

COUNCIL ON GRADUATE STUDIES

Meeting Agenda

October 15, 2024

1. Minutes

- a. Approval of the October 1, 2024 meeting minutes

2. Communication

- a. CLAS Curriculum Committee Minutes September 18, 2024

3. Items to be Added to the Agenda

- 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)

4. Items to be Acted Upon

- a. **25-03** Second Masters Study Plan Guideline Revision

5. Items Pending

- a. None

6. Other

- a. **Graduate Program of Excellence Presentation:** Curriculum & Instruction, Dr. Dan Carter, Graduate Coordinator

7. Committee Reports

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

8. Dean's Report

- a. Gender Question on Graduate School Applications

Council on Graduate Studies Minutes October 1, 2024

The October 1, 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, Ms. Carrie Wennerdahl

Members Absent: Dr. Candra Chahyadi

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

Guests Present: None

1. Minutes

The minutes of the September 17, 2024 meeting were reviewed. Hearing no changes or objections, the minutes stand as written.

2. Communication

- a. April 17, 2024 CLAS Curriculum Committee Minutes
- b. September 4, 2024 CLAS Curriculum Committee Minutes
- c. September 12, 2024 CHHS Curriculum Committee Minutes
- d. **EA-COE-25-13** Renumber SPE 5000 & SPE 5001

Motion to accept all Communication items (a-d) made by Dr. Allan, seconded by Dr. Gill. Motion carried by acclamation.

3. Items to be Added to the Agenda:

- a. **25-03** Second Masters Study Plan Guideline Revision

Motion to add agenda item 25-03 made by Dr. Schaljo, seconded by Dr. Laingen. Motion approved by roll call vote. (7-0-0)

4. Items to be Acted Upon: None

5. Items Pending: None

6. Other: None

7. Committee Reports

- a. **Graduate Student Advisory Council (GSAC):** Ms. Taylor reported GSAC's planned picnic meeting was rained out, but a great turnout for the September 27 meeting was still had and members appear to be quite engaged in the group.
- b. **Booth Collaborative Advisory Committee (BCAC):** No report
- c. **Textbook Rental Advisory:** Dr. Schaljo reported the first meeting of the Textbook Rental Advisory Committee will be the third week of October, 2024.

8. Dean's Report:

- a. Interim Dean Chesnut advised members of upcoming graduate school awards deadlines.
- b. Dr. Chesnut discussed graduate program assessment wording regarding two year assessment protocol to receive clarification in regards to wording.

Motion to adjourn meeting made by Dr. Gill. Seconded by Dr. Schaljo. Meeting adjourned at 2:12 p.m.

College of Liberal Arts and Sciences Curriculum Committee

September 18, 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; Aura Jirau Arroyo, HIS; Grant Lakeland, MCS; Julie Park, MUS; Isaiah Lim, PHY; Jeff Ashley, PLS; Jerry Zhu, PSY; Caitlin Lynch, SOC; Irene Jacobsen, WLC; Associate Dean Mike Cornebise, ex-officio; Associate Dean Chris Mitchell, ex-officio; Angie Cawthon, recorder

Members not Participating: Chris Laingen, GEO; Joe Gisondi, SCJ-JOU; Teresa Britton, PHI; Nick Shaw, THA; Taeveon Gaines, Student Member (Sciences)

Guests: Karen Swenson (PLS)

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

I. Minutes

On the motion of Lakeland and the second of Ashley, the CLASCC minutes of September 4, 2024 (Synchronous electronic meeting) were approved.

II. Executive Actions

The following Executive Actions were approved:

- | | | |
|--------|-----------|--|
| 25.10E | From GEO— | GEO 4810 Course Status Change |
| 25.11E | From HIS— | BA in History Revised Program |
| 25.12E | From HIS— | BA in History with Teacher Licensure Revised Program |

III. Items Acted On

25.6 Civic & Nonprofit Leadership Minor (Revised Program)

Motion made (Jirau Arroyo) and seconded (Ortiz) to consider. Karen Swenson presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (14-0)

IV. Other Business

None.

V. Adjournment

On the motion of Ashley and the second of Jacobsen, the meeting was adjourned at 3:11 p.m.

Minutes taken by Angie Cawthon and prepared by Chris Mitchell

Approved by CLASCC: October 2, 2024



To: Council on Graduate Studies
From: Lana Beasley, Certification Officer
Date: September 5, 2024
RE: Second master's degree policy

Effective Fall 2024

An update to the second master's degree policy is requested to provide a more efficient and streamlined process for students seeking the second masters' degree. Students should not be admitted to the second masters' degree prior to receiving approval of the second master's degree form from the Dean of the Graduate School. Secondly, the study plan needs to be submitted as soon as the approval has been received and the student is admitted into the second masters. This should help prevent any issues, as it ensures that the student completes all degree requirements for both programs before applying to graduate. An updated audit can be viewed at any time by both the student and the Graduate Coordinator to track progress and see how close the student is to completing their requirements.

Current Catalog Policy:

Requirements for a Second Master's Degree

Students may earn a second master's degree at Eastern Illinois University. With approval from the program's Graduate Coordinator or Graduate Committee and Graduate Dean, students may apply shared credit course work toward the second master's degree, under the following conditions.

1. The student must meet all admission requirements to the second graduate degree program.
2. All degree requirements must be met within the 6-year time to completion. Students may seek a waiver to this regulation due to extenuating circumstances.
3. A student may share no more than 12 graduate credit hours for the second degree.
4. A plan of study for the second degree must be approved by the program's Graduate Coordinator or Graduate Committee, and Graduate Dean. The approved plan of study for the second degree must be on file with the graduate certification officer.
5. Credit for culminating activities, including the master's thesis or capstone experience, may not be counted as shared credit.
6. Previously earned shared credit courses in Accelerated Programs may not be used as shared credit courses in the second master's degree.

For incoming graduate students who seek to pursue two master's degrees at the onset of enrollment, students are encouraged to consult with both graduate program directors to determine a plan of study.

Proposed revision to the policy #4 and an additional policy #7 is below:

Revision to #4

4. A plan of study for the second degree must be approved by the program's Graduate Coordinator or Graduate Committee, and Graduate Dean. The approved plan of study for the second degree must be on file with the graduate certification officer **at the time the student is admitted into the second degree program.**

Additional bullet point:

7. **The second master's degree course acceptance form must be submitted by the Graduate Coordinator and approval received from the Dean of the Graduate School before the student is admitted into the second master's degree.**

To: CLASCC
From: Department of English
Re: Proposed revisions to English Master of Arts
Date: September 24, 2024

Rationale: Currently, the three graduate concentrations (Literary & Cultural Studies, Composition/Rhetoric, and Creative Writing) have vastly different numbers of required credit hours. With this proposal, we hope to:

- 1) flesh out the Comp/Rhet. Concentration with the addition of two new courses approved last year (ENG 5021 and ENG 5022), thereby increasing the requirements in that concentration from 9 to 15 credits;
- 2) lower the required credits in the Literary and Cultural Studies Concentration from 21 credits to 15
- 3) lower the required credits in the Creative Writing Concentration from 25 to 15 by removing the requirement that students take 9-12 credits of literature coursework.

If passed, these changes will result in each concentration having 15 hours of required coursework (16 for Creative Writing) and 18 hours of elective coursework. Right now, each concentration has a vastly different number of requirements; we want to bring them into parity with one another.

Furthermore, providing more elective credits to all three concentrations will allow our students to explore courses in other concentrations and to take more advantage of courses that do not fit neatly into any of the three concentrations, such as Professional Writing courses (ENG 4776, ENG 4765 and ENG 4760), pedagogy courses like ENG 4906: Problems in the Teaching of English, or linguistics courses like ENG 5091A, B, D: Studies in Language, Linguistics and Literacy. Because many of our students are interested in community college teaching, the opportunity to take a wide swath of courses allows them to construct a degree that fits with what their local community college requires.

Current Catalog Copy

Degree Requirements

Degree requirements include those outlined for the master's degree by the Graduate School (see "[Requirements for the Master's Degree](#)"). A maximum of 12 semester hours earned in scheduled English courses numbered 4750-4999 and/or (with prior approval) of courses numbered 5000 and above in other departments can be applied towards the Master of Arts in English. Degree candidates in English must meet all degree requirements stipulated by the Graduate School.

