COUNCIL ON GRADUATE STUDIES
Meeting Agenda
2:00 p.m. 3108 Blair Hall
September 9, 2025

1. **Minutes**
    a. Approval of the April 29, 2025, meeting minutes

2. **Communication**
    a. None

3. **Items to be Added to the Agenda**
    a. 26-01 Request to Waive the CGS By-Laws to add Mr. Jeff Cranstoun as CGS member

4. **Items to be Acted Upon**
    a. 25-32 CHM 5101 Probes in Chemical Biology
    b. 25-33 CHM 5106 Endogenous and Xenobiotic Metabolism
    c. 25-42 CHE 5790 Crisis & Emergency Management in Higher Education (New Course)
    d. 25-43 FMD 4858 Art & Fashion (New Course)
    e. 25-44 HyFlex Modality Offerings
    f. 25-45 KSR 5270 Neuromuscular Exercise Physiology & Programming (Course Revision)
    g. 25-46 KSR 5211 Revenue in Sport (Course Revision)

5. **Items Pending**
    a. None

6. **Other**
    a. Graduate Assessment Program Review Process

7. **Committee Reports**
    a. Graduate Student Advisory Council (GSAC): First meeting to be held on Friday, September 19, 2025 at 11:00 a.m. Location TBD.
    b. Booth Collaborative Advisory Committee Representative Needed
    c. Textbook Rental Advisory Representative Needed

8. **Dean's Report**
    a. Fall Summit, September 10, 2025, 3:30 p.m. – 5:00 p.m. in the 1895 Room, MLK Union
    b. Graduate Coordinator 101, September 24, 2025
    c. Student Research Day, April 22, 2026
    d. Fall Enrollment Report

Council on Graduate Studies Minutes

April 29, 2025

The April 29, 2025 hybrid meeting of the Council on Graduate Studies met in 3108 Blair Hall at 2:00 pm.

Members Present: Dr. Alexis Jones, Dr. Elizabeth Gill, Dr. Chandra Chahyadi, Dr. Nichole Hugo, Dr. Chris Laingen, Dr. Maranda Schaljo, Ms. Ryleigh Poe

Members Absent: Dr. Wesley Allan

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

Guests Present: Dr. Angela Jacobs, Dr. Catherine Polydore, Dr. Danessa Carter, Dr. Lee Patterson, Dr. Michael Beck, Dr. Cori More

1. Minutes

The minutes of the April 15, 2025 meeting were reviewed. Hearing no changes or objections, the minutes stand as written.

2. Communication

a. CHHS Curriculum Committee Minutes April 23, 2025

Motion to accept the communication item was made by Dr. Schaljo, seconded by Dr. Gill. Motion carried by acclamation. (6-0-0)

Dr. Chahyadi joined the meeting (2:07 p.m.).

3. Items to be Added to the Agenda

Chair Jones noted that representatives from the Special Education, Communication, and Counseling programs had submitted requests to suspend the CGS by-laws in order to allow for the review and vote on their respective agenda items (25-39 through 25-41 (c–e) and 25-47 through 25-50 (k–n)) during the meeting.

Motion to suspend the by-laws was made by Dr. Gill, seconded by Dr. Schaljo. Motion carried by roll call vote. All members in favor, with Dr. Hugo abstaining. (6-0-1) ***Items moved to Section 4: Items to be Acted Upon***

Chair Jones requested a motion to add agenda items 25-32(a), 25-33(b) and 25-42(c) through 25-46(g) to the agenda of the first CGS meeting (TBD) of the fall 2025 semester.

Motion made by Dr. Gill, seconded by Dr. Schaljo. All members in favor, with Dr. Hugo abstaining. (6-0-1)

a. **25-32** CHM 5101 Probes in Chemical Biology

b. **25-33** CHM 5106 Endogenous and Xenobiotic Metabolism

c. **25-42** CHE 5790 Crisis & Emergency Management in Higher Education (New Course)

d. **25-43** FMD 4858 Art & Fashion (New Course)

e. **25-44** HyFlex Modality Offerings

f. **25-45** KSR 5270 Neuromuscular Exercise Physiology & Programming (Course Revision)

g. **25-46** KSR 5211 Revenue in Sport (Course Revision)

4. Items to be Acted Upon

a. **25-29** CHM 5009 Safety and Ethics in Chemical Research
Motion to approve made by Dr. Gill, seconded by Dr. Schaljo. Motion carried. (7-0-0)

b. **25-30 & 25-31** CHM 5285 Bioanalytical Problem-Solving Laboratory & CHM 5280 Bioanalytical Problem Solving
Motion to approve made by Dr. Gill, seconded by Dr. Schaljo. Motion carried. (7-0-0)

c. **25-36 & 25-37** Noble, Emma & Grube, Josh Associate Graduate Faculty Waiver Requests
Motion to approve made by Dr. Gill, seconded by Dr. Schaljo. Motion carried. (7-0-0)

d. **25-38** Remove HIS 5990 Independent Study in MA (online) History for Teachers Program
Motion to approve made by Dr. Schaljo, seconded by Dr. Gill. Motion carried. (7-0-0)

e. **25-39** MAT SPE Program Revision (Remove EDF 5500, Add ELE 4890)
Motion to approve made by Dr. Schaljo, seconded by Dr. Gill. Motion carried, with Dr. Hugo abstaining. (6-0-1)

f. **25-40** JOU 5001 Examination of Journalistic Media (New Course)
Motion to approve made by Dr. Gill, seconded by Dr. Schaljo. Motion carried, with Dr. Hugo abstaining. (6-0-1)

g. **25-41** CHE 5690 Supervision & Trauma Informed Care (New Course)
Motion to approve made by Dr. Schaljo, seconded by Dr. Gill. Motion carried, with Dr. Hugo abstaining. (6-0-1)

h. **25-47** CMN 5025 Applied & Professional Communication (New Course)
Motion to approve made by Dr. Laingen, seconded by Dr. Gill. Motion carried, with Dr. Hugo abstaining. (6-0-1)

i. **25-48** MA Communication Pedagogy Program Revision

j. **25-49** MA Communication Studies Program Revision
Motion to approve 25-48 and 25-49 made by Dr. Gill, seconded by Dr. Schaljo. Motion carried, with Dr. Hugo abstaining. (6-0-1)

k. **25-50** MS CHE (School Counseling) Program Revision
Motion to approve made by Dr. Schaljo, seconded by Dr. Laingen. Motion carried, with Dr. Hugo abstaining. (6-0-1)

5. Items Pending

None

6. Other

Chair Dr. Jones nominated Dr. Gill to serve as Chair for the 2025–2026 academic year. Motion carried by acclamation.

Dr. Gill nominated Dr. Schaljo to serve as Vice Chair. Motion carried by acclamation.

7. Committee Reports

a. **Graduate Student Advisory Council (GSAC): Myra Taylor** reported that three international GSAC members traveled to Effingham Public Library for a public Q&A session regarding their cultures and home countries. The event was well attended with 15 high school students participating. The group also held a bowling night activity and on Monday, April 28, provided a Graduate Student Appreciation Breakfast open to students. Thirty graduate students attended.

b. **Booth Collaborative Advisory Committee:** No report submitted.

c. **Textbook Rental Advisory**: No report submitted.

8. Dean's Report

Interim Dean Chesnut shared that the College Student Affairs (CSA) program has been placed on hiatus for the 2025–2026 academic year. The program has not been ended. The time will be used to review for program redesign.

Motion to adjourn the meeting was made by Ms. Poe, seconded by Dr. Schaljo. All in favor. Meeting adjourned at 2:45 p.m.

EASTERN ILLINOIS UNIVERSITY

THE GRADUATE SCHOOL | DIVISION OF GRADUATE STUDIES
600 LINCOLN AVENUE | 1201 BLAIR HALL
CHARLESTON, IL 61920-3099
OFFICE: 217-581-2220 | FAX: 217-581-6020
graduate@eiu.edu
eiu.edu/graduate

MEMORANDUM

TO: **Dr. Beth Gill, Chair, Council on Graduate Studies**

FROM: Dr. Angela Jacobs, L. M. Hamand Dean

RE: Request to Waive By-Laws to Add Associate Faculty Member to Council on Graduate Studies

DATE: September 2, 2025

The Council on Graduate Studies By-Laws (Section I.A.2) state that "only members of the regular Graduate Faculty are eligible to vote and/or hold membership on the Council".

