

COUNCIL ON GRADUATE STUDIES

Meeting Agenda

January 28, 2025

1. Minutes

- a. Approval of the December 3, 2024 meeting minutes

2. Communication

- a. **EA-COE-25-23** CHE 5943-Foundations & Management of School Counseling Programs Title Change

3. Items to be Added to the Agenda

- a. **25-16 MS Counseling Program Revision**, School Counseling (Change EDF 5500 from required to elective, define electives available)
- b. **25-17 PUBH 5770** Leadership and Ethics for Health Professionals (CPL Course Proposal)
- c. **25-18 BIO/PHS 5400** Mid/High School Science Methods & Pedagogy (New Course Proposal)
- d. **25-19 MAT Secondary Program Revision** (Add BIO/PHS 5400)

4. Items to be Acted Upon

- a. **25-11 PSY 5024** Academic Assessment and Intervention (New Course Proposal)
- b. **25-15 Coady, Angela** Associate Faculty Waiver of Limitations Request

5. Items Pending

- a. **None**

6. Other

- a. **None**

7. Committee Reports

- a. Graduate Student Advisory Council (GSAC)
- b. Booth Collaborative Advisory Committee: See report submitted by Dr. DeRueter-Willems.
- c. Textbook Rental Advisory

8. Dean's Report

- a. Reminder of grant, scholarship and awards deadlines
 - Feb 7:** Williams Travel, Research/Creative Activity
 - Feb 13:** Frances Meyer Hampton, Betty Wright Downing, GSAC Scholarships
 - Feb 13:** Distinguished Graduate Students
 - Feb 21:** Hamand, King-Mertz Research/Creative Activity Award
- b. **Graduate Student Expo, April 17, 2025 at 4:30 p.m.**

Council on Graduate Studies Minutes December 3, 2024

The December 3, 2024 hybrid meeting of the Council on Graduate Studies met in 3108 Blair Hall at 2:00 pm.

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

Members Absent: Ms. Carrie Wennerdahl

Staff Present: Ms. Myra Taylor, Ms. Lana Beasley, Mr. Christobal Dominguez

Guests Present:

1. Minutes

The minutes of the November 12, 2024 meeting were reviewed. Hearing no changes or objections, the minutes stand as written.

2. Communication

- a. CHHS Curriculum Committee Minutes November 14, 2024
- b. EA-LCBT-25-14 MS Talent Development Prefix Changes
- c. EA-LCBT-25-15 MS Technology ACCELERATED PROGRAM Prefix Changes
- d. EA-LCBT-25-16 Quality System Certificate Prefix Changes
- e. EA-LCBT-25-17 Quality System Certificate Program Add Course EGT 4753 (formerly TEC 4753)
- f. EA-LCBT-25-18 Training and Development Certificate Prefix Changes
- g. EA-LCBT-25-19 Work Performance Improvement Certificate Program Prefix Changes
- h. EA-CLAS-25-20 PSY 5170 Theories of Learning (Add hybrid delivery)
- i. EA-CLAS-25-21 PSY 6980 Theories of Psychotherapy (Course Name Change)
- j. EA-CLAS-25-22 PSY 5024 Academic Assessment & Intervention (Add as Pre-req for PSY 6890A)

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

3. Items to be Added to the Agenda:

- a. **25-11 PSY 5024** Academic Assessment and Intervention (New Course Proposal)
- b. **25-14** Syllabus Revision (University Wide)
- c. **25-15** Coady, Angela Associate Faculty Waiver of Limitations

Following a request from the Provost to the Council to expedite the review and approval of agenda item 25-14, a motion to suspend the council by-laws and make a same-day determination was made by Dr. Laingen and seconded by Dr. Gill. The motion to suspend the by-laws was carried by roll call vote. (7-0-0).

Subsequently, a motion to approve agenda item 25-14 was made by Dr. Laingen and seconded by Dr. Gill. The motion was carried by roll call vote (7-0-0).

