

4-11-2002

April 11, 2002

Council on Academic Affairs

Follow this and additional works at: [http://thekeep.eiu.edu/caa\\_minutes](http://thekeep.eiu.edu/caa_minutes)

---

### Recommended Citation

Council on Academic Affairs, "April 11, 2002" (2002). *Minutes*. 272.  
[http://thekeep.eiu.edu/caa\\_minutes/272](http://thekeep.eiu.edu/caa_minutes/272)

This Article is brought to you for free and open access by the Council on Academic Affairs at The Keep. It has been accepted for inclusion in Minutes by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

The April 11, 2002 meeting of the Council on Academic Affairs was held at 2:00 p.m. in the Arcola/Tuscola Room.

Members present: Dr. Bock, Mr. Brinkmeyer, Ms. Catto, Dr. Cosby, Dr. Dietz, Dr. Helsel, Dr. N. Marlow, Dr. Methven, Dr. Owen, Ms. Samuels, Dr. Shonk, and Ms. Sartore.

Staff present: Vice President Lord, Dr. Herrington-Perry and Mrs. Rawlings, Academic Affairs.

Guests present: W. Hine, F. Hohengarten, C. Hooser, S. Miller, K. Shank, and K. Woodward.

#### I. Minutes.

The minutes of April 4, 2002 were approved as amended.

1. Under Communications, Item 2., Request for executive action from the CEPS Curriculum Committee regarding SPE 3000, 3200, 3201, 3225, **3250**, 3260, 3270, 4530, 4600, 4700, 4720, 4765, 4800, 4820, 4920, 4925, 4950, 4960, ~~and 4961~~ **and 4970**.
2. Under Communications, Item 5, Dr. Bock and Dr. Tidwell ~~will represent~~ **were nominated to represent the** CAA on the Achievement and Contribution Awards Committee.

#### II. Communications.

1. Request for executive action from the LCBAS regarding EIU 4160G.
2. March Academic Waiver Reports from the CAH, LCBAS, CEPS and COS.
3. Memo from Provost Lord to Dr. Shank regarding the SPE Executive Action Request.
4. Memo from Dr. Shank in response to the SPE Executive Action Request.

#### III. Agenda Items to be Acted Upon.

1. 02-11r3, Interim Format for Approving Currently Existing Technology-Delivered Courses or Sections.  
Dr. Dietz presented the proposal and answered questions of the Council. The motion passed, as amended, unanimously. This action approves the following to become effective immediately:

**To: Instructors of Technology-Delivered Courses**

**From: CAA and CGS**

**During Spring Semester 2001, a university-wide task force met to develop recommendations concerning technology-delivered courses. As a result, a subcommittee of CAA and CGS was established and charged with addressing the curriculum approval aspects of these courses.**

**The following questions address issues of curricular concern about technology-delivered courses. The purpose of these questions is to ensure that the technology-delivered format does not negatively affect the integrity of the course or sufficiently alter the course to the extent that the technology-delivered course becomes a separate, different course. Please answer each of the following questions as it pertains to your course or section(s) of a course and return your responses to CAA (1000-4999 courses) and CGS (4750-4999 courses) no later than the beginning of Fall Semester 2002.**

1. **Describe how the technology used to deliver the course supports the stated learning objectives.**
  2. **Describe how you plan to use technology to help students attain the desired learning outcomes.**
  3. **Describe how student progress will be evaluated, especially as it relates to attainment of learning objectives.**
  4. **Describe provisions for instructor-student and student-student interaction in course design and the course syllabus. Describe the kinds of technologies used to support interaction (e.g., e-mail, web-based discussions, computer conferences, etc.) and how appropriate interaction is assured.**
  5. **Describe how you will use technology to deliver and assess students' assignments.**
  6. **Describe how you will assure the integrity of student work.**
2. 02-21, Revision of the Board of Trustees, B.A.  
A discussion ensued regarding whether or not it was appropriate for the CAA to approve revisions to a program that had not originally been approved by the CAA. Ms. Samuels moved and Dr. Dietz seconded the motion to postpone discussion of this agenda item until the following questions had been asked of the University Counsel:
    1. Did the CAA inherit the approval for this program?
    2. Who is responsible for review of the program?
 The motion failed with a vote as follows:

No: Bock, Cosby, Marlow, Methven, Owen, Samuels.  
 Yes: Brinkmeyer, Dietz, Helsel, Sartore, Shonk.

