

The April 4, 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. Helsel, Dr. Marlow, Dr. Methven, Dr. Owen, Dr. Samuels, and Ms. Sartore.

Members absent: Dr. Cosby, Dr. Dietz, and Dr. Shonk.

Staff present: Vice President Lord and Mrs. Chancellor, Academic Affairs.

Guests present: F. Hohengarten, S. Miller, and J. Tidwell.

I. Minutes.

The minutes of March 28, 2002 were approved as published.

II. Communications.

1. Request for executive action from the CEPS Curriculum Committee regarding STG 4001.
2. Request for executive action from the CEPS Curriculum Committee regarding SPE 3000, 3200, 3201, 3225, 3260, 3270, 4530, 4600, 4700, 4720, 4765, 4800, 4820, 4920, 4925, 4950, 4960, and 4961.
3. Request for executive action from Dr. Izadi regarding INT 3353.
4. Revised Interim Format for Approving Currently Existing Technology-Delivered Courses or Sections, 02-11r3.
5. Dr. Bock and Dr. Tidwell will represent CAA on the Achievement and Contribution Awards Committee.
6. Dr. Methven announced that the first candidate for the Assistant VPAA for Technology will be on campus April 8, 2002.

III. Agenda Items to be Acted Upon.

- 02-22, Revision of Admission Policies to Require Submission of High School Transcript.  
Dr. Hohengarten presented the proposal and answered questions of the Council. The motion passed unanimously.

This action approves the following to become effective Fall 2003.

Acceptance of applications and granting of admissions are subject to completion of the application process (~~See Admissions Procedures~~). All ~~beginning freshman applicants and all transfer student applicants with fewer than 30 semester hours of earned credit~~ must have ACT or SAT scores submitted to the University. **Official high school transcript and official transcripts from all colleges and universities attended must also be submitted (See Admissions Procedures).** Applications should be on file no later than 10 calendar days preceding registration for the term the student wishes to enroll. Since the University reserves the right to limit enrollment to available facilities and resources, earlier closing dates may be announced.

The meeting adjourned at 2:24 p.m.

Kathy Chancellor, Recorder.

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>.

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**ANNOUNCEMENT OF NEXT MEETING**  
**Thursday, April 11, 2002 at 2 p.m.**  
Arcola/Tuscola Room

Pending Executive Actions:

**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 and development 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) S 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.

#### **Agenda:**

1. 02-11r3, Interim Format for Approving Currently Existing Technology-Delivered Courses or Sections.
2. 02-21, Revision of the Board of Trustees B.A.

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

1. 01-70, Enforcement of Prerequisites.