I am writing to respectfully request a waiver of this provision in order to permit Mr. Jeff Cranstoun, an Associate Member of the Graduate Faculty, to serve on the Council on Graduate Studies.

Mr. Cranstoun has demonstrated a strong commitment to Eastern Illinois University and graduate education through his teaching and mentoring. He also currently serves as the Graduate Coordinator for the Masters in Technology program. His expertise and perspective would provide value to the Council's deliberations and decision-making.

I respectfully ask that the Council consider granting this waiver to allow Mr. Cranstoun to serve as a member of the Council on Graduate Studies.

Thank you for your consideration.

ASJ/met

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. **__X__New Course or _____Revision of Existing Course**
2. **Course prefix and number:** __CHM 5101_____
3. **Short title:** __Probes in Chemical Biology_____
4. **Long title:** ___ Development and Use of Chemical Probes in Chemical Biology _____
5. **Hours per week:** _2__ Class _0__ Lab _2__ Credit
6. **Terms:** ___ Fall ___ Spring _ X_ Summer ___ On demand
7. **Initial term**: ___ Fall ___ Spring _ X_ Summer Year: _2027___
8. **Catalog course description:** _ An advanced course on the design, development, characterization, and use of chemical probes in chemical biology._____
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:

    _X__ Lecture ___ Lab ___ Lecture/lab combined ___ Independent study/research

    ___ Internship ___ Performance ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    ___ Face to Face __ Online Synchronous _X__ 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 __X_ No
13. **Prerequisite(s):** __ CHM 3300 or CHM 3450 or CHM 4860. **_____**

    a. Can prerequisite be taken concurrently? ___ Yes __X_ No

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

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

d. Who may waive prerequisite(s)?

___ No one __X_ Chair ___ Instructor ___ Advisor ___ Other (specify)

14. Co-requisite(s): _None_____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: __Graduate_____

b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: _None_____

16. Repeat status: _X__ 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: _None__

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

19. Special grading provisions: N/A

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

___ Grade for course will <u>not</u> count in hours toward graduation.

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

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

20. Additional costs to students:
Supplemental Materials or Software_____

Course Fee _ X __No ___Yes, Explain if yes_____

21. Community college transfer: N/A

___ A community college course may be judged equivalent.

_X_ A community college may <u>not</u> be judged equivalent.

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

<u>Rationale, Justifications, and Assurances (Part I)</u>

1. ___Course is required for the major(s) of _____

___Course is required for the minor(s) of _____

___Course is required for the certificate program(s) of _____

__X_ Course is used as an elective ___ MS Chemistry program _____

2. **Rationale for proposal** : This course is to add more graduate-level biochemistry courses to the MS Chemistry degree program. It is a unique course that focuses on topics in a popular area of modern biochemistry, chemical biology, and requires students to learn about design principles in the field and deploy their new skills in a project where they will propose new or improved probes. This be part of a new MS Chemistry degree online pathway.
3. **Justifications for (answer N/A if not applicable):**

   Similarity to other courses: N/A

   Prerequisites: CHM 3300, 3450 or CHM 4860 provides the biochemical background knowledge to understand course concepts.

   Co-requisites: N/A

   Enrollment restrictions: This is a graduate level course.

   Writing active, intensive, centered: N/A

   Capstone as Senior Seminar: N/A
4. **General education assurances (answer N/A if not applicable): N/A**

   General education component:

   Curriculum:

   Instruction:

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

   Online or hybrid delivery justification: Online to facilitate students enrolled in new online degree pathway.

   Instruction: Course will be instructed by members of the graduate faculty who are experts in biochemistry and completed appropriate online instruction training. Instruction will be asynchronous with recorded videos providing supplementary information to the assigned reading. Section quizzes, discussion board posts, a project, and presentation will be used to assess achievement of the learning objectives.

   Integrity: Academic Integrity Tools built into the course management system will be used on assignments when appropriate.

   Interaction: Students will interact with the instructor during online office hours in addition to feedback on assignments and discussion board posts.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CHM 5101: Development and Use of Chemical Probes in Chemical Biology
2. Catalog description: An advanced course on the design, development, characterization, and use of chemical probes in chemical biology.

3. Learning objectives.

As a result of this course students will demonstrate:

a. Distinguish the key properties of well-designed and developed chemical probes (Graduate Learning Goals 1, 3, 5)

b. Analyze reports on existing chemical probes to determine if appropriately developed and characterized (Graduate Learning Goals 1, 2, 3, 4, 5).

c. Understand recent design approaches and targets of chemical probes (Graduate Learning Goal (Graduate Learning Goals 1, 2, 3, 4).

d. Design novel or improved chemical probes to study a biological problem and propose appropriate characterization experiments (Graduate Learning Goals 2, 3, 4).

4. Course materials.

The Discovery and Utility of Chemical Probes in Target Discovery; Brennan, P., Rodriguez, S. V., Eds.; The Royal Society of Chemistry, 2020. ISBN 978-1-78801-589-9

5. Weekly outline of content.

Week	**Topic**	**Reading**
Week 1	Introduction to Chemical Probes and Fluorogenic Probes	Ch 1 and assigned primary literature
Week 2	Common Approaches in the Design and Discovery of Chemical Probes	Ch. 3 and 4
Week 3	DNA-Encoded Chemistry in the Discovery of Chemical Probes	Ch. 2
Week 4	Characterization and Validation of Chemical Probes	Ch. 10 and 11
Week 5	Characterization and Validation of Chemical Probes (continued)	Assigned primary literature
Week 6	Cyclic Peptides and Natural Products as Chemical Probes	Ch. 5 and Ch. 6
Week 7	Chemical Probes using Targeted Degradation Mechanisms	Ch. 7 and assigned primary literature
Week 8	Chemical Probes for Kinases and to Control RNA Function	Ch. 8 and Ch. 9
Week 9	Chemical Probes for Modulating Metal Ions in Neurodegenerative Diseases	Assigned primary literature
Week 10	Chemical Probe Design Project Presentations	N/A

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

Assignments and Evaluations	Weight
Quizzes	30%

Discussion Board Posts and Participation	40%
Chemical Probe Design Project and Presentation	30%

As the Probe Design and Presentation encompasses the material covered throughout the course, it serves as a final milestone evaluation, in lieu of a final exam.

7. Grading scale.

Percentage of Points	Grade
≥ 90.0%	A
80.0% - 89.9%	B
70.0% - 79.9%	C
60.0% - 69.9%	D
< 60.0%	F

8. Correlation of learning objectives to assignments and evaluation.

Learning Goals	**Quizzes (30%)**	**Discussion Board Posts and Participation (40%)**	**Chemical Probe Design Project and Presentation (30%)**
a	X	X	X
b	X	X	X
c	X	X	X
d	X		X

Date approved by the department or school: 2/12/2025
Date approved by the college curriculum committee: 2/19/2025
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. **__X__New Course or _____Revision of Existing Course**
2. **Course prefix and number:** __CHM 5106_____
3. **Short title:** __Metabolism_____
4. **Long title:** ___ Endogenous and Xenobiotic Metabolism _____
5. **Hours per week:** _2__ Class _0__ Lab _2__ Credit
6. **Terms:** ___ Fall ___ Spring _ X_ Summer _X__ On demand
7. **Initial term**: ___ Fall ___ Spring _X__ Summer Year: _2026___
8. **Catalog course description:** _ An advanced biochemistry course covering endogenous and xenobiotic metabolic pathways with a focus on their biochemical interconnections in the context of cellular metabolism._____
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:

    _X__ Lecture ___ Lab ___ Lecture/lab combined ___ Independent study/research

    ___ Internship ___ Performance ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    ___ Face to Face _X_ Online Synchronous _X__ 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 __X_ No
13. **Prerequisite(s): __** CHM 3300 or CHM 3450 or CHM 4860. CHM 3460 recommended. **_____**

    a. Can prerequisite be taken concurrently? ___ Yes __X_ No

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

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

d. Who may waive prerequisite(s)?

___ No one __X_ Chair ___ Instructor ___ Advisor ___ Other (specify)

14. Co-requisite(s): _None_____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: __Graduate_____

b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: _None_____

16. Repeat status: _X__ 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: _None__

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

19. Special grading provisions: N/A

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

___ Grade for course will <u>not</u> count in hours toward graduation.

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

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

20. Additional costs to students:
Supplemental Materials or Software_____

Course Fee _ X __No ___Yes, Explain if yes_____ _____

21. Community college transfer: N/A

___ A community college course may be judged equivalent.

_X_ A community college may <u>not</u> be judged equivalent.