Dean Hine and Dr. Woodward presented the proposal and answered questions of the Council. The motion passed, as amended, with a vote as follows:

Yes: Bock, Brinkmeyer, Cosby, Dietz, Marlow, Methven, Owen, Samuels, Sartore.  
 Abstain: Helsel, Shonk.

This action approves the following to become effective Fall 2002:

Revision of the Board of Trustees Bachelor of Arts Degree Program

**Present Requirements**

120 s.h. total  
 40 s.h. Jr./Sr.  
 15 hr. from any of the former BGU  
 institutions  
 12 s.h. Humanities  
 12 s.h. Social Sciences  
 12 s.h. Math or Natural Sciences

*In addition, a student must:*

Meet the Constitution Requirement  
 Complete the BOT/BA Orientation course  
 Demonstrate writing competency  
 Maintain a 2.0 gpa

**Proposed New**

120 s.h. total  
 40 s.h. Jr./Sr.  
 20 hrs. from EIU  
  
 12 s.h. Humanities/Fine Arts  
 12 s.h. Social/Behavioral Sciences  
 12 s.h. Scientific Awareness/Mathematics  
 6 s.h. Communication/Language  
 Cultural Diversity Course  
 Senior Seminar

*In addition, a student must:*

Meet the Constitution Requirement  
 Complete EDF 2985 Adults in Transition  
 Demonstrate writing competency  
 Maintain a 2.0 gpa

**Notes:**

1. It is recommended that no more than ten one-credit-hour workshops may be used toward the degree.
2. A student must be admitted to this program by the Director of the Board of Trustees BA Degree Program.
3. After the student is admitted to the program, only grades of "C" and above will be counted toward meeting graduation requirements. Grades of "D" and "F" earned after admission to the program will be included in the cumulative EIU grade point average, consistent with current EIU grade policy.

The meeting adjourned at 3:45 p.m.

Billie Rawlings, Recording Secretary

All Council Minutes and Agenda are available on the Web at <http://www.eiu.edu/~eiucaa/index.caa.htm>. In addition, an electronic course library is available at <http://www.eiu.edu/acaffair/courselibrary.htm>.

\*\*\*\*\*

**ANNOUNCEMENT OF NEXT MEETING**

**Thursday, April 18, 2002 at 2 p.m.**

Arcola/Tuscola Room

## Approved Executive Actions:

## 1. Effective Fall 2002

**Change course titles, course offerings, and course descriptions to read as follows:**

3000 SPE. Education of Individuals ~~Labeled with~~ **Exceptional Learning Needs.** (3-0-3) **EDUC IND ELN.** ~~A study of the special educational needs of students with exceptional characteristics; the methods; and the educational programs designed to meet their needs in the public schools.~~ **This course examines the exceptional learning needs of individuals across levels of severity, and the laws, policies, and ethical principles governing the education of individuals with exceptional learning needs. Strategies that support student learning in the general and expanded curricula, and the educational programs designed to meet their needs in a range of instructional environments are addressed. Prerequisite: SPE 2000.**

3200 SPE. ~~Characteristics~~ **Learning Differences** of Individuals ~~Labeled with~~ **Mildly/Moderately Exceptional Learning Needs.** (4-0-4) F, S. **LRN DIF MLD/MOD.** ~~Course includes characteristics~~ **This course examines the differential behaviors (cognitive, language, motor, social and emotional) of individuals with learning disabilities, behavior disorders, and/or mental retardation; to include historical perspectives, terminology, and etiology of each condition with exceptional learning needs. Learning disabilities, emotional disturbance/behavior disorders, mental retardation, and traumatic brain injury are addressed. Additionally, the impact that exceptional learning needs has on an individual's life and learning is discussed. Prerequisites: SPE 2000 and 3000 must be taken concurrently or as a prerequisite. SPE 3200 must be taken concurrently or as a prerequisite to 3201. Department requirements for enrollment must be met.**

3201 SPE. Observation of Individuals ~~Labeled with~~ **Severe to Mildly/Moderately Exceptional Learning Needs Across Severity Levels.** (0-6-3) F, S. **OBS IND ELN.** This course includes preclinical clock hours of observation of individuals ~~labeled mildly/moderately exceptional (LD., MR., BD.)~~ **with exceptional learning needs across levels of severity.** Training is provided. ~~in basic observational methodology and in the completion of various checklists designed for use with individuals labeled as exceptional.~~ **On-site observations are rotated among a range of instructional environments; a , and additional field trips and experiences are is required.** Prerequisite: SPE 3200 or concurrent enrollment. Department requirements for enrollment must be met.

