sup>nd</sup> ed. Austin, TX: Pro Ed Inc.</p> <p>Sharma, M., Purdy, S. C., &amp; Kelly, A. S. (2009). Comorbidity of auditory processing, language, and reading disorders. <i>Journal of Speech, Language, and Hearing Research</i>, 52, 706-722.</p> <p>Shipley, K.G. &amp; McAfee, J.G. (2016). <i>Assessment in Speech-Language Pathology: A Resource Manual</i>. 6th Ed. San Diego, CA: Singular Publishing Group, Inc.</p>	<p>(2021). Cultural competence check-in: Culturally responsive practice.  <a href="https://www.asha.org/siteassets/uploadedfiles/multicultural/culturally-responsive-practice-checklist.pdf">https://www.asha.org/siteassets/uploadedfiles/multicultural/culturally-responsive-practice-checklist.pdf</a>.</p> <p>American Speech-Language-Hearing Association. (n.d.). <i>Cultural responsiveness</i> [Practice Portal]. <a href="https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/">https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/</a>.</p> <p>Wales D., Skinner L., &amp; Hayman M. (2017) The Efficacy of Telehealth-Delivered Speech and Language Intervention for Primary School-Age Children: A Systematic Review. <i>International Journal of Telerehabilitation</i>, 9:55–70. doi: 10.5195/ijt.2017.6219.</p> <p>Washington, K., Karem, R., Kokotek, L., &amp; Leon, M. (2023). Supporting Culturally Responsive Assessment Practices With Preschoolers: Guidance From Methods in the Jamaican Context. <i>Journal of Speech, Language, Hearing Research</i>, 66, 4716–4738.  <a href="https://doi.org/10.1044/2023_JSLHR-23-00106">https://doi.org/10.1044/2023_JSLHR-23-00106</a></p>
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5. Weekly outline of content.

**Sample Practicum Course Outline**

Students rotate in the multi-disciplinary Audiology-SLP evaluation and screening experience and the Diverse SLP therapy experience in the first half and second half of the semester, with each experience occurring over a 7-to-8-week period.

Audiology-SLP Evaluation and Screening	Diversity SLP Therapy Experience
<p><u>Weeks 1-3</u></p> <ul style="list-style-type: none"> <li>3 one-hour planning meetings for evaluation during the Tuesday Department Diagnostic Meeting Time</li> </ul>	<p><u>Week 8</u></p> <ul style="list-style-type: none"> <li>Attend one-hour Culture and Patois Linguistics lecture and discussion on zoom with SLP in Jamaica (includes social determinants related to education and support services, economic stability,</li> </ul>

<ul style="list-style-type: none"> <li>• Review case history information</li> <li>• Review assessments, develop diagnostic plan</li> <li>• Prepare for evaluation and planned formal and informal evaluation procedures</li> <li>• Sign up for 2 hours of speech and hearing screenings</li> </ul> <p><u>Week 4</u></p> <ul style="list-style-type: none"> <li>• Conduct Friday Evaluation (3 - 6 hours typically)</li> </ul> <p><u>Weeks 5-7</u></p> <ul style="list-style-type: none"> <li>• Score and interpret assessments</li> <li>• 3 one hour post-evaluation meetings during the Tuesday Department Diagnostic Meeting Time</li> <li>• Write evaluation report and recommendations</li> <li>• Self-evaluation and reflection</li> </ul>	<p>family/caregiver roles, neighborhoods, views of disability, dialect differences)</p> <ul style="list-style-type: none"> <li>• Review client's assessment report (and past treatment summary, if had tx)</li> <li>• Review diversity resources and tele-therapy evidence &amp; resources discussed in summer courses to apply with client</li> <li>• Attend one-hour planning meeting with EIU supervisor during scheduled therapy time. Possible opportunity to meet parent, test technology</li> </ul> <p><u>Weeks 9-15</u></p> <ul style="list-style-type: none"> <li>• Conduct 6 tele-therapy sessions, once per week with client from Jamaica with culturally and linguistically appropriate materials and activities; incorporate parent involvement and home practice as possible, based on caregiver input</li> <li>• Supervisor meeting after each session.</li> <li>• Write plan and SOAP for each session</li> <li>• Self-evaluation and reflection throughout</li> </ul> <p><u>Week 16</u></p> <ul style="list-style-type: none"> <li>• Final Practicum Evaluation</li> </ul>
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6. Assignments and evaluation, including weights for final course grade.

Auditory-SLP Diagnostic Planning 16.66% (LO1, LO2, LO3, LO4)

Conducting Friday Diagnostic Evaluation 16.66% (LO1, LO5)

Assessment Scoring, Interpretation, Goals, and Report Writing 16.66% (LO1, LO4, LO7)

Diverse Therapy Treatment Planning 16.66% (LO5, LO6)

Conducting Diverse Therapy 16.66% (LO5, LO6)

Data Collection and SOAP notes from Treatment Sessions 16.66% (LO7)

7. Grading scale.

Clinicians will receive an evaluation from their supervisor based on each half of the clinical practicum and the ratings **will be averaged** to determine the overall grade. The following rating scale is used when supervisors evaluate student clinicians in all CDS practicum experiences.