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

<u>Rationale, Justifications, and Assurances (Part I)</u>

1. ___Course is required for the major(s) of _____

___Course is required for the minor(s) of _____

___Course is required for the certificate program(s) of _____

__X_ Course is used as an elective ___ MS Chemistry program _____

2. **Rationale for proposal** : This course is to add more graduate-level biochemistry courses to the MS Chemistry degree program and focuses on in depth and advanced topics in metabolism to prepare students for further studies or entry into the biomedical and/or biotechnology workforce. This will additionally be part of a new MS Chemistry degree online pathway.
3. **Justifications for (answer N/A if not applicable):**

   Similarity to other courses: This course covers similar topics to CHM 3460: Biochemistry II, which focuses on undergraduate level coverage of metabolism. This new course will cover topics in more depth at the graduate level and also includes unique topics on xenobiotic metabolism.

   Prerequisites: CHM 3300, 3450 or CHM 4860 provides the biochemical background knowledge to understand course concepts.

   Co-requisites: N/A

   Enrollment restrictions: This is a graduate level course.

   Writing active, intensive, centered: N/A

   Capstone as Senior Seminar: N/A
4. **General education assurances (answer N/A if not applicable): N/A**

   General education component:

   Curriculum:

   Instruction:

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

   Online or hybrid delivery justification: Online to facilitate students enrolled in new online degree pathway. Exact modality (synchronous or asynchronous) to be determined by faculty desire as well as program need.

   Instruction: Course will be instructed by members of the graduate faculty who are experts in biochemistry and completed appropriate online instruction training. Instruction will be asynchronous with recorded videos or synchronous lectures using video conferencing software providing supplementary information to the assigned reading. Section quizzes, a mid-term exam, a final exam, and a paper.

   Integrity: Academic Integrity Tools built into the course management system will be used on assignments when appropriate.

   Interaction: Students will interact with the instructor during online office hours in addition to feedback on assignments and discussion board posts.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CHM 5106: Endogenous and Xenobiotic Metabolism

2. Catalog description: An advanced biochemistry course covering endogenous and xenobiotic metabolic pathways with a focus on their biochemical interconnections in the context of cellular metabolism.

3. Learning objectives.
As a result of this course students will be able to:

a. Distinguish the key principles of energy metabolism: glycolysis, citric acid cycle, oxidative phosphorylation, photosynthesis, and beta-oxidation of fatty acids (Graduate Learning Goals 1, 3).
b. Describe biosynthetic pathways of biomolecule building blocks including carbohydrates, amino acids, fatty acids, and nitrogenous bases (Graduate Learning Goals 1, 2, 3)
c. Identify xenobiotic pathways and predict the metabolic products of xenobiotics in context of individual differences in these pathways (Graduate Learning Goals 1, 2, 3).
d. Compare catabolic and anabolic pathways and justify the biochemical logic that connects these two opposing processes (Graduate Learning Goals 1, 2, 3).
e. Evaluate biotechnology applications of representative metabolic pathways (Graduate Learning Goals 1, 2, 3, 5).
f. Interpret disease etiology in context of metabolic pathways (Graduate Learning Goals 1, 2, 3).
g. Summarize and evaluate recent metabolism literature (Graduate Learning Goals 3, 4, 5).

4. Course materials.
Voet, D. and Voet, J. Biochemistry, 4th Edition; Wiley, 2010. ISBN-13: 978-0470917459

5. Weekly outline of content.

Week	Topic	Reading
Week 1	Introduction to Metabolism and Glycolysis	Ch. 16, 17
Week 2	Glycogen Metabolism	Ch. 18
Week 3	The Citric Acid Cycle	Ch. 21
Week 4	Electron Transport and Oxidative Phosphorylation	Ch. 22
Week 5	Other Pathways of Carbohydrate Metabolism	Ch. 23
Week 6	Lipid Metabolism, Mid-term Exam	Ch. 25
Week 7	Amino Acid and Nucleotide Metabolism	Ch 26, 28
Week 8	Energy Metabolism: Integration and Organ Specialization	Ch. 27
Week 9	Xenobiotic (Drug) Metabolism	*Special Topic*
Week 10	Interindividual Variability in Metabolism, Final Exam	*Special Topic*

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

Assignments and Evaluations	Weight
Mid-term Exam	30%
Final Exam	30%
Section Quizzes	20%
Metabolism Paper	20%

7. Grading scale.

Percentage of Points	Grade
≥ 90.0%	A
80.0% - 89.9%	B
70.0% - 79.9%	C
60.0% - 69.9%	D
< 60.0%	F

8. Correlation of learning objectives to assignments and evaluation

Learning Goals	Mid-term Exam (30%)	Final Exam (30%)	Section Quizzes	Metabolism Paper
a	X	X	X	X
b	X	X	X	X
c	X	X	X	X
d	X	X	X	X
e	X	X	X	X
f	X	X	X	X
g				X

Date approved by the department or school: 2/12/2025
Date approved by the college curriculum committee: 2/19/2025
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. _X_ **New Course or _____Revision of Existing Course**
2. **Course prefix and number:** _____CHE 5790_____
3. **Short title:** _Crisis Management in HE_____
4. **Long title:** _Crisis and Emergency Management in Higher Education_____
5. **Hours per week:** _3__ Class _0_ Lab _3_ Credit
6. **Terms:** _X_ Fall _X_ Spring ___ Summer _X_ On demand
7. **Initial term**: ___ Fall _X_ Spring ___ Summer Year: __2027_
8. **Catalog course description:**

   This course focuses on the expansion of student affairs practitioners' roles and responsibilities, and expectations from localized emergencies and student crises to larger multi-departmental/ jurisdictional campus crises and full-scale disasters. Additionally, the course will examine the rise and conceptual framework of campus emergency management and its cyclical, multi-phase model that addresses the prevention of, preparation for, response to, and recovery from emergencies and disasters. Finally, the course will add to student knowledge by reviewing the legal underpinnings which guide the work, the individual and system response to traumatic events, as well as landmark incidents of the past and more recent events which have shaped the profession in this context. The course utilizes group discussion, a variety of assigned readings and case studies, and an array of guest speakers and subject matter experts in the field to enhance your knowledge base.

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:

    _X__ Lecture ___ Lab ___ Lecture/lab combined ___ Independent study/research

    ___ Internship ___ Performance ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    ___ Face to Face __ Online Synchronous _X_ 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:** ____N/A_____

12. **Equivalent course(s):** _N/A_____

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

13. **Prerequisite(s**): __CHE 5720 and CHE 5760, and/or one semester coursework in HECC_____

    a. **Can prerequisite be taken concurrently?** ___ Yes _X_ No

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

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

    d. **Who may waive prerequisite(s)?**

    ___ No one _X_ Chair ___ Instructor _X__ Advisor ___ Other (specify)

14. **Co-requisite(s):** None_____

15. **Enrollment restrictions**

    a. **Degrees, colleges, majors, levels, classes which may take the course:** __CSA majors and HECC accelerated student majors_____

    b. **Degrees, colleges, majors, levels, classes which may not take the course:** __Undergraduates except for those enrolled in accelerated HECC program

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

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

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

19. **Special grading provisions:**

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

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

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

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

20. **Additional costs to students:**
    Supplemental Materials or Software_____

    Course Fee _X_No ___Yes, Explain if yes_____

21. **Community college transfer:**

    ___ A community college course may be judged equivalent.

    _X_ A community college may not be judged equivalent.

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

Rationale, Justifications, and Assurances (Part I)

1. _X_Course is required for the major(s) of __CSA with a concentration Higher Education and Community College (HECC)_____

   ___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 class has been taught as an elective under the special topics course number CHE5400B but with professional literature calling for more preparation for professionals to manage this topic, as well as the student response as a well-liked class, we are making it a required and independent (not a special topics) course.

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

   Similarity to other courses: N/A

   Prerequisites: This is considered an advanced course. Hence, the students need to have completed at least one semester before taking this class and or completed Student Development Theory (CHE5720) and Legal and Ethical Issues (CHE 5760).