SPE 3225 delete from the curriculum.

3250 SPE. Observation of Individuals ~~Labeled Mildly/Moderately~~ **With Exceptional Learning Needs: Learning Disabilities.** (0-2-1) F, S. **Su. OBS IND LD. Sixty Thirty** clock hours of observations ~~or simulation of individuals' behaviors of individuals that cause them to be labeled identified as having a learning disabled disability are required.~~ **This course must be taken concurrently with or subsequent to SPE 3200 by Special Education majors seeking certification in learning disabilities. Limited to practicing teachers seeking Special Education majors licensure.**

3260 SPE. Observation of Individuals ~~Labeled Mildly/Moderately~~ **with Exceptional Learning Needs: Educable Mentally Retarded Mental Retardation/Developmental Delays.** (0-2-1) F, S. **Su. OBS IND MRDD. Sixty Thirty-** clock hours of observations ~~and/or simulation of behaviors of children labeled mildly or moderately retarded individuals identified as having mental retardation and/or developmental delays are required. This course must be taken concurrently with or subsequent to SPE 3200. by Special Education majors seeking certification in educable mentally retarded.~~ **Limited to practicing teachers seeking Special Education majors licensure.**

3270 SPE. Observation of Individuals ~~Labeled Mildly/Moderately~~ **with Exceptional Learning Needs: Seriously Emotionally Disturbed/Behavior Disorders.** (0-2-1) F, S. **Su. OBS IND BD/SED. Sixty Thirty-** clock hours of observations of behaviors of ~~children labeled exceptional individuals with serious emotional disturbance/behavior disorders are required. This course must be taken concurrently with or subsequent to SPE 3200. by Special Education majors in the behavior disorders approved program.~~ **Limited to practicing teachers seeking Special Education majors licensure.**

4530 SPE. Facilitating Language ~~of School Age~~ **in Individuals Labeled with Exceptional Learning Needs.** (3-0-3) F, S. **FACIL LANG K-12.** ~~Development of assessment and intervention Strategies for teachers in Special Education to facilitate spoken and written language development of school age students. This course is designed for Special Education personnel, but not designed to prepare speech/language pathologists.~~ **assessing and facilitating language development in individuals with exceptional learning needs across levels of severity, excluding visual impairments, are examined. Additional areas of emphasis include: instructional strategies for cultural and linguistic diversity, use**

of assistive devices, functional language assessment, and collaboration with families and other professionals. Prerequisites: SPE 3000 and CDS 2200. Permission of the department chairperson required for non-majors.

4600 SPE. **Community Services and Communication Skills and Community Services with Families of Learners with Exceptional Learning Needs.** (3-1-3) F, S. **COM SRV COMN FAM.** ~~Consideration of the problems of communication in Special Education and the~~ **This course addresses community services available for individuals labeled exceptional and their parents and agencies and the skills essential to communicating effectively with the families and/or guardians of individuals with exceptional learning needs.** Particular emphasis ~~will be on the role of the Special Education teacher as facilitator in the communication process between school and home.~~ **is given to strategies to enhance home-school communication and family involvement in educational programming for individuals with exceptional learning needs.** Prerequisite: ~~Permission of the Departmental~~ **department chairperson** required for non-majors.