The Master of Arts in English requires satisfactory completion of 33 total semester hours. Students choose either the Thesis Option, which requires 27-30 hours of coursework and a 3-6-hour thesis course (ENG 5950), or the Non-Thesis Option, which requires 33 hours of coursework. All students are required to take Introduction to Methods and Issues in English Studies (ENG 5000) and required courses specific to one of three concentrations: Literary and Cultural Studies, Creative Writing, or Composition/Rhetoric.

In addition to required coursework, students must complete a professional portfolio, comprised of a résumé, a professional statement, and three documents from coursework and/or professional development. Students begin the portfolio during enrollment in English 5000 (a required course) and will complete the portfolio no later than their final semester of study. The Certificate of Comprehensive Knowledge will not be issued until the final portfolio is complete.

Students with competitively-awarded Graduate Assistantships are required to work in EIU's Writing Center and must take these graduate courses in addition to the required courses:

- [ENG 5000 - Introduction to Methods and Issues in English Studies](#). Credits: 3
- [ENG 5007 - Composition Theory and Pedagogy](#). Credits: 3
- [ENG 5500 - Practicum in Writing Center Theory and Practice](#) Credits: 1
- [ENG 5502 - Mentored Composition Teaching](#). Credits: 3
- 5502 is only required for graduate assistants who want to be considered for a competitive teaching assignment in year 2

Concentrations for the Master of Arts in English

Literary and Cultural Studies

Total hours 33

Thesis Option

Total hours for the thesis option: 33

The following courses are required in addition to 18 hours in Literature Courses and 5 to 9 hours in electives.

- [ENG 5000 - Introduction to Methods and Issues in English Studies](#). Credits: 3
- [ENG 5950 - Thesis](#). Credits: 3 to 6

Non-Thesis Option

Total hours for the non-thesis option: 33

The following course is required in addition to 18 hours in Literature Courses and 8 to 12 hours in electives.

- [ENG 5000 - Introduction to Methods and Issues in English Studies](#). Credits: 3

Creative Writing

Thesis Option

Total hours for the thesis option: 34

The following courses are required in addition to 9 to 12 hours in Literature Courses, 9 to 12 hours in Creative Writing Courses, and 3 to 6 hours in electives.

- [ENG 5000 - Introduction to Methods and Issues in English Studies](#). Credits: 3
- [ENG 5025 - Creative Writing Professional Development](#) Credits: 1
- [ENG 5950 - Thesis](#). Credits: 3 to 6

Non-Thesis Option

Total hours for the non-thesis option: 34

The following courses are required in addition to 9 to 12 hours in Literature Courses, 9 to 12 in Creative Writing Courses, and 9 hours in electives.

- [ENG 5000 - Introduction to Methods and Issues in English Studies](#). Credits: 3
- [ENG 5025 - Creative Writing Professional Development](#) Credits: 1

Composition/Rhetoric

Thesis Option

Total hours for the thesis option: 33

The following courses are required in addition to 18 to 21 hours of electives.

- [ENG 5000 - Introduction to Methods and Issues in English Studies](#). Credits: 3
- [ENG 5007 - Composition Theory and Pedagogy](#). Credits: 3
- [ENG 5011 - Studies in Composition and Rhetoric](#) Credits: 3
- [ENG 5950 - Thesis](#). Credits: 3 to 6

Non-Thesis Option

Total hours for the thesis option: 33

The following courses are required in addition to 23 to 24 hours of electives.

- [ENG 5000 - Introduction to Methods and Issues in English Studies](#). Credits: 3
- [ENG 5007 - Composition Theory and Pedagogy](#). Credits: 3
- [ENG 5011 - Studies in Composition and Rhetoric](#) Credits: 3

Graduate Assistantships

Candidates applying for an assistantship must have a GPA of 3.00. Following the instructions specified under Admission Requirements (above), candidates need to submit to the Coordinator of Graduate Studies the following documents: a completed application form (available on the Graduate School's web site or in the MyEIU program application), a statement of purpose, two letters of recommendation, and a writing sample (a critical, professional, or scholarly essay of no more than 30 pages).

More information on assistantships may be obtained by contacting the Coordinator of Graduate Studies or Chair, Department of English, 3135 Coleman Hall, EIU

Revised Catalog Copy

Degree Requirements

Degree requirements include those outlined for the master's degree by the Graduate School (see "[Requirements for the Master's Degree](#)"). A maximum of 12 semester hours earned in scheduled English courses numbered 4750-4999 and/or (with prior approval) of courses numbered 5000 and above in other departments can be applied towards the Master of Arts in English. Degree candidates in English must meet all degree requirements stipulated by the Graduate School.

The Master of Arts in English requires satisfactory completion of 33-34 total semester hours.

All students are required to take Introduction to Methods and Issues in English Studies (ENG 5000), the required courses specific to one of three concentrations (Literary and Cultural Studies, Creative Writing, or Composition/Rhetoric), and 18 hours of electives.* Students choose either the Thesis Option or the Non-Thesis Option. The Thesis Option requires 3-6-hours of thesis coursework (ENG 5950) as part of a student's elective hours. The Master of Arts in English requires satisfactory completion of 33 total semester hours. Students choose either the Thesis Option, which requires 27-30 hours of coursework and a 3-6 hour thesis course (ENG 5950), or the Non-Thesis Option, which requires 33 hours of coursework. All students are required to take Introduction to Methods and Issues in English Studies (ENG 5000) and required courses specific to one of three concentrations: Literary and Cultural Studies, Creative Writing, or Composition/Rhetoric.

In addition to required coursework, students must complete a professional portfolio, comprised of a résumé, a professional statement, and three documents from coursework and/or professional development. Students begin the portfolio during enrollment in English 5000 (a required course) and will complete the portfolio no later than their final semester of study. The Certificate of Comprehensive Knowledge will not be issued until the final portfolio is complete.

~~Students with competitively awarded Graduate Assistantships are required to work in EIU's Writing Center and must take these graduate courses in addition to the required courses:~~

- ~~• ENG 5000—Introduction to Methods and Issues in English Studies. Credits: 3~~
- ~~• ENG 5007—Composition Theory and Pedagogy. Credits: 3~~
- ~~• ENG 5500—Practicum in Writing Center Theory and Practice Credits: 1~~
- ~~• ENG 5502—Mentored Composition Teaching. Credits: 3~~
 - ~~• 5502 is only required for graduate assistants who want to be considered for a competitive teaching assignment in year 2~~

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Concentrations for the Master of Arts in English

Literary and Cultural Studies

Total hours 33

Thesis Option

Total hours for the thesis option: 33

The following courses are required in addition to 128 hours in Literature Courses (list below) and 12 to 15 hours in electives,* depending on how many thesis hours are taken and 5 to 9 hours in electives.

- [ENG 5000 - Introduction to Methods and Issues in English Studies](#). Credits: 3
- [ENG 5950 - Thesis](#). Credits: 3 to 6

Non-Thesis Option

Total hours for the non-thesis option: 33

The following course is required in addition to 128 hours in Literature Courses (list below) and 188 to 12 hours in electives.*

- [ENG 5000 - Introduction to Methods and Issues in English Studies](#). Credits: 3

Literature Courses include:

- [ENG 4750 - Studies in African American Literature Credits: 3](#)
- [ENG 4775 - Literature, Culture, Theory Credits: 3](#)
- [ENG 4850 - Studies in Postcolonial and Third World Literatures Credits: 3](#)
- [ENG 4903 - Young Adult Literature. Credits: 3](#)
- [ENG 4905 - Studies in Youth Literature Credits: 3](#)
- [ENG 4950 - Literary History Credits: 3](#)
- [ENG 5001 - Studies in Old and Middle English Literature Credits: 3](#)
- [ENG 5002 - Studies in Renaissance Literature. Credits: 3](#)
- [ENG 5003 - Studies in Seventeenth-Century British Literature Credits: 3](#)
- [ENG 5004 - Studies in Restoration and Eighteenth-Century British Literature Credits: 3](#)
- [ENG 5005 - Studies in Nineteenth-Century British Literature Credits: 3](#)
- [ENG 5006 - Studies in Twentieth-Century British Literature Credits: 3](#)
- [ENG 5008 - Studies in Colonial American Literature Credits: 3](#)
- [ENG 5009 - Studies in Nineteenth-Century American Literature Credits: 3](#)
- [ENG 5010 - Studies in Twentieth-Century American Literature Credits: 3](#)
- [ENG 5061A, B, D - Special Topics in Literature and Literary Theory Credits: 3](#)
- [ENG 5742: Studies in Genre for Writers and Teachers Credits: 3](#)

Creative Writing

Thesis Option

Total hours for the thesis option: 34

The following courses are required in addition to 9 to 12 hours in Literature Courses, 9 to 912 hours in Creative Writing Courses (see list below), and 123 to 156 hours in electives,* depending on how many thesis hours are taken electives.