   Co-requisites: N/A

   Enrollment restrictions: N/A

   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: The entire program is delivered as asynchronous. Thus, this class is as well.

   Instruction: This course will feature asynchronous learning activities, including but not limited to video lectures, posted readings, drop box assignments, and threaded discussions. All instructors teaching this course online will have completed EIU's OCDi training or an equivalent certification to ensure high-quality online instruction

Integrity: Written assignments will be reviewed using originality-checking software (e.g., Turnitin). Students will access course materials, assignments, quizzes, and exams through the online course management system (e.g., D2L) using their network credentials. Online assessments will incorporate randomized questions, enforced time limits, and a "lockdown" browser (e.g., Respondus) to restrict access to other web resources during testing.

Interaction: The faculty member and students will communicate through email, discussion boards, and chat functions available within the online course management system (e.g., D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CHE 5790

2. Catalog description
This course focuses on the expansion of student affairs practitioners' roles and responsibilities, and expectations from localized emergencies and student crises to larger multi-departmental/ jurisdictional campus crises and full-scale disasters. Additionally, the course will examine the rise and conceptual framework of campus emergency management and its cyclical, multi-phase model that addresses the prevention of, preparation for, response to, and recovery from emergencies and disasters. Finally, the course will add to student knowledge by reviewing the legal underpinnings which guide the work, the individual and system response to traumatic events, as well as landmark incidents of the past and more recent events which have shaped the profession in this context. The course utilizes group discussion, a variety of assigned readings and case studies, and an array of guest speakers and subject matter experts in the field to enhance your knowledge base.

3. Learning objectives.
Upon successful completion of this course, students will be able to:

a. discuss and describe the emergency management model, the complexities and levels of campus incidents, and how the stages of emergency management affect our work as student affairs practitioners; (ACPA/NASPA Competencies – Leadership; Organizational and Human Resources) [GSLG 1, 2, 5]
b. identify stakeholders and projected needs during an emergency and disaster and to be familiar with how institutions utilize mitigation, preparation, response, and recovery efforts to address stakeholder needs; (ACPA/NASPA Competencies -Law Policy, and Governance) [GSLG 1, 2, 5]
c. analyze how historical and recent incidents occurring on and off-campus shape our work and can be a guide to current and future areas of concern. (ACPA/NASPA Competencies – Values, Philosophy, and History; Leadership) [GSLG 1, 2, 3, 4, 5]

4. Course materials.

a. Akers, C. (2007). Evolution of emergency operations strategies: Structure and process of crisis response in college student affairs (Doctoral Dissertation). Retrieved from ProQuest Dissertation and Theses database (UMI No. 3292920).
b. Zdziarski, II, E. L., Dunkel, N. W., Rollo, J. M., & Associates. (2021). Campus crisis management: A comprehensive guide to planning, prevention, response, and recovery. New York: Routledge (2nd edition).

***Considerable class focus will be placed on the following specific case study which will be provided to students via the course website.

c. When It Rains, It Pours: Crises at Oakmont University – developed by Dr. C. Ryan Akers and Dr. April Heiselt

***Additional readings may be assigned from the two sources below based on the direction of the class discussion.

d. Drabek, T. E. (2010). The human side of disaster. Boca Raton, FL: Taylor & Francis.
e. Harper, K. S., Paterson, B. G., & Zdziarski, II., E. L. (2006). Crisis management: Responding from the heart. Washington, DC: National Association of Student Personnel Administrators.
f. Hemphill, B. O. & LaBanc, B. H. (eds.) (2010). Enough is enough: A student affairs perspective on preparedness and response to a campus shooting. Sterling, VA: Stylus Publishing.
g. Howitt, A. M. & Leonard, H. B. (eds.) (2009). Managing crises: Responses to large-scale emergencies. Washington, DC: CQ Press.
h. Roy, L. (2009). No right to remain silent: The tragedy at Virginia Tech. New York: Harmony Books.
i. Tang, I. A. (2000). The Texas aggie bonfire: Tradition and tragedy at Texas A&M. Austin, TX: Morgan Printing.
j. U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students. (2013). Guide for developing high-quality emergency operations plans for institutions of higher education. https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf
k. U.S. Department of Education, Office of Safe and Drug Free Schools. (2009). Action guide for emergency management at institutions of higher education. https://files.eric.ed.gov/fulltext/ED515949.pdf

5. Weekly outline of content.

Week1: Introduction to the course and expectations
Week2: Campus Emergency Management and Crisis Response in Higher Education
Week3: Identification of Campus Stakeholders, Specific Needs, and How we Address Them
Week4: Current Events & Case Study
Week5: Campus Emergency Management Systems/Models: Prevention (Mitigation)
Week6: Campus Emergency Management Systems/Models: Preparedness
Week7: Special Topics and Current Events
Week8: Campus Emergency Management Systems/Models: response
Week9: Campus emergency Management Systems/Models: Recovery
Week10: contemporary Campus Emergency Management Issues: At Risk Behaviors
Week11: Contemporary Campus Emergency Management Issues: COVID, Public Health Emergencies, Cascading Events
Week12: Contemporary Campus Emergency Management Issues: Psychological First Aid and the Effects of Traumatic Incidents on College Students
Week13: Contemporary Campus Emergency Management Issues: Specialized Crisis Teams
Week14: Contemporary Campus Emergency Management Issues: Active Shooter Training Programs.
Week15: Contemporary Campus Emergency Management Issues: Managing expressive behaviors and Special Event Management
Week16: Sustaining Campus Emergency Management into the Future: Course Review

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

Discussion Board Participation	30%
Journal reflections	30%
Case Study	20%
Learning Interaction & Engagement	20%

Learning Objectives	**Activities to determine attainment**
Discuss and describe the emergency management model, the complexities and levels of campus incidents, and how the stages of emergency management affect our work as student affairs practitioners	Discussion Board, Journal Reflections, Case Study, Learning Interaction & Engagement

identify stakeholders and projected needs during an emergency and disaster and to be familiar with how institutions utilize mitigation, preparation, response, and recovery efforts	Journal Reflections, Case Study, Learning Interaction & engagement
analyze how historical and recent incidents occurring on and off-campus shape our work and can be a guide to current and future areas of concern.	Journal reflections, Case Study, Learning Interaction & engagement

Module Discussion Board Entries (170 points – 30%)

During each Module, each student will be responsible for three discussion board posts. One designated student will generate one original discussion question/thread AND to respond to a minimum of two entries of classmates' contributions (for a minimum total number of three posts). All other students will be responsible for three responses to classmates' contributions. Continued engagement and additional posts are encouraged and welcomed. Discussion Board entries will be used to discuss concepts and content from the class readings, guest speaker contributions, Special Topics - Current and Global Events (as they pertain to the content specific for that particular module), questions posed by the instructor, etc. During each module, there are up to 10 points available for each student to obtain.

Journal Reflections (170 Points – 30%)

During each Module, each student will submit one journal reflection via the course website. These reflections must be relevant to the content of that particular Module, but they can be associated with the readings or questions arising from those, message board discussions, one of your Special Topic Current Events, and the Case Study. Each individual reflection should be at least one typed page and no more than two typed pages, and they should be submitted to the course website.

Case Study (100 points – 20%)

Course Capstone Case Study (100 points total) A large percentage of the independent work in the course will be focused on a specific case study provided by the instructor. This case study will examine a wide variety of critical incidents and campus crises for the individual players and for the entire institution and all stakeholders. You will be responsible for reading the case study and reflecting on the issues found within it. Questions have been posed in this syllabus to help guide your thought processes. You are required to work on this independently and may potentially be asked to contribute to thoughtful discussion by prompts and questions during each module. A specific rubric for the case is provided below. Case Study responses should be a minimum of 5 pages typed (not including title page and citations), double spaced with correct APA formatting. There is a maximum limit of 10 pages typed (not including title page and citations), double spaced with APA formatting. Those who begin the Case and work through it over the course of the semester will be most successful.

Learning Integration and Engagement (100 points – 20%)

There will be a total of 100 points available for Overall Class participation and engagement. Overall class participation and engagement takes into consideration ALL factors of class contributions and engagement, including Zoom meetings, of which 4 (of 30 minutes max or essentially one per month) are required over the course of the term.