Rating Scale		Grading Scale	
3	Established	A	2.4-3.0
2	Developing	B	1.86-2.39
1	Emerging	C	1.0-1.85
0	Problematic	D	.5-.99
		F	0-.49

**Date approved by the department or school: October 3, 2024**

**Date approved by the college curriculum committee: October 10, 2024**

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

**Date approved by CAA: CGS:**



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

FROM: Ryan C. Hendrickson, Dean

RE: BioChemistry-BioTechnology Graduate Program Status

DATE: October 20, 2020

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

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

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

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

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

Thank you for your contributions and engagement in this process.

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

# The Graduate School



EASTERN ILLINOIS UNIVERSITY™

TO: Dr. Alexis Jones, CGS Chair

FROM: Robert Chesnut, Interim Dean of the Graduate School

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

DATE: November 5, 2024

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

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Dear Dr. Jones:

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

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

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

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

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

Thank you for your assistance and leadership.



TO: Dr. Alexis Jones, CGS Chair

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

RE: Program Elimination of Mathematics Secondary Education

DATE: November 5, 2024

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

Dear Dr. Jones:

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

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

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

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

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

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

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

Thank you for your assistance and leadership.

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

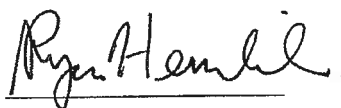
Fall 2021

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

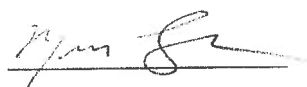
1. All parties agree the Math Education graduate program is consistent with the mission of the University, has the potential expand enrollments, and that enrollment growth will require an alternate mode of delivery (online).
2. The department agrees to propose a fully online Math Education program that would enroll no less than 10 Math Education degree-seeking students as of the Fall 2024 census of student enrollments (i.e., 10-day report). If the program does not enroll the agreed upon minimum, the program would sunset over the course of the 2025-2026 academic year and the program applications would be suspended effective Fall 2024 with no admits permitted for future terms.
3. The revised Math Education program and associated curriculum changes (including modality) is required to undergo review and approval by all appropriate curriculum committees. Additionally, the curriculum proposal is required to articulate the final disposition of the suspended traditional mathematics program.
4. No marketing for the revised Math Education program will occur until all necessary curriculum steps have been taken to place Math Education online.
5. The Office of Academic Affairs agrees to continue to support the commitments and deadlines associated with the April 2020 memo as it relates to graduate assistantships.
6. The Graduate School staff will assist Math Education leaders in crafting their curriculum in order to ensure catalog clarity.
7. The AOD Guidelines will determine the CU assignments for graduate courses and tutorial equivalents should be assigned when and where appropriate.
8. The AOD Guidelines will determine CU values for a single graduate coordinator beginning in Summer 2022.



Dean, CLAS



Dean, Graduate School



Chair, Math & Computer Science



Graduate Coordinator, Math Education



**Booth Collaborative Advisory Committee (BCAC) Meeting Summation  
Submitted by Dr. Lauri J DeRuiter-Willems**

Booth Collaborative Advisory Committee has had 2 meetings so far this fall - 9/18 and 10/9.

A few highlights from the first two follow:

- There are laptops available for "emergency use" in the library (I think this is for students and faculty)
- Booth is in the process of digitizing DVDs
- There are 40 new databases or collections available. It was suggested that faculty add permanent links in D2L courses to direct students to these. Work with your subject librarian for details on this.
- Everyone has access to all parts of Adobe
- FDIC is offering sessions on building course information (documents, D2L, etc.) and making courses meet the upcoming ADA accessibility requirements. They are willing to meet with departments as well.
- FDIC and Booth faculty want to be partners in research and co-educators with us.
- The next will be on 11/13.

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

Effective Fall 2014

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

- 1) Course identification information (course number, course title, number of credit hours, semester)
- 2) Instructor contact information (instructor name, office hours, at least one method of communication such as email, phone, video conferencing, etc.)
- 3) Catalog course description
- 4) Learning objectives as stated on the approved course proposal (note: instructor may add to these core objectives)
- 5) Course materials as applicable (e.g. textbook, other required reading, course packet, required software, personal response system, lab materials, etc.)
- 6) Topical outline and tentative schedule
- 7) Assignments (such as required text/readings, projects, papers, observations) and other evaluations (such as exams, quizzes, performances) including final exam information, (see IGP 44 regarding required final exams during the final exam period). For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include course objectives; projects that require application and analysis of the course content; and separate methods of evaluation for undergraduate and graduate students.
- 8) Grading policy (weighting of assignments and other evaluations, grading scale)
- 9) Instructor's policies for the course as appropriate (e.g. attendance-see IGP 43 and catalog; make-up work, extra credit)
- 10) Required statements for
  - a. Academic integrity<sup>1</sup>
  - b. Students with disabilities<sup>2</sup>
  - c. The Student Success Center<sup>3</sup>

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

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

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

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

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

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