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- [ENG 5000 - Introduction to Methods and Issues in English Studies](#). Credits: 3
- [ENG 5025 - Creative Writing Professional Development](#) Credits: 1
- [ENG 5950 - Thesis](#). Credits: 3 to 6
- And ONE of the following:
 - [ENG 5020: Graduate Workshop in Creative Writing \(Multigenre\)](#). Credits: 3 (may be repeated for credit)
 - [ENG 5020A: Graduate Workshop in Creative Writing: Fiction](#). Credits: 3 (may be repeated for credit)
 - [ENG 5020B: Graduate Workshop in Creative Writing: Nonfiction](#). Credits: 3 (may be repeated for credit)
 - [ENG 5020D: Graduate Workshop in Creative Writing: Poetry](#). Credits: 3 (may be repeated for credit)
 - [ENG 5020E: Graduate Workshop Creative Writing: Drama](#). Credits: 3 (may be repeated for credit)

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Non-Thesis Option

Total hours for the non-thesis option: 34

The following courses are required in addition to ~~9 to 12 hours in Literature Courses, 9 to 912 in Creative Writing Courses (list below), and 18 hours in electives.* 9 hours in electives.~~

- [ENG 5000 - Introduction to Methods and Issues in English Studies](#). Credits: 3
- [ENG 5025 - Creative Writing Professional Development](#) Credits: 1
- And ONE of the following:
 - [ENG 5020: Graduate Workshop in Creative Writing \(Multigenre\)](#). Credits: 3 (may be repeated for credit)
 - [ENG 5020A: Graduate Workshop in Creative Writing: Fiction](#). Credits: 3 (may be repeated for credit)
 - [ENG 5020B: Graduate Workshop in Creative Writing: Nonfiction](#). Credits: 3 (may be repeated for credit)
 - [ENG 5020D: Graduate Workshop in Creative Writing: Poetry](#). Credits: 3 (may be repeated for credit)
 - [ENG 5020E: Graduate Workshop Creative Writing: Drama](#). Credits: 3 (may be repeated for credit)

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Creative Writing Courses include:

- [ENG 4761: Creative Nonfiction Writing](#). Credits: 3 (may be repeated once for credit with Chair's permission)
- [ENG 4762: Poetry Writing](#). Credits: 3 (may be repeated once for credit with Chair's permission)
- [ENG 4763: Fiction Writing](#). Credits: 3 (may be repeated once for credit with Chair's permission)
- [ENG 4764: Playwriting](#). Credits: 3 (may be repeated once for credit with Chair's permission)

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- ENG 5020: Graduate Workshop in Creative Writing (Multigenre). Credits: 3 (may be repeated for credit)
- ENG 5020A: Graduate Workshop in Creative Writing: Fiction. Credits: 3 (may be repeated for credit)
- ENG 5020B: Graduate Workshop in Creative Writing: Nonfiction. Credits: 3 (may be repeated for credit)
- ENG 5020D: Graduate Workshop in Creative Writing: Poetry. Credits: 3 (may be repeated for credit)
- ENG 5020E: Graduate Workshop Creative Writing: Drama. Credits: 3 (may be repeated for credit)

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Composition/Rhetoric

Thesis Option

Total hours for the thesis option: 33

The following courses are required in addition to ~~18 to 24~~12-15 hours of electives,* depending on how many thesis hours are taken.~~electives.~~

- ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3
- ENG 5007 - Composition Theory and Pedagogy. Credits: 3
- ENG 5011 - Studies in Composition and Rhetoric Credits: 3
- ENG 5021 - Responding to and Evaluating Student Writing. Credits: 3
- ENG 5022 - Grammar/Linguistics and the Teaching of Writing. Credits: 3
- ENG 5950 - Thesis. Credits: 3 to 6

Non-Thesis Option

Total hours for the thesis option: 33

The following courses are required in addition to ~~23 to 24~~18 hours of electives.*~~hours of~~
~~electives.~~

- ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3
- ENG 5007 - Composition Theory and Pedagogy. Credits: 3
- ENG 5011 - Studies in Composition and Rhetoric Credits: 3
- ENG 2021 - Responding to and Evaluating Student Writing. Credits: 3
- ENG 2022 - Grammar/Linguistics and the Teaching of Writing. Credits: 3

*Elective courses include all English courses numbered 4750 or above, except ENG 5800 and ENG 5802. Only 12 hours of coursework numbered 4750-4999 can be applied to the Master of Arts in English; the rest must be numbered 5000 or above.

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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:** ENG 5800
3. **Short title:** Secondary ELA Methods
4. **Long title:** Methods of Teaching English Language Arts at the Middle & Secondary Levels
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2025
8. **Catalog course description:** Strategies for teaching English Language Arts at the Middle and Secondary levels, including literature, composition, vocabulary, and grammar. Attention is given to pedagogical theory and its practical applications.

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

- a. Can prerequisite be taken concurrently? Yes No
- b. Minimum grade required for the prerequisite course(s)?
- c. Use Banner coding to enforce prerequisite course(s)? Yes No
- d. Who may waive prerequisite(s)?

No one Chair Instructor Advisor Other (specify)

14. Co-requisite(s): NA _____

15. Enrollment restrictions

- a. Degrees, colleges, majors, levels, classes which may take the course: Only those accepted into the MAT Program in English _____
- b. Degrees, colleges, majors, levels, classes which may not take the course: All Others _____

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:

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

Grade for course will not count in hours toward graduation.

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

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

20. Additional costs to students:

Supplemental Materials or Software NA _____

Course Fee No Yes, Explain if yes _____

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

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

Rationale, Justifications, and Assurances (Part I)

1. Course is required for the major(s) of MAT in English _____

___ 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:

EIU's Accelerated Master's in Art in Teaching Program follows a cohort model that allows students to progress through their coursework and residency and earn teacher licensure in a one-year period. As such, alignment between the various secondary content-area programs participating in the program has been important to ensure that candidates enrolling in the program across disciplines can move through the required course sequence at the same pace, taking the same non-subject specific courses on the same timeline. The existing MAT model is designed for programs that have one-to-two methods courses. The traditional undergraduate English Language Arts program, which serves as the base-level criteria for the MAT coverage, however, has three required methods courses. As such, the adapted MAT-level course used in this accelerated graduate program has not been able to adequately cover the required content-specific material needed for teacher licensure without placing an undue burden upon the candidates enrolled in the program and the methods instructor teaching within it. The English Department in collaboration with the College of Education have reached a solution wherein candidates seeking English licensure will be allotted space in the program to take two content-specific methods course which will incorporate the material from one of the core MAT courses shared among all candidates (SED 5430), eliminating it as a requirement for the English Language Arts candidate. This alteration will allow those seeking licensure to obtain the necessary subject-specific pedagogy expertise, while also keeping pace with their cohort and not adding additional semester hours, cost, or time toward degree completion.

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

Similarity to other courses: ENG 5800 and ENG 5802 operate as a two-course methods sequence that for the Accelerated MAT program that stands in place for the three-course methods sequence that undergraduate teacher licensure candidates would take (e.g. ENG 3401, ENG 3402, ENG 4802). As such, there is considerable overlap between the courses aimed for these two very different student populations. However, the MAT courses include advanced graduate-level engagement with pedagogy theory and an accelerated pace that surpasses that which would be possible (or desirable) at the undergraduate level. The configuration for the MAT courses consists of a four-week summer course followed by a 15-week fall course, the latter which must be taken in conjunction with a residency placement. These are online asynchronous courses. The three traditional methods courses are all 15-week face-to-face, on-campus courses that occur in the fall or spring semester and are not taken in a strict course sequence. The latter groupings have different clinical experience requirements. While the content coverage may overlap significantly, due to nature of the programs that they serve (i.e. one population is crafting instructional material during a time period wherein they may be actively serving as teacher of record wherein another is crafting instructional material for a hypothetical classroom scenario still somewhat far off into the future), the assessments and instructor/student mentor needs very considerably between the two course sets.

Prerequisites: NA

Co-requisites: NA

Enrollment restrictions: This course is designed only for students accepted into the College of Education's MAT program in English. The chair of the English Department, upon consultation with the Director of English Education, could waive this enrollment restriction if an extremely unusual circumstance required such an accommodation.