7. Grading scale.

A: 90-100%
B: 80-89%
C:70-79%
D: 60-69%

F: Less than 60%

Date approved by the department or school: 1/22/2025
Date approved by the college curriculum committee:
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: CGS:

25—058
Effective: Spring 2026

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. **__X__New Course or _____Revision of Existing Course**
2. **Course prefix and number:** FMD 4858
3. **Short title:** Art & Fashion
4. **Long title:** Art & Fashion
5. **Hours per week:** _2__ Class _2__ Lab _3__ Credit
6. **Terms:** ___ Fall _X__ Spring ___ Summer _X__ On demand
7. **Initial term**: ___ Fall _X__ Spring ___ Summer Year: _2026_____
8. **Catalog course description:** Conceptualize fashion and analyze inspiration of modern-day designs in order to create wearable art with the intent for exhibition. 3 credits.
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 _X__ Lecture/lab combined ___ Independent study/research

    ___ Internship ___ Performance ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    _X__ Face to Face __ Online Synchronous ___ Online Asynchronous ___ Study Abroad

    _X__ Hybrid, specify approximate amount of on-line and face-to-face instruction:
    25% Online, 75% F2F

11. **Course(s) to be deleted from the catalog once this course is approved:**
    _____

12. **Equivalent course(s):** _N/A_____

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

13. **Prerequisite(s):** _N/A_____

    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):** __N/A_____

15. **Enrollment restrictions**

    a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course:** __All_____

    b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course:** __None

16. **Repeat status:** ___ May not be repeated _X__ 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:** _X__ Standard ___ CR/NC __ Audit ___ ABC/NC

19. **Special grading provisions**: N/A

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

    ___ Grade for course will <u>not</u> count in hours toward graduation.

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

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

20. **Additional costs to students:**
    Supplemental Materials or Software_____

    Course Fee ___No _X__Yes, Explain if yes: Supplies for use in the Fashion Lab specific to this course (muslin fabric, patterning paper, sewing machine needles, pins, tailor's chalk, sewing notions, machine maintenance), *$45 per student*

21. **Community college transfer:**

    ___ A community college course may be judged equivalent.

    _X__ A community college may <u>not</u> be judged equivalent.

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

Rationale, Justifications, and Assurances (Part I)

1. _X__Course is required for the major(s) of **Fashion Merchandising**

   ___Course is required for the minor(s) of _____

   ___Course is required for the certificate program(s) of _____

   _X__ Course is used as an elective: **to be included on FMD minor list of electives, for all students**

2. **Rationale for proposal** : This course will add another construction/design course to our program, enhancing fashion students' hands-on experience. Construction experience isn't necessary as wearable art can be created from a variety materials and processes. Conceptual fashion will merge the areas of art and fashion, making this course beneficial as not only a required course for fashion merchandising majors, but also an elective for art students as well as fashion merchandising minors.

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

   Similarity to other courses: N/A

   Prerequisites: N/A

   Co-requisites: N/A

   Enrollment restrictions: N/A

   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: This course may be offered as a hybrid to allow for schedule flexibility; the utilization of technology to partially deliver the course will enhance the learning of the material. Certain activities, such as project construction, will be completed F2F, but other course materials and lectures will be completed/available online.

   Instruction: Qualified Art faculty as approved by the department chair. Course instructor will hold online office hours as required and will have completed the proper online course training, if applicable. Instructors who teach this course online or hybrid will have completed EIU OCDI training or equivalent.

   Integrity: Discussion boards and examinations will be available for limited periods of time throughout the semester and will be completed by each student. Turnitin plagiarism software will

be utilized for all written, submitted work to ensure original and authentic work by each student. Respondus Lockdown Browser will be required for exams.

Interaction: The instructor will correspond with each student on a regular basis. Discussion boards, email, and assignment dropboxes will be used for direct communication. Each posting on the discussion board will reflect the students' names and will be monitored carefully. The discussions will be structured in a manner that will promote integration of course materials and interaction between students.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: FMD 4858, Art & Fashion, 3 credits.

2. Catalog description: Conceptualize fashion and analyze inspiration of modern-day designs in order to create wearable art with the intent for exhibition. 3 credits.

3. Learning objectives.
   a. Analyze the complex relationship between art and fashion (University Learning Goals: CT 1-6, WR 1-7, SL 1-7, RC 1-4; Graduate Goals for Learning 1-5)
   b. Evaluate and utilize art inspiration within surroundings and elsewhere (University Learning Goals: CT 1-6, WR 1-7, SL 1-7, QR 1-6, RC 1-4; Graduate Goals for Learning 1-5)
   c. Apply knowledge and create wearable art: garments and accessories (University Learning Goals: CT 1-6, WR 1-7, SL 1,3,7, QR 1-6, RC 1-4; Graduate Goals for Learning 1-5)
   d. Exhibit created wearable art (garments and accessories) (University Learning Goals: CT 1-6, WR 1-7, SL 1-7, QR 3,5, RC 1-4; Graduate Goals for Learning 1-5)

4. Course materials. No text is assigned for this course. Supplemental reading material, including current news in fashion, and tutorials will be posted on D2L throughout the semester.

5. Weekly outline of content.

Week	*Topic*	*Assignments & Activities*	*Time per week*
1	Introduction to course, assignments, evaluation	Syllabus D2L DQ #1: Creativity	3 hours 20 minutes
2	Discuss art & fashion, wearable art	Introduction Icebreaker In-Class Activity Points	3 hours 20 minutes
3	Assess garment inspiration, Lab Work	D2L DQ #2: Garment Inspiration	3 hours 20 minutes
4	Garment inspiration continued, Lab Work	In-Class Activity Points	3 hours 20 minutes
5	Assess accessory inspiration, Lab Work	D2L DQ #3: Accessory Inspiration	3 hours 20 minutes
6	Accessory inspiration continued, Lab Work		3 hours 20 minutes
7	Midterm Exam Lab Work	Midterm Exam Due	3 hours 20 minutes
8	Discuss concept board development, Lab Work	In-Class Activity Points	3 hours 20 minutes
9	Concept board development, Lab Work		3 hours 20 minutes
10	Concept board preparation, Lab Work	Check-in for Progress Report	3 hours 20 minutes

11	Concept board peer review, Lab Work	Accessory Due In-Class Activity Points	3 hours 20 minutes
12	Accessory presentations, Lab Work	D2L DQ #4: Design Concept Boards Check-in for Progress Report	3 hours 20 minutes
13	Exhibition preparation, Lab Work	Check-in for Progress Report	3 hours 20 minutes
14	Garment presentations, Lab Work	Garment Due	3 hours 20 minutes
15	Exhibition Week		3 hours 20 minutes
16	Final Exam	Final Exam Due	2 hours for final exam

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

Course Assignment & Evaluations	*% of Points*	*Course Learning Objective(s)*
Discussions/Assignments	16%	a, b
Design check-ins	14%	a, b, c
Accessory project*	16%	a, b, c, d
Garment project*	24%	a, b, c, d
Exhibition*	10%	b, c, d
Exams (2)	20%	a, b, c

*Students enrolling for graduate credit will have a separate method of evaluation for the accessory and garment projects as well as additional duties in helping prepare for exhibition.

7. Grading scale.

A = 90-100% B = 80-89% C = 70-79% D = 60-69% Below 60% = F

Date approved by the department or school: February 17, 2025

Date approved by the college curriculum committee: March 12, 2025

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

Date approved by CAA: April 10, 2025

CGS:

25-057
Effective: Spring 2026

CGS Agenda Item 25-44 042925

Memorandum

To: CAA **From:**

- All 14 Communication Disorders & Sciences faculty: Angela Anthony, Heidi Ramrattan, Lynne Cameron, Aswathy Anakkathil Pradeep, Alyssa Bunfill, Valerie Pampe, Rudyard Watson, Laurel Teller, Trina Becker, Nichole Mulvey, Jill Fahy, Jacki Tish, Beth Bergstrom, Ann Dralle
- Public Health & Nutrition faculty: Amy Carie, Julie Dietz, Bethni Gill, Aimee Janssen-Robinson, Casey Strawser
- School of Nursing faculty: Richard Clapp, Jacy Ghast, Johnna Paulson, Lindsay Roberts, Drew Kirkley, Nicole Zeller.