4700 SPE. **Individualized General Curriculum and Materials in Special Education.** (3-0-3) F, S. **IND CURR/MAT.** ~~Curriculum issues and the decision-making process to educate~~ **A study of curricular content and materials which provide and enhance access to the general curriculum for individuals labeled mildly/moderately exceptional will be studied.** ~~Individualized education plan writing skills will be related to curriculum development and material selection.~~ **with exceptional learning needs. Development and the role of the Individualized Education Program in curriculum development and material selection are significant components of this course.** Prerequisites: ~~SPE 2000, 3000, 3200 and 3201.~~ **and concurrent enrollment in 4800 or permission of the department chairperson.**

4720 SPE. ~~Curriculum and Materials in Early Childhood Special Education~~ **Instructional Materials and Activities for Young Children (Birth to 8) At Risk and with Exceptional Learning Needs.** (3-0-3) F, S. **MAT/ACT 0-8 ELN.** ~~Service delivery models/ teaming issues, and the selection and development of curricula and materials for children with handicapping conditions or at risk for developing handicaps~~ **working with families, teaming strategies, utilization of technology, IEP writing, and the selection, development, and adaptation of instructional materials and activities for young children at risk and with exceptional learning needs** are the focus of this course. Prerequisites: ~~SPE 3220 3000, and 3225 3220~~ **or permission of the department chairperson.** Corequisite: ~~SPE 4820~~ **or permission of the department chairperson.**

4765 SPE. ~~Gifted and Creative Students~~ **Identification and Instructional Strategies: Individuals with Gifts and Talents.** (3-1-3) ~~Even-numbered years~~ **On Demand.** **IND GIFTS/TLTS.** ~~A course in identifying gifted and creative children, studying their characteristics, their diversity of talents, and curriculum provisions.~~ **This course prepares teachers to identify individuals with gifts and talents. Modification of the general curriculum and instructional strategies for learners with gifts and talents are addressed.** Prerequisite: ~~SPE 2000 and 3000~~ **and permission of department chairperson.**

4800 SPE. ~~Diagnosis and Assessment of Children Learners with Exceptionalities~~ **Exceptional Learning Needs.** (3-2-4) **ASSESSMENT ELN.** ~~Course deals with means and methods of diagnosing~~ **This course examines formal and informal assessment as used to determine achievement of individuals identified as educable mentally handicapped, learning disabled, and severely emotionally disturbed.** ~~Includes essentials of psychoeducational testing, formal and informal instruments of assessment, cultural considerations and interpretation of results.~~ **with exceptional learning needs across severity levels. Selection, administration, scoring, and interpretation of formal and informal assessments for the purpose of identifying exceptional learning needs are also addressed. Supervised and evaluated administration and interpretation of diagnostic tests is integral to this course.** Prerequisites: ~~SPE 3000, 3200, 3201, 4700 and/or concurrent enrollment in 4700~~ **must be taken prior to or concurrently with this course.** University Teacher Education requirements apply and department requirements for enrollment must be met.

4820 SPE. ~~Assessment in Early Childhood Special Education~~ **of Young Children (Birth to 8) With Exceptional Learning Needs.** (3-1-3) F, S. **ASSESS 0-8 ELN.** ~~The nature and characteristics of young children with handicaps and those who are at risk for handicapping conditions and the study of identification and assessment techniques for early interventionists will be examined.~~ **This course addresses both formal and informal assessment of young children at risk and with exceptional learning needs across severity levels, excluding vision and hearing. Screening, observation strategies, the link between assessment and instruction, and writing formative and summative reports are also addressed. Practica provides observation of preschool screening and administration of norm referenced/criterion referenced assessments.** Prerequisites: ~~SPE 3220 3000 and 3225 3200~~ **or permission of the department chairperson.** Corequisite: ~~SPE 4720~~ **or permission of the department chairperson.** University Teacher Education requirements apply and department requirements for enrollment must be met.

4920 SPE. ~~Educating the~~ **Instructional Strategies: Young Children (Birth through 8) at Risk and with Handicaps Exceptional Learning Needs.** (3-4-3) F, S. **INST STG 0-8 ELN.** This course introduces and provides practice in ~~methods and techniques for planning, implementing, and evaluating effective intervention with for~~ young children with ~~handicapping conditions or who are~~ **and at-risk for handicaps, exceptional learning needs** and their families. **A sixty-hour teaching practicum is required.** Prerequisites: SPE 4720 and 4820. University Teacher Education requirements apply and department requirements for enrollment must be met.