Writing active, intensive, centered: This is a writing intensive course: the course includes frequent and multiple writing assignments; these include revision of work upon receiving feedback.

Capstone as Senior Seminar: NA

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

General education component: NA

Curriculum: NA

Instruction: NA

Assessment: NA

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

Online or hybrid delivery justification: This course is part of the College of Education's Online MAT Program which serves students from across the state of Illinois. By nature of the program, course work offered throughout this accelerated one-year program must be offered online while students prepare for and complete their two-semester clinical field work placement (i.e. residency) to earn teacher licensure.

Instruction: Using a CMS (course management system) students will access teaching demonstrations, materials, resources, etc. via presentation software or learning modules. Students will also access through CMS assigned readings, links to multimedia, graded weekly discussion threads, other written assignments, rubrics, and an electronic drop box.

Integrity: Academic integrity is discussed in the syllabus, and students will be evaluated through a rigorous assessment. Discussions may use a face-to-face format or use web-conferencing software.

Interaction: Student-instructor interaction will take place via video conferencing, the CMS's discussion board, and through comments on student assignments. In addition, synchronous office hours will be held during which students can contact instructor. Student-student interaction will take place on discussion boards, through peer review of assignments, and through several small-group assignments/activities for which students will be able to use the chat mode supported by a CMS.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: ENG 5800, Methods of Teaching English Language Arts at the Middle & Secondary Levels
2. Catalog description: Strategies for teaching English Language Arts at the Middle and Secondary levels, including literature, composition, vocabulary, and grammar. Attention is given to pedagogical theory and its practical applications.
3. Learning objectives.

Students will

1. Design instructional material for teaching English Language Arts skills that showcases an ability to vary approaches, accommodate different learning styles, and adapt to the needs of diverse learners.
2. Develop activities and assessments that promote critical thinking, problem solving, application of skills, and the effective use of technology.
3. Recognize the issues surrounding the “canon” and what they imply about the secondary Language Arts curriculum.
4. Craft a variety of assessments to evaluate and modify the teaching/learning process across the various strands of English Language Arts.
5. Be aware of and able to implement a variety of culturally diverse literature and media selections in the secondary classroom.
6. Design multi-genre/multi-media instructional materials and cross-curricular lessons that reflect the hybrid nature of Language Arts.
7. Understand and engage with pedagogical debates concerning best practices for 21st century learners.
8. Produce research-based arguments that demonstrate professional writing, and ethical use of source material.

If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge: 1, 2, 3, 4, 5, 6, 7, 8
- Effective critical thinking and problem solving: 1, 2, 3, 4, 5
- Effective oral and written communication: 1, 2, 4, 6, 7, 8
- Advanced scholarship through research or creative activity: 8
- Ethical and professional responsibility: 1, 3, 5

4. Course materials.

Applebee, Arthur N., and Judith Langer. *Writing Instruction that Works: Proven Methods for High School and Middle School Classrooms*. Teachers College Press, 2011.

Beers, Kylene and Probst, Robert. *Notice and Note: Strategies for Close Reading*. Heinemann, 2012.

Forget, Mark. *MAX Teaching with Reading & Writing: Classroom Activities to Help Students Learn Subject Matter while Acquiring Literacy Skills*. Trafford, 2004.

Maxwell, Rhoda J. and Mary Jordan Meiser. *Teaching English in Middle and Secondary Schools*. 4th ed. Pearson, 2005.

Smagorinsky, Peter. *Teaching English by Design*. Heinemann, 2008.
Portland: Stenhouse Publishers, 2003.

*Additional Readings Available through Course Management System

5. Weekly outline of content.

Unit I: Instructional Design, Teaching Resources, & the Modern-Day ELA Student

Module 1: ELA Pre-Self-Assessment & Goal Setting

[complete by Wednesday, Week One]

- **Read** Assigned Chapters:
 - *Not So Common Core Learner* (Ch 1 & 7)
 - *Common Core Curriculum Maps*
- **Review** all of the following:

- Instructor Introductory Video
- Course Syllabus
- Structure of Course Management System
- **Post** the following:
 - Student Introduction (to Discussion Board Thread)
 - Response to *Not So Common Core Learner*
 - Response to the *Common Core Curriculum Maps*
- **Complete**
 - CCSS Pre-Course Reflection Activity (Dropbox Folder)

Module 2: Best Practices for Instructional Design that Incorporate all ELA Strands
 [complete by Friday, Week One]

- **Read** Assigned Chapters:
 - *Teaching English in Secondary*, Maxwell & Meiser, Ch 1, 2, 10, 11
 - *Teaching English by Design*, Smagorinsky, Ch 1, 3, 7, 10, 11
 - *Do They Really Know? Assessment that Informs*, (Ch 1-7)
- **Review** all of the following:
 - Backwards Planning & Assessment (Submodule)
 - Sample Course Designs, Unit Plans & Lesson Plans
 - Unit Plan Assignment Sheet
 - Unit Plan Combined Scoring Rubrics
 - Common Core Alignment Sheet
- **Post** the following:
 - Spotting the Scaffolding in Sample Course/Unit/Lesson Plans (Discussion Board)
- **Complete**
 - Reflection on Instructional Design Growth (Dropbox Folder)
 - Scaffolding Instruction for All the ELA Strands (to Dropbox Folder)

Module 3: Preparing to Teach Reading & Writing in the English Classroom
 [complete by Monday, Week Two]

- **Read** Assigned Chapters:
 - *Writing Instruction that Works*, Applebee & Langer, Ch 2-3
 - *Write Like This* (Ch 1)
 - *Readicide* (Ch 1-3)
 - *Notice & Note*, Beers & Probst, Part I
- **Review** all of the following:
 - Resources for Text Selection: Novel List, We Need Diverse Books, YALSA, CCSS Exemplars
- **Post** the following:
 - Teaching Writing to Today's Learners (Discussion Board Thread)
 - Teaching Reading to Today's Learners (Discussion Board Thread)

Module 4: Selecting Texts & Building a Classroom Library
 [complete by Wednesday, Week Two]

- **Read** Assigned Chapters:
 - *Adolescent Literacy* (Ch 6 & 18)
 - *The Reading/Writing Connection* (Ch 8)
 - *Making the Journey* (Ch 5)
 - *Reading Reasons* (Appendix)
 - *Readicide* (Appendix)
 - Optional Readings on Gender Differences/Debates

- **Review** all of the following:
 - Selecting Informational/Cross-Curricular Texts PowerPoint
 - Source Scavenger Hunt Resource Sheet
 - Submodule on teaching Numeracy Skills
- **Post** the following:
 - Informational Text Greatest Finds (Discussion Board Thread)
- **Complete**
 - Source Scavenger Hunt (Dropbox Folder)

Module 5: Collaborative Pedagogy, Cross-Curricular Instruction, Authentic Assessment, & Gamifying Classroom
[complete by Friday, Week Two]

- **Read** Assigned Chapters:
 - *Collaborative Literacy in Action* (excerpts)
 - *Adolescent Literacy* (Ch 17)
- **Review** all of the following:
 - Authentic Assessment Resources & Assignments (link provided)
 - Sample Cooperative Learning Assignment Sheets
 - Board Games in the English Language Arts Classroom
 - “Books to Games,” available: <http://ww2.kqed.org/mindshift/2015/10/27/books-to-games-transforming-classic-novels-into-role-playing-adventures/>
 - “English & Black History Role Playing Game,” available: <https://www.teachingchannel.org/videos/black-history-english-lesson-role-playing>
 - “Shakespeare Role Playing Game,” available: <http://spoiledflushgames.com/games/forsooth/>
 - Resources for Role Playing in the Classroom, available <https://reacting.barnard.edu/>
- **Post** the following:
 - Ideas for Authentic Assessments & Cross-Curricular Instruction (DB Thread)
 - Possible Games/Game Ideas/Concepts to Bring into the Classroom for ELA Skill Development (DB Thread)
- **Complete**
 - Authentic Assessment Group Project with Scoring Rubric Dropbox Folder)

Module 6: Multiple Intelligences, Multiple Literacies, & the 21st Century Learner
[complete by Monday, Week Three]

- **Read** Assigned Chapters:
 - *Reading/Writing Connection* (Ch 5)
 - Select Readings Debating Impact of Technology on Teenagers
- **Review** all of the following:
 - 21st Century Learning Skills
 - Best Practices for Teaching and Reaching 21st Century Students
 - Resources for Multiple Literacies
 - Teaching Toward Different Learning Styles & Literacies
- **Complete**
 - Teaching Toward Different Learning Styles & Literacies (D2L Dropbox Folder)