Motion to approve agenda items 25-11 and 25-15 was made by Dr. Gill, seconded by Dr. Schaljo. Motion approved by roll call vote. (7-0-0)

4. Items to be Acted Upon:

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

Motion to agree to recommend the elimination of the **Master's Degree in Biochemistry & Biotechnology (24-08)** made by Dr. Gill, seconded by Dr. Laingen. Motion carried by roll call vote. (7-0-0)

(Items to be Acted Upon Continued)

Motion to agree to recommend the elimination of the **Master's Degree in Mathematics Secondary Education (24-09)** made by Dr. Schaljo, seconded by Dr. Gill. Motion carried by roll call vote. (7-0-0)

5. Items Pending: None

6. Other: None

7. Committee Reports

- a. Graduate Student Advisory Council (GSAC):** Myra Taylor reported GSAC will be moving their meetings to one time per month in the spring semester. The GSAC constitution allows for the same, however, at some point the group had switched meetings to bi-weekly. It is hoped this will be more conducive to GSAC members' schedules and maintain or increase participation in the group.
- b. Booth Collaborative Advisory Committee (BCAC):** No report submitted.
- c. Textbook Rental Advisory:** Dr. Schaljo stated there was no information to report.

Motion to adjourn the meeting made by Dr. Laingen, seconded by Dr. Chahyadi. Meeting adjourned at 2:15 p.m.

Meeting note:

Due to a clerical error, EA-CLAS-25-20, EA-CLAS-25-21, EA-CLAS-25-22 were initially assigned incorrectly to agenda items 25-10, 25-12, 25-13 respectively. To prevent confusion, the incorrect agenda item numbers will not be used moving forward.

Department of Counseling and Higher Education

600 Lincoln Avenue
Charleston, Illinois 61920-3099

Office (217) 581-2400



TO: Laretta Henderson, Dean
College of Education

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

DATE: October 22, 2024

RE: Executive Action Item

I am requesting the following items be approved by executive action.

Requested Change: Revise the course title for CHE 5943 - Foundations and Management of School Counseling Programs to Foundations and Curriculum Development of School Counseling Programs.

Rationale for the change: The name change better reflects the course's inclusion of ISBE's key objectives being assessed in ILTS exam 235.

Departmental Course Title Approval Date: 11/5/2024

Program Effective Date: Fall, 2025

Approved by the COE Curriculum Committee: 11/18/2024

Approved by the CGS Committee: _____

Approved by the COTE Committee: _____

Program Revision Request
M.S. in Counseling
Concentrations: School Counseling
Eastern Illinois University

Requested Change: The Department of Counseling and Higher Education is seeking to eliminate the requirement for students in the school counseling track to take EDF 5500 and replace it as an elective, along with CHE 5970 - Addictions Counseling, CHE 5960-Family Counseling, CHE 5980-Diagnosing and Treatment Planning, CHE 5645- Advanced Play Therapy.

Rationale for the change: The ISBE's key objectives being assessed in ILTS exam 235 are addressed and assessed in CHE 5943.

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.

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

Proposed Graduate Catalog Eastern Illinois University

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- 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.

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Curriculum for Concentration in School Counseling

Total Credits: 60

Required Courses: ~~57~~ 54

Electives: ~~3~~ 6

Elective must be a CHE course. The 3-hour elective credit will be met for those students choosing the thesis option. ~~For students choosing the thesis option, it will count as a 3-hour elective credit.~~

- CHE 5500 - Research Methods Credits: 4
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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

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Graduate Assistantships

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

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Required Courses: 54

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Electives: 6

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Departmental Program Proposal Approval Date: 9/18/2024

Revised voted by electronic ballot: 10/10/2024

Program Effective Date: Fall, 2025

CREDIT FOR PRIOR LEARNING COURSE PROPOSAL

(Approved CGS: 02/21/23 Effective Spring, 2023)

BANNER/CATALOG INFORMATION

1. Existing Course Prefix and Number:
2. Course Credit:

ASSESSMENT OF STUDENT LEARNING:

1. Using the spaces below:
 - a. List each course Learning Objective
 - b. **Coursework Path to Credit:** Under each learning objective, cite examples from the weekly course content and/or list assignments utilized to meet the learning objective.
 - c. **Prior Learning Path to Credit:** In the third blank, provide examples the submitted CPL portfolios will be expected to contain which demonstrate student knowledge and/or proficiency of the learning objective. Examples may include, but are not limited to:
 - Professional development courses
 - Experiential learning writing samples
 - Samples of work experience
 - Licensure, certifications, etc.
 - Other applicable professional experiences

Learning Objective 1

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 2

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 3

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 4

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 5

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 6

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 7

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 8

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 9

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 10

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 11

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Learning Objective 12

Examples from weekly course content and/or assignments

Portfolio Sample Evidence Examples

Please submit any additional Learning Objectives to this form using the format above in a separate document.