4925 SPE. ~~The Role of the Educator as a Facilitator of Language in~~ **Communication Skills of Children (Birth to Five 8) Identified as At Risk and with Exceptional Learning Needs.** (3-0-3) F, S. **COMM SKS 0-8.** ~~Development of assessment and of intervention strategies to facilitate communication skills of~~ **This course addresses strategies for assessment and instruction of verbal/nonverbal skills of young children identified as exceptional or at-risk for handicaps.** This course is designed for special education personnel, but not designed to prepare speech language pathologists. ~~ages birth to eight at risk and with exceptional learning needs across levels of severity, excluding visual impairment.~~ **Additional areas of emphasis include: cultural and linguistic diversity, assistive communication devices, and collaboration with families and Speech Language Pathologists.** Undergraduate Prerequisites: SPE 3000, 3220, ~~SPE 3225~~ **and CDS 2200,** and/or permission of the department chairperson.

4950 SPE. ~~Methods of Teaching Children with~~ **Instructional Strategies: Learning Disabilities.** (3-1-3) Su. **INST STATG LD.** This course ~~deals with the various methods and techniques of remediation of children with learning disabilities. Prescription writing, procedures of teaching, curriculum needs, and classroom management of such children will be studied.~~ **addresses instructional strategies and classroom management strategies appropriate to teaching individuals with learning disabilities; including the designing, implementing, and evaluating of individualized instruction/instructional plans.** Prerequisites: Students must have completed 26 semester hours in SPE (including SPE 3000, 3200, 3250, and 4800) and must have permission of the department chairperson to enroll.

4960 SPE. ~~Methods of Teaching Children with~~ **Instructional Strategies: Mental Handicaps Retardation/Developmental Delays.** (3-1-3) Su. **INST STATG MRDD.** ~~Class and curriculum organization and introduction to methods and techniques of~~ **This course addresses instructional strategies and classroom management strategies appropriate to teaching individuals labeled as educable mentally handicapped with mental retardation and/or developmental delays; including the designing, implementing, and evaluating of individualized instruction/instructional plans.** Prerequisites: Students must have completed 26 semester hours in SPE (including SPE 3000, 3200, 3260 and 4800) and must have permission of department chairperson to enroll.

SPE 4961 delete from the curriculum.

4970 SPE. ~~Methods of Teaching Children with~~ **Instructional Strategies: Seriously Emotionally Disturbed/Behavior Disorders.** (3-1-3) Su. **IST STATG BD/SED.** ~~Remedial methods of~~ **This course addresses instructional strategies and classroom management strategies appropriate to teaching individuals who are socially and emotionally maladjusted with serious emotional disturbances/behavior disorders; including the designing, implementing, and evaluating of individualized instruction/instructional plans.** Prerequisites: Students must have completed 26 semester hours in SPE (including SPE 3000, 3200, 3270 and 4800) and must have permission of department chairperson to enroll.

2. **Add INT 1363 as the prerequisite to INT 3353.** (effective Spring 2002)

Pending Executive Actions:

1. Request for executive action from Special Education  
Dr. Dietz moved and Dr. N. Marlow seconded the motion that the Special Education Department be given time to address CAA concerns with the following executive actions. The motion passed unanimously.

**3220 SPE. Characteristics Behaviors of Young Children (Birth to 8) Labeled At Risk and with Exceptional or At-Risk Learning Needs.** ~~(3-0-3)~~ **(3-2-3) F, S.** This course ~~provides is~~ an overview of early childhood special education. Content ~~areas covered~~ includes: rationale ~~and~~/historical perspectives of early childhood special education, typical/~~atypical child~~ development, ~~results of factors impacting development,~~ and intervention issues/practices. ~~Sixty~~ **Sixty** clock hours of observation with young children at risk and with exceptional learning needs is required. ~~Co-requisite or prerequisite:~~ Prerequisite or Corequisite: SPE 3000. ~~Co-requisite: SPE 3225. Limited to Special Education majors.~~ Department requirements for enrollment must be met.