Module 7: Teaching Reading Comprehension & Vocabulary Acquisition Skills
[complete by Wednesday, Week Three]

- **Read** Assigned Chapters:
 - *Adolescent Literacy* (Ch 7)

- *Max Teaching, Forget, Parts I & II*
- *Do I Really Have to Teach Reading* (Ch 1-4)
- **Review** all of the following:
 - Reading & Vocabulary Development Activity Sheet
- **Post** the following:
 - Response to Teaching Struggling & Reluctant Readers (Discussion Board Thread)
- **Complete**
 - Reading & Vocabulary Development Activity (Dropbox Folder)

Module 8: Teaching Grammar & Language

[complete by Friday, Week Three]

- **Read** Assigned Chapters:
 - *Grammar – Rhetorical Tools* (Ch 2)
 - *Teaching Grammar through Writing* (Ch 5)
 - *Grammar to Enrich & Enhance Writing* (Ch 3-4)
 - *Linguistic Racial Justice* (Chs 1-2)
- **Review** all of the following:
 - Teaching Grammar Resources
 - Sample Grammar Mini-Lessons
 - Teaching Dialect & Language
 - Grammar & Language Mini-Lessons Assignment Sheet
- **Post** the following:
 - Best Practices for Teaching Grammar (Discussion Board Thread)
- **Complete**
 - Grammar Mini-Lesson (Dropbox Folder)

Unit II: Expanding the English Language Arts Curriculum

Module 9: Incorporating a Variety of Genres into Course Designs, I

[complete by Monday, Week Four]

- **Review** all of the following:
 - Final Lesson Plan Portfolio (Genre Study & ELA Skill Development) Assignment Sheet
- **Complete** the following:
 - Reading/Tasks as Assigned in Listed Submodules
 - Complete University-Issued Course Evaluation

Submodule on Close Reading Across Genre: Teaching Poetry, Drama, & (Literary) Nonfiction

- **Read** Assigned Chapters:
 - *Bedford Book of Genre* (excerpts)
 - *Texts & Lessons, Strategy Lessons & Textual Sets*
- **Review** all of the following:
 - Genre Analysis Activity Example (Birmingham Bombing)
 - Instructor Video on Birmingham Poem (Optional)
 - Genre Analysis Worksheet
- **Post** the following:
 - Favorite Strategy Lessons (Discussion Board Thread)
- **Complete** the following:
 - Genre Analysis Task (Dropbox Folder)
 - Annotated Scene & Poem Task (Dropbox Folder)

Submodule on Memoir

- **Read** the following:
 - Excerpt from Maya Angelou’s “I Know Why the Caged Bird Sings”
- **Post** the following:
 - Ideas for Teaching Memoir (Reading or Writing) (Discussion Board Thread)

Submodule on How-To & Humor Writing

- **Review** all of the following:
 - Humor Writing Examples
 - DIY/How-To Websites
- **Post** the following:
 - Benefits of Integrating Humor & How-To into the Classroom (Discussion Board Thread)

Submodule on Journalism in the ELA Classroom

- **Review** all of the following:
 - Teaching Journalism in the ELA Classroom (Peer Presentation)
 - Review the sections of a local newspaper (in print or online format)
- **Post** the following:
 - Ideas for Using Journalism Genres in the ELA Classroom (Discussion Board Thread)

Module 10: Incorporating a Variety of Genres into Course Designs, II
[complete by Wednesday, Week Four]

- **Review** all of the following:
 - Lesson Plan Portfolio (Genre Study & ELA Skill Development) Assignment Sheet again
- **Complete** the following:
 - Reading/Tasks as Assigned in Listed Submodules

Submodule on Using Microfiction in the Classroom

- **Review** all of the following:
 - Using Microfiction in the Classroom (instructor video)
 - Microfiction & Flash Fiction Resources
- **Post** the following:
 - Microfiction Selection & Possible Uses (Discussion Board Thread)

Submodule on Teaching with Fairytales & Folklore

- **Read** all of the following:
 - Multicultural “Cinderella” Versions
 - Scholarly Analyses of “Cinderella”
 - Example of Student Project: Queering Fairytales
- **Post** the following:
 - Potential Ways to Use Fairytales and/or Folklore in the Classroom (DB Thread)

Submodule on Studying the Poetics & Genres of Music

- **Read** Assigned Chapters:
 - *The Poetics of Country Music* (excerpt)
 - “Hip Hop Literacies”
- **View** the following:
 - Using Hip Hop in the Classroom (peer video presentation)
- **Post** the following:
 - Ideas for Integrating Songs into Instruction (Discussion Board Thread)

Module 11: Incorporating a Variety of Genres into Course Designs, III

[complete by Friday, Week Four]

- **Review** all of the following:
 - Lesson Plan Portfolio (Genre Study & ELA Skill Development) Assignment Sheet again (as needed)
- **Complete** the following:
 - Reading/Tasks as Assigned in Listed Submodules
 - Final Lesson Plan Portfolio (Dropbox Folder)
 - (Optional) Instructor-Crafted Course-Evaluation

Submodule on Multimodal Texts (from Graphic Novels to Memes, Comics, & Political Cartoons)

- **Read** Assigned Chapters:
 - Act V, *King Lear* & Graphic Adaptation
 - Eisner Adaptation of *Hamlet* Scene
 - *Seeing is Believing*
- **Review** all of the following:
 - “Understanding Comics” (Scott McCloud Ted Talk)
 - Teaching Graphic Narratives Resource
 - Meme Generator
 - Political Cartoon Database
- **Post** the following:
 - Response to Understanding Comics & Teaching Graphic Narratives (Discussion Board)
- **Submit** the following:
 - Political Cartoon & Meme Activity

Submodule on Advertisements in the ELA Classroom

- **Read** Assigned Chapters:
 - *Seeing is Believing*, (Ch 3)
- **Review** all of the following:
 - Using Advertisements in the ELA Classroom Video
 - Teaching Advertisement Terms Graphic
 - Advertising Analysis Essay & Sample Student Essays
- **Post** the following:
 - Using Print Ads in the Classroom (Discussion Board Thread)
 - Using Commercials in the Classroom (Discussion Board Thread)
 - Using Ads to Study Rhetorical Appeals (Discussion Board Thread)

Submodule on Art in the ELA Classroom

- **Review** all of the following:
 - Using Art in the English Language Arts Classroom Video
 - *Making Curriculum* Pop Resources
 - 100 Most Influential Photos – *Time* Magazine List
 - Sample Analyzing Art Assignment
- **Post** the following:
 - Brainstorming Ideas for Using Art in the ELA Classroom (Discussion Board Thread)

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

Assignment/Assessment	Percentage of Final Grade	Course Learning Goals
Class Participation/Collaboration <i>(e.g. Discussion Board Posts,</i>	19% (150pts)	7, 8

<i>Engagement with Module Materials/Resources, Resource Sharing among Peers)</i>		
Instructional Design & Reflection Activities <i>(e.g. Scaffolding Tasks, Pedagogy Reflection Tasks, Genre Analysis Tasks, etc.)</i>	34% (275pts)	1, 2, 3, 4, 5, 6
Assignments/Projects <i>(e.g. Authentic Assessment, Grammar & Language Mini-Lessons, Vocabulary Activity Sheet, Lesson Plan Portfolio)</i>	47% (375pts)	1, 3, 4, 5, 6, 8

7. Grading scale.

Grading Scale

A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	Below 60

Date approved by the department or school: 9-20-24

Date approved by the college curriculum committee: 10-2-24

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

Date approved by CAA: CGS:

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

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** ENG 5802
3. **Short title:** Integrating Secondary ELA
4. **Long title:** Integrating the English Language Arts in the Middle and Secondary Classroom
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2025
8. **Catalog course description:** Strategies for integrating the English language arts, including literature, composition, speech, drama, and works in other media such as film. Attention is paid to pedagogical theory and its practical applications. Includes five hours of on-site observation hours during residency placement.
9. **Course attributes:**
 General education component: NA
 Cultural diversity Honors Writing centered Writing intensive Writing active
 Department Capstone as Senior Seminar
10. **Instructional delivery**
Type of Course:
 Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/clinical Other, specify: _____
Mode(s) of Delivery:
 Face to Face Online Synchronous Online Asynchronous Study Abroad
 Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. **Course(s) to be deleted from the catalog once this course is approved:**
 NA _____
12. **Equivalent course(s):** NA
 a. **Are students allowed to take equivalent course(s) for credit?** Yes No
13. **Prerequisite(s):** ENG 5800: Methods of Teaching English Language Arts at the Middle & Secondary Levels

- 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): NA

15. Enrollment restrictions

- a. Degrees, colleges, majors, levels, classes which may take the course: Only those accepted into the MAT Program in English _____
- b. Degrees, colleges, majors, levels, classes which may not take the course: All Others _____

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:

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

Grade for course will not count in hours toward graduation.