Date: March 21, 2025

Subject: Proposal to add multi-modality delivery modes, including a single section "hyflex" option and a "combined modality" option with face-to-face and online sections combined to a single multi-modality course for minimum enrollment purposes [as we currently do combining Z -sections with their parent courses, or with sections required to have different section numbers for student billing purposes (e.g., PUBH 3750.600 for PUBH students and PUBH 3750.620 for the RN to BSN program]. This would require changes to the CAA course proposal form and directions on the CAA website.
Rationale:

There are currently five available modalities for delivering courses at EIU: Traditional Face to Face, Online Synchronous, Online Asynchronous, Study Abroad, and Hybrid. The number of online programs at EIU has increased to 12 undergraduate and 24 graduate programs with over 15 of these programs who offer both online and traditional face to face tracks. The demand for online sections of courses continues to grow and, typically, these fill faster than face to face sections. Face-to-face classes are needed for traditional tracks for students who prefer to learn in traditional classroom settings and for international students who are allowed limited credits of online classes each semester, per the Department of Homeland Security. Academic programs which attempt to juggle the needs of both groups of students consistently find themselves struggling to meet course demand and degree completion plans while also meeting enrollment minima. If only one section can be offered, it is typically the face-to-face course that gets cancelled, which is burdensome for those who need or prefer to learn in a traditional classroom setting. Lower-level courses where enrollment minima are higher are particularly vulnerable.

To address these issues, many Universities across Illinois, as well as nationally, have adapted "hy-flex" delivery modes in which in-person and online learning are combined in multi-modality teaching. This mode of delivery typically provides flexibility for students to attend face to face or participate in an online synchronous or asynchronous

environment, enhancing opportunities to meet all students' needs which directly impacts recruitment and retention of students. This differs from the more familiar "hybrid" model, in that both online and face to face modalities are available for each class period.

Some instructors have expressed reservation with a truly "hy-flex" model where students have the option of deciding daily how to attend and possibly having an empty classroom some days. To address this issue, we are proposing a second option of "combined modality" option with combined course sections, a practice already in place when course sections utilize the same modality (two online sections may be combined for enrollment and faculty load purposes, as may two or more face-to-face or hybrid courses). In this model there would be a face-to-face section of the course listed and an online section of the course listed. Students would enroll in one or the other and this would be their expected attendance mode unless communicating with the instructor for special circumstances. The sections would be combined, so that together they would meet course minima requirements, and they would be taught in the same multi-modality manner as a "hy-flex" course.

Some instructors or professors at EIU have volunteered to offer this delivery format in effort to be flexible for students, and the COVID era featured examples of multi-modality created to respond to those challenges. Defining and codifying these modalities would allow EIU to remain competitive with other universities and provide academic programs with more flexible course delivery options that can be deployed quickly and efficiently to adapt to emerging programmatic needs.

This proposal includes two new course modalities, "hy-flex" and "combined modality." Both designations are needed to meet the diverse needs of departments throughout the university. Hy-flex allows students freedom and flexibility to change modalities throughout the semester with ease, and combined modality access allows students to access either a face-to-face or online offering within the same course but limits students' ability to freely transition between modalities during the semester. While hyflex modality may align with programming for some departments, combined modality access may be more effective for other departments to meet the unique needs of their program and learners.

Please see the table below for a side-by-side comparison of the two proposed multimodality instruction options.

Multi-Modality Instruction: Hy-flex and Combined modality		
	Hy-flex	**Combined modality**
Multimodality instruction	A single section of a course is taught as face-to-face, online synchronous, and/or online asynchronous formats each class period.	A single course is taught as face-to-face, online synchronous, and/or online asynchronous formats each class period. Students enroll in the section with the learning modality that best meets their need, and the sections are combined for the purposes of enrollment minimum and faculty load.

Banner course listing information	The course is listed as hy-flex with the online delivery option noted as synchronous and/or asynchronous at the time of course scheduling so that potential students are aware of the necessity of participation at a certain class time, or not. Course minima and total enrollment caps determined by the program/administration as for all EIU courses, apply to the section	The course is listed as a face-to-face section and an online synchronous and/or online asynchronous section. Students enroll in one of the sections, and then, the course sections are combined and taught together as a single multi-modality section. Course minima and total enrollment caps determined by the program/ administration as for all EIU courses, apply to the combined sections.
Student Autonomy	Students may choose day-to-day which modality to utilize for course participation. If the hy-flex offering is listed as F2F and online synchronous, students must be present in person or online at the time of each class period. If the hy-flex class is listed with an asynchronous offering, then students do not need to present during the time of the class	Students register for the section and participate consistently in the modality in which they enrolled. Students may not choose to switch delivery modes for class periods unless instructor approved in advance.
Faculty Delivery of Multi-Modality Instruction	Faculty teach face-to-face and at least one additional modality as noted in banner course listing information (e.g., online synchronous and/or asynchronous). The number of students in the classroom vs online will vary due to the hy-flex nature of the course	Faculty teach face-to-face and at least one additional modality as noted in banner course listing information (e.g., online synchronous and/or asynchronous). The number of students in the classroom vs. online should be relatively consistent since students enroll for a face-to-face section or on-line section and are expected to attend in that manner unless approved by the.
Credit Hour Policy	Synchronous or asynchronous instructional time + out-of-class work = minimally 37.5 hours per credit hour	Synchronous or asynchronous instructional time + out-of-class work = minimally 37.5 hours per credit hour
Billing	New student account code will need to be created, and student accounts will need to overhaul how they do things. If students are face to face students, student will get billed face to face. If students are registered in an online track, they will get billed for online.	Student billing clear because they are registered for online or F2F.

	Online graduate students will NOT be billed out-of-state tuition rates.	
Textbooks	Do not know if the student will need online or F2F book if that model is adapted.	Textbook needs are clear.

Definitions of current delivery modes on course proposal form directions:

- **Traditional Face-to-face**: 'In face-to-face courses, 100% of the required contact hours occur face-to-face in regularly scheduled sessions.' (CAA Course Proposal Form directions)
- **Hybrid**: 'In "hybrid" courses, the course combines aspects of online and face-toface instruction in a manner that reduces the number of face-to-face or traditional classroom meetings.' (CAA Course Proposal Form directions)
- **Online**: 'In "online" courses, all course activity is done online; there are no required face-to-face sessions within the course and no requirements for oncampus activity.' (CAA Course Proposal Form directions) **Proposed definitions:**

Hy-flex: In hy-flex courses, the course is offered as face-to-face, online synchronous, and/or online asynchronous formats simultaneously. Each class period is offered in multiple modalities as face-to-face, online synchronous, and/or online asynchronous formats. Students may choose which modality to utilize for course participation each class period. The online delivery format should be noted as synchronous and/or asynchronous at the time of course scheduling so that potential students are aware of whether they need to participate during set times.

Combined Modality: In combined modality courses, the course is listed as a face-to-face section and an online synchronous and/or online asynchronous section. Students enroll in one of the sections, and the course sections are combined and taught together as a single section; each class period is taught in multiple modalities based on the modalities offered in BANNER (face to face, online synchronous, and online asynchronous). Students are expected to consistently participate in the modality that they registered for.

The extent to which course content is delivered face to face or online through technological means does not affect the learning outcomes or total amount of student work per credit hour. Student will spend minimally 37.5 hours of face-to-face instruction, synchronous or asynchronous online learning plus out of class work per credit hour.

Current course proposal form and direction:

COVER SHEET
10. Check all instructional delivery attributes which apply to this course.
- Refer to EIU Credit Hour policy (IGP #46.1) describing type of courses if needed.

- In “online” courses, all course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity.
- In “hybrid” courses, the course combines aspects of online and face-to-face instruction in a manner that reduces the number of face-to-face or traditional classroom meetings. (online and hybrid justification and assurances completed in Part I, #5) In face-to-face courses, courses, 100% of the required contact hours occur face-to-face in regularly scheduled sessions.

RATIONALE, JUSTIFICATIONS, AND ASSURANCES (PART I)

5. Online Delivery Justification & Assurances Standards and implementation of online courses and programs should mirror the academic rigor, assurance of academic integrity, and close faculty-student interaction that on-campus courses provide. Online courses should be taught by trained and responsive faculty who make quality instruction and student needs their priority (See Appendix C for Course Design Resources)

Explain why the course or section of the course will be delivered in an online format and specifically:
a. Describe how the instructional materials and assessments in the online course will be used to support students’ achievement of the specified learning objectives b. Describe how the integrity of student work will be assured
c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of strategies that will be used to promote the interaction (e.g., peer discussion, collaborative learning strategies, video conferencing, etc.) Note: If students with disabilities enroll in the course, provisions for accommodating students with disabilities must be made. Also note: All instructors of online courses/sections (which include online**,** hybrid, and courses with more than 50% online delivery) must submit proof of having completed the Online Course Development Institute (OCDI), Illinois Online Network’s “Master Online Teacher" certificate or another documented and equivalent training activity before teaching the courses/sections for the first time.