Date approved by the department curriculum
committee: 11/8/2024

Date approved by the department or school:

Date approved by the college curriculum committee:

Date approved by CGS:



NEW/REVISED COURSE PROPOSAL FORMAT (Approved by
CAA on 9/30/21 and CGS on 11/16/21, Effective SP 2022)

Banner/Catalog Information (Coversheet)

1. New Course - or - Revision of Existing Course
2. Course Prefix and Number:
3. Short title:
4. Long title:
5. Hours per week: Class Lab Credit
6. Terms: Fall Spring Summer On demand
7. Initial term: Fall Spring Summer Year:
8. Catalog course description:

9. Course attributes:

General education component:

Cultural diversity Honors Writing centered Writing intensive

Writing active Department Capstone as Senior Seminar
10. Instructional delivery

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other (Specify):

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

Hybrid (Specify approximate amount of on-line and face-to-face instruction):
11. Course(s) to be deleted from the catalog once this course is approved:

12. Equivalent course(s):

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

13. Prerequisite(s):

a. Can prerequisite(s) be taken concurrently? Yes No

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

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

d. Who may waive prerequisite(s)?

No One Chair Instructor Advisor Other (Specify):

14. Co-requisite(s):

15. Enrollment restrictions

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

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

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

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

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

19. Special grading provisions:

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

Grade for course will not count in hours toward graduation.

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

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

20. Additional costs to students:

Supplemental materials or software:

Course Fee No Yes (Explain):

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

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

Rationale, Justifications, and Assurances (Part 1)

1. Course is required for the major(s) of:

Course is required for the minor(s) of:

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

Course is used as an elective

2. Rationale for proposal:

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

Similarity to other courses:

Prerequisites:

Co-requisites:

Enrollment restrictions:

Writing active, intensive, centered:

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

General education component:

Curriculum:

Instruction:

Assessment:

5. Online/hybrid delivery justification and assurances (answer N/A if not applicable)

Online or hybrid delivery justification:

Instruction:

Integrity:

Interaction:

Model Syllabus (Part II)

Please include the following Information:

1. Course number and title:

2. Catalog description:

3. Learning objectives:

4. Course materials:

5. Weekly outline of content:

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

7. Grading scale:

Date approved by the department or school:

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS:

Revision to the MAT in Secondary Education

Rationale:

Currently, the MAT in Secondary Education focuses on candidates who are interested in earning a master's degree accompanied by a Professional Educator License in the entitlement areas of CTE Business Education (grades 5-12), CTE Family Consumer Sciences (grades 5-12), English (grades 9-12), History (grades 9-12), Math (grades 9-12), or World Language (K-12).

Another area of teacher shortage, both nationally and statewide, is secondary science teachers. The Illinois State Board of Education reported in their annual survey data that science teachers are amongst the highest need alongside special education, math, and English as a Second Language. Based on the state data, the request is to add science (biology, physics, chemistry, and earth science) as an additional entitlement area within the MAT in Secondary Education program.

Current Catalog:

Degree Requirements

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

Curriculum for the Master of Arts in Teaching in Secondary Teaching

Total Credits: 33

Required Courses

Required courses 18 hours

SED 5330 - Secondary School Instructional Tasks Credits: 3

SED 5430 - Literacy, Assessment, and Differentiation in Secondary Schools Credits: 3

EDF 5510 - Theory Into Practice: Social Foundations for Educational Practice. Credits: 3

EDP 5330 - Educational Psychology for Teaching Credits: 3

SPE 5501 - The Education of Individuals with Exceptional Learning Needs: Access to general Curriculum Credits: 3