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

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

20. Additional costs to students:

Supplemental Materials or Software NA _____

Course Fee No Yes, Explain if yes _____

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

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

Rationale, Justifications, and Assurances (Part I)

1. Course is required for the major(s) of MAT in English _____
- 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:

EIU's Accelerated Master's in Art in Teaching Program follows a cohort model that allows students to progress through their coursework and residency and earn teacher licensure in a one-year period. As such, alignment between the various secondary content-area programs participating in the program has been important to ensure that candidates enrolling in the program across disciplines can move through the required course sequence at the same pace, taking the same non-subject specific courses on the same timeline. The existing MAT model is designed for programs that have one-to-two methods courses. The traditional undergraduate English Language Arts program, which serves as the base-level criteria for the MAT coverage, however, has three required methods courses. As such, the adapted MAT-level course used in this accelerated graduate program has not been able to adequately cover the required content-specific material needed for teacher licensure without placing an undue burden upon the candidates enrolled in the program and the methods instructor teaching within it. The English Department in collaboration with the College of Education have reached a solution wherein candidates seeking English licensure will be allotted space in the program to take two content-specific methods course which will incorporate the material from one of the core MAT courses shared among all candidates (SED 5430), eliminating it as a requirement for the English Language Arts candidate. This alteration will allow those seeking licensure to obtain the necessary subject-specific pedagogy expertise, while also keeping pace with their cohort and not adding additional semester hours, cost, or time toward degree completion.

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

Similarity to other courses: ENG 5800 and ENG 5802 operate as a two-course methods sequence that for the Accelerated MAT program that stands in place for the three-course methods sequence that undergraduate teacher licensure candidates would take (e.g. ENG 3401, ENG 3402, ENG 4802). As such, there is considerable overlap between the courses aimed for these two very different student populations. However, the MAT courses include advanced graduate-level engagement with pedagogy theory and an accelerated pace that surpasses that which would be possible (or desirable) at the undergraduate level. The configuration for the MAT courses consists of a four-week summer course followed by a 15-week fall course, the latter which must be taken in conjunction with a residency placement. These are online asynchronous courses. The three traditional methods courses are all 15-week face-to-face, on-campus courses that occur in the fall or spring semester and are not taken in a strict course sequence. The latter groupings have different clinical experience requirements. While the content coverage may overlap significantly, due to nature of the programs that they serve (i.e. one population is crafting instructional material during a time period wherein they may be actively serving as teacher of record wherein another is crafting instructional material for a hypothetical classroom scenario still somewhat far off into the future), the assessments and instructor/student mentor needs very considerably between the two course sets.

Prerequisites: NA

Co-requisites: NA

Enrollment restrictions: This course is designed only for students accepted into the College of Education's MAT program in English. The chair of the English Department, upon consultation with the Director of English Education, could waive this enrollment restriction if an extremely unusual circumstance required such an accommodation.

Writing active, intensive, centered: This is a writing intensive course: the course includes frequent and multiple writing assignments; these include revision of work upon receiving feedback.

Capstone as Senior Seminar: NA

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

General education component: NA

Curriculum: NA

Instruction: NA

Assessment: NA

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

Online or hybrid delivery justification: This course is part of the College of Education's Online MAT Program which serves students from across the state of Illinois. By nature of the program, course work offered throughout this accelerated one-year program must be offered online while students prepare for and complete their two-semester clinical field work placement (i.e. residency) to earn teacher licensure.

Instruction: Using a CMS (course management system) students will access teaching demonstrations, materials, resources, etc. via presentation software or learning modules. Students will also access through CMS assigned readings, links to multimedia, graded weekly discussion threads, other written assignments, rubrics, and an electronic drop box. Students, peers, and teacher will use a web-conferencing platform to meet every-other week for brief mentorship sessions to discuss application of pedagogical material for fieldwork placements as well as progress in course.

Integrity: Academic integrity is discussed in the syllabus, and students will be evaluated through a rigorous assessment. Discussions may use a face-to-face format or use web-conferencing software.

Interaction: Student-instructor interaction will take place via video conferencing, the CMS's discussion board, and through comments on student assignments. In addition, synchronous office hours will be held during which students can contact instructor. Student-student interaction will take place on discussion boards, through peer review of assignments, and through several small-group assignments/activities for which students will be able to use the chat mode supported by a CMS.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: ENG 5802: Integrating the English Language Arts in the Middle and Secondary Classroom
2. Catalog description: Strategies for integrating the English language arts, including literature, composition, speech, drama, and works in other media such as film. Attention is paid to pedagogical theory and its practical applications. Includes five hours of on-site observation hours during residency placement.
3. Learning objectives.

Students will:

1. Design instructional material for teaching oral, written, visual, and media literacy that showcases an ability to vary approaches, accommodate different learning styles, and adapt to the needs of diverse learners.

2. Develop activities and assessments that promote critical thinking, problem solving, application of skills, and the effective use of technology.
3. Engage with a range of pedagogy theory, best practices, as well as state/national mandates, (e.g. social justice pedagogy, trauma informed pedagogy, social emotional learning, culturally responsive teaching), in order to determine the best way to meet the needs of contemporary learners.
4. Craft a variety of assessments to evaluate and modify the teaching/learning process across the various strands of English Language Arts.
5. Be aware of and able to implement a variety of culturally diverse literature and media selections in the secondary classroom.
6. Design multi-genre/multi-media units and cross-curricular lessons that reflect the hybrid nature of Language Arts.
7. Understand and engage with pedagogical debates concerning best practices for 21st century learners.
8. Produce research-based arguments that demonstrate professional writing and ethical use of source material
9. Participate in teaching demonstrations, showcasing effective communication skills, audience awareness, and the ability to provide useful feedback as an active listener, peer, and mentor.

- Depth of content knowledge: 1, 2, 3, 4, 5, 6, 7, 8
- Effective critical thinking and problem solving: 1, 2, 3, 4, 5
- Effective oral and written communication: 1, 2, 4, 6, 7, 8, 9
- Advanced scholarship through research or creative activity: 8
- Ethical and professional responsibility: 1, 3, 5, 9

4. Course materials.

- Applebee, Arthur N., and Judith Langer. *Writing Instruction that Works: Proven Methods for High School and Middle School Classrooms*. Teachers College Press, 2011.
- Beers, Kylee and Probst, Robert. *Notice and Note: Strategies for Close Reading*. Heinemann, 2012.
- Forget, Mark. *MAX Teaching with Reading & Writing: Classroom Activities to Help Students Learn Subject Matter while Acquiring Literacy Skills*. Trafford, 2004.
- Hillocks, George. *Teaching Argument Writing, Grades 6-12*. Heinemann, 2011.
- Hicks, Troy. *Crafting Digital Writing: Composing Texts across Media and Genre*. Heinemann, 2013.
- Hicks, Troy. *Mindful Teaching with Technology*. Guilford Press, 2021.
- Kirby, Dan, et al. *Inside Out: Strategies for Teaching Writing*. 4th. Heinemann, 2012.
- Maxwell, Rhoda J. and Mary Jordan Meiser. *Teaching English in Middle and Secondary Schools*. 4th ed. Pearson, 2005.
- Romano, Tom. *Fearless Writing: Multigenre to Motivate and Inspire*. Heinemann, 2013.
- Servallo, Jennifer. *The Reading Strategies Book*. Heinemann, 2015.
- Smagorinsky, Peter. *Teaching English by Design*. Heinemann, 2008.
Portland: Stenhouse Publishers, 2003.
- Stysliger, Mary. *Workshopping the Cannon*. NCTE, 2017.
- *Additional Readings Available through Course Management System

5. Weekly outline of content.

Unit I: Teaching Composition Skills

Week One

Module 1: Writing to Learn: Annotating Texts / Writing for Close Reading / Journaling