Proposed changes to the course proposal form and directions in red/bold:

COVER SHEET

10. Check all instructional delivery attributes which apply to this course.
- Refer to EIU Credit Hour policy (IGP #46.1) describing type of courses if needed.
- In “online” courses, all course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity.
- In “hybrid” courses, the course combines aspects of online and face-to-face instruction in a manner that reduces the number of face-to-face or traditional classroom meetings. (online and hybrid justification and assurances completed in Part I, #5) In face-to-face courses, courses, 100% of the required contact hours occur face-to-face in regularly scheduled sessions.

-Hy-flex: In hy-flex courses, the course is offered as face-to-face, online synchronous, and/or online asynchronous formats simultaneously. Each class

period is offered in multiple modalities as face-to-face, online synchronous, and/or online asynchronous formats. Students may choose which modality to utilize for course participation each class period. The online delivery format should be noted as synchronous and/or asynchronous at the time of course scheduling so that potential students are aware of whether they need to participate during set times.

Combined Modality: In combined modality courses, the course is listed as a face-to-face section and an online synchronous and/or online asynchronous section. Students enroll in one of the sections, and the course sections are combined and taught together as a single section; each class period is taught in multiple modalities based on the modalities offered in BANNER (face to face, online synchronous, and online asynchronous). Students are expected to consistently participate in the modality that they registered for.

RATIONALE, JUSTIFICATIONS, AND ASSURANCES (PART I)

5. Online Delivery Justification & Assurances Standards and implementation of online courses and programs should mirror the academic rigor, assurance of academic integrity, and close faculty-student interaction that on-campus courses provide. Online courses should be taught by trained and responsive faculty who make quality instruction and student needs their priority (See Appendix C for Course Design Resources)

Explain why the course or section of the course will be delivered in an online**, hybrid**, **hy-flex, or combined modality** format and specifically:
a. Describe how the instructional materials and assessments in the online course will be used to support students' achievement of the specified learning objectives b. Describe how the integrity of student work will be assured
c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of strategies that will be used to promote the interaction (e.g., peer discussion, collaborative learning strategies, video conferencing, etc.) Note: If students with disabilities enroll in the course, provisions for accommodating students with disabilities must be made. Also note: All instructors of online courses/sections (which include online**, hy-flex, combined modality,** and hybrid courses with more than 50% online delivery) must submit proof of having completed the Online Course Development Institute (OCDI), Illinois Online Network's "Master Online Teacher" certificate or another documented and equivalent training activity before teaching the courses/sections for the first time.

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 __x___Revision of Existing Course**
2. **Course prefix and number:** ___KSR 5270_____
3. **Short title:** ___Neuromuscular Ex Phys & Prog_____
4. **Long title:** __Neuromuscular Exercise Physiology and Programming_____
5. **Hours per week:** __3_ Class _0__ Lab _3__ Credit
6. **Terms:** ___ Fall ___ Spring ___ Summer _x__ On demand
7. **Initial term**: ___ Fall _x__ Spring ___ Summer Year: _2026_____
8. **Catalog course description:** This course examines the structure and function of the neuromuscular system. The acute and chronic effects of anaerobic exercise and programming variables for various populations (e.g., athletes, youth, older adults, and individuals with chronic neuromuscular conditions) will be explored.
9. **Course attributes:** N/A

   General education component: _____

   ___ Cultural diversity ___ Honors ___ Writing centered ___ Writing intensive ___Writing active

   ___ Department Capstone as Senior Seminar

10. **Instructional delivery**
    Type of Course:

    __x_ Lecture ___ Lab ___ Lecture/lab combined ___ Independent study/research

    ___ Internship ___ Performance ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    _x__ Face to Face _x_ Online Synchronous __x_ 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:** ____N/A__
12. **Equivalent course(s):** _____None_____

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes ___ No
13. **Prerequisite(s):** _____ KSR 3340____

    a. Can prerequisite be taken concurrently? ___ Yes _ x__ No

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

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

d. Who may waive prerequisite(s)?

___ No one _x__ Chair ___ Instructor ___ Advisor ___ Other (specify)

14. Co-requisite(s): _____None_____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: students admitted into the MS in Exercise Physiology graduate program

b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: __all others_____

16. Repeat status: _x__ 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: _x__ Standard ___ CR/NC __ Audit ___ ABC/NC

19. Special grading provisions: N/A

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

___ Grade for course will <u>not</u> 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 _x__No ___Yes, Explain if yes_____

21. Community college transfer:

___ A community college course may be judged equivalent.

_x__ A community college may <u>not</u> be judged equivalent.

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

<u>Rationale, Justifications, and Assurances (Part I)</u>

1. _x__Course is required for the major(s) of __MS in Exercise Physiology _____

___Course is required for the minor(s) of _____

___Course is required for the certificate program(s) of _____

___ Course is used as an elective

2. **Rationale for proposal**: This course revision is necessary to update current information and course objectives in order to pursue rigor, align with current professional standards, and provide additional information for application of material. An online format option provides increased accessibility to students.

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

   Similarity to other courses: N/A

   Prerequisites: In order to maintain the rigor and pursue a higher level of learning, students must have a basic understanding of exercise physiology prior to taking the course.

   Co-requisites: N/A

   Enrollment restrictions: This is a required class for students pursuing an MS in Exercise Physiology because the content of the course is specific to this field.

   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: Providing an online availability option may increase accessibility to students who have scheduling limitations that may otherwise prohibit enrollment in the course. This option may better meet the needs and offer flexibility of schedule for student-professionals.

   Instruction: The EIU approved online learning management system will be used to provide a sound virtual learning environment for the delivery and administration of the online section of the course. Video-recorded lectures (e.g. narrated PowerPoint) will supplement assigned readings and discussions. Collaboration among classmates and the instructor will be encouraged via discussion boards and projects emphasizing pre-recorded video submission. Other assignments, quizzes, and exams will be delivered, completed, and graded via the online management system. Online sections of the course will be taught by individuals successfully completing the OCDI training or meeting the other requirements of the technology-delivered course policy.

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

   Interaction: Instructor-student and student-student interaction will be promoted via online asynchronous discussion boards and synchronous discussion/video conferencing. Office hours will be available both face-to-face and via online platforms (e.g., Teams, Zoom). Other forms of communication (e.g., email) will also be available.

Model Syllabus (Part II)

Please include the following information:

1. Course name and title - KSR 5270 – Neuromuscular Exercise Physiology and Programming

2. Catalog description - This course examines the structure and function of the neuromuscular system. The acute and chronic effects of anaerobic exercise and programming variables for various populations (e.g., athletes, youth, older adults, and individuals with chronic neuromuscular conditions) will be explored.

3. Learning objectives.
    a. Describe neuromuscular function during acute exercise with an in-depth analysis of neuromuscular function at the cellular level, including but not limited to – action potentials and the sliding filament theory. (Graduate learning goals 1 and 2)
    b. Examine the factors that contribute to acute muscle force production, joint range of motion, and muscle fatigue. (Graduate learning goals 1 and 2)
    c. Distinguish how neuromuscular function and adaptations influence anaerobic training (e.g., resistance training) principles. (Graduate learning goals 1-4)
    d. Construct appropriate anaerobic training programs for specific populations (e.g., athletes, youth, older adults, and individuals with neuromuscular conditions). (Graduate learning goals 1-5)

4. Course materials.
    Gardiner, P.F. (2025). *Advanced Neuromuscular Exercise Physiology: 2nd Edition*. Human Kinetics.
    McArdle, W.D., Katch, F.I., & Katch, V.L. (2023). *Exercise Physiology: Nutrition, Energy, and Human Performance, 9th edition.* Wolters Kluwer.
    Other course content will be provided via the learning management system within each module.