SED 5400B - Special Issues Credits: 3

Subject Matter Methods Courses

Students select one of the following courses. 3 hours

ENG 4801 - Integrating the English Language Arts. Credits: 3

MAT 5700 - Topics in Teaching Mathematics. Credits: 2 to 4

HIS 4925 - Methods, Theory, and Pedagogy for Secondary and Middle-Level History and Social Studies Teaching Credits: 3

CTE 5403 - Teaching Middle- and Secondary-Level Family and Consumer Sciences Education: Methods and Strategies Credits: 3

CTE 5404 - Teaching Middle- and Secondary-Level Technology Education: Methods and Strategies Credits: 3

CTE 5405 - Teaching Middle- and Secondary-Level Business Education: Methods and Strategies Credits: 3

WLE 4800 - Methods, Theory and Pedagogy for the Teaching of World Languages Credits: 3

Residency

All students must complete a two-semester residency for 12 semester hours of credit.

STG 5001 - Master of Arts in Teaching Residency I Credits: 6

STG 5002 - Master of Arts in Teaching Residency II Credits: 6

Proposed Revision:

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EDP 5330 - Educational Psychology for Teaching Credits: 3

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SED 5400B - Special Issues Credits: 3

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Students select one of the following courses.

3 hours

ENG 4801 - Integrating the English Language Arts. Credits: 3

MAT 5700 - Topics in Teaching Mathematics. Credits: 2 to 4

HIS 4925 - Methods, Theory, and Pedagogy for Secondary and Middle-Level History and Social Studies Teaching Credits: 3

CTE 5403 - Teaching Middle- and Secondary-Level Family and Consumer Sciences Education: Methods and Strategies Credits: 3

CTE 5404 - Teaching Middle- and Secondary-Level Technology Education: Methods and Strategies Credits: 3

CTE 5405 - Teaching Middle- and Secondary-Level Business Education: Methods and Strategies Credits: 3

WLE 4800 - Methods, Theory and Pedagogy for the Teaching of World Languages Credits: 3

BIO/PHS 5400 – Middle and High School Science Methods and Pedagogy Credits: 3

Residency

All students must complete a two-semester residency for 12 semester hours of credit.

STG 5001 - Master of Arts in Teaching Residency I Credits: 6

STG 5002 - Master of Arts in Teaching Residency II Credits: 6

Date approved by the department: 1/13/25 approved by Science Teacher Licensure Committee

Date approved by the College of Liberal Arts and Science Curriculum Committee: 1/22/25

Date approved by the College of Education Curriculum Committee:

Date approved by CGS:

Date approved by COTE:

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

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** PSY 5024 _____
3. **Short title:** Academic Assmt and Intrv _____
4. **Long title:** Academic Assessment and Intervention _____
5. **Hours per week:** 3 Class NA Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2025 _____
8. **Catalog course description:** This graduate course will focus on the assessment, treatment, and prevention of academic skills deficits and learning problems. This course will provide students an opportunity to develop skills in the areas of academic assessment, evidence-based treatment for learning problems, analysis of research, and report writing.

9. **Course attributes:** N/A (this is a graduate course)
 General education component: _____
 Cultural diversity Honors Writing centered Writing intensive Writing active
 Department Capstone as Senior Seminar
10. **Instructional delivery**
Type of Course:
 Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/clinical Other, specify: _____
Mode(s) of Delivery: (Check all instructional delivery attributes which apply to this course)
 Face to Face Online Synchronous Online Asynchronous Study Abroad
 Hybrid, specify approximate amount of on-line and face-to-face instruction. _____
 *No more than 50% of the class will be delivered via on-line instruction.
11. **Course(s) to be deleted from the catalog once this course is approved:** _____
12. **Equivalent course(s):** None _____
 a. **Are students allowed to take equivalent course(s) for credit?** Yes No

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

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:** _Must be admitted to the School Psychology Graduate Program_____

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

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

17. **Enter the limit, if any, on hours which may be applied to a major or minor:** _3_

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

19. **Special grading provisions:** NA

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

___ Grade for course will not count in hours toward graduation.

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

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

20. **Additional costs to students:**

Supplemental Materials or Software_____

Course Fee ___ No Yes, Explain if yes ___ Test kits and record forms will need to be purchased to teach this course. _____

21. **Community college transfer:**

___ A community college course may be judged equivalent.

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 School Psychology Graduate Students
 Course is required for the minor(s) of
 Course is required for the certificate program(s) of
 Course is used as an elective

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

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

Similarity to other courses: N/A

Prerequisites:

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

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

Co-requisites: N/A

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

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

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

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

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

Online or hybrid delivery justification:

Offering this course online and in person will provide flexibility to graduate students who simultaneously take a second 4-week course during summer session 1.