- **Read** Assigned Chapters:
 - *Write Like This* (Ch 2-7)
 - *Teaching English in Secondary*, Maxwell & Meiser, Ch 6 & 8
 - *Inside Out*, Kirby et al., Ch 4
 - *Written Conversations*, (Ch 1 & 3)
- **Review** all of the following:
 - Writing to Learn Activity/Assignment Sheets
- **Post** the following:
 - Writing-to-Learn Strategies (Discussion Board Thread)
- **Complete** the following:
 - Checklist on End of Course/Program Assessment (review Module 16 & 17 material)

Week Two

Module 2: Developing Voice as a Writer

- **Read** Assigned Chapters:
 - *Inside Out*, Kirby et al., Ch 5
- **Review** all of the following:
 - Pre-Writing Strategies & Graphic Organizers
- **Post** the following:
 - Favorite Product from Writing Starter Activity (Discussion Board Thread)
- **Complete**
 - Imitation is Torture Activity (Dropbox Folder)

Week Three

Module 3: Teaching Argument Writing & Research Skills

- **Read** Assigned Chapters:
 - *Teaching Argument Writing*, Hillocks, Ch 1-7
 - Contemporary Online Argument Samples
- **Review** all of the following (all but last two are in Teaching Argument & Research Submodule):
 - Murder Scene Analysis & Other Mystery Detective Activities
 - The Classroom Live Game of Clue
 - Various Teaching Argument, Research Skills & MLA Resources
 - Argument & Logic Writing Exercises (GRE Prompt Practice)
- **Post** the following:
 - Anticipatory Set Ideas for Argument Writing Unit (Discussion Board Thread)
- **Complete**
 - GRE Prompt Practice (Dropbox Folder)
 - Instructional Tool for Teaching Research/MLA (Dropbox Folder)
 - WebQuest Activity (Discussion Board Thread)

Week Four

Module 4: Guiding Students through the Writing Process

- **Read** Assigned Chapters:
 - *Inside Out*, Kirby et al., Ch 3, 9, 10
- **Review** all of the following:
 - Teaching Revision Resources

- Publishing Student Writing (Peer Presentation)
- Creating and Preparing for a Writing Assignment
- **Post** the following:
 - Reflecting on Our Own Writing Process (Discussion Board Thread)
 - Creating Authentic Audiences & Publishing Student Work (Discussion Board)
- **Complete**
 - Creating and Preparing for a Writing Assignment

Module 5: Evaluating Writing (complete by Week 12 based on actual class collection of essay schedule)

- **Read** Assigned Chapters:
 - *Inside Out*, Kirby et al., Ch 8 & 11
 - *Grammar to Enrich & Enhance Writing* (Ch 13)
 - Evaluating Writing Assignment Sheet, Part I (& provided essay set/assignment if needed)
- **Review** all AFTER COMPLETING PART 1 of Evaluating Writing Assignment
 - Submodule on Evaluating Student Writing (includes Part II of Evaluating Writing)
 - Submodule on Writing for External Evaluations/Standardized Tests (e.g. IARR, AP)
- **Complete**
 - Illinois Assessment of Readiness Practice Exam 8th Grade (online)
 - Crafting Writing Exam Prompts to Prepare for Standardized Testing (Dropbox Folder)
 - Evaluating Writing (Dropbox Folder)

Week Five

Module 6: Multigenre Writing & Multimodal Composition

- **Read** Assigned Chapters:
 - *Blending Genre*
 - *Fearless Writing*, Romano, Sections I-V
 - Hicks, *Crafting Digital Writing*, Ch 2, 3, 7 & 8
 - *Writer/Designer*
- **Review** all of the following:
 - Genre Study PowerPoint
 - Multimodal Composition Instructor Video
 - Sample Multimodal Assignment Sheets, Sample Student Podcasts & Video Essay Projects
- **Post** the following:
 - Thoughts on Multigenre Projects & Multimodal Composition (Discussion Board Thread)
 - Thoughts on Podcasts & Video Essays (Discussion Board Thread)
- **Complete**
 - Multimodal Assignment (Dropbox Folder)

Unit II: Teaching Literature, Close Reading, & Comprehension Strategies

Week Six

Module 7: Making Text-to-Text Connections

- **Read** Assigned Chapters:
 - *Notice & Note*, Beers & Probst, Parts II & III
 - *Reading Reasons* (The Forty Mini-Lessons)
 - *Workshopping the Cannon*, Styslinger
- **Review** all of the following:
 - Linking Texts Assignment Sheet & Sample Lesson Plans

- **Post**
 - Linking Texts Lesson Plan Peer Sharing (Discussion Board Thread)
 - Different Approaches to Teaching Canonical Texts (Discussion Board Thread)
- **Complete**
 - Linking Texts Lesson Plan (Dropbox)

Week Seven

Module 8: Teaching Close Reading Skills

- **Read** Assigned Chapters:
 - *Close Reading* (Ch 1 & 2)
 - *Deeper Reading*
 - *Max Teaching, Forget*, Parts I & II
 - *Reading Strategies*, Servallo, Chapters/Goals 5-11
- **Review** all of the following:
 - Close Reading Mini-Lesson Assignment Sheet
 - Potential Steps to Completing Unit Plan Document [review this again as the pacing guide suggests beginning this process next week during Week 8]
- **Post** the following:
 - Top Ten Min- Lessons/Strategies (Discussion Board Thread)
- **Complete**
 - Close Reading Mini-Lesson (Dropbox Folder)
 - *Note: This assignment requires recording this mini-lesson while taught in the actual classroom and reflecting on the lesson after the fact. The instructional planning material is due at this time. The recording and the reflection can be submitted later as fits its implementation into course plan (by Week 15).

Week Eight

Module 9: Best Practices for English Language Learners

- **Read** Assigned Chapters:
 - *50 Strategies*, (Ch 4, 9, 24, 36, 42)
 - *Teaching English Language Learners* (Ch 6)
 - *The SIOP Model* (Ch 1-5)
 - *Writing Instruction That Works*, Applebee & Langer, Ch 8-9
 - *Grammar to Enrich* (Ch 14)
- **Review** all of the following:
 - Assignment Sheet for Differentiation Lesson Plan
- **Post** the following:
 - Applying ELL Best Practices that Work for All Learners (Discussion Board Thread)
- **Complete**
 - Differentiation Lesson Plan (Dropbox Folder)

Unit III: Teaching Speaking, Listening, Presenting, Interpersonal Communication Skills

Week Nine

Module 10: Leading Discussions & Teaching Listening Skills

- **Read** Assigned Material
 - *Common Core for the Not-So-Common Core Learner* (Ch 6)
 - *Ten Easy Ways* (Ch 1)
 - *Making* (Ch 8)
 - *Adolescent Literacy* (Ch 5)

- **Listen** to Assigned Material
 - Self-Selected Audiobook Passage (20 minutes minimum)
 - Instructor-Selected Audiobook Passages (approximately 15 minutes total)
- **Review** all of the following:
 - The Advantages of Using Audiobooks in the ELA Classroom (Peer Presentations)
 - Exploring Resources & Strategies to Enhance & Assess Listening Skills Activity Sheet
 - Audiobook Reflection Activity Sheet
 - Self-Assessing Our Discussion Planning Skills Activity Sheet
- **Post** response to the following:
 - Response to Audiobook Reflection Activity (Discussion Board Thread)
 - Response to the Exploring Resources & Strategies to Enhance & Assess Listening Skills Activity (Discussion Board Thread)
- **Complete**
 - Self-Assessing Discussion Planning Skills Activity (to Dropbox Folder)

Week Ten

Module 11: Developing Public Speaking & Presenting Skills

- **Read** Assigned Material
 - *Ten Easy Ways* (CH 10)
 - *Crafting Digital Writing*, Hicks, CH 4
- **Review**
 - Speaking/Listening/Presenting Assignment Sheet
 - Great Speeches = Great Writing PDF Slideshow
 - Sample Speaking/Listening/Presenting Assignments
- **Post** response to the following:
 - Response to Great Speeches = Great Writing (Discussion Board Thread)
 - Alternate Presentation Formats (Discussion Board Thread)
- **Complete** all of the following:
 - Speaking/Listening/Presenting Mini-Lesson (Dropbox Folder)