Short Title: **BEH CHLD 0-8 ELN**

**3600 SPE. ~~Learning Theory Models Behavioral Principles~~ in Special Education. ~~(2-2-3) (2-4-3) F, S.~~ This course ~~will~~ examines behavioral theories of learning as ~~they apply~~ used in Special Education and ~~will provide~~ requires a practicum experience in ~~applying theories with children~~ which the principles of behavior analysis are directly applied in changing academic/social behavior of individuals with exceptional learning needs in school or community settings. Prerequisite: SPE 2000 and 3000 or concurrent enrollment in 3000.**

Short Title: BEH PRINC ELN

**3700 SPE. ~~Vocational Development for Individuals Labeled Exceptional~~ Individualized Independence Curriculum and Materials. ~~(3-0-3) (3-2-3) F, S.~~ A study of vocational orientation, work orientation, vocational programming and job placement for the handicapped student. A study of the curricular content and materials utilized in the planning and programming for individuals in the independence curriculum. A practicum experience is provided in which integration activities are conducted with individuals who have exceptional learning needs in public schools and/or community programs. Prerequisites: ~~Junior standing; enrolled in or employed in special education and/or vocational education programs.~~ SPE 2000, 3000, and 3100 or concurrent enrollment.**

Short Title: INDP CURR/MAT

**4730 SPE. Curriculum Adaptation and Consultation for Individuals With ~~Special~~ Exceptional Learning Needs. ~~(3-2-3) (3-1-3) F, S.~~ Development of competencies to adapt classroom curricula for learners with special needs and of the consultation skills needed to facilitate implementation of the modified curricula. Consultation skills essential to collaborate and facilitate adaptation of general and expanded curriculum for individuals with exceptional learning needs are the focus of this course. The process for designing, implementing, and evaluating the effectiveness of curriculum adaptations is also addressed. Prerequisites: SPE 3000, 3200 and 3201; SPE 4700 must be taken prior to or concurrently with this course.**

Short Title: CUR ADP CONS ELN

**4900 SPE. Instructional Strategies for Individuals ~~Labeled Mildly~~ with Exceptional Learning Needs. ~~(5-0-5) (6-0-6) F, S.~~ Introduction to methods and techniques of teaching students with mild handicapping conditions (L.D., E.M.H., B.D.). Curriculum implementation, behavioral strategies, and classroom organization and procedures will be discussed. General and specialized instructional strategies used with individuals with exceptional learning needs across severity levels, excluding vision and hearing, are presented. Effectively designing, implementing, and evaluating instruction/instructional plans tailored to the exceptional learning needs of the learner across a range of severity levels and instructional environments are addressed. Concurrent enrollment in SPE 4901 (practicum component) required. Prerequisites: SPE ~~3201 and~~ 4800. University Teacher Education requirements apply and department requirements for enrollment must be met.**

Short Title: INST STATG ELN

**4901 SPE. Practicum with Individuals ~~Labeled Mildly~~ with Exceptional Learning Needs. ~~(0-6-3) (0-8-4) F, S.~~ Implementation of strategies learned in SPE 4900 (L.D., E.M.H., B.D.). Provision of explicit instruction to students with exceptional learning needs in a supervised and evaluated practica; including the designing, implementing, and evaluating of individualized instruction/instructional plans. Specialized instructional strategies which support the learner in the general and expanded curricula are practiced in school settings. Concurrent enrollment in SPE 4900 required. Prerequisites: ~~Concurrent enrollment in~~ SPE 4900 4800. University Teacher Education requirements apply and department requirements for enrollment must be met.**

Short Title: PRACTICUM ELN

2. Request for executive action from the LCBAS regarding EIU 4160G.  
**Current Catalog Description**

**EIU 4160G – Personal Financial Investments**

An examination of securities, markets, investment techniques and opportunities for individuals. Topics include stocks, bonds, mutual funds, insurance, and portfolio management. Finance majors are excluded. Prerequisite: 75 hours

**Revised Catalog Description****EIU 4160G – Personal Financial Investments**

An examination of securities, markets, investment techniques and opportunities for individuals. Topics include stocks, bonds, mutual funds, insurance, and portfolio management. **Business majors and students who have earned credit in BUS 3710 or FIN 2710 are excluded.** Prerequisite: 75 hours

**Agenda:****Pending Agenda Items:**

1. 01-18, Proposal to Establish a Speaking-Across-the-Curriculum Committee
2. 01-70, Enforcement of Prerequisites.