Instruction:

Online instruction will include video recorded lectures (e.g., narrated PowerPoint) which will supplement assigned readings and synchronous discussions. In addition, online instruction allows students to familiarize themselves with presenting their own learning via pre-recorded video for their peers to view.

Integrity:

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

Interaction:

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

Model Syllabus (Part II)

Please include the following information:

1. Course number and title
PSY 5024: Academic Assessment and Intervention
2. Catalog description
This graduate course will focus on the assessment, treatment, and prevention of academic skills deficits and learning problems. This course will provide students an opportunity to develop skills in the areas of academic assessment, evidence-based treatment of learning problems, analysis of research, and report writing.
3. Learning objectives (Aligned with Graduate Learning Goals [GLG] and the National Association of School Psychology [NASP] Domains of Practice).

Upon successful completion of this course you will be able to:

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

NASP Domains Addressed

Domain 1: Data-Based Decision Making

Domain 2: Consultation & Collaboration

Domain 3: Academic Interventions and Instructional Supports

Domain 5: School-Wide Practices to Promote Learning

Domain 7: Family, School, and Community Collaboration

Domain 8: Equitable Practices for Diverse Student Populations

Domain 9: Research and Evidence-Based Practice

Domain 10: Legal, Ethical, and Professional Practice

Graduate Learning Goals Addressed

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

4. Course materials.

Possible textbooks for this class include:

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

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

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

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

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

Additional readings will be assigned on ~~D2L~~ ~~on D2L~~

5. Weekly outline of content (example).

Week 1

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

Week 2

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

Week 3

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

Week 4

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

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

Examples of possible assignments and evaluation:

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

7. Grading scale.

Example of Course Grading Scale

A = (92%+)
B = (83-91%)
C = (74-82%)
D = 188 points or below

Date approved by the department or school:

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS:



**Department of Teaching,
Learning and Foundations**

2220 Buzzard Hall
600 Lincoln Avenue
Charleston, Illinois 61920-3099

Office: 217-581-5728

MEMO

DATE: 11/07/2024

TO: Robert Chesnut, Graduate School Interim Dean

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

RE: Thesis Committee Member Waiver for Angela Coady

Dear Interim Dean Chesnut,

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

Respectfully,

A handwritten signature in black ink, appearing to read "Daniel Carter".

Daniel Carter, PhD
MSED C&I Graduate Coordinator

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



1. **Nomination Type:**

- Regular Graduate Faculty
 Associate Graduate Faculty
 Adjunct Graduate Faculty

2. *Associate and Adjunct* Graduate Faculty may be appointed for one (1) to (3) years. (Regular Graduate Faculty are appointed for five (5) year terms.) **Please select the requested appointment length for the Associate or Adjunct nominee below.**

- One (1) Year
 Two (2) Years
 Three (3) Years

3. **Name of Nominee:**

Angela Coady

4. **Nominee's ENumber:**

E12024635

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

ancoady@eiu.edu

6. **Department/School:**

Teaching, Learning, & Foundations

7. **Nominee's Current Faculty Rank:**

- Not Applicable
 Adjunct
 Instructor
 Assistant Professor
 Associate Professor
 Professor

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

Master's in Elementary Education - Reading Teacher Certification

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

Eastern Illinois University

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10. Nominee's Field of Specialization:

Elementary Education - Reading

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

12. FOR ASSOCIATE AND ADJUNCT GRADUATE FACULTY NOMINEES ONLY:

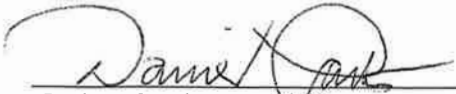
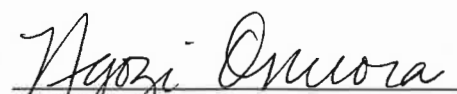


Provide evidence of other education, professional activity, and specialization in teaching areas within the last three years (workshops, research, service, creative activity, etc.) in Vita format and submit with nomination.