Unit IV: Teaching & Engaging 21st Century Learners

Week Eleven

Module 12: Teaching Media & Visual Literacy Skills

- **Read** Assigned Chapters:
 - *Ten Easy Ways* (Ch 3, 4)
 - *Seeing is Believing* (Ch 1, 4, 6, 7, 8, & 9)
 - *Making the Journey* (Ch 9)
- **Review** all of the following:
 - Scaffolding Visual Literacy Skills (instructor video)
 - Assignment sheet on Teaching Visual Narratives
 - Submodule on Teaching Film
 - Teaching Film (Glossaries, IMDB, Box Office Mojo, Movie Script Database)
 - Using Films in the Classroom: Adaptation & Beyond
 - Using Films to Teach Literary & Media Analysis Skills
 - Sample Film Analysis Lessons, Instructional Materials, & Student Projects
 - Submodule on Teaching with Television
 - Teaching with Television (Peer Presentation)
 - Teaching with Television (Prompts)
 - Sample Instructional Lessons/Materials/Activity Sheet

- Submodule on Teaching with Video Games
 - “Games and Education Scholar James Paul Gee on Video Games, Learning, and Literacy:” <https://www.youtube.com/watch?v=LNfPdaKYOPi>
 - Using Video Games in the Classroom Slideshow & Handout
 - Examples of Using Video Game Clips in Thematic Units
- Submodule on Teaching Music Videos
 - Sample Music Video Assignment Sheets & Lesson Plans
 - Sample Student Projects
- Submodule on Teaching with YouTube Videos
 - Sample Assignment Sheet
 - Sample Student Samples
- **Post** the following:
 - Film Adaptation & Beyond (Discussion Board Thread)
 - Developing Analysis Skills through Film (Discussion Board Thread)
 - Teaching with Television (Discussion Board Thread)
 - Brainstorming Ways to Integrate Other Video Texts (Discussion Board Thread)
- **Complete** the following:
 - Lesson Plan on Teaching Visual Narratives (Dropbox)

Weeks Twelve

Module 13: Reading, Writing, Communicating (& Critically Thinking) in the Digital Age

- **Read** all of the following:
 - *Mindful Teaching with Technology* (select chapters)
 - *Connected Reading* (excerpts)
 - *Create, Compose, Connect* (excerpt)
 - *Ten Easy Ways* (Ch 5-9)
 - *Crafting Digital Writing* (Ch 4, 7)
 - “Can You Hear Me Now?”
- **Review** the following:
 - Sample Hypertext & Digital Literature (seminal texts & emerging genres)
 - Sample Student Projects (e.g. Digital Activism Blogs)
 - Video on the Ethics of Studying Digital Writing
- **Post** the following:
 - Reactions to Digital Literature Reading Experience (Discussion Board Thread)
 - Writing in/for Social Media Writing (for Different Purposes) (Discussion Board Thread)
 - Social Media, Internet Ethics, & Cultivating Civic Literacies (Discussion Board Thread)

Week Thirteen

Module 14: Engaging with Social Justice Pedagogy

- **Read** Assigned Chapters:
 - “Race & Literacy”
 - “But How Do We Do It? Practicing Culturally Relevant Teaching”
 - *Culturally Responsive Teaching & the Brain* (Ch 4)
 - “The Social Construction of Identity”
 - “Multiculturalisms”
 - “The Values of Multi-Ethnic Literature”
 - “Arguing for Empathy,” *Acts of Resistance*
 - “Interrupting Single Stories”
 - “Revolutionizing the Canon: Repositioning Texts in Politically Tumultuous Times”

- *Can I Teach That?* (excerpts)
- *From PHD to Ph.D.* (excerpts)
- **Review** all of the following:
 - Illinois Culturally Responsive Teaching Standards
 - Submodule on Social Emotional Learning & Trauma Informed Teaching Practices
 - Anti-Racist & Equitable Teaching Resources
 - Rethinking “Euphemistic” Educational Language about Equity & Case Study
 - Understanding White Privilege (video, 13 min)
 - The *Huckleberry Finn* Debate (video, 12 min)
 - Sample Social Justice Lesson Plans
- **Post** the following:
 - Reflecting on Social Justice Practices & Goals (Discussion Board Thread)
- **Complete**
 - Social Justice Lesson Plan (Dropbox Folder)

Week Fourteen

Module 15: Classroom Management & Professional Enrichment Opportunities

- **Read** Assigned Chapters:
 - *Making the Journey* (Ch 11)
 - Classroom Management (excerpts)
- **Review**
 - Submodule on Teaching Extra Curricular Activities & Electives
 - Classroom Procedures as Classroom Management Tools Checklist
 - Submodule on Classroom Procedures & Management
- **Post** the following:
 - Experiences & Considerations for Extra Curricular Activities (Discussion Board)
 - Reflection on Classroom Management & Trauma Informed Teaching (Discussion Board)

Weeks Fifteen & Finals Week

Module 16: End of Course Assessments

- **View**
 - Module Twenty-Five End-of-Program Licensure Requirements/Assessments
 - Assignment Sheets & Scoring Rubrics for End of Course Assessments
 - Sample Assignments & Job Market Material
- **Submit**
 - Unit Plan (D2L Dropbox Folder)
 - Pedagogy Reflection Essay (includes 5 observation hours of colleagues, Dropbox Folder)
 - Comprehensive Teaching Philosophy & Resume Assignment Sheet (Dropbox)
 - Disposition Evaluation (request CT submit this via email by Finals Week)
 - Official University Course Evaluation (through EIU link)
 - Optional Instructor-Created Course Evaluation (Dropbox Folder)

Week Fifteen

Module 16A: End of Course Assessments: (Focus on Unit Plan)

- **Continue** working on Unit Plan & **Schedule** One-on-One Conference with Instructor as Needed
- **Distribute** disposition evaluation forms for Cooperating Teacher to submit by Finals Week
- **Schedule & Complete** any remaining Observation hours needed for Pedagogy Reflection Essay
- **Complete** University issued course evaluation

- **Submit** Unit Plan (Dropbox Folder)

Finals Week

Module 16B: End of Course Assessments (Focus on Teaching Philosophy, Reflection Essay, Resume & Evaluations)

- **Review**
 - Twenty-Five End-of-Program Licensure Requirements/Assessments
- **Submit** the following:
 - Pedagogy Reflection Essay (includes 5 observation hours of colleagues recorded on log, D2L Dropbox Folder)
 - Comprehensive Teaching Philosophy & Resume (Dropbox)
 - Disposition Evaluation (this should have been delivered to the instructor via email)
 - Optional Instructor-Created Course Evaluation (Dropbox Folder)
- **Complete**
 - Checklist Verifying Review of End-of-Program) Licensure Requirements/Assessments

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

Assignment/Assessment	Percentage of Final Grade	Course Learning Goals
Class Participation/Collaboration <i>(e.g. Discussion Board Posts, Attendance at Bi-Weekly Cohort Meetings, Engagement with Module Materials/Resources, Resource Sharing among Peers)</i>	14% (200pts)	3, 5, 7, 8
Minor Activities/Reflections <i>(e.g. Research Activity, Exam Prompts, Differentiating a Lesson Plan, Self-Assessing Discussion Skills, etc.)</i>	22% (300pts)	1, 2, 3, 4, 5, 7
Major Assignments/Projects <i>(e.g. Crafting a Writing Assignment, Evaluating Student Writing, Multimodal Writing Assignment, Linking Texts Lesson Plan, Close Reading Mini-Lesson, Speaking/Listening/Presenting Lesson, Social Justice Lesson Plan, Unit Plan, Pedagogy Reflection Essay, Teaching Philosophy & Resume)</i>	64% (900pts)	1, 2, 3, 4, 5, 6, 8, 9

7. Grading scale.

Grading Scale

A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	Below 60

Date approved by the department or school: 9-20-24

Date approved by the college curriculum committee: 10-2-24

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

Date approved by CAA:

CGS:

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

Banner/Catalog Information (Coversheet)

1. New Course or Revision of Existing Course
2. Course prefix and number: 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 2nd 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

See example below

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

<p>processing disorders. <i>Educational Audiology</i>, 16, 4-9.</p> <p>McGrath, M. A., Fletcher, K. L., & 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>, 2nd ed. Austin, TX: Pro Ed Inc.</p> <p>Sharma, M., Purdy, S. C., & 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. & 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. https://www.asha.org/siteassets/uploadedfiles/multicultural/culturally-responsive-practice-checklist.pdf.</p> <p>American Speech-Language-Hearing Association. (n.d.). <i>Cultural responsiveness</i> [Practice Portal]. https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/.</p> <p>Wales D., Skinner L., & 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., & 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. https://doi.org/10.1044/2023_JSLHR-23-00106</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"> 3 one-hour planning meetings for evaluation during the Tuesday Department Diagnostic Meeting Time 	<p><u>Week 8</u></p> <ul style="list-style-type: none"> 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,

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