5. Weekly outline of content.

Week	**Topic**
1	Neurological structure and function
2 and 3	Neuromuscular function and integrative control
4	Muscle fiber types and muscle architecture
5	Muscular contractile properties and mechanisms
6 and 7	Muscular force production
8	Muscle fatigue
9	Developing neuromuscular power
10	Training considerations for performance development
11	Neuromuscular strength training principles
12	Neuromuscular adaptations to chronic anaerobic training
13	Neuromuscular concepts and programming in youth
14	Neuromuscular concepts and programming in older adults
15	Exercise programming for individuals with neuromuscular diseases
16	**Final Exam**

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

Evaluation/Assessment	Percentage	Course Learning Objectives
Exams	40%	3.a – 3.c
Assignments	30%	3.a – 3.d
Quizzes	15%	3.a – 3.c
Research Project(s)	15%	3.c – 3.d

7. Grading scale.
    A 90-100%
    B 80-89.9%
    C 70-79.9%
    D 60-69.9%
    F $\leq$ 59.9%

Date approved by the department or school: 04/07/2025
Date approved by the college curriculum committee: 04/23/25
Date approved by the Honors Council *(if this is an honors course):* Not applicable
Date approved by CAA: Not applicable **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 __x___Revision of Existing Course**
2. **Course prefix and number:** ___KSR 5211_____
3. **Short title:** ___Revenue in Sport_____
4. **Long title:** __ Revenue and Sales Management in Sport_____
5. **Hours per week:** __3_ Class _0__ Lab _3__ Credit
6. **Terms:** ___ Fall ___ Spring ___ Summer _x__ On demand
7. **Initial term**: ___ Fall _x__ Spring ___ Summer Year: _2026_____
8. **Catalog course description:** This course applies the fundamental principles, concepts and applications associated with revenue and sales management in the sport industry. The course will cover a number of topics that will range from advertising, fundraising, multimedia, ticket sales, sales management, and sponsorship activation.
9. **Course attributes:** N/A

   General education component: _____

   ___ Cultural diversity ___ Honors ___ Writing centered ___ Writing intensive ___Writing active

   ___ Department Capstone as Senior Seminar

10. **Instructional delivery**
    Type of Course:

    __x_ Lecture ___ Lab ___ Lecture/lab combined ___ Independent study/research

    ___ Internship ___ Performance ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    _x__ Face to Face _x_ Online Synchronous __x_ 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:** ____N/A__
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 _x__ Chair ___ Instructor ___ Advisor ___ Other (specify)

14. Co-requisite(s): _____None_____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: Sport Administration Graduate Students

b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: __all others_____

16. Repeat status: _x__ 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: _x__ Standard ___ CR/NC __ Audit ___ ABC/NC

19. Special grading provisions: N/A

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

___ Grade for course will <u>not</u> 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 _x__No ___Yes, Explain if yes_____

21. Community college transfer:

___ A community college course may be judged equivalent.

_x__ A community college may <u>not</u> be judged equivalent.

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

<u>Rationale, Justifications, and Assurances (Part I)</u>

1. _x__Course is required for the major(s) of __ Masters in Sport Administration_____

___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**: Effective managers of sport and fitness organizations, in the public and private sector, need to have a clear understanding of the core principles of sport management which include revenue and sales management. The Marketing and Management accrediting body for sport management education programs, identifies this as an essential content area. Revenue and sales management are key to understanding those principles. The Kinesiology, Sport, and Recreation Department currently offers a course in Promotion and Sales Management but it needs to be revised with up to date information to represent what is happening in the sport world. The course will also have the option to be offered online to reach additional students.

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

   Similarity to other courses: N/A

   Prerequisites: N/A

   Co-requisites: N/A

   Enrollment restrictions: The course will be limited to Sport Administration Graduate Students as the content of the course is specific within the field of sport.

   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: As sport administration becomes more of a competitive field, many students have to work a variety of hours and require a flexible schedule. The material for this course could be transferred to an online format, if needed, to allow for the sport manager's schedule. The EIU-approved online learning management system will be used to provide a sound virtual learning environment for students enrolled in an online section of this course.

   Instruction: The course management system's communication tools will be used to promote synchronous and/or asynchronous discussion and analysis of key course topics. The students will also be assigned a textbook or current research/documents for assigned readings. Assessment tools will be used to assess student learning and depth of content knowledge. Assignment 'dropbox' tools will be used to manage submission of learning activities, such as writing samples, and creative projects. Online versions of the EIU-approved assessment rubrics will be used to assess student performance. Online grading tools will be used to assist with grade finalization and confidential grade posting. Online sections of the course will be taught by individuals successfully completing the OCDI training or meeting the other requirements of the technology-delivered course policy.

   Integrity: The integrity of student work with the assessment process will be assured by utilizing the course management system's assessment settings such as randomization of test questions from a question database, using short answer and essay questions to test for depth of content knowledge, limiting student views of each question to one, and limiting the amount of time for each assessment to be completed. The integrity of student writing will be assured through the use of the EIU-approved

anti-plagiarism software. This software will help assure original authorship of writing samples submitted by students.

Interaction: Regular interaction between student and instructor will be maintained through the use of EIU e-mail, the course management system's 'mail' tool and web-based conferencing technologies (Zoom, Teams). Student-to-student interaction during weekly synchronous and/or asynchronous threaded discussions centered on course content will be supported through the use of the course management system's 'discussion' tools.

Model Syllabus (Part II)

Please include the following information:

1. Course name and title - KSR 5211- Revenue and Sales Management in Sport

2. Catalog description - This course applies the fundamental principles, concepts and applications associated with revenue and sales management in the sport industry. The course will cover a number of topics that will range from advertising, fundraising, multimedia, ticket sales, sales management, and sponsorship activation.

3. Learning objectives.
   1. Describe the importance of revenue generation in sport. GLG 1
   2. Identify the various forms of revenue generation across sport. GLG 1
   3. Apply the concepts of organizing a sport promotion and sales campaign for a sport league. GLG 1, GLG 3
   4. Examine the fundamentals of sport sponsorship, ticket sales & major gift donations. GLG 1
   5. Analyze academic research related to promotions, sales, & fundraising. GLG 2, GLG 3, GLG 4
   6. Comprehend and analyze the sales management process. GLG 3, GLG 4

4. Course materials.
   Shonk, D.& Weiner, J.F. (2022). Sales and Revenue Generation in Sport Business. Champaign, IL:Human Kinetics..
   Other course content will be provided via the learning management system within each module.

5. Weekly outline of content.

Week	Topic
1	Introduction to Generating Revenue
2	Revenue generating process
3	Application of selling process
4-5	Ticket sales and matching inventory
6	Broadcasting and multimedia
7	Sponsorship sales
8	Corporate and foundation revenues
9-10	Fundraising and development in sport
11	Grant writing
12	Hospitality and tourism
13	Social media for revenue generation
14	Sales force management
15	Future trends in revenue generation
16	**Final Exam**

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

Evaluation/Assessment	Percentage	Course Learning Objectives
Tests and Quizzes	20%	1 -4, 6
Assignments	30%	2,4,5,6

Project(s)	30%	2,3,5,6
Discussion(s)	20%	1 – 6

Tests & Quizzes Tests/and or quizzes will be offered to assess knowledge regarding course information. Quizzes and/or tests will vary in length and may be offered via D2L or in class.

Assignments Assignments will be offered on a regular basis regarding the information that has been presented in class. Assignments will be due either in class or through D2L. Assignments may vary in the form of a short presentations or written work of an analysis of current topics within the field of revenue and sales management. An example of a potential class assignment will include presenting an effective ticket and/or sponsorship sales campaign for an assigned sport league.

Class Projects Projects for this course will be completed individually and with groups throughout the semester. Class projects may vary in length, point value and/or difficulty depending on the weekly topic. An example of a potential class project will include assessing the current revenue streams of a youth sport league. Utilizing course content and research, students will provide the league with an analysis of their current sales and provide meaningful suggestions on other revenue streams that would be effective and appropriate for their assigned league.

Class Discussion Class discussion is imperative at the graduate level to advance critical investigation regarding the future of sport administration. Students should be prepared to lead or contribute significantly (with additional outside reading sources) to each class session.

7. Grading scale

A 90-100%
B 80-89.9%
C 70-79.9%
D 60-69.9%
F $\leq$ 59.9%

Date approved by the department or school: 04/07/2025
Date approved by the college curriculum committee: 04/23/2025
Date approved by the Honors Council *(if this is an honors course):* Not applicable
Date approved by CAA: Not applicable **CGS:**