13. FOR REGULAR GRADUATE FACULTY NOMINEES ONLY:

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

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

Approved by:

 _____ Graduate Coordinator or Chair of Program Graduate Committee	10/24/24 _____ Date	 _____ Department Chair	10/28/2024 _____ Date
 _____ Academic College Dean	11/1/24 _____ Date	 _____ Graduate School Dean	11-22-24 _____ Date

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- SIAINST
 - LISTING

10/28/2024

11/1/24

11-22-24

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

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Angela Coady

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

Education

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

Academic Qualifications

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

License/Endorsements

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

Professional Experiences

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

Faculty Load

Fall 2023

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

Spring 2023

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

Fall 2022

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

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

Spring 2022

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

Fall 2021

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

Professional Development

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

Volunteer/Service

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

Current Association Memberships

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

SEARCHED
SERIALIZED

APR 27 2023

LIBRARY

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

Educational Background:

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

Teaching Experience:

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

Professional Development:

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

Courses Taught at EIU:

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

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

Conclusion:

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



TESTED EXPERIENCE EXCEPTION RUBRIC

For use with Adjunct Graduate Faculty nomination.

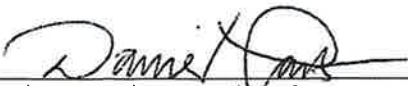
In lieu of the Terminal Degree Criteria, tested experience may be utilized. Tested experience should be coupled with advanced experience in the profession, specialized licensure, clinical training, and/or considerable post-graduate work beyond the master's degree to the greatest extent possible. (IGP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

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

11/07/24
Date


 Department Chair

11/07/2024
Date


 Academic Dean

11/11/24
Date

ONLY IF REQUIRED
 Vice President of Academic Affairs

Date

January 2025 BCAC meeting summary

With Michael Gillespie's new position, Alexis Jones has been appointed an Interim Director of FDIC. She'll provide reports beginning next month. Brian Keith, Library Dean, will serve as CSI director, and Alexis will help with this as well.

- Booth Library Fall Stats
 - Gate Count -- numbers were up in most areas of Library utilization!
 - Family Hub – there were 51 reservations for these spaces. The staff will continue to promote to students and employees. They are very pleased that it's being used.
 - 3D Printing – this will continue to be available at no charge in the spring semester.
- Naloxone Distribution – Booth will be a distribution center and more information will be available soon. The library staff have been trained in usage.
- Comics Plus – this is a new offering at Booth.
- Recurring New Titles Reports – An email will be shared monthly with these and ask that we all promote their use. The subject librarians will be reaching out to departments and units to review subscriptions and usage to ensure that the library provides what's needed. Subscriptions that are not being used may be stopped.
- MS Teams Research Consultations – after working out details, the Research librarians will now offer consultations through Teams to accommodate our online students, and most likely some on campus students. Please encourage students to utilize this.
- CRSS (Communication & Research Support Service) continuing in spring. This is a collaboration with the Writing Center and Library GA's. Students can come to Booth and ask for help with research, writing, oral presentation preparation, citation.... The GA's will screen the students needs and connect them with the appropriate support.
- Kirstin Duffin is on sabbatical. Steve Brantley will be covering Kirstin's departments.
- Library Website Redesign – underway this semester. Booth will not be making any database changes. More updating the overall site and navigation.
- Panther Track Archives – a new initiative led by Todd Bruns to be a place for RSO's to keep records and photographs of activities. This idea came about because the Daily Eastern News is not published daily now, and yearbooks aren't as common.
- International Holocaust Remembrance Exhibit – this will be available during the week of January 27. An opening reception will be held on 1/27 at noon. All are invited.
- Awards for Research Excellence – the call for submissions will be out later in January with a deadline in February/March. Awards will be announced during National Library week in April.
- A faculty open house will be held on March 26, 11 – 1 at Booth. This will be an opportunity for faculty to visit Booth and see some of the services available, meet the library staff and start planning